DOKUZ EYLÜL UNIVERSITY
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MASTER OF CONFLICT RESOLUTION PROGRAM
MASTER'S THESIS

A NEW APPROACH TO CONFLICT RESOLUTION SYSTEMS; CONFLICT COACHING

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APPROVAL PAGE

DECLERATION

I hereby declare that this master's thesis titled as "A New Approach to Conflict Resolution Systems; Conflict Coaching" has been written by myself in accordance with the academic rules and ethical conduct. I also declare that all materials benefited in this thesis consist of the mentioned resources in the reference list. I verify all these with my honour.

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ABSTRACT
Master's Thesis
A New Approach to Conflict Resolution Systems; Conflict Coaching
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This study is structured to contribute to the understanding of the theory and the practice of Conflict Coaching. It is a new concept and assumed as part of a more extensive system of Conflict Management and Alternative Dispute Resolution fields.

Conflict Coaching is a systematic process involving a collaborative solution, despite having contrary opinions and beliefs about the best plan of action but trying to collaborate in obtaining a common goal. Conflict Coaching address the cognitive and behavioral aspect of learning, improves the educational level of communication skills, empowers the individual in dealing with conflicts, resulting with behavior changes to a collaborative management style of the conflict.

The study purpose was to measure the change in the Conflict management style through Conflict Coaching Communication Skill Training. The participants are 40 undergraduate students of The Business Administration Program of The Dokuz Eylül University who are assumed to be the future business people dealing with conflicts in the work environment and will require the essential skills to manage workplace conflicts.

A quasi-experimental pre and post-test design were used to indicate the change in the conflict management styles using the Rahim Organizational Conflict Inventory-II (ROCI-II). The scores obtained from pre and post measures indicated the behavioral change in conflict management style towards a more positive collaborative style that the present study aimed for.

The dependent variable of the study is Conflict Management Style, and the Independent variable is Conflict Coaching Communication Skill Training. Experimental results showed that the training program resulted with an increase on the collaborating style of conflict management, from %30 to %70 on TIME1 basses involving the first group of 20 participants, and from %20 to %80 on TIME2 basses for the second group 20 participants.

Driving from the executive coaching domain and gaining momentum from conflict resolution systems, conflict coaching is a new concept and not widely known nor written about. The findings of this thesis demonstrate a valuable contribution to the literature by exploring behavioral change as a result of gained communicative competence and serve as a reference since the field is in the early stages of development.

Keywords: Conflict Coaching, Alternative Dispute Resolution, Conflict Coaching Communication Skill Training, Conflict Management.

OZET
Yüksek Lisans Tezi
Kişilerarası Anlaşmazlık Çözüm Sistemi Olarak Yeni Bir Yaklaşım;
Anlaşmazlık Koçluğu
GAMZE TORT

Dokuz Eylül Üniversitesi
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İngilizce İşletme Anabilim Dalı
İngilizce Anlaşmazlık Çözümü Programı

Anlaşmazlık Koçluğu, çatışmalarda karşıt düşünce ve inanışlara rağmen bireylerin ortak hedefler doğrultusunda uyguladıkları eylem planlarında, işbirlikli çözümlere yönelmelerini sağlayan sistematik bir süreçtir. Anlaşmazlık Koçluğu, bilişsel ve davranışsal öğrenme yöntemlerini vurgulayarak, kişisel davranış ve iletişim becerilerini güçlendir ve bu doğrultuda çatışma yönetim biçiminde işbirlikli tutumlara yönelim sağlar.

Bu çalışma, Anlaşmazlık Koçluğu İletişim Becerileri eğitimi neticesinde kişilerin anlaşmazlık yönetimi tutum değişikliğinin yarı-deneysel bir tasarım kullanılarak incelenmesidir. Katılımcılar, gelecekte profesyonel iş ortamında çatışma yönetim becerilerini kullanabilecek, Dokuz Eylül Üniversitesi İşletme Anabilim Dalı, İngilizce İşletme bölümüne kayıtlı 40 üniversite öğrencisidir. Deney TIME1 ve TIME2 bazında 20 kişilik gruplar halinde iki aşamada gerçekleştirilmiştir.

Yarı-deneysel olarak tasarlanmış bu çalışmada, eğitim öncesi ve sonrası anlaşmazlık yönetim tutumlarını belirlemede, Rahim Örgütsel Çatışma Envanteri (ROCI II) kullanılmıştır. Çalışmada hedeflenen, anlaşmazlık koçluğu eğitimi neticesinde deney grubunun işbirlikli tutum oranında görülen değişimin saptanmasıdır. Bu değişim deney grubuna uygulanan öncesi ve sonrası test verilerinin karşılaştırılması ile gözlemlenmiştir.

Bu araştırmanın Bağımlı Değişkeni, Çatışma Yönetim Tarzı ve Bağımsız Değişkeni Anlaşmazlık Koçluğu İletişim Becerileri Eğitimidir. Deneysel sonuçlar analiz edildiğinde, varsayıldığı gibi eğitim programı uygulanması neticesinde, TIME1 bazında birinci 20 kişilik deney grubunda işbirlikli tutum artış oranı %30 dan %70'e, TIME2 bazında ikinci 20 kişilik deney gurubundaki artış oranı %20 den %80'e yükselmiştir. Bu bulgular bilişsel ve davranışsal eğitim yöntemlerini kullanan ve daha gelişim aşamasında olan Anlaşmazlık Koçluğunun incelenmesinde yazına önemli bir katkı sağlamaktadır.

Anlaşmazlık Koçluğu, yönetici koçluğu alanından doğmuş ve anlaşmazlık çözüm sistemlerinde hız kazanmıştır, ancak sisteme ait yeterli araştırma ve inceleme bulunmamaktadır. Bu çalışma, kişiler arası Anlaşmazlık Yönetimi ve Alternatif Çözüm Yöntemlerinin bir parçası olarak görülen ve uygulamada yeni bir araç olarak kullanılan Anlaşmazlık Koçluğu kavramının teori ve yürütümüne katkı sağlaması amacı ile yapılandırılmıştır.

Anahtar Kelimeler: Anlaşmazlık Koçluğu, Alternatif Çatışma Yöntemleri, Anlaşmazlık Koçluğu İletişim Beceriler Eğitimi, Çatışma Yönetimi.

A NEW APPROACH TO CONFLICT RESOLUTION SYSTEMS; CONFLICT COACHING

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INTRODUCTION

Etymologically the English term coach is originated from "carriage" has origins to a Hungarian word "kochi" which is used to transport people from where they are to where they want to be.

Coaching has been evolved and influenced by many fields, including psychology, organizational, and leadership theories.

The field also has much to contribute to the, "*Positive Organizational Scholarship movement (POS)*" (Cameron, Dutton, and Quinn, 2003), giving great emphasis on developing human strengths and facilitating positive organizational welfare. It offers a methodology for positive psychology by assessing its theories.

The concept is new and improving by the validation of theories and evidence-based research. Thus, the area surely needs more analysis to apply and more effective theoretical frameworks.

1. The Problem

Measuring the outcomes of coaching research appears to be a new area of study. Research related to coaching can be traced back to 1937. Limited in its methods, the study marked the potential of coaching in organizations by Gorby (1937). However, the trail has stopped until the writers such as Kilburg, Diedriech, Lowman and other practitioners began their practices in this area in the 1990s.

Between 1962-1999 a total of 93 empirical studies have published; one research paper by Lewis in 1947, followed by 15 reviews until the 1970s.

An eye-catching growth has seen at the beginning of the 1980s, but the 1990's where the research papers started accruing in the literature. In this period, 41 papers, and Ph.Ds. were referred by Dissertation Abstracts and PsycINFO. The focus was mostly as a management skill, (Graham, Wedman and Garvin- Kester, 1993 and 1994).

Exploration of the coaching field, different definitions in coaching developed mainly by 2000. Since then, the use of coaching in business, "healthcare for helping patients recover from physical illness" (Newham-Kanas, Goreznski, Morrow, and

Irwin, 2009), and "personal coaching for goal attainment and enchasing wellbeing" (Grant 2007) have been growing worldwide.

Kampa-Kokesch and Anderson's (2001) review has highlighted the rarity of coaching research reviews, limitations in design methods, and sample sizes. The evolution of the coaching discipline needs exploration and sharing of the experimental phase, as mentioned by Kilburg (2004), majority purely descriptive, and rarely validated with quantitively measures.

Among them, there are valuable researches that have contributed to the coaching field. Some of the examples are:

A randomized controlled study by Taylor (1997) with participants that are undergoing a Medical College Admission course found that solution focused coaching strengthens resilience, and reduce stress.

A randomized controlled study of 62 accountants receiving group coaching over a period showed that coaching is most effective in improving study skills and self-regulation. Grant (2002)

Yahbe, Moyers, Miller, Martinez, and Pirritanol 's (2004) study with 140 licensed professionals in substance abuse, showed that coaching help clinicians learn motivational skills for interviewing.

A study with 53 MBA students in Canada and Australia, found out that external coaching is associated with higher grades and team behavior. (Sue-Chan and Latham, 2004).

Gyllensten and Palmer (2005) operated a "quasi-experimental field study" with a control group of 31 samples from a UK finance organization found out that there is a significant decrease in stress and anxiety when compared with the control group.

An experimental study by Evers, Brouwers, and Tomic (2006) with 60 managers of the government showed that coaching increased self-efficacy and outcome expectancies.

Another randomized controlled study with 56 community adult samples taking part in a life coaching program showed that coaching increases hope, wellbeing, and goal attainment. Green, Oades, and Grant (2006)

Studies in the personal coaching containing community of 56 female student samples (Green, Grant, 2007, and Rynsaardt, 2007) showed that coaching reduces anxiety

and stress, facilitating goal attainment, resilience, hope, and mental help. As seen from the above research, coaching is a goal driven activity improving performance, establishing communication skill development, and encouraging growth.

Currently, UK based "EMCC (European Mentoring and Coaching Council), US-based ICF (International Coach Federation)" having more than 18,000 members in 90 different countries are collaborating to form credentials of the field and developing competencies. In 2008 a declaration was given on the Global Coaching Convention in Dublin, for an international understanding of frameworks, ethics, and accreditation, which are immensely crucial for the professionalism.

Unfortunately, there are no ethical and practice standards, entry barriers, nor accepted criteria on the private sector organizations that are giving coaching certificates. In this respect, it is essential to look at the academic status of coaching.

2. Academic Status of Coaching

On the current academic status, there are universities offering coaching degree programs worldwide. At 2000, Sydney University has given its first postgraduate degree in coaching,

There are three universities in Australia the University of Sydney, Queensland University of technology, and Charles Sturt University offering masters and certificate programs. In the UK there are several master and certificate programs conducted by universities such as City University, University of East London, Sheffield Hallam, Leeds Becket, and Oxford Brooks. In Europe, the University of Copenhagen in Denmark, and the Radboud University in Holland. US Michigan State University, University of Missouri, Ohio University and West Virginia University in the US are some of the universities with the coaching degree programs.

In 2017 IKBU (Istanbul Kemerburgaz University) has opened the first master degree program on Mentoring and Management Coaching with the Collaboration of European Mentoring and Coaching Council of Turkey.

In 2008 the American Management Association surveyed that 52% of businesses were using coaching. The survey projected that in 10 years, 37% of those that are not using coaching would plan to do so. (Thompson, 2008).

Regardless of the programs whether given in the academic or private sector, coaching seems to have a potential of growth and on demand.

3. Emerge of Conflict Coaching

Coaching is spreading from its initial growth area to new areas and gaining momentum in the UK and the US.

"*The need for Conflict Coaching emerged at the conflict resolution program of Macquarie University in Australia in 1993, as a result of the other party's refusal to participate in the process, where only one party was present for mediation*" (Tidwell, 1997).

As Conflict Coaching surfed its way in ADR processes, the terms "conflict" and "coaching" were first collaborated in 1994 when the potential importance of executive coaching in conflict management was highlighted by Stern(1994).

The term seems to have first been named as "Conflict Coaching" at Philadelphia Temple University, in North America as of January 1996 (Brinkert, 1999). The low demand for mediation in the campus ADR program of Temple University developed "conflict coaching" under the "co-leading" of professors Joseph P. Folger and Tricia S. Jones.

The publication of "*Conflict Coaching*" book by Tricia Jones and Ross Brinkert (2008), describing CC as a distinct process and highlighting on skill development while also distinguishing the involvement of other academic and professional disciplines, is an essential contribution to the field.

During that time, as a mediator Cinnie Noble (2012), became aware that organizations of private and public sector tend to avoid or handle conflict in ways that did not serve them. Being a mediator with training combined along with her experience in executive coaching Noble, published her book in 2011 "*Conflict Management Coaching: The CINERGY Model.*" emphasizing on the conflict management needs of organizations and individuals.

Conflict management coaching is niche and still in the early stages of development. Besides articles written by Tidwell (1997) and Brinkert (2002;2006),

the academic research found rarely. Remaining articles mostly consist of organizational letters and individual experiences of practitioners.

The conflict coaching model was based on a variety of existing research and theory from social scientific analysis of conflict. It is another tool for methods to prevent and resolve conflict. A one-on-one process to understand conflict and gaining skills, to manage disputes more effectively.

All societies, communities, organizations, and interpersonal relations experience conflict in their interactions. When conflict is mismanaged, strong emotions are triggered leading to hurt feelings anger, disappointment, and turmoil. When handled in a positive way and seen as a growth opportunity, it builds trust for the relationship to survive challenges and disagreements.

As litigation expenses, adverse productivity effects, time lost and dissatisfaction increases, a growing number of workplaces and organizations have developed alternative dispute resolution programs aiming to prevent and resolve disputes. These systems provide a sustainable climate of respect, which is highly essential for the reputation of the organizations. Emerging from Executive Coaching and ADR fields, CC is a new tool for these systems. It is a systematic process, despite having contrary opinions, beliefs, or interests; it is a way for the best plan action in collaboration in obtaining a common goal. It is especially useful for maintaining an ongoing relationship when one or more parties are not open to other ADR processes. CC focuses on improving awareness and the knowledge in communicate competence, building skills for the individual so that the change continues beyond the experience.

4. Conflict Coaching: A Set of Skills

Conflict Coaching described as a set of strategies, and skills used to engage, manage, and resolve conflicts. Bodtker et al. (2001) argue that three principal elements "attitudes, behaviors, and values" form conflict. To resolve, all these elements must be identified and dealt within, otherwise, the attempt will be unsuccessful.

In this respect, Conflict Coaching is helping to identify the skills and capabilities and enabling individuals to benefit and use to the best of their ability. Skills of communication such as targeted restatements, clarifying, listening, reframing, and questioning are the tools of conflict coaching, helping the disputants to shift perspectives and discover different solutions.

In 2007, "The Canadian Association of Graduate Studies and the Society for Teaching and Learning in Higher Education" created the Statement of Principles on Key Professional Skills Program to guide the graduate students of The University of Alberta for their professional development. Communication skills are recognized as the number one skill needed for the current job market. Individuals use these skills for identifying the emotion and behavior elements of the conflict, becoming aware of the conflict, changing the orientation, the features of the conflict and allowing the transformation of the conflict's direction to lead resolutions.

Motivated by the emergence and intervention process of Conflict Coaching, this thesis aims to contribute a better understanding of this new model in the ADR field. The main focus is to improve knowledge and to benefit from the skills given in the discipline. Conflict is a high price for individuals and organizations. While graduate diplomas and degrees validate the technical strengths, critical skills of leadership and relationship management are difficult to assess until after hire.

December 8th, 2016 Canada Government has released a study of Literacy and Essential Skills for workplace learning and life, adapt change, and navigate through work. The study highlighted, college graduates, entering business life lacking skills such as communication, collaboration, critical and creative thinking. Solely technical skills obtained by degrees and diplomas are insufficient for long term success. Relationship management becomes an essential element of leadership and the welfare of a healthy work environment.

A study of the Canada West Foundation, in Calgary, by Lane, Janet, and Murray, T. Scott (2015) showed that 30% of college students do not graduate with the "essential skills" to be successful in their work placements. Followed by a report done by PayScale Human Capital (2016) asking managers to rank the lacking skills of newly graduates. "*The top five lacking skills listed as critical thinking/problem*

solving by 60%, attention to detail (56%), communication (46%), ownership (44%), and leadership (44%)."

Pointing out an inverse coloration, as the college graduates' skills are becoming weaker, the demand for coaching and ADR is rising in the workplace settings.

5. The Significance of the Study

In this respect, colleges can provide sustainable and controlled terrain for academic students and research, which is the main reason why this study took place in a highly respected University of Izmir Turkey. It is a quasi-experimental study, and the participants are the students of the "Social Sciences Department of Business Administration Program of the Dokuz Eylül University", which adds significant value for this thesis study. The sample participants expected as future businesspeople dealing with workplace conflict, which requires key communication and collaboration skills for professional development.

This study has a contribution to the rare empirical research done in Turkey for the field. Between the years 1999-2018, a total of 82 theses were submitted in YOK (Council of Higher Education in Turkey) 28 Doctorate and 54 Master degrees on Coaching. As up to date, this will be the only present thesis in Turkey on Conflict Coaching.

Conflict Coaching cultivates cognitive and behavioral aspects of learning, improves the educational level of communication skills, self- empowers the individual in dealing with disputes resulting with measurable behavior changes.

6. Purpose of the Study

The purpose of the study was creating a change of attitude towards a more constructive style of conflict management through Conflict Coaching Skill Training. Application of the Conflict Coaching Communication skill domain creating a move towards collaboration is a continues process for building and rebuilding of

relationships, developing skills, and managing through complexity, which are qualities of highly participative leaders.

Although a small scale, the results of this study were consistent with the research hypothesis, which was: As a result of exposure to feedback, and training there will be a statistically significant increase in the percentage of the collaborating style of the focus group.

The main concern in the present study was not to prove but to improve the conflict-related communication skill knowledge and expand awareness of the participants to a mindfully ground of communicative behavior. As Runde, and Flanagan (2007) argue,

"*Cognitive conflicts are task-focused processes meaning that the involved parties put their concentration on problem solving, and cognitive conflicts are less likely to escalate to dysfunctional conflicts.*"

As a result, Conflict Coaching Communication Skill Training can prepare for an upcoming interaction and make a positive outcome more likely. It is also helpful after a conflict has been 'handled' as a way of determining behavior patterns that a party wants to prevent in the future.

It can be applied when there is only one party engaging in communicating, while the other party is unwilling for the conflict resolution process. Even, in situations when the individuals seeking assistance may not be ready or also do not want to be in a mediation process, instead choosing to deal with the situation themselves.

ADR systems such as mediation and arbitration developed so that organizations and individuals can handle conflicts more constructively and reduce adverse outcomes on organizations. De Church et al. (2001) express that "*Active conflict management allows groups to talk openly about issues and disagreements, opening a way to share information and confront a conflict together.*"

In this respect, conflict coaching may also be a step on the way to a ADR processes or a "stand-alone" activity assisting individuals to gain more competence in managing disputes. The industry of the field is proliferating, to improve by validation, academic platforms, researchers and practitioners must focus and

investigate the experimental methodology, focus on evidence-based research and continue to develop a dialogue of the system.

The present thesis is forming from three chapters; an overview of conflict coaching research, models and theoretical roots has been examined in the first chapter. Understanding the concept of conflict, communication roadblocks, and conflict coaching communication skill domains has been explained in the second chapter. Theoretical framework, participants, data collection, the experimental procedure has been given in the third chapter, followed by findings, data analyses and graphical illustrations for preliminary results, conclusion and discussion.

CHAPTER ONE
CONFLICT COACHING

In this chapter, the concept of Conflict Coaching, the development phase, and the models have been introduced and described. Executive Coaching and Alternative Resolution Fields are the domains of the emerging field.

"Problems cannot be solved by the level of awareness thinking, and consciousness that created them" Albert Einstein, Ideas, and Opinions (New York: Three Rivers Press,1954).

1.1. CONFLICT COACHING OVERVIEW

Conflict coaching is a new developing practice area forming from the domains of ADR and executive coaching fields.

"*The process involves a coach, and a client communicating one-on-one to develop a conflict-related parallel understanding, interaction strategies, and interaction skills.*" (Jones and Brinkert, 2008, p: 4)

CC is referring to conversations with one party present to a conflict that does not reach the point where mediation either has not yet been met or may never be fulfilled. The aim is to help an individual articulate how he or she might conduct oneself in the ongoing evolution of the conflict.

The process allows the individual to layer experiences of living then reflecting, followed by layering and distilling those experiences and thoughts to forms that can be brought back into practice, like meditation, producing a sense of the truth to guide the ongoing project of living. Helping the individual to craft and recognize their own becoming in relation to another or several others in the context of a conflict.

CC developed in the early 1990s as a conflict resolution process complementing mediation on university campuses and expanded on other frameworks, implementing inter disciplinary orientations capturing the attention of scholars, practitioners, alternative dispute community, business, law, conflict and peace studies.

1.2. THE EMERGE OF CONFLICT COACHING

Conflict coaching is mentioned through "conflict resolution" and "executive coaching" over the past twenty years. Complementing the ADR field as a "one-on-one conflict resolution process" and as professional development for workplace conflicts in organizational settings for the executive domain.

"*CC functions as a way of increasing awareness, knowledge and creating options in addressing the conflicts. It offers a more productive interaction and management of the conflict. It is conceptualized as care of the self in conflict situations*"(Pierre Hadot, 1995).

1.2.1. In the Conflict Resolution Community

In 1993, the low demand in campus resolution program at Macquarie University in Australia on attending mediation sessions, where only one part was present for mediation emerged the need for CC. Related difficulties in the campus ADR program led to the development of conflict coaching by professors Joseph P. Folger and Tricia Jones.

"*The very first formally established conflict specific coaching type process build at Macquarie University in 1996, by then it was named problem-solving for one, it was a binary, interest-based process for an individual in a conflict situation where one or more parties did not want to engage in the mediation process.*" (Tidwell, 1997)

By January 1996, the term "Conflict Coaching" was used by Folger and Jones to describe "*conflict styles coaching for individual disputants in the Temple University campus conflict resolution program*" (Brinkert, 1999; Jameson, 1998), based on an interest-based negotiation model developed by Fisher, Ury, and Patton's (1991).

At that time CC at Temple University was limited to "*conflict styles coaching*" however it was expanded to include "*conflict coaching for better engaging issues of diversity as preparation for possible confrontation and possible*

mediation" (Brinkert 2000). Since than Temple University offered CC as a central conflict resolution service at the university campus.

1.2.2. In the Executive Community

"Coping with internal and external problems forms the foundation of managerial work, and these problems almost always consist of some form of human conflict" (Kilburg 2000, p: 217).

The Executive Coaching Community dealt with conflicts using coaching in some significant ways between the mid-1990s and the early-2000s. While not appearing in the executive coaching field as early as in the conflict resolution field, the concept first collaborated in 1994 when Stern featured the potential growth interest of executive coaching in conflict management. Diedrich (1996) noted that "*executive coaches sometimes work on issues of problematic behavior between the executive and others and thereby implied the use of C*C".

A clinical psychology Ph, D, executive coach and executive coaching author Kilburg (2000), devoted a book chapter to working with client conflicts. Moreover, Noble (2001), strongly linked to conflict resolution and executive coaching communities, has written about CC management as another tool for resolving human resource disputes. It has gotten to be clear that pioneers in Europe in expansion to Australia and, North America were too testing the general region of CC in this period.

By 2011, Cinnie developed a model, called *"the CINERGY model of conflict coaching",* which was presented in her book*: "Conflict Management Coaching: The CINERGY Model (2011)*" Noble (2012, p: 2). Ellinger and Kim (2014) have emphasized coaching as an essential HDR competency tool, practiced within the human resource applications for some time, researches in this respect have been used to address workplace *"roadblocks*." (Cummings and Worley, 2009; Kim, Egan, and Moon, 2014).

As the organizations and communities embraced interest base methods for resolving and managing conflict, law schools and business and conflict graduate programs started to expand offerings to meet the demand of the practitioners. There

is an increasing rise in the number of presentations at conferences and articles of CC in the past five years. Also, an expansion in the master and certificate programs on conflict studies are seen in countries, especially Canada, the US, and Australia, including "conflict management coaching" in their curriculums. CC has found its way in the ADR systems.

1.3. THE DRIVERS OF CONFLICT COACHING

The above section mentions the emerge of CC from the domains of ADR, and executive coaching. Arguably the field demonstrates and expands in the coming years. This section identifies the future development and expansion reasons for Conflict Coaching.

Firstly, ADR processes provide tools for interactions between individuals and groups; the need for ADR will continue as long as the conflict occurs.
CC is a new toll for traditional processes; it may be an option for better management of pre and post-conflict by increasing awareness for addressing the conflict. It is a process of skills, strategy, and training of the individual for their customized conflict. It complements as an option for ADR processes, when parties do not participate in mediation, before mediation or after mediation as "care of the self." (Pierre Hadot, 1995).

Secondly, organizations expect to handle conflict appropriately because of the high-cost reasons of the conflict for the global economy. These systems provide a sustainable climate of respect, which is highly essential for the reputation of the organizations. The competitiveness of the economy and the need for a sustainable climate of respect in organizations suggest a growth in the trend of CC. Large organizations such as "IBM", and "Great Britain's National Health Service (NHS)" started adopting CC in their ADR systems.(Weiss and Huges, 2005). Conflict Communications, which is the driver of conflict coaching, is highly essential for managing relations with supervisors, peers, and external systems.

Lastly, the trend in the one-on-one process is growing over the past years. It is becoming more popular in the social Internet platforms such as www. mediate.com. As the demand and the market increases, academic programs such as

Columbia University, Salisbury University, Kennesaw State, and Temple University implemented CC to their conflict management and dispute resolution programs.

1.4. CONFLICT COACHING MODELS AND THEORY

Between the years 2005 and 2015 two models of CC have manifested and gained notice. This chapter describes *"The Comprehensive Conflict Coaching Model (CCC)* planned *by "Brinkert (2006)" and carried by "Jones and Brinkert (2008"), and the CINERGY model"* created *by "Noble (2011)"*.

1.4.1. The Cinergy Model

As for Noble, conflict management coaching can be considered as an options in the services provided by conflict management systems. The field is considered the fastest growing trend for organizations, to strengthen the conflict competence of their leaders.

As mentioned in Runde, and Flanagan's (2012) book, *"Becoming a Conflict Competent Leader: How You and Your Organization Can Manage Conflict Effectively?"* The importance of effectively engaging in conflict, using behavioral, emotional and cognitive skills for productive outcomes both for individuals and organizations are becoming highly essential for the executive field.

Given the statistics from Stanford University Miles Group survey, conflict resolution systems, the need for coaching is a significant area for the development of CEO leadership skills. (Center for Leadership Development, and Research, 2013).

Cinnie Noble, who is a former social worker, and lawyer-mediator authored "Mediation Advocacy" in 1998, and "Family Mediation: A Guide for Lawyers" in 1999. Cinnie, created the CINERGY® model of conflict coaching in 1999 and published her book regarding the model that she created in 2011.

The theoretical foundation of the "Cinergy Model" is based on a variety of disciplines, including Cognitive Behaviour Theory (CBT) and Solution Focused Theory. Her approach to CC is s backed up by the fields of "coaching, alternative dispute resolution, neuroscience", and by her research with study groups on

"refinement of techniques" in the late 1990s. Her model has a seven-stage approach that honors the person as the expert of his/her life and believes that the individual is resourceful, creative, and whole. Cinergy Model defines CC as a structured one on one process helping individuals to establish knowledge on skills and competencies for successfully engaging and managing interpersonal conflicts. Also empowering the individual to gain both own and other party's insight of the conflict.

CINERGY® is an acronym for a 7-step process;

"*Clarify the goal, inquire about the situation, name the elements, explore choices, reconstruct the case, ground the challenges, and saying, "Yes" to the commitment*." (Noble,2012)

The individuals discover and choose the optimal solutions that satisfy their needs with desired outcomes. As for Noble (2011), in this process, "*conflict coaches facilitate informal conversation support, encourage and challenge the individual to optimize their potential, and employ a structured model using reflective questions and other techniques*" to help individuals to:

• The coach and client discuss needs to get out of the process and set primary goals.

• Develop insights into the dynamics of the conflict, describing the conflict, any precipitating events, and identifying with whom conflict arises.

• Consider the perspective of the others involved in the dispute, analyzing the conflict, mastering awareness of the feelings, developing consciousness of the other's perspective and determining the relation through both parts actions and reactions.

• Create options and consider choices about how to manage the conflict; reaching the initial goals and revising them if needed.

• Develop practical skills to implement workable and sustainable conflict strategies for possible action plans risk and opportunity assessments associated with each identified plan.

• Consider and overcome any challenges in reaching goals, selecting aa action plan, helping the client practice the skills that will best serve for carrying out his/her planned agenda.

1.4.2. The Comprehensive Conflict Coaching Model

In 1993 the "Problem Solving for One Model" (Tidwell, 1997) based on three activities: analyzing the problem, creating options, and communication skill training originated at Macquarie University in Australia. It was a person-focused process. By January Philadelphia Temple University, Conflict Education Resource Team (CERT) started using CC in the campus student base ADR programs. Professors "Jones and Brinkert" introduced their "Comprehensive Conflict Coaching Model" and co-authored their book "Conflict Coaching, Conflict Management Strategies and Skills for the Individual" in 2008. The model contains components of complementing mediation and negotiation. The model crafts a better story in conflict and build relations through communication.

"*The Comprehensive Conflict Coaching (CCC) Model, helps the individuals to understand the nature of their conflicts and constitute the appropriate strategies and skills for effective conflict management*". The CCC model draws on *"Fisher's Narrative Paradigm"* (Fisher, 1985; Fisher, 1987) is broken down into four stages: "*discovering the story, exploring three perspectives - identity, emotion, and power, crafting the best story, and enacting the best story*".

In Stage One, the individual pieces together an initial story, and constructing a coherent narrative, discovering the story, and understanding the position and the conflict from multiple individuals' perspectives. The "initial story" gives information on how the critical issues, and opportunities within the conflict are realized by the individual and the parties. Refining is more on narrating how the conflict affects others in the system. It is a process to encourage providing more information on how the other parties in the dispute are experiencing the conflict and be narrative about the situation. The final part is "Testing the Story". The aim of this process is increasing the individual's ability realize the perspective of the others. Discovering the story helps to increase the coherence of the conflict content, the parties, and the content.

"*In Stage Two, the individual further processes the story through the dimensions of identity, emotion, and power, developing a narrative of the future outcome. Three critical aspects of personal experience to the conflict are identity*

needs, emotional needs, and power relations" (Brinkert, 2016). The intention is to help to identify what is essential to the individual in the outcome of the ongoing conflict.

Identity perspective focuses on the identity threats that cause negative emotions. Our sense of identity is affected by the sense of power, which determines how we feel about the situation. The CC helps the party to think through and purify damaged, and desired identities.

Emotion Perspective brings the realization of the dispute, and the importance of that particular dispute is to us. Coaching helps in providing a way of understanding the elements of change to feel better before the emotion escalates and blocks collaboration.

The Power Perspective; helps to understand power sources, explore how the outcomes can be influenced, consider how are others are using power with, for, or against them.

Crafting the best story in stage three is using insights from the above three perspectives. This stage draws on Appreciative Inquiry, *"which is about the search of the best in people and the relevant world around them."* (Cooperrider, and Srivastva, 1987). A process for the individual creating the future story which has links to the initial account. In this stage, the party shifts focus on "What can be? " rather than "What is it?" discussing realistic outcomes and coping strategies to envision a detailed, clarified, and refined "ideal" future.

Stage Four consists of enacting the best story. Constructing an action plan that focuses on the process of skills development, communication, emotional competence, and incorporating basic conflict management methods. *"This four-stage process is paralleled by a learning assessment method that enables one to identify what works for the disputant and to determine areas for improvement."* (Jones and Brinkert,2008)

Most ADR literature focus on "conflict" once it is manifested (Gawerc, 2013; Lewicki, Weis, and Lewin, 1992; C. H. Mayer and Louw, 2012; Rahim, 2010), on the contrary, as seen from the models mentioned above, "conflict management coaching" may be used before, during, or after a dispute originates.

Furthermore, concentration of this process is not solely about resolving disputes unlike most practices in the ADR field, but also giving an insight on how to self-manage dispute or a situation where resolution may not be the primary goal.

Next section discovers the theories applied to Conflict Coaching. The chapter generally covers the theoretical roots of coaching, bringing together the origins of coaching, and its applications to conflict coaching. The theories behind will rich the scientific background of the field.

1.5. THEORETICAL ROOTS AND THEORIES APPLIED TO CONFLICT COACHING

This chapter covers the scientific theories applied to CC, including "Adult Learning Theory", "Humanistic Person-Centered Approach", "Cognitive Behavioral Approach", and concluding with the "Narrative Theory".

1.5.1. Adult Learning Theory

Malchom Knowles is the theorist who brought the concept of adult learning theory and determined the "*principles of andragogy, which is the science of how adults learn*". Knowles emphasized on *"six characteristics that enchase adult learners on how they approach learning"* (Knowles, Holton, and Swanson, 2011).

1. Adults require to know the reason why they need to learn, relate the content to real-world problems with real consequence, theoretical information is not as valuable to them. Appeal of this need directs the individual's self-concept as an independent learner.

2. Self-Concept; the desire to direct learning concerning interests increase as humans mature.

3. Adult Learner Experiences becomes an increasing resource for learning. Mistakes make resource of knowledge for the learning activities that the base that adults can draw upon while learning.

4.Readiness; adults are ready in acquiring subjects that have personal benefits and impacts on their job or personal lives. Readiness to learn increasingly orients the

learner, while applying lessons to deal with real life situations and to develop tasks for social roles.

5.Orientation is problem centered than content oriented. Adults are ready to receive in order to help themselves to perform tasks or confront challenges they face and apply to everyday life situations.

6.Motivation; "as adults mature, the motivation to learn comes internally" (Knowles, 1984, p:12). Adults are inspired and motivated by internal goals such as the desire for increased "job satisfaction", "self-esteem", and "quality of life" to reinforce their personal and professional development. "*Physiological, safety, belongingness, esteem, and self-actualization*", which are Maslow's hierarchy of needs (1943) supports the concept of this intrinsic motivation.

"*Adult learning theory offers a useful base to coaching practice because it emphasizes the self-determination, actualization, and self-transformation of the learner*" (Jarvis, 1998). "*Adults are self-directed in their learning; during coaching, the client sets the agenda for the coaching process and assumed naturally creative, resourceful, and whole*" (Whitworth, 1998, p: 3). Goal orientation drives adults to know why they are learning. Coaching is a systematic process involving goal setting, collaborative solution and result-oriented action. The goal set by the individual originates the action plan and the will to achieve that goal.

Adults orient when they apply learning to their personal and professional lives. They accumulate experiences and interested in learning to solve "real-life dilemmas". Coaching helps to seek to engage in activities that meet the needs of the individual. Identifying goals using the learner's real-life experiences, pointing the desired outcomes generates defined and measurable objectives for the learner.

"*Adults respond more to intrinsic motivators, such as increased self-esteem and quality of life. Giving emphasis on these motivators, coaching unlocks and widens a person's potential to maximize their performance*" (Whitmore, 1996, p: 8).

Coaching is way for adults to learn. It helps to "*achieve goals through learning, self-awareness and behavior change. Coaching links inner purpose to outer work*" (Hudson 2000, p: 15).

1.5.2. Transformative Learning

The theory, developing through the work of Jack Mezirow, involves a profound, integral adjustment in beliefs, principles, and feelings (Mezirow, 1990), which has an essential influence on adult learning.

Beginning back in the early 1970s, Mezirow introduced three types of meaning perspectives: psychosocial, sociolinguistic, and epistemic.

Epistemic aspects are those that connect with what we know and how we come to know it, they impact our cognitive learning style. Sociolinguistic meaning perspectives relate to the social norms, language use, and cultural codes that create our assumptions which lead to prejudices, stereotypical judgments. Psychological perspectives relate to our understanding of ourselves, and the way we are shaped by our self-concept, defense mechanisms, and psychological preference types.

"*Transformative learning induces a more far-reaching change in the learner than other kinds of learning, especially learning experiences which shape the learner and produce a significant impact, or paradigm shift, which affects the learner's subsequent experiences*" (Clark, 1993, p: 47)

These three perspectives serve to evaluate the meaning of the experience we shape. As for Cranton (1996, p: 83), it is not possible to define assumptions without the help of others, suggesting some work for the coaching era.

Coaching can help to understand assumptions and beliefs and uncover their roots, once they are unfolded, then the individual is free to choose whether to maintain or release the beliefs. Mezirow (1990) proposed that "*people go through several phases of transformation that can be facilitated by coaching*".

Gatherings from the data, the phases are identified as;

"*Self-Examination of the feelings, such as fear, anger, guilt, shame, or helplessness related to the conflict. This phase reveals the depth of feeling about the dispute and provides information for the coach on how to motivate the individual*" (Cox and Bachkirova, 2007). The coach helping the individual to think through the conflict and roles within the situation, and provide emotional support as the individual comes to certain realizations.

Assumption of assessments and associated feelings in relation to the dispute to give insights for the learner is the main purpose. In this phase, the coach encourages critical reflection, helping to identify the "frames of reference" that influences "perception, clear thinking, decision-making, awareness, and actions".

Recognition of one's displeasure, regret and the discontent forms the awaking point that leads to a transformation of the experience. To encourage the realization of the dispute, the coach may use metaphors, stories and even ask for examples to illustrate that the current dispute is not unique and other people have faced similar experiences and created resolution. This sharing process can be a potentially negotiable experience for the individual.

Exploring Options for new roles, relationships, actions, and alternatives to replace the distorted perspective. The coach helps the individual to analyze, interpret and compare alternative scenarios and the potential roles for alternative options.

According to Mezirow(1995), "*planning a course of action that includes new meaning perspectives, acquiring knowledge and skills, trying out new roles, and building competence and self-confidence is an essential element of Transformative Learning*". The coach helps the individual to deal with new realities, concerning new roles for generating new plans for implementing, also helping to acquire new skills and knowledge for building competence and "self-confidence".

Reintegrating phase is integrating the new perspective, provisionally trying out new roles, providing examples of models for the unique perspective, and providing opportunities for role-play.

Critical Reflection is the key point of transformative learning. It is the integration of new assumptions into one's life created by the new perspective. It is the reflection of self-images, questioning previous behavioral and moral norms, changing the self-concept, reinterpreting current and past behaviors from a new angle., where the individual comes to terms with their emotions, learn from the mistakes they made, explore their successes, and develop empathy and understanding.

In models of coaching, the GROW model created in the mid-1980s by Graham Alexander and made famous by Whitmore points directly onto the phases of transformative learning.

G.R.O.W. (Goal, Reality, Options, Will) is a four-step process "Goal setting" referring to an actual or proposed concrete experience, articulating a concise goal which should be specific, measurable, definitely realistic, time-phased relevant, challenging and positively stated.

The exploration of "Reality" is equivalent to reflective observation, describing the current situation, exploring the fact and feelings around the situation, recognizing those internal factors that effects one's perception of reality.

"Options" involve abstract conceptualization, thinking about, solutions, and ideas to resolve the situation for moving forward.

"Will" identifying and selecting from one or more options to use in an action that suggests active experimentation. In addition to learning styles, it is also valuable to consider, Values and motivation and self-efficiency as an essential step for coaching.

According to Vroom's (1964) expectancy theory, people motivated by the value of the outcome as well as the expected results of their actions. Valence; the value of the issue to the individual and Expectancy; the probability that effort will result in success makes the force of motivation. The coach helping to discover one's values and explore how these relate to real life goals in an attempt to understand and empower motivation is extremely important. Commitment to the goal is obtained, when the individual recognizes that the goal is essential.

"Social Learning theory" created by the work of Albert Bandura (1977, 1986), explains the process of learning "through observation and imitation", later renamed as "Social Cognitive Theory", referring to a *"psychological model of behavior"*. Proposing that "change in behavior is affected by environmental influences, personal factors, and attributes of the behavior itself ."

"Self-Efficacy" which is also closely related to motivation, is defined by (Bandura 1994, p:1) as;

"People's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives"

The four primary sources of influence are essential starting points for coaching to be considered. "Mastery Experiences" are the most effective way of creating a strong sense of efficacy. The coach regulates the attention of the

individual, for the goal setting, to the difficulty of the goal chosen and the commitment to the goal. Goals can be achieved if they are evident at the right level, expecting quick results are easily discouraged by failure.

"Vicarious Experiences" provided through the sharing of experience or modeling behaviors are the second way of strengthening self-beliefs. The impact of modeling influences the perceived self-efficacy, when the individual sees the model similar to oneself, transmitting effective skills, knowledge, and strategies for managing the situation become advantageous in promoting self-efficacy.

Self-efficacy also elevates through the stipulation of positive, honest, feedback raising the individual's beliefs in their capabilities on challenging situations. Positive moods and well-being determined as physiological states, enchase self-efficacy. Individuals with a high sense of efficacy view their situation as effective stimuli and approach difficult tasks as challenges when compared with individuals with self- doubts that regard their position as exhaustion and see threats to be avoided.

Coaching through realistic verbal persuasion helps the individual to structure situations in ways that bring success, and "self-improvement" rather than feeling accomplishment over others and avoid placing other people in situations where they likely to fail.

1.5.3. Humanistic, Person-Centered Approach

Carl Roger's (1902-1987) is a humanistic psychologist whose "person-centered approach" is identified as a viewpoint to coaching. He has agreed with the central assumptions of Abraham Maslow's five-tier model "hierarchy of needs" characterized as "hierarchical levels" within a pyramid.

From the bottom to upwards, the needs are "physiological, safety, "love" and "belonging", "esteem needs", and "self-actualization". And Rogers added that an environment that provides, genuineness, openness, acceptance with unconditional positive regard, and empathy is important for the growth a person. He also indicated that *"the aim is to move towards self-actualization, as we all tend to actualize ourselves."*(Rogers 1961, p: 351).

Carl Rogers believed that for a person to achieve self-actualization, they must be congruent with their actual behavior, which is a self-image to the state of ideal self whom they would like to be. Rogers, characterize the fully functioning personas as opened to experience, in acceptance of both positive and negative emotions. Accordingly, negative feelings must not be denied, instead worked through. In touch with different experiences appear in life, avoiding prejudging and assumptions, fully appreciating the present moment, not continually looking back to the past or forward to the future, most importantly paying attention and trusting in one's feelings and instincts. People's own decisions should be trusted and considered to be the right ones to make the correct choices. "*Creative thinking and risk-taking are features that involve the ability to adjust and change and seek new experiences in an individual's life. A fulfilled individual who is happy and satisfied with life always looks for new challenges and experiences.*" (Rogers 1961)

Roger's "person-centered approach' places great importance on the "quality" of the relationship between the individual and the coach. A supportive environment for the facilitation of the coaching process is allowed by providing a framework for the acknowledgment of an individual's strength, and helping the individual to move towards self-actualization. In other words, coaching accepts the individual as the expert of his or her own life.

Coaching has been identified as the applied practice of positive psychology (Kauffman, 2006). "*The origins trailed back to the humanist movement and work of Rogers, Maslow, and even to the earliest works of William James*" (Froh, 2004). The field studies how individuals prosper in the face of distress, focusing on strength, positive development and moving away from "*pathology and dysfunction*". (Seligman and Csikszentmihalyi, 2000).

In 1998, the APA (American Psychological Association) president Martin Seligman presented a science, which emphasizes identifying and enhancing the individual's strongest qualities, meaning what they do best and helping them discover environments that allow their strengths to live productively. Hungarian-American psychologist, Mihaly Csikszentmihalyi's acknowledgment for the need of positive psychology was during World War II in Europe, witnessing successful and confident men becoming helpless and hopeless when they lack the social support,

and then losing their jobs, money, and status, moreover losing their sense of meaning in life.

Based on these concepts, a coaching model was created for people who are mentally healthy but want to find more joy in their lives. The model includes a set of techniques "to foster happiness and increase happiness" using Seligman's notion of three pathways to happiness:

"(1) Pleasant Life; through the emotions, (2) Engaged Life; through connection with the internal or external activity, and (3) Meaningful Life; through personal meanings." (Seligman 2004)

Most people think only of emotion when they think of being happy. However, the other two pathways are equally compelling and leading to greater life satisfaction. Seligman (2004) points out that individuals have two distinct ways of experiencing happiness in the present, pleasures and gratifications.

When the theory corresponds with coaching, scientific methods are used for individuals to achieve happiness. Techniques such as expressing gratitude, cultivating optimism, managing stress, developing the focus on the present, and strategies on positive social relationships and committing to the goals enchase positive emotions. "*Coaching becomes a therapeutic process that seeks to identify the faulty thinking that can lead to emotional disorder and dysfunction.*" (Beck, 1976). The coach encourages the individual on identifying and evaluating self-defeating thoughts and engaging in more constructive ways of thinking and behaving.

Once, the critical activating event or the situation which is originating the distress has been identified, using cognitive restructuring, negative thoughts can replace with positive ones helping the individual to challenge their thinking on identifying their irrational belief system such as overgeneralization, disqualifying the positive, emotional reasoning, labeling, and mind reading.

The Situation consists of "who, what, when, where, why" elements, including the environment that the disputant finds, and gives rise to the thoughts. Thoughts interlink with emotions, creating a negative impact, and causing feeling down, linking to the physical state such as reflecting body language and general lethargy. Behavior is the final part of the model, which is moving forward from the situation

of the related dispute. The goal is to help the individual to verify these irrational ways of thinking and to displace it with a rational response.

Process is solution focused, action-oriented, and based on the individual's goal. Questions drive thinking, and thoughtful questioning techniques would be used to examine ideas logically and to determine the validity of those ideas, challenging the accuracy and completeness of an individual's thinking in a way that acts them to move towards their ultimate goal.

1.5.4. Narrative Theory

"*The term narrative is a recognized way of portraying a worldview by describing a situation, including characters, actions, and settings, occurring in some sequence, known as A Story*" (Foss, 1996).

One of the more complete theories studying human communication as the narration is Walter Fisher's narrative theory. Fisher (1987) argued that all humans experience consists of narrative texts, and organize information into narrative forms unconsciously. He defines humans as "homo narrans" (Fisher, 1987, p: 62) inherently storytellers and outlines the distinctions how to determine the good from the bad narrative with his two key principles; probability and fidelity.

"*Narrative Probability is structural, material and logical character coherence, of a story. Structural coherence meaning how well the story hang together*" (Fisher 1987 p: 47).

Material coherence defines how the story compares and contrast to other communication. Character logical coherence shows the reliability of the characters within the story.

"*Narrative Fidelity, rests on the truthfulness and reliability of a story, based on the logic to the extent, which the story rings true. Fidelity tested by the philosophy of good reasons which are ruled by history, culture, biography, and character, are also manifested to the underlying values that define specific situations.*" (Fisher, 1981; Fisher, 1987)

Related to the assumption that individual's underlying competing interests emerge conflict, some studies propose that creating a conducive environment for the individual leads them to create a resolution suiting their personal interests,

"*Needs and interests, competing values perceived as mutually exclusive significant differences between parties*" (Moore, 2014, p: 111-112) as stated by Christopher Moore.

"*The narrative view focus the conflicts as expressions of the positioning practices that criticize or negatively define persons in conversations. Aiming to create the conditions for the growth of alternative stories that challenge the dominating communication in the relationship.*" (Kure, 2010, p: 23)

Conflict usually created with the tendency to attain a problem behavior to a part of a person's character. Coaching helps to change this view, primarily, focusing on the problem, separating the individual's character and assisting the individual in externalizing the problem and becoming a powerful process for the individual to understand the own conflict.

The views of narrative theory, and its applications should be considered in order to understand the diffusion of the theory in the CC era.

Simply stated, narrative theory regards the persons involved in a dispute as being trapped in a conflict story (from which they can see as no way out) and being assisted by a coach for re-authoring their story with a constructive conclusion.

The coach is interested in the facilitation of the expression of the individual's story and uncovering their meanings within the story. The process includes exposing narrative assumptions for externalizing the conflict, allowing parties to reposition themselves within the conflict, facilitating subtle positive shifts in the relationships, providing a new perspective and a potential re-story. These positive relational attitudes offer a new context and a perspective on the current conflicted relationship.

Sara Cobb's (1994) both structural and post-structural insights apply to the CC field. The structural approach is focusing on the content of the story, disregarding the way it is told or discourse around the way it is delivered, emphasizing the representation of events as a whole. "*The post-structural approach includes the coach as a co-participant for the transformation of the dispute, opening*

to new possibilities and interpretations, leading to mutually satisfying descriptions and outcomes" (Cobb, 1994, p: 60-61).

On the structural level, the CC is interested in the content of the story, helping the individual making sense of own dispute, and the content. Moving on the post-structural analysis, conflict coaching model focuses on the interaction between the coach, and the individual for presenting, refining, and testing the narrative on crafting the best story. (Brinkert and Jones, 2008).

In this context, it is obvious that all narratives process on crafting the best story, opening new possibilities and transformation to collaborative relations, process through communication. Implementing communication skills for overcoming roadblocks and care of the self in the conflict situations is highly essential. Communication skills training is part of movement gained momentum as a result of the growth of humanistic psychology and its applications. The skills gained also increases the individuals' awareness and the desire to take control of their psychological well being.

Above mentioned theories are given to enrich the scientific background of the field. The next chapter mainly focuses on the operating tools of conflict coaching, understanding the concept of conflict, establishing facts that created the conflict, influence of the conflicting communication and exploring the systems of meaning in the conflict. Above all, by the art of communication skills, coaches cultivate "cognitive and behavioral" aspects of learning, creating an improvement of the educational level, and "self-empowering" the individual in dealing with their conflicts.

CHAPTER TWO
THE CONCEPT OF CONFLICT

Language plays a vital role in the origin of meaning through stories, words describing and serving to create our experiences. "*The point of view of the social constructionist considers language as a type of social action.*" (Winslade and Monk 2001, p: 39-40)

Winslade and Monk, identified three principles which generate a pace for alternative stories in the conflict situations (2000, p.:12), starts with the formation of an alternative story followed by deconstruction of the power and influence of the conflict story, that creates an opening of space for individuals to make reasoning shifts. The practice describes the individual as bounded and caught up by the conflict, where the coach distances the individual, through a series of careful questions, from the conflicted story. This new perspective opens a shift from common assumptions about the ongoing conflict, where these shifts occur, the opportunity to a new narrative in which the parties do not feed on the traps of the conflict story and the potential for re-storying happens, initializing a new type of story, and a relationship.

As mentioned by Kellet and Dalton (2001), when the conflict narratives are seen more clearly, the more the parties empower themselves to create changes in their relationships.

Social scientists give various definitions of conflict. Robbins (1978) defined as an antagonistic interaction between the parties. Rahim (1992) as;

"*The interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities.*"

De Dreu, Harinck, and Van Vianen (1999) viewed conflict as "*a process that begins when an individual or a group sees differences and oppositions between oneself, another individual or a group, about interests, beliefs, and values that matter to them.*"

Folger, Scott, Poole, and Stutman (2005, p: 4) define conflict as "*the interaction of interdependent individuals who perceive incompatibility and the possible interference by others as a consequence of this incompatibility*". Another

definition by Tillett and French (2006, p: 9) defines conflict as "*two or more people having incompatible values or needs*". A different definition from Cahn and Abigail (2007), defining conflict as "*a problematic situation, differing perceptions and desired outcomes, interdependence, a destructive potential which may affect the relationship of the individuals*". Starks (2006) noted that "*conflict results when a person's or group's behavior or action negatively affects the other. These negative behaviors or actions may result in beliefs, needs goals, perceptions, expectations, values, attitudes, ideas, or interests*".

According to these given definitions, conflict needs to be recognized by at least two parties before it exists.

On the other hand, Masters and Albright (2002) state another approach to conflict proposing that "*conflict also exists when it is felt psychologically by at least one of the parties, also existing in situations where only one party believes there is a conflict*". The "Latent Conflict" refers to situations perceived only by one party and the "Manifest Conflict" refers to the dynamics occurring between people or groups. (De Dreu and Gelfand, 2008).

The latent and manifest conflicts are the areas where the Conflict Coaching is recognized.

2.1. UNDERSTANDING THE CONCEPT OF CONFLICT

As the narrative theory serves a purpose in the CC field, the guidelines are used, firstly to understanding the conflict story, secondly, to deconstruct the "conflict story" and thirdly to grow a "counter story" (Nelson, 2001).

In the conflict coaching model discovering the story in conflict helps the individual to tell a coherent story about the conflict.

Figure 1, shows specific approaches for discovering the story. "*The process is systematic, aiming three levels, clarification of the initial story, refining the story and testing the story.*" (Jones and Brinkert, 2008)

Figure 1: Understanding the Conflict Story

Elicit the story	Establish the facts.	What happened?
Mapping the context	The issues	What the individual thinks of the other parties' intentions?
Conveying of Meaning	Influence of conflicted communication.	What concepts, meanings, discourses conduct and affect the situation?
Event Series	Establishing the pattern of events	Unfolding the chronology of what happened.
Exploring the systems of meaning	How the series of events hold together?	Inner conflict, doubt, what drives the situation, what sense does it create to the individual?

"*At the core of the coaching process are the answers to simple, powerful questions that automatically cause individuals to start looking*." (Whitworth, House, 2007) The technique uses powerful questions to empower individuals to find their answers. Some examples of these questions are given in Figure 1. These questions are used to explore the inner conflict, doubt, drivers of the situation and the sense that creates to the individual.

The background story contains facts, feelings, and interests, issues, the people that are involved, and their goal, which are all connected. Clarifying and reflective questions serve to check and enable exploration of different systems, developing a structure on the dispute and the appreciation of the right context. Sensitive questioning opens the dispute, with the evolution of a new structure or a way for the individual to join the dots.

The skill of asking "divergent and open-ended questions" generates the foundation of the development of comprehension and creativity, an understanding of one's perspective. Moreover, the close-ended questions serve the process when the divergent thinking completes, and the convergent questions are used to organize, and structure, ideas, and information that gathered.

The art of strategically questions is used to observe and understand the primary object and the knowledge of the individual. "Reflective questions", explore feelings, motives, and personal connections to the dispute. Interpretative questions examine beliefs, values, and assumptions, defining its importance and implications to

the situation. Finally, decisional questions determine future actions and express commitments to those actions.

The next step in CC is interpreting the conflict story and assembling the alternative story *"assisting the individual in referring to the past or present, helping the individual to create an alternative story where the conflict is no longer presen*t." (Winslade and Williams, 2012).

Figure 2: Interpreting the Conflict Story

Effective Listening	Both the Conflict and the counter story	What has happened, what the individual would prefer to happen?
Asking deconstructive Questions	Interpreting the events, determining power source profiles,	How much identity, power, emotions affecting what happened?
Exploring Assumptions	Inquire into assumptions of self and others' intentions.	What are the assumptions affecting the conflict?
Fostering awareness of patterns in conflict	Self -Discovery, separating from the conflict.	What the conflict story really reveals?
Mapping the effects	Focusing on the emotional experiences, cognitive, relational, functional domains of action, and the physical domain effects of externalized conflict to increase a sense of the importance of the damage the conflict is causing.	How has the conflict been affected?

Figure 2 shows the steps for exploring assumptions, self-discovery and the focus on emotional experience. "*The process of integrating cognitive and behavioral assumptions, leading to desired results of measurable behavior changes in the internal needs or motivation are all complied with cognitive and behavioral learning theories.*" (Winslade and Williams, 2012)

According to Eisler and Fredericksen (1982), the relevant cognitive processes include knowledge of appropriate response alternatives, perceptions of the other's intentions and motivations, beliefs and attitudes about displaying certain kinds of behaviors and expectations regarding the likely effects of displaying certain types of behavior.

Conflict coaching cultivates "cognitive and behavioral" aspect of learning that leads to improvement of the educational level, and it is about "self-empowering" the individual in dealing with their disputes. Developing insights into the dynamics of the conflict, considering the perspective of other's, exploring options, and making informed choices on how to manage the conflict. Perhaps implementing practical skills to overcome any possible challenges in reaching goals, creating a workable and sustainable resolution of the conflict.

To resolve conflicts, "communication" is essential, but negative patterns can cause more significant frustration and escalation of the conflict, becoming aware of these negative patterns and learning how to cope with those patterns is also vital.

2.2. COMMUNICATION ROADBLOCKS

Communication is more than the words chosen, where the tone of voice and body language does not match the message given, mostly followed by confusion and frustration (Gottman and DeClaire, 2001). According to Gottman, the " Four Horsemen of the Apocalypse" are considered as four particular negative styles of communication, which are "*criticism, contempt, defensiveness, and stonewalling*" (Gottman, 1999, p: 27).

While it is reasonable to have complaints about specific actions, criticism attacks the character or the personality of another. Gottman, suggested that a long list of stored complaints and words such as "always or never" effectively turns a complaint into a criticism, leading to a global accusation. Moreover, *"they are often proceeding with the second of the Four Horsemen, which is defensiveness, defined as any attempt for defending oneself from a perceived attack*." (Gottman, 1999, p: 44).

Defensive statements contain denying the responsibility of the problem and attributing blame to the other leading tend to stop listening to the other's point of view, and the communication shuts down.

The Third Horsemen of the Apocalypse is contempt. Portraying lack of respect and disgust through body language.

"*Any statement or nonverbal behavior that puts oneself on a higher plane than one's partner*" *(Gottman, 1999, p: 44)* described as sneering, name-calling, cutting remarks and sarcasm.

Stonewalling emerge as disengaging from the communication, withdrawing from the interaction and refusing to engage in discussion and referred as the last horsemen of the apocalypse. "*Conflicts take varying amounts of mental, emotional, and physical energy, however overcoming communication roadblocks requires effective communication skills.*" (Miller and Miller, 1997).

Implementing communication skills would increase positive interactions among individuals, and moreover creates opportunities for personal and relationship growth.

According to De Vito (1991), "*Communication is an act by one or more persons of sending and receiving messages, which are disturbed by "noise" occurring within a context, having some effect and also providing some opportunity.*"

The process involves the "sender" who has a thought or an idea, which transmits a message over a selected channel, which is then encoded in ways that can be understood by the "receiver." Sender, encoding, channel, decoding, receiver, feedback, and context create the communication process and the problems arise at every stage of this process.

"*Verbal communication contains the arrangement of words into sentences, the content, and the context where the conversation formed, which might include the time the physical, emotional, social, and cultural environment Nonverbal communication contains the behavior conducting the verbal content such as body language, facial expressions, eye content, and the tone of the voice mainly indicating the thoughts, needs, or feelings.*" (Weaver, 1996).

For an effective communication, the primary goal would be to make the communication with a clear, accurate, concise, well-planned message at each stage of this process. The barriers could be different cultures, expectations, experiences, and perspectives. Communication skills are the tools to eliminate the obstacles for an effective communication process.

Conflict professionals are well aware of the importance of these skills that are foundational for effective conflict management. Communication skills are the product of interactions between relevant cognitive processes and appropriate behaviors.

2.3. CONFLICT COACHING COMMUNICATION SKILLS

The individuals dealing with conflict tend to, not confront the other party, usually become conflict avoidant or even if they want the confrontation they lack the skills for conflict management.

According to Jones and Brinkert (2008):

"Anyone in conflict needs to know how to confront, confirm, and comprehend. Conflict triggers strong emotions leading to hurt feelings, disappointment, and discomfort. An unhealthy handling manner can cause irreparable rifts, resentments, and avoidance." On the contrary, a healthy way increases understanding of the parties, building trust, and strengthening the relationship bonds. Explosive, angry, resentful reactions resulting in rejection, isolation, shaming, and abandonment, incapability to recognize and respond to important matters, the fear and avoidance of conflict are characterized as unhealthy responses.

According to MacCluskie (2010), "*confrontation fosters insight and awareness, increases congruence between the individual's goals and their behaviors, reduces resistance, encourages communication, and leads to positive changes in will, emotions, and actions.*" The postmodern constructivist approaches to confrontation are to promote open communication, to help the individuals to expose and evaluate perspectives and exceptions to their problems. According to the cognitive and behavioral change, oriented theories confrontation leads to positive changes in "feelings, thoughts, and actions".

When adapted to Conflict coaching, the cognitive behavioral theory points the cognitive distortions by using disputation strategies helping the individual to recognize and challenge their dysfunctional thinking (Fall, 2010). Conflict coach

assists the individual to see the dispute from confronter and confronted points of view. (Jones and Brinkert, 2008).

Through social interaction, individuals assign meaning to the people and things they encounter with, and this assigned meaning affects the way they behave, especially in interaction with others. (Blumer, 1986). Conflict Coaches can help the individual's need to know how to communicate in a way respecting the other's identity as legitimate. Recognizing the identity that the individual wants to protect in interactions are seen as "Bids" showing the offers for collaboration in relationships. Face Bids; indicating how the individuals want to be seen by the other. Alter Casting Bids; sending a message of how the individual perceives the others and Relationship Bids; messages about how the relationship seen by each side.

As for Kenneth Cissna and Evelyn Sieburg (1981, p: 2)

"Confirming behaviors permit people to experience their being and significance as well as their connectedness with others."

Recognition, acknowledgment, and endorsement are the three characteristics of confirming behavior. Verbal or nonverbal "Recognition Messages" either confirm or deny another's existence.

Nonverbal Recognition described as making eye contact wishing to engage, touching when communicated a need for support, turning to face when talking. Verbal Recognition is also used as verbal communication to recognize the other, verbally addressing the person.

Acknowledgment Messages such as nodding head while listening or laughing appropriately helps for recognizing the other by confirming what they say or how they feel. They are verbal statements about awareness of or interest in the other's comments, perceptions, or questions.

Endorsement Messages are the most substantial level of confirming, a way of directly acknowledging the statement or request, asking for clarification, acknowledging the feelings and recognizing the other. Letting people own their emotions, providing supportive climates and a safe environment to work through their problems. Embracing the way, how other people experience the world and not telling them how to feel. An endorsement can be verbal or non-verbal, as agreements with judgments and feelings or supportive responses and compliments.

Comprehension contains objectives, behaviors, and responses representing an understanding of these messages in the communication process. Although comprehension is associated with reading, according to Bloom (1956) comprehension involves intellectual abilities and skills, which is related to a greater variety of communication than that included by written materials.

The term comprehension is envisaged as, the language skills of listening, questioning, explaining and providing feedback. Each of these communication behaviors becomes a skill and may overlap to some extent when the learners are communicating for clarity and understanding. The skills involving comprehension group as, understanding the meaning, locating facts and information, retaining and relating facts and knowledge, understanding and interpreting concepts, organizing and expressing ideas. Listening is the key for understanding.

Listening is an active process that can be demonstrated as Input + Processing + Output. The words spoken are the input, the input is processed by the listener before coming out as the output, which is the response of the listener. In other words, listening comprehension involves understanding and analyzing the main content of the message, internalizing the essential idea, and recognizing the proper differentiation between the central and subordinate ideas.

By far listening is the fundamental and constructive communication behavior for conflict resolution, and it is undoubtedly harder to listen when an individual is in dispute.

Listening, as an ordinary act is not the same as active or reflective listening skills that conflict resolution specialists are trained to practice.

"*Reflective listening involves paying respectful attention to the content and feelings expressed among the communication*" (Katz, Lawyer, Sweedler, 2011), often one with high emotion, and sending self-understanding back to the other party by own words to ensure accuracy, seeking clarifications, asking leading questions, showing approval by nodding head, and summarizing to indicate that the communication has been followed.

Skillful listeners are sensitive towards the feelings of others, showing empathy which also satisfies what R. Kraybill (2001) defines as a "*basic human*

need, the need to feel recognized and accepted by others and making the other party cared."

Once the disputants feel being cared for, full devotion to the communication process generates. The message will be received correctly, and feedback will be given in a favorable manner, leading to a win-win situation and causing effective communication. Contrarily, a sense of insensitivity towards the feelings would remain the cold and distant relation on the conflict. Even though active listening is conceptualized with the interpersonal, oral communication field, it has been noted as a subject of studies only with the development of conflict resolution and recognized as the most crucial tool of conflict studies.

Clarification, paraphrasing, summarizing, and reflection are the techniques that active listening field practices for overcoming the common problems in oral communication. The "effectiveness of listening" depends on the individual's awareness of the listening flaws, as self-awareness increases overcoming the limitations of inner thoughts that shape how the world is perceived also increases.

Clarification, aiming to clarify ambiguities and bringing further understanding of the other side's motives and concerns, mainly to find out more about the other, not to criticize, judge or advise (Weaver and Farrel, 1997). Open-ended questioning techniques are used to clarify the misinterpreted or insufficient information arising from bypassing that builds the greatest obstacle to understanding,

Paraphrasing is re-scripting what the other has said in its own words. Functioning as communication for understanding, stimulation for more reflective responses, and assisting the parties in expressing their views, emphasizing the content and reducing the emotional charge. (R. Kraybill. 2001). Paraphrasing is not a repetition of a statement, in fact it is rephrasing by using its own words to express the other's points in a way that reflects a self-interpretation of the situation, in other words, it is testing of our real understanding.

Summarizing reinforces and increases the effects of paraphrasing. It is described as reexamination of the main points in an argument, listening attentively and showing an understanding of the argument. Summarizing also highlights the common concerns that the parties have voiced and shows mew directions toward a resolution based on these common concerns. (R. Kraybill, 2001)

Language does not limit communication; active listening is not restricted to words. The acknowledgment of the feelings that are experienced called reflection (L. Lantieri and J. Patti, 1996). Reflection demonstrates beyond the words, it is a powerful evidence of attention, willingness for understanding the situation, and a tool for identifying and coping the underlying emotions. Lantieri and Patti defines active listening as,

Active listening is conscious effort, a liberation of the self *"from the beliefs and experiences that shape our perception of the world, involving in the thoughts and feelings of the other, a process of personal transformation by overtaking the barriers within that separate groups or individuals from other groups or individuals."* (L. Lantieri and J. Patti, 1996, p: 67). It is "*listening with the heart*".

As the ADR techniques have expanded, questioning the question has become especially important in conflict situations. Listening and Questioning are practiced conjointly.

The vital component for deconstruction in the CC is *"double listening"* (White 2007; Monk and Winslade, 2013).

"Listen for exceptions, gaps, contradictions, and expressions of resistance of the dominance of the conflict, as well as of the conflict-saturated narrative itself" (Winslade and Williams, 2012, p: 34).

Double listening occurs during the process as the conflict coach deconstructs both the problem and the "counter story" concurrently, contrasting the two.

Making a distinction between the story of what happened and the preferred story of the individual. In the beginning, the counter-story may not be well-formed and articulated, but by the help of questioning it is constructed out of elements or fragments of a possible narrative that are spoken of by the individual and acknowledged an increased significance when being heard by the conflict coach. (White 2007; Monk and Winslade, 2013). Even when the distinction is not entirely developed a gap opens, serving a deconstructive purpose, a possibility or surplus meanings and actions to arise. This contrast makes it easier to move away from a "conflict story" and to move towards a "story of hope".

"*It is essential that, through relevant listening and questioning, hope is created to overcome differences, make decisions, and agree to get on with their own*

lives. From a solution-focused perspective, this hope that has been created by the disputant's visions drawn from the individual's own frames of reference." (Bannink, F, 2010)

The mapping process leads to the opening of a counter-story where the CC invites the individual to evaluate the problem and its impact to consider, *"... whether these effects have been good or bad, okay or not okay..." (Mann, 2002, p: 6).*

In the case where the conflict story does not satisfy the individual, then the conflict coach suggests a justification of the evaluation by asking simply, "Why?" to, open up space for the individual to give voice to the values, beliefs, and intentions that inform those justifications. (Mann 2002)

The problem is separated from being represented as part of the individual, but is now the object of the individual's judgment, directly leading into an interpretation of the values that the individual considers to be important. Through questioning, the conflict coach keeps explaining and differentiating the conflict story.

When the deconstructing is doing more than reporting on what has happened, a new phase of generating new meanings about the dispute begins. The coach invites the individual to analyze what has been happening from a perspective of "aion" rather than "chromos". Last but not the least, the aim of a conversation is Foucault's "care of the self," a shift from a territory of repression to a more expansive vision that allows the feeling of compassion toward the conflict and the other party.

As the ADR and Executive Coaching filed are evolving, the study in conflict is growing. Becoming a conflict competent individual and leader is essential for a sustainable life and work era. Communication is an essential tool for overcoming conflicts, yet graduate diplomas do not validate the critical skills for relationship management. In this respect, higher education programs can provide a controlled research ground for related studies.

The first way to resolve conflict is to communicate properly. Communication involves an attempt to understand the other's story and collaboration in obtaining a common goal. More importantly, even if the conflict is not solved, a forward trajectory in managing and conducting the conflict situation is offered. The conflict coaching communication skill training, which is the primary tool of CC offers collaboration and care of the self in the conflict. This thesis has predicted a change of

attitude towards a more constructive style of conflict management through the Conflict Coaching Communication Skills Training.

In the next chapter, the methodology of the study, variables, data collection method, participants, and the experimental procedure have been described.

CHAPTER THREE
METHODOLOGY AND FINDINGS

3.1. THE STUDY MODEL

This study uses a quasi-experimental, a one group pretest-posttest design to indicate the behavioral change in conflict management style after a Conflict Coaching Communication Skill Training. The main reason for the use of quasi-experimental research design was because of the difficulties in applying control settings for the research of human behavior. Quasi-experimental design mostly used, when it is impractical to conduct on a whole population, and variables such as timing, selection of subjects, and the ability to randomize is not controlled.

Strengths of the research design:

1) Compares the same subjects to themselves, which minimizes the problems having no control or compression group.

2) The pre-test acts as a control group.

3) It has more control over the study variables. Using the same measures on the same participants, pre and post training scores can be compared.

4) It is better for testing scenarios when the subjects are rare for the target population.

Weaknesses of the research design;

1) The design needs fewer subjects to collect data.

2) It is prone to internal validity associated with observing the same participants; bias with the selection of the participants.

3) The independent variable manipulation is beyond the control of the researcher. Previous experiences of the participants could have also influenced the results.

3.2. THE STUDY INSTRUMENTS

The "theoretical framework" for this study was driven by the theories and by the ROCI-II instruments developed by Rahim (1983) to assess preferred conflict management style. The research question was developed in relationship to the variables defined by the pre and post scores attained via five conflict management styles.

"*The ROCI-II is the instrument applied to measure the preferred conflict management style. This tool was designed by Rahim, to measure the five styles of handling interpersonal conflicts – integrating (IN), obliging (OB), dominating (DO), avoiding (AV), and compromising (CO) - with superiors (Form A), subordinates (Form B), and peers (Form C)*" (Rahim, 2011).

For this study, "Form C" was used to measure the style of handling conflict among undergraduate students, which are primarily peer-based. The ROCI-II includes 28 questions with a "Likert scale" of 1 to 5 ranging from; 1 as strongly disagree to 5 as strongly agree. Selected on the base repeated factor analyses, the preferred handling style of conflict is respectively measured by 7, 6, 5, 6, and four statements. A higher score indicates greater use of a particular style. A respondent typically completes the questionnaire within 8 minutes and can self-score. The directions for filling are simple and given on the questionnaire.

The ROCI-II has been extensively tested for reliability and validity with better results than other instruments available "*Internal reliability conbach alpha coefficients range from .72 to .80 and test-retest reliability from .60 to .83. Convergent validity assessed with all factor loadings found to be statistically significant (p < .001). Moreover, the test is relatively free from social desirability response distortion*" (Rahim, 1983; Rahim, 2011; Weider-Hatfield, 1988; Womack, 1988).

Rahim's inventory, is a questionnaire of 28 items that align to acknowledge cognitive tendencies allowing for analysis of participant's disposition in identifying with a conflict management style, it is not level or capacity. The conflict management styles are detailed as;

The collaborating or integrating style for handling conflict is defined by "high concern for self" and "high concern for others". Emphasizing *"problem-solving, collaboration, and confrontation of conflict, mainly concerned with the collaboration between parties to reach a solution. (7 items)"* (Rahim,2011)

The obliging, or accommodating, style is defined by high concern for others and low concern for self. A tendency to put others needs in front of their own in a self-sacrificing manner. The main focus is on satisfying the concerns of the other party (6 items).

The dominating style is defined by high concern for self and low concern for others. Suggesting a behavior that is highly competitive in a manner that tends to ignore the needs and expectations of others and forces behavior to win "one's position" (5 items).

The avoiding style is defined by low concern for self and others. This style suggests evading topics or situations of conflict, associated with withdrawal, side - stepping (6 items).

The compromising style is explained by medium concern for self and medium concern for others. This style suggests behavior seeking middle ground to handle conflict (4 items).

The ROCI-II indicates that the questionnaire is not an intelligence test. For the purposes of the research, the score sheet was not provided to the participants, in order for the researcher to mark in a consistent manner.

3.3. DATA COLLECTION AND EXPERIMENTAL PROCEDURE

The participants are 40 undergraduate students of the "Social Sciences Department of Business Administration Program of the Dokuz Eylül University". To ensure the reliability of the study, the research was conducted at TIME1 and TIME2 basses involving 20 participants in each session.

The experimental design accounting the participant students, the teaching and the training program established throughout eight half-day sessions during the first eight weeks of the Autumn Term in which, initial conflict coaching communications skills are implemented.

"There is no single general way of accepted theory for interpersonal communication skill teaching" (Stipek, 1998)*,* most trainings incorporate, information processing social and cognitive learning theories while developing their training programs.

Figure 3: Research Design

Group 1 Training	PRE-TRAINING ASSESSMENT	No Feedback	POST-TRANING ASSESSMENT
Group 2 Training	PRE-TRAINING ASSESSMENT	No Feedback	POST-TRAINING ASSESSMENT

As seen in Figure 3, ROCI II instrument was applied, before and after the trainings to both groups to obtain the conflict management styles of the participants. No feedback was given about the scores of the ROCI II.

"Responds, measure the five handling styles of conflict, to each statement on a 5–point Likert scale, -a higher score representing a greater use of a conflict style." (Rahim,2011)

After a given general explanation of the first session, the participants were instructed to complete Rahim Organizational Conflict Inventory-II (Rahim, 1983) before the training program in the classroom. The inventory consists of Forms A, B, and C to measure the conflict handling styles of individuals with their supervisors, subordinates, and peers, respectively. In this research, the peer measure of conflict styles has been used for the participant students.

The ROCI–II is "self-administering' and has the directions explained on the questionnaire with a no time limit. The respondents may typically require 8 minutes to complete the ROCI– II. "*The participants should not be stopped before finishing: on the other hand, they are advised not to spend too much time on any of the items*" (Rahim,2011). The test was taken individually in the classroom setting. The researcher secured the pre and post completed tests.

Experiments were held in a large classroom for two consecutive study years. Analyses were performed on a sample of total 40 participants that received course credit at the end of the training session. The sample participants expected to graduate from an undergraduate degree and become future businesspeople dealing with workplace conflict, where the foundations of work-related interpersonal skills, empathic understanding, assertive responding and "conflict management" can be useful.

"*Conflict management involves effective strategies to minimize the dysfunctions and enchasing the constructive functions of conflict.*" (Kirton, 2003). Cognitive styles describe the individual differences in solving problems. Differences in styles are explained in terms of adaption and innovation. The adaptive style refers to a preference to accept the current situation, which the problem is embedded and used to achieve a solution. The innovative style is a preference to alter the structure, in order to solve the problem.

3.4. INDEPENDENT VARIABLE

The present thesis uses a quasi-experimental, pre- and post-test design in which the independent variable is Conflict Coaching Communication Skill Training. And the Dependent variable is Conflict Management Style.

Starting with week 1, the training of work-related interpersonal communication skills including, "self-awareness", "corrective feedback", "empathic support" and "assertive response" were implemented.

"*Interpersonal communication skills are acquired via social learning such as observation, modeling, rehearsal, and feedback" (Bandura, 1986)*

Figure 4, shows the research implemented and integrated throughout the training program.

Figure 4: Training Schedule

WEEK NUMBER	TIME 1	TIME 2
1	Pre-assessment introduction to Conflict Studies	Pre-assessment introduction to Conflict Studies
2	Coaching and Conflict Coaching	Coaching and Conflict Coaching
3	Communication Skills for Conflict Management	Communication Skills for Conflict Management
4	Skills of Listening	Skills of Listening
5	Questioning	Questioning
6	Clarifying, Reframing, Restating	Clarifying, Reframing, Restating
7	Non -Verbal Communication	Non -Verbal Communication
8	Wheel of Life in Coaching / Post-Assessment	Wheel of Life in Coaching/ Post Assessment

As shown in Figure 4, both TIME1 and TIME trainings contain the same content. Both groups were trained for related coaching and conflict coaching skills.

To enhance the effectiveness of the training, video and audio explanations, role plays, and case studies were executed during the sessions. After each training, subjects and resources about the sessions were mailed to the participants upon request. All training was completed by the end of the eight weeks of term; both groups trained successively by the same tutor.

This experimental research aimed to increase the communicative competence of the participants in their conflict management styles who are predicted as future business people in managerial surroundings. While mastering in Conflict Resolution Studies at Dokuz Eylül University, the researcher observes that the majority of the students' conflict management style has changed to Collaborating Style during the course studies. The students started using more problem-solving, collaboration, and confrontation, whilst attending role-plays and case studies as the skills for conflict management were gained. The knowledge obtained through master study oriented the researcher for the research study and developed the **Research Question;**

Is there an increase in the percentage on the Collaborating Style of a group, after attaining the Conflict Coaching Communication Skills Training?

Participative leaders use the collaborating style to resolve conflict and satisfy both sides of the argument. According to Rahim 2011, the collaborating style, involves *"integrating solutions, building relations, and merging ideas. Effective listening, paraphrasing, and other communication skills enhance a team's ability to collaborate well and manage conflict in the workplace*."

The present study is concerned with a **Research Hypothesis;**

As a result of exposure to feedback and training on Conflict Coaching Communication Skills competence, there will be a statistically significant increase in the percentage on the Collaborating Conflict Management Style of the focus group.

The next section employs the statistical procedure, analyses, and the results of the study. Descriptive statistics, graphics, pre and post observation scores, frequency, and percentage distributions have been presented.

3.5. FINDINGS

The experiment has been conducted in two Time basses (TIME1 and TIME2) each trial involving 20 participants. For the consolidation purposes, the experiment took place by the same tutor establishing on the same course length and the same training program. The population studied was composed of total 40 third-year university students.

Table 1: Study Participants

Category	n	Percent
Functional Reporting Area	40	100
Education Level - Undergraduate degree	40	100

The analyses were performed separately for each group. Paired Sample T-test, statics, tables, and graphs were used to indicate the behavior change in the conflict style of the applicants.

To compare pre and post-training scores paired t-tests are commonly used. "*The paired sample t-test is also called the dependent sample t-test. It is a statistical procedure to determine whether the mean difference between two sets of observations is zero. Resulting in pairs of observations, each subject or entity is measured twice in a paired sample t-test.*" (Yim ,Nahm, Han, Park. 2010)

The aim is to find out if, in general, whether the teaching program lead to improvements in students' knowledge and skills. The results obtained from the sample of students helps to draw conclusions about the impact of the training module in general.

The Null and the Alternative Hypothesis are the two competing hypotheses of the Paired Sample *t*-test.

"*The presume of the Null hypothesis is, that the true mean difference between the paired samples is zero, and the Alternative hypothesis is that the true mean difference between the paired samples is not equal to zero. All the observable differences are explained by random variation. The null hypothesis (H0) assumes that the true mean difference (μd) is equal to zero. The two-tailed alternative hypothesis (H1) assumes that (μd) is not equal to zero.*" (Yim, Nahm, Han, Park. 2010)

In the present thesis the Null hypothesis is "There is no difference in mean pre and post scores of the collaborating style of the focus group".

The Alternative hypothesis is "There is a difference in mean pre and post scores of the collaborating style of the focus group".

The p-value shows the researcher, the probability of observing the test results under the null hypothesis. By looking at the p-value, statistical significance is determined. "A low p-value indicates decreased support for the null hypothesis" and, the rejection of the null hypothesis specifies that there is a difference between the pre-test and post-test scores. In other words, the education program implemented had a significant effect on the participants. Otherwise, a "p-value," which is higher than "0.05", indicates that there is no difference between the "pre- and post-training scores".

TIME 1 BASE Findings

Accordance with the research design The Rahim Organizational Conflict Inventory–II for Peers was conducted at TIME1 basses involving the first 20 participants.

Descriptive statistics on the total sample and groups are shown in the following tables and graphs.

Table 2 and Figure 5 indicate the frequency and the percentages distribution of conflict management style of the first group of n =20 participants before and after the training program.

Table 2: Pre- Post training Conflict Management Styles Distribution of TIME1

Conflict Styles	Frequency		Percentage Distribution	
	Pre Training	Post Training	Pre Training (%)	Post Training (%)
1= Collaborating	6	14	30	70
2= Accommodating	2	1	10	5
3= Competing	5	2	25	10
4= Avoiding	6	0	30	0
5= Compromising	1	3	5	15
Total	20	20		

As shown in Table 2, the distribution of the "Conflict Management Styles" for the 20 participants of TIME1 before training was, 30 percent Collaborating Style, 10 percent Accommodating Style, 25 percent Competing Style, 5 percent Avoiding Style and the remaining 30 percent Compromising style. Also, the frequency distribution was obtained for the experiment group.
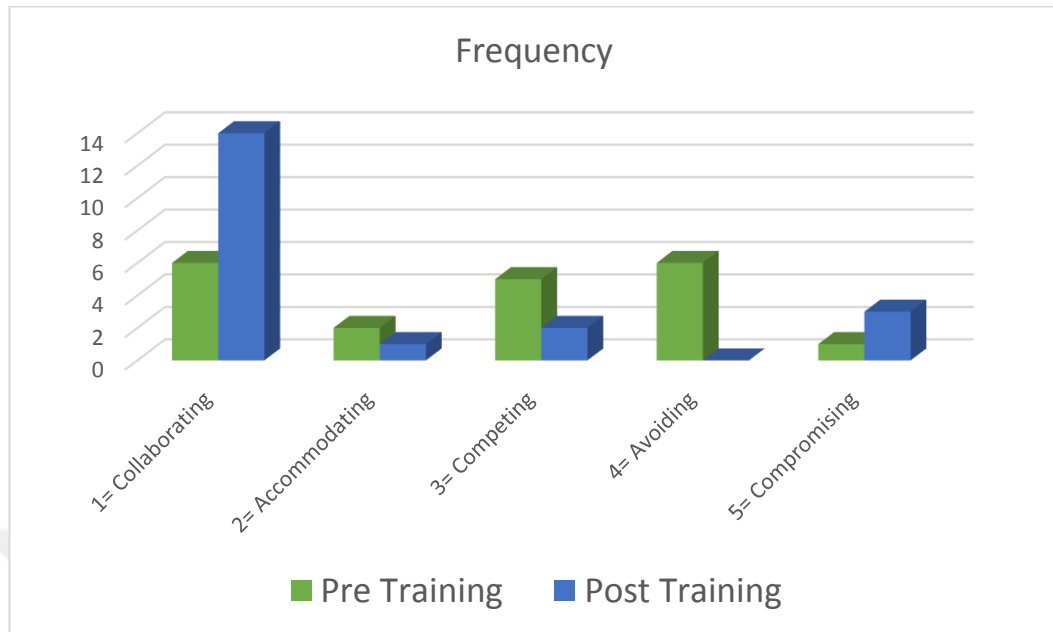
When the conflict styles of the TIME1 group were examined for frequency and percentage statistics before and after the training, as shown in Figure5, there were 6 people in the collaborating group before the training, and this number increased to 14 after the training. Before the training, 30% of the sample was in the collaborating group, and this rate increased to 70% after the training. In general, significant decreases were observed in other groups. The significance of this increase was examined by "paired t-test".

A paired t-test is used for computing the differences, which, is called, paired sample statics and followed by paired sample test. Below Tables 3 and 4 indicate the results of the experiment.

Table 3: Paired Sample Statics on the Change of Collaborating Conflict Style TIME1

Paired Sample Statistics				
	Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pre-training	28,52	20	4,42	0,99
Post-training	30,32	20	3,25	0,73

The statistics of the total scores of the participants' responses to the collaborating questions before and after the training were examined, as shown in Table 3, the mean was 28.52 before the training, and this number increased to 30.32. Before the training, the standard deviation was 4.42 and then decreased slightly to 3.25.

Table 4: Paired Samples Test

	Paired Differences Mean	Std. Deviation	Std. Error Mean	t	df	P-value
Pre-Post	-1,80650	3,75628	0,83993	-2,151	19	0,045

The paired t-test was used to determine whether there was a significant change in the total score of the responses of the participants to the collaborating questions before and after the training. When the test results in Table 4 were examined, it was observed that p value was (0,045) less than 0.05, pointing out the difference between the before and after the training scores. The "null hypothesis" is rejected, since the "p value is smaller than 0,05". As seen in Table 3, the mean for the collaborating style was 28.52 before the training, and this number increased to 30.32 after the training showing an increase in the collaborating style of the focus group.

Paired Sample Test Results of Change for the other conflict styles of the group have also been examined; statistical results are given on Table 5 and 6.

Table 5: Paired Sample Statics of Change of Other Conflict Styles TIME 1

	Mean	N	Std. Deviation	Std. Error Mean
Pre	19,7550	14	3,51158	0,93851
Post	17,6686	14	2,81730	0,75295

As seen on Table 5, when the scores of different groups other than the collaborating group were examined, it was observed that the total score of 19,75 before the training, decreased to 17,66 after the training.

Table 6: Paired Sample Test

	Paired Sample Test					
	Paired Differences Mean	**Std. Deviation**	**Std. Error Mean**	**t**	**df**	**P-value**
Pre-Post	2,08643	2,20970	0,59057	3,533	13	0,004

And the results showed that P-value was (0,004) less than 0.05. Certainly, there was a change in the scores of the other conflict styles, but as indicated in Table 5, participants' scores were 19,75 and decreased to 17,66. The scores other than the collaborating style decreased significantly after training.

TIME 2 BASE Findings

The Rahim Organizational Conflict Inventory–II for Peers was repeated at TIME 2 bases involving the second 20 participants, by the same tutor establishing the same course length, the same teaching and the training program for the consolidation purposes of the research. Again, paired sample statics and paired sample test were conducted for the TIME2 participants. Below tables show the statistical result of the second n=20 group.

Table 7 and Figure 6 indicate the frequency and the percentages distribution of conflict management style of the second group of n=20 participants before training and after the training program.

Table 7: Pre- Post Training Conflict Management Styles Distribution of TIME2

	Frequency		Percentage Distribution	
Conflict Styles	**Pre-Training**	**Post Training**	**Pre Training (%)**	**Post Training (%)**
1= Collaborating	4	16	20	80
2= Accommodating	3	2	15	10
3= Competing	4	1	20	5
4= Avoiding	1	0	5	0
5= Compromising	8	1	40	5
Total	20	20		

As shown in Table 7, the distribution of the Conflict Management Styles for the second 20 participants of time 2 before training was, 20 percent Collaborating Style, 15 percent Accommodating Style, 20 percent Competing Style, 5 percent Avoiding Style and the remaining 40 percent Compromising style.

Figure 6: Frequency Distribution of Pre-Post training of TIME
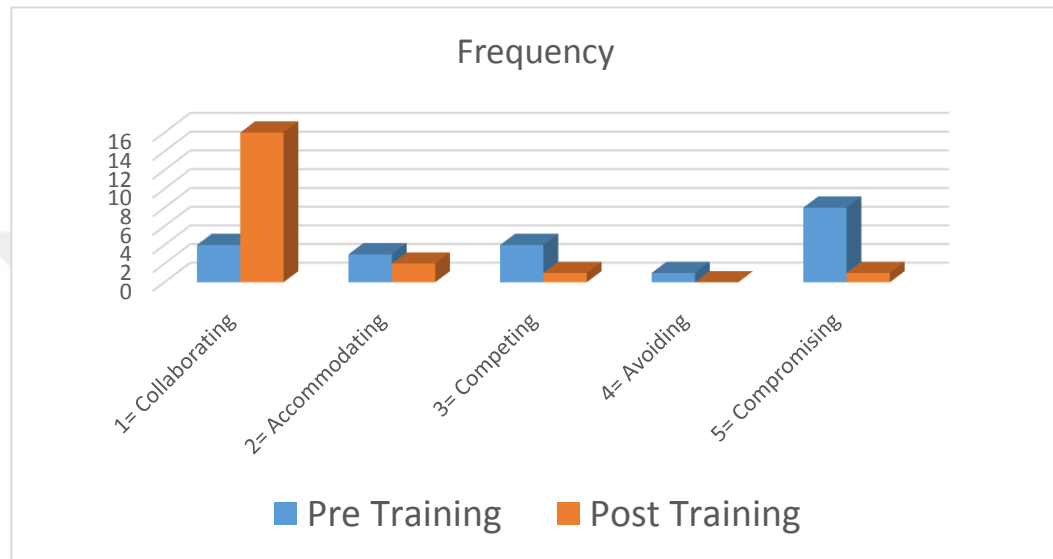
When the conflict styles of the TIME 2 group were examined for frequency and percentage statistics before and after the training, there were 4 people in the collaborating group before the training, and this number increased to 16 after the training. Before the training, 20% of the sample was in the collaborating group, and this rate increased to 80% after the training. In general, significant decreases were observed in other groups. The significance of the increase in the collaborative style was examined by paired t-test. Table 8 shows, the comparison of the collaborative conflict style scores, between pre and post trainings for TIME 2,

Table 8: Paired Sample Statics on the Change of Collaborating Conflict Style TIME2

Paired Sample Statistics			
	Mean	**N**	**Std. Deviation**
Pre-training	26,70	20	3,21
Post-training	29,25	20	2,65

As shown in the above Table 8, when the statistics of the total scores for the participants' responses to the collaborating questions before and after the training were examined, the mean was 26.70 before the training and this number increased to 29.25. Before the training, the standard deviation was 3.21 and then decreased slightly to 2.65.

Table 9: Paired Samples Test

	Paired Sample Test					
	Paired Differences	**Std. Deviation**	**Std. Error Mean**	**t**	**df**	**P-value**
Pre-Post-	-2,55200	4,15844	0,92986	-2,745	19	0,013

Again, "the paired t-test" was used to determine whether there was a significant change in the total score for the responses of the participants to the collaborating questions before and after the training. When the test results were examined, it was observed in Table 9 that the p -value was (0,013) less than 0.05 pointing a change between the scores before and after the training. Again, the "null hypothesis" is rejected, since the "p value is smaller than 0,05." As seen from Table 8 this change resulted with an increase on the mean of the collaborating style from 26,70 to 29,25.

Paired Sample Test Results, of the change for the other conflict styles, of the TIME 2 group have also been examined. Table 10 and 11 indicate the results of the conflict styles other than the collaborating group.

Table 10: Paired Sample Statics of Change of Other Conflict Styles TIME 2

	Paired Sample Statistics			
	Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pre-	18,6213	16	2,95777	0,73944
Post	16,6225	16	3,85885	0,96471

As seen in Table 10, when the scores in different groups other than the collaborating group were examined, it was observed that there was a significant decrease in the mean results after the training. The total score of 18,62 before the

training decreased to 16,62 after the training. The results are backed up by the sample t-test shown on Table 11.

Table 11: Paired Sample Test

	Paired Sample Test					
	Paired Differences Mean	**Std. Deviation**	**Std. Error Mean**	**t**	**df**	**P-value**
Pre-Post	1,99875	2,22112	0,55528	3,600	15	0,003

Paired t-test results showed that P-value was (0,003) less than 0.05 pointing out a change a change in the scores of the other conflict styles. As indicated in the above Table 10 the total score of 18,62 decreases to 16,62 after the training.

A combined General Statics for both sample groups have also been analyzed in the next section.

COMBINED GENERAL FINDINGS: Both Time1 and Time2 n=40

In general, when TIME1 and TIME2 groups statistics were combined together, significant changes were observed between the average test scores for n=40 participants. Table 12 indicates the frequency and the percentages distribution of conflict management style of the general group of n=40 participants before training and after the training program.

Table 12: General Pre-Post Training Conflict Management Styles Distribution (n=40)

	Frequency		**Percentage Distribution**	
Conflict Style	**Pre Training**	**Post Training**	**Pre Training (%)**	**Post Training (%)**
1= Collaborating	10	30	25	75
2= Accommodating	5	3	12,5	7,5
3= Competing	9	3	22,5	7,5
4= Avoiding	7	0	17,5	0
5= Compromising	9	4	22,5	10
Total	40	40		

As seen in Table12, the distribution of the Conflict Management Styles for the total 40 participants before training is, 25 percent Collaborating Style, 12,5 percent Accommodating Style, 22,5 percent Competing Style, 17,5 percent Avoiding Style and the remaining 22,5 percent is Compromising style. And the distribution of the post training is 75 percent Collaborating Style, 7,5 percent Accommodating Style, 7,5 percent Competing Style, 0 percent Avoiding Style and the remaining 10 percent is Compromising style. An increase from 25 percent to 75 percent can easily be seen after the training program. Below Figure 7 is showing the frequency change of the total group.

Figure 7: Frequency Change of Total n=40 Participants
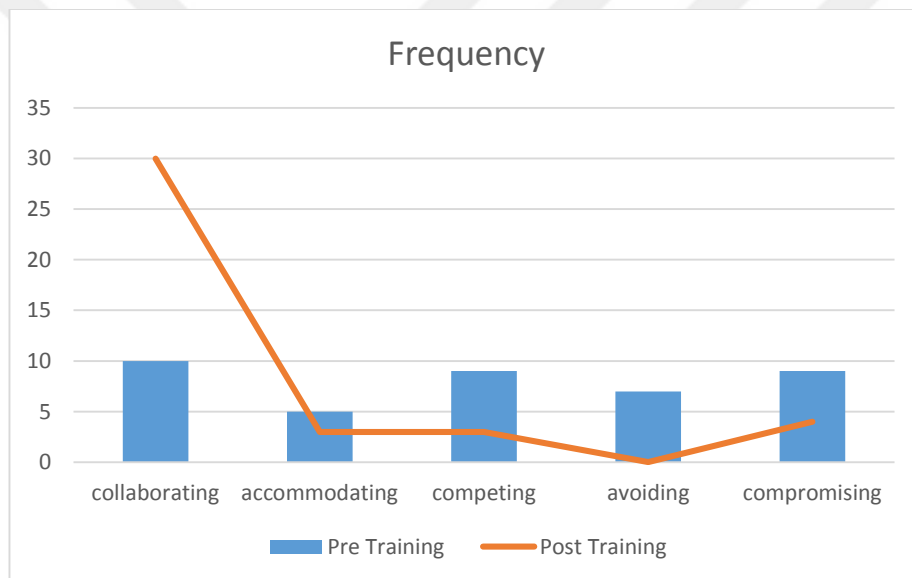
As seen in Table 12 and Figure 7, when the conflict styles of all samples were examined for frequency and percentage statistics before and after the training, there were 10 people in the collaborating group before the training, and this number increased to 30 after the training. Before the training, 25% of the sample was in the collaborating group, and this rate increased to 75% after the training.

There is strong evidence that the repeated experiments of TIME1 and TIME2 shoved an increase in the percentage on the Collaborating Style of a group, after attaining the Conflict Coaching Communication Skills Training.

The next section of Conclusion and Discussion examines the findings of the research and points out the related restrictions and benefits of the study.

DISCUSSION AND CONCLUSION

This thesis began with describing the emergence of Conflict Coaching from the ADR and executive fields. After given the likely drivers and future development of CC, the study continued with the models and the theories applied to CC. While examining the Concept of Conflict in chapter 2, brief definitions of conflict have been given to distinguish the role of language in the origin of meanings through stories of conflict.

Understanding the conflict, interpreting the conflict is obtained by the communication process. Communication supports the principles, and the skills of effective human relations, and significantly emphasize on the humanistic approach to conflict coaching. Honest and encouraging interpersonal communication opens a way to a constructive conflict resolution. Researches done by Munduate, Ganaza, Peiro and Euwema, (1999) also indicate such positive results on conflict management strategies correlated with the enhancement of interpersonal communication skills. Developing insights into the dynamics of conflict, improvement of the educational level of communication, and self-empowerment are the drivers of CC.

In the sense of conflict coaching emerge from Executive and ADR systems, developing in recent years, and having limited research base;

Firstly, this study offers implications for the executive field as an alternative method for gaining skills in optimizing conflict related leadership and managerial works. As mentioned by Jones and Brinkert (2008) "*the ability to handle conflicted situations within the organization competitiveness is becoming essential for supervising others, coordinating with peers, and influencing hierarchy in the organizational scheme upwards.*"

In the present study, although a small scale, the results gathered demonstrated an increase in mean on responses to the collaborating questions when pre and post test scores of the participants were examined. Exposure to training on conflict coaching communicative competence has created a statistically significant increase on the collaborative style of the participants at the end of the both experimental periods of TIME1 and TIME2. The collaborating style involves integrating solutions,

building relations and merging ideas which are highly important for organizations. Similar results were obtained by Tuncay, Yaşar and Sevimligül (2018) through their research on nurse managers. Collaborating conflict style was the chosen management style for its positive effects on the workplace settings. Related prior research also has been administered by Şahin, Özdemir and Sabancı (2016) to explore "the correlation between interpersonal communication skills and conflict management strategies" on organizational environments. A survey has been conducted on 2493 participants in Turkey. The findings showed that "positive and significant correlations were found between two conflict management strategies (problem solving and compromising) and interpersonal communication skills" (HRmars Journals. 2016).

The skill domains of Conflict Coaching, "like interpersonal communication skills, self-awareness, corrective feedback, empathic support, assertive responding, goal attainment and conflict management" are considered as target competencies for an evolutionary workplace environment.

In this respect, implementing development programs on graduating with employability skills are becoming more critical to post-graduation outcomes. As identified by "*Fortune 500 Companies*" (Cassel and Kolstad, 1998), *"problem-solving, teamwork, and communication expertness remain as the three most desirable skills in the workplace environments. However, undergraduate students are not graduating with those employability skills that needed for getting ahead in the workplace.*"

As the demand and market increase, academic programs started to implement Conflict Coaching curricula to their conflict management and dispute resolution programs. Columbia University Negotiation and Conflict Resolution Program offer the practice of conflict coaching as an elective course in advanced mediation, (Columbia University, NY, 2019). Maryland Salisbury University Conflict Analyses and Dispute Resolution Master Program involves Training and Conflict Coaching as one of the 8 Core Courses of their ADR program, (Maryland Salisbury University, MD, 2019). Kennesaw State University in Georgia included Conflict Coaching Workshops and Training in their Curriculum (Kennesaw University, Georgia, 2019). Lastly, the "*Conflict Education Resource Team of Temple University in Philadelphia*" offers conflict coaching sessions to all students. (Temple University,

SA, 2019). These university programs may develop a controlled terrain for testing the effectiveness of the CC field since the field lacks academic data base and empirical research.

Secondly, the term "skill" is also essential to consider in this context. As discussed by Trower (1984), "*communication skill is a strategy for achieving a goal, and the decisions in the choice of responses come solely from the individual.*" In earlier models of communication training programs reacting to a stimulus, giving a response was the main focus. Later models also refer to the achievement of a purpose, which is also mentioned in coaching programs (Hargie, 1997).

In the present study, "goal setting, exploring of options and collaboration" to reach solutions were also integrated in the 8-week training program of the research. Previous studies on personal coaching (Green, Grant, and Rynsaardt, 2006 and 2007) should also be mentioned as they showed interactions between coaching skills, goal attainment, hope, and mental wellbeing for individuals in coping with disputes. Consequently, the 8-week training program of the present study points out implications for further studies on goal attainment through coaching skill training since there is very rare research done on the related topic.

Lastly, the fact that the training program created a change of attitude towards a more constructive style of handling conflict proves the effectiveness of the training program. This thesis also has contributions to the Alternative Conflict Resolution Field in terms of the effectiveness of the training programs. As the field of alternative dispute resolution is improving and evolving a strong need to study conflict-related communication skills is growing.

In many areas of society, there is a strong commitment to ethical and productive management of conflict. Practitioners aim to teach productive and positive conflict management and resolution skills. Peer mediation trainings and their effects on conflict resolution is being investigated by researchers. Related researches in literature (Türnüklü, Kaçmaz, Gürler, Kalender, Zengin, Sevkin , 2010; Türnüklü, Kaçmaz, Sünbül, and Gürler, 2010; Sagkal, Türnüklü, and Totan, 2012; Hart and Gunty,1997) has indicated that the training programs about conflict resolution methods create positive changes on conflict resolution skills of the participant students. As a discipline communication training include learning modules,

principles, and techniques that restore relations and avoid violent conclusions in conflicted situations, and helping disputants to be apprehensive on engaging in conflict. Peer-mediation programs and models are increasing to support the students in schools in this manner. Since the present study was a peer base study, it has implications for implementing communication skills for complementing peer mediation as "one-on-one peer coaching" before and after the facilitation of the mediation process.

In addition, it is essential to mention that this thesis was an exploratory study, was not a confirmatory study. The empirical and theoretical research is limited on the conflict coaching field. Accordingly, the aim of the study was *"to improve rather than to prove"* as mentioned by (Stufflebeam and Shinkfield, 1985).

The study also provided student feedback in addition to the course evaluation. The study sample was asked for their reviews about the program, their comments were mainly positive on improving their knowledge on the subject, and on the skills learned to prepare them for their future business life. The evaluation indicated that %30 of the participants were neutral, 27,5 % agree, and 42,5% strongly agree, that skills learned may help them to prepare for their future business life.

The participants preferred more feedback, case studies, video work, and role plays. This aspect of the training program needs to be developed further where the theory and the practice should go alongside.

Limitations of the study:

Since the experiment was conducted to university students, lack of self-awareness, the desire for socially acceptable responses or the stress created when playing the scripted role plays can be noted as one of these concerns.

A second concern was the examination weeks coincided with the scheduling that created a drop in the possible performance of the student's approach.

A third concern to the study, maybe the tutor's effects on the learning environment since the measures did not take this variable into account and its possible changes in the dependent variable.

To secure these concerns, the study was repeated in TIME and TIME 2 basses. The overall design was guarded by the findings obtained from pre and post ROCI II inventories both in TIME1 and TIME2 zone.

RECOMMENDATION

In light of this study, suggestions for future studies are,

1) University students were the participants of this study. It is beneficial to try experiments with different grade student populations.

2) Because of its reliability and validity, Rahim's Conflict Inventory was used in the research, however other conflict management style indicators can be applied alone or combined with ROOCI II.

3) Peer, ordinate, and subordinate base experiments can also be undertaken in the workplace settings.

Last but not least,

4) The aspect of the training program can be developed further with more case studies, video work and role plays making the theory, and practice go along side by creating a useful environment where the learner can be more active in learning.

In 2008 "Consulting Psychologist Press (CPP, Inc)", has consulted research for "*Analyzing workplace attitudes about conflict, in partnership with leading psychology firms OPP, Ltd. in Europe and Fellipell in Brazil. Five thousand full-time employees in nine countries around Europe and America were questioned during the research project. According to the study personality clashes, egos (49%), stress (34%) and heavy workloads (33%) are the primary causes of workplace conflict and %85 majority of employees at all levels experience conflict.*

According to the study "U.S. employees spend 2.8 hours per week dealing with conflict, a typical manager spends %30 of their time managing conflicts, which approximately equals to 359 billion dollars in paid hours in 2008." Among the employees who received training, 27 percent mentioned that training made them more confident and comfortable in managing conflicts, 58 percent mentioned that they have started to look for win-win outcomes for conflict.

The study of CPP demonstrates that managing conflicts are inevitable for working life. The employees and the leaders have the responsibility of becoming competent conflict managers. Collaboration is an ideal approach allowing both sides to meet their needs. Moving through collaboration without having the basses of communication is relatively difficult. Conflict coaching can help the parties on

approaching and managing through difficulty and complexity of disputes through skill training.

In this respect, the present study offers framework for the implementation of conflict coaching:

Firstly, CC can be used by the private sector in creating a professional working environment in business management settings for training and personal life management growth.

Secondly, by the university degree programs of Business and Conflict Resolution and Management studies. As said by Flynch JF, (2003), coping with human conflict is being evaluated as the foundation of any managerial work which is relevant for building leadership competency.

Lastly, in ADR processes. Mediation and negotiation with no doubt will pursue, however, as the field matures conflict coaching can especially be functional for maintaining an ongoing relationship when one or more parties are not open to other ADR processes.

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APPENDICES

Appendix 1: Rahim Organizational Conflict Inventory–II, Form C

Rahim Organizational Conflict Inventory–II, Form C

Strictly Confidential

Please check the appropriate box after each statement, to indicate *how you handle your disagreement or conflict with your peers.* Try to recall as many recent conflict situations as possible in ranking these statements.

	Strongly Disagree			*Strongly Agree*	
	1	2	3	4	5
1. I try to investigate an issue with my peers to find a solution acceptable to us.	❏	❏	❏	❏	❏
2. I generally try to satisfy the needs of my peers.	❏	❏	❏	❏	❏
3. I attempt to avoid being "put on the spot" and try to keep my conflict with my peers to myself.	❏	❏	❏	❏	❏
4. I try to integrate my ideas with those of my peers to come up with a decision jointly.	❏	❏	❏	❏	❏
5. I try to work with my peers to find solution to a problem that satisfies our expectations.	❏	❏	❏	❏	❏
6. I usually avoid open discussion of my differences with my peers.	❏	❏	❏	❏	❏
7. I try to find a middle course to resolve an impasse.	❏	❏	❏	❏	❏
8. I use my influence to get my ideas accepted.	❏	❏	❏	❏	❏
9. I use my authority to make a decision in my favor.	❏	❏	❏	❏	❏
10. I usually accommodate the wishes of my peers.	❏	❏	❏	❏	❏
11. I give in to the wishes of my peers.	❏	❏	❏	❏	❏
12. I exchange accurate information with my peers to solve a problem together.	❏	❏	❏	❏	❏
13. I usually allow concessions to my peers.	❏	❏	❏	❏	❏
14. I usually propose a middle ground for breaking deadlocks.	❏	❏	❏	❏	❏
15. I negotiate with my peers so that a compromise can be reached.	❏	❏	❏	❏	❏
16. I try to stay away from disagreement with my peers.	❏	❏	❏	❏	❏
17. I avoid an encounter with my peers.	❏	❏	❏	❏	❏
18. I use my expertise to make a decision in my favor.	❏	❏	❏	❏	❏
19. I often go along with the suggestions of my peers.	❏	❏	❏	❏	❏
20. I use "give and take" so that a compromise can be made.	❏	❏	❏	❏	❏
21. I am generally firm in pursuing my side of the issue.	❏	❏	❏	❏	❏
22. I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way.	❏	❏	❏	❏	❏
23. I collaborate with my peers to come up with decisions acceptable to us.	❏	❏	❏	❏	❏
24. I try to satisfy the expectations of my peers.	❏	❏	❏	❏	❏
25. I sometimes use my power to win a competitive situation.	❏	❏	❏	❏	❏
26. I try to keep my disagreement with my peers to myself in order to avoid hard feelings.	❏	❏	❏	❏	❏
27. I try to avoid unpleasant exchanges with my peers.	❏	❏	❏	❏	❏
28. I try to work with my peers for a proper understanding of a problem.	❏	❏	❏	❏	❏