

## Intelligence And Conflict

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### Abstract

Since we are in the new millennium, new ideas about measuring management potential in emotional intelligence skills are emerging (Langley, 2000). These new ideas do not solely rely on IQ and technical abilities alone. People can become more effective participants through social interaction. The workplace is one of the environments in which people learn about behavior and emotions which take on a greater significance in organizational life. In a study of emotional intelligence and interpersonal relations, Schutte's et al. (2001) found that people with higher emotional intelligence have higher empathetic perspective taking and self\_monitoring in social situations, social skills, cooperation toward partners, levels of affection in relationships, marital satisfaction, and satisfaction in relationships. The finding may be considered as important as it suggests that emotional intelligence could be perceived as a desirable quality that leads to interpersonal attraction. This is supported by Mayer, Caruso & Salovey (2000) who found that people with high emotional intelligence could be more socially effective than their counterparts and thus, could be more skilful in motivating people to achieve goals, aims and missions in organizations. Conflict is a situation where there are at least two differing perspectives, which can lead to nonproductive results or can be beneficially resolved and lead to quality final products. Therefore, learning to resolve conflict is integral to high performance teams and profit achievements

## 1.0 INTRODUCTION

According to past research, there are significant relationships between emotional intelligence and subordinates' styles of handling conflict with supervisors (e.g., Yu, Sardesai, Lu & Zhao, 2006).

Subordinates who have supervisors with high emotional intelligence will use the integrating style (both parties find a creative solution to satisfy both parties' concerns) and the compromising style (both parties win some and lose some, in an attempt to reach a consensus) of conflict management.

Emotional intelligence plays a vital role in the organizations because 1) emotions that are handled effectively may contribute to how one handles the needs of individuals, 2) how one motivates employees and are able to accurately perceive, understand and appraise others' emotions and build supportive networks (Salovey, 1999). They are also considered more interpersonally sensitive and understanding (Davis and Kraus, 1997), warm, protective of others, less critical and deceitful, and more likely to turn to the better perceivers for advice and reassurance (Funder and Harris, 1986).

According to Goleman (1998), the five components of emotional intelligence are

self-awareness, self-regulation, social skills, motivation and empathy. Self-awareness is associated with the ability to recognize one's internal state, resources, preference and intuitions, e.g., a supervisor is aware of which emotions he or she is experiencing. Self-regulation refers to the ability to manage one's internal states, resources and impulses e.g., a supervisor remains calm despite having to deal with violent situations.

Motivation represents the emotional tendencies that assist in reaching goals, for example, a supervisor sets his or her motivation high and attains challenging goals while empathy refers to the ability of being aware of other's situations, e.g., a supervisor understands the feelings transmitted via verbal and non-verbal language. Social skills are associated with one's ability to encourage desirable feedback in others, e.g., a supervisor does not let his negative feelings restrain collaboration.

### 1.1 Conflict Management Styles.

The management of conflict can lead to desired organizational outcomes such as fairness, satisfaction, effectiveness, and efficiency (Jameson, 1999). According to Rahim (1986), conflict is defined as an "interactive state manifested in incompatibility, disagreement, or difference

within or between social entities” (p.

13). He explained that there are five management styles for resolving conflicts: integrating, obliging, compromising, avoiding and dominating. Integrating engages both parties to examine differences, exchange information and create openness to reach an effective satisfactory solution, e.g., both supervisor and subordinates encourage mutual commitment to a project through incorporating each others' ideas into the final agreement. Obliging is identified with one party attempt to minimize the differences and emphasize shared aims for the other party approval, e.g., a supervisor's thoughts are more important than the subordinates in reaching a consensus. Dominating is identified with a win-lose situation, for example a supervisor takes advantage of his or her position in making a business decision while avoiding is recognized with withdrawal solutions e.g., a subordinate refuses to co-operate with his supervisor in a project physically and mentally. Compromising is when both parties involve in give-and-take situation to reach a consensus e.g., both supervisor and subordinates need a fast but temporary solution for a complex issue. Gross and Guerro (2000) rated the integrating style as the most effective while

the avoiding style was the least effective. Graham (1998) supported that integration will always be greater than compromise in managing disputes. The dominating style provokes conflicts in organization, while integrating, accommodating, and obliging lessen conflicts and prove to be effective (Janssen, & van de Vliet, 1996). An organization that encourages participation (integrating) and problem solving (compromising) behavior attains a higher level of performance (Likert & Likert, 1976). Other studies reported positive results of the integrating style of handling conflict, such as high benefits for the parties, better and greater satisfaction of the partner (Korbanik, Baril, & Watson, 1993; Tutzauer & Roloff, 1998; Wall & Galanes, 1986) and higher performance for teams that adopt this style in comparison to teams that use less integrative styles (Vigil-King, 2000). Dominating and avoiding are two styles that can lead to disastrous financial results and personal loss if they are driven by less ethical motives (Rahim, Buntzman & White, 1999). Inspired by recent violent events that have been occurring frequently throughout the U.S., the present analysis examines the pathway by which an emotional

literacy intervention (RULER) affects children's conflict resolution skills by acting first on their ability regulate their emotions.

In the context of the present analysis, conflict resolution is defined as a student's ability to recommend appropriate solutions to interpersonal conflicts while considering both parties' positions.

Emotion regulation is defined as a student's ability to regulate feelings in himself or herself and toward others in order to promote personal understanding and

growth (Mayer et al, 2003; Brackett & Salovey, 2006). The following introduction seeks to help readers understand the link between these two important

interpersonal and intrapersonal skills and the broader issues of violence and bullying. On April 2, 2014, a mass shooting occurred at Fort Hood, Texas, that

claimed the lives of four people, including the gunman, and injured 16 people.

This incident is one in a string of tragic violent episodes that has taken place over the past few years. It is reported that there

have been 93 mass shootings in 35 states between January 2009 and September 2013, including the tragic shooting that resulted in 20 child fatalities at Sandy Hook Elementary School in Newtown, Connecticut (Moya-Smith, 2013).

Following the incident in Newton, CT,

President Barack Obama called for meaningful action, saying that as a country, we had been through tragedies of its kind too many times (Wing, 2013). Yet, these tragedies have still continued to occur at alarming rates. Even more disappointing is that while the number of violent events gaining national attention is increasing, there are even more occurring daily in schools and neighborhoods that are too often overshadowed.

According to the Center for Disease Control and Prevention, in 2010, there was an average of 13 victims of homicide between the ages of 10 to 24 each day in the

U.S. In a 2011 nationally representative sample of youth in grades 9 through 12, 32.8% of students reported being in a physical fight in the previous year and

16.6% reported carrying a weapon in the 30 days prior to completing the survey

(CDC, 2012). It is important to note that violence and abuse do not always result in fatalities and are not always physical.

Bullying, both physical and non-physical, can lead to depression, low self-esteem, isolation, anger, and extreme violent

measures (stopbullying.gov, n.d.). In 2011, 20.1% of students in a nationally representative sample of youth in grades 9 through 12 reported being bullied at

school in the previous year, and 16.2% reported being bullied electronically (CDC, 2012). While socioeconomic background, gender, race, and exposure to violence in the media all influence behaviors and can facilitate violence (Thompson & Kyle, 2005), a commonly shared experience of those who act as the aggressor, bully, or attacker is that they themselves were once bullied. According to Kohlbergian stage development theory, bullying is a result of power differentials and marginalization of those deemed less powerful (as cited in Thompson & Kyle, 2005). Sometimes those who are bullied have been rejected by social hierarchy and are denied necessary exposure to social interactions that challenge them to build their moral reasoning skills (cognitive disequilibria). They may be rejected by social hierarchy because of ethical deficiencies they developed during primary socialization by parents, which influences their behavioral responses and makes their social discomfort apparent to their peers (Schonert-Reichl, 1999 as cited in Thompson & Kyle, 2005). Kohlberg's theory of stage development states that moral reasoning develops in stages throughout life, and changes that take place during puberty are physical, cognitive, and

include moral reasoning, empathy and emotional responses (Fabes, 1999 as cited in Thompson & Kyle, 2005). Primary socialization, which occurs at the parental or guardian level, is a key factor that has been noted as deficient or missing in the lives of many aggressors. Children who lash out through violence are described as ill-prepared to handle stress and their deficiency in behavioral regulation highlights the need for interventions to prevent conflict in schools (Thompson & Kyle, 2005). An important fact to remember and that underscores the need for early intervention is that the strongest predictor of adolescent and adulthood aggression is the level of aggression displayed during childhood (Watson et al, 2004). Watson et al describe risk factors that lead to the breakdown of healthy development and result in aggressive and violent behavior as analogous to objects that a juggler must keep in the air simultaneously. When more objects are added, it becomes easier for the juggler to lose control. However, it is not simply the number of objects to be juggled that can cause a break down. The shape, size and weight of the objects also impact the control that the juggler is able to maintain. Similarly, the number and type of challenges that people face make the

difference in how they cope and when or if they reach their breaking point.

Further, it is possible that children do not master normative development because of allostatic load. Allostatic load refers to repeated cycles of change and perturbations in homeostasis from challenges and stressors that eventually cause children to have underdeveloped normative behaviors and react to challenges through aggression (Watson et al, 2004).

This emphasizes the need for better emotion regulation skills and improved conflict resolution skills.

Research has shown that victims of bullying lack critical emotional skill, which contributes to risk for psychological dysfunction later in life (Olweus, 1994; Perry, Willard & Perry, 1990; Neary & Joseph, 1994 as cited in Wilton et al, 2000). The ability to cope with situations that produce negative affect is essential to adaptive functioning, and emotion regulation skill underlies the ability to regulate behavior and produce appropriate emotional responses (Kopp, 1989 as cited in Wilton et al, 2000). In early childhood, children are able to rely on parents to regulate their emotions and provide primary socialization. However, as they become older and spend more time in the absence of their parents, it is critical that they are able to

regulate their own emotions and behaviors (Kopp, 1989 as cited in Wilton et al, 2000). Emotion regulation is of high importance to social competence and differences in ability to manage emotions lead to two groups of responders, which Wilton et al call passive and aggressive (in the context of bullying victimization). They report that differences in coping styles have implications for resolution of conflicts, and that it is more specifically the management of negative emotions that produces effective coping skills (Lazarus & Folkman, 1989 as cited in Wilton et al, 2000).

## 1.2 DISCUSSIONS

A study conducted by Wilton et al observed elementary school victims of bullying and categorized their conflict resolution strategies as either problem-solving with the goal of de-escalating the conflict or aggressive with the consequence of perpetuating the conflict. They found that the victims' observed styles of coping with conflict (bullying) were amplifications of their emotional displays, which infers that emotion and emotion regulation are determinants of coping and conflict resolution skills. The study also found that victims of bullying were

deficient in emotional skills and thus made undesirable coping and resolution choices (Wilton et al, 2000). Research has also shown that emotion regulation and control of impulses is supported by cognitive skills called higher order thinking. It also suggests that early higher order thinking plays a central role in social competence and is an important predictor of future socio-emotional issues (Scott et al, 2013). A study conducted to examine the association between higher order thinking and specific components of social competence in black boys in prekindergarten programs across six states in the U.S. found that the boys who had more proficient higher order thinking exhibited better social competence in the areas of behavior regulation, emotion regulation, and social communication skills (Scott et al, 2013). Given the extensive research that has linked cognitive skills and emotion regulation to better conflict resolution skills and social competence, emotional intelligence is widely recognized as being critically important. While there are various definitions and conceptualizations of emotional intelligence, it has been described by Mayer & Salovey as the intersection between the cognitive and emotional systems of the personality

(Mayer & Salovey, 1995). According to their model, it is the ability to monitor one's own feelings and those of others, to discriminate among them, and to use those abilities to guide one's thinking and actions. An emotionally intelligent person is described as one who regulates his or her emotions according to a logical and consistent model of emotional functioning (Mayer & Salovey, 1995).

Emotional intelligence has been broken down into four abilities, called branches, that in aggregate define the skills necessary to be socially competent. The four branches are perceiving, using, understanding, and managing emotions.

The RULER Approach One approach to emotional intelligence that has surged in popularity in recent years is called RULER.

The RULER Approach to Social and Emotional Learning seeks to improve the quality of classroom interactions through professional development and incorporation of emotional intelligence into classroom curricula (Hagelskamp et al, 2013). RULER is based on the achievement model of intelligence and targets five important emotion skills: recognizing emotions in oneself and others, understanding the causes and consequences of emotions, labeling emotions with accurate vocabulary words,

and expressing and regulating emotions appropriately. RULER targets emotions because of the growing evidence that links emotion skills to social competence and overall wellbeing (Hagelskamp et al, 2013). The proximal outcomes of RULER are enhanced emotional literacy skills and enhanced emotional climate in the classroom, school, and at home. The primary distal outcomes are enhanced academic performance, relationship quality, and health and wellbeing. RULER is two-pronged and combines professional development for teachers and school leaders and curriculum for students based on literacy and building of social and emotional skills. In phase I of RULER implementation, teachers and students learn the anchor tools that serve the purpose of strengthening relationships within the classroom and building a foundation for learning and teaching emotional literacy (Brackett et al, 2011). The anchor tools are intended to prevent bullying and promote the proximal and distal outcomes of RULER and the core competencies of Social and Emotional Learning (SEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The first of the four anchor tools is the Charter. The Charter is a mission statement developed by

students and teachers that outlines the feelings that each member of the learning community (classroom, school, etc.) wants to experience.

The Charter identifies the behaviors that promote those feelings and provides strategies for coping with conflict or uncomfortable feelings (Brackett & Rivers, 2014). The second anchor tool is the Mood Meter. The Mood Meter is a tool that helps students and other community members accurately identify their feelings, build self and social awareness, expand their emotion vocabulary, set goals for how they would like to feel each day, and create strategies to achieve those goals.

Teachers also use the Mood Meter to determine how to instruct the class depending mood state of the class. The third anchor tool is the Meta-Moment.

It teaches teachers and students to be their best selves, and also helps them react more positively to triggers by aiming to be more preventative than reactive. The last anchor tool is the Blueprint. The Blueprint helps students and stakeholders learn how to manage interpersonal conflicts. It helps them to become effective problem solvers. During a few decades, a set of conventional life skills and expertise in the knowledge domain was sufficient to carry



out day to day endeavours in the workplace. However, the contemporary world has trailed through drastic metamorphosing edges of the world market. Wherein, the demands of the consumer market have been constantly and consistently changing every day and the companies have to update their marketing strategies and empower their human resource according to the changing demands. Moreover, the manpower was being constantly upgraded on the lines of soft-skills and domain expertise based on the prevailing trends. The periodic soft-skills training was being provided for the manpower based on communication, stress management, etc... However, the experts of human resource considered that the Intelligence Quotient was being a predominant one in order to excel in one's professional career. In 1983, Howard Gardner had challenged the idea and proposed the multiple intelligence theory that consists of seven categories in order to accurately define the concepts of intelligence and to succeed in the field. Two of them are intrapersonal intelligence, the ability to understand oneself and act on the basis of self\_knowledge, and interpersonal intelligence, the ability to work cooperatively and

communicate with other people effectively (Helfrich, 2009). In the contemporary world, they are now often referred to in association with emotional intelligence, ability to understand, perceive and regulate the feelings, emotions and motivation of one's self and of others (Goleman, 1998). Emotional intelligence (EI) involves the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of emotions, and manage emotions (Mayer, Salovey & Caruso, 2000). The findings of various studies indicated that EI could have an impact on several organizational and individual domains. Further, Emotional intelligence is considered to be a motivating force for one's professional development (Van Rooy & Viswesvaran, 2004), contributing to the actualization if organizational goals and vision (Barling, Slater & Kelloway, 2000; Gardner & Stough, 2002; Shipper, Kincaid, Rotondo & Hoffman, 2003). As a result of new findings pertaining to the work relationships in connection to emotional intelligence, the departments of Human Resources are increasingly incorporating intervention programs on Emotional Intelligence and amiable conflict management styles. The rationale for the introduction of these programs

is under the belief that the employees can increase their awareness of regulating their emotions during the interpersonal interactions and finally it will lead them to healthy relationships at workplace (Schutte et al., 2001; Wong, Foo, Wang & Wong, 2007), further, contributing to the overall development of the organization. For example, some recent research evidence has shown that EI development and training has resulted in reduced occupational stress and improved health, well-being and management performance (Gardner, 2005; Hansen, Gardner & Stough, 2007; Slaski & Cartwright, 2003).

### **1.1 Conflict and the Conflict Management:**

Conflict is a situation wherein prevails a friction between two or more individuals (Ego clashes or differences in opinion or intentions) leading to barren results or leading to some of the solutions that helps in problem resolution/innovation. In the light of the given statement on conflict, it can be ascertained that the conflict may be productive or unproductive (conflicts are unproductive most of the times). However, the conflicts are pan existent in nature and prevail in most of the human conditions. The conflicts being

unproductive most of the times hamper the work efficiency of the individual or teams finally leading to low productivity.

Therefore, the conflict management strategies have to be incorporated according to the situations in order to ensure the high efficacy of teams and the organizational goals may be achieved through these empowered teams.

According to the previous research, there is a significant relationship between emotional intelligence and subordinates' styles (e.g., Yu, Sardesai, Lu & Zhao, 2006). According to this research, the people with high emotional intelligence adopt collaborative style of conflict management (both parties find a creative solution to satisfy both parties' concerns) and the compromising style (both parties win some and lose some, in an attempt to reach a consensus) of conflict management. The purpose of this study is to provide the organization with an insight about the relationship between emotional intelligence and managing conflicts among the colleagues. These findings give the organization the necessary information to motivate their employees in increasing their work performance; if it is shown that a lack of emotional intelligence hinders the communication

between them. Moreover, it has also been found that lack of emotional intelligence may result in frequent conflict among the work group. Hence the researcher felt the need for understanding the role of emotional intelligence in neutralizing unproductive conflicts among the employees. Accordingly, the researcher may possibly suggest some intervention programs to increase the EQ level among the employees. Further, it is also inferred that the conflicts among the employees are left undiagnosed and untreated; it will obviously result in downward shift in one's work performance affecting the entire organizational setup. With reference to this study, the researcher intends to establish the relationship between emotional intelligence and cordial workplace interpersonal relationships. Besides, it is also inferred that the importance of emotional intelligence could be ascertained during the adoption of relevant conflict management styles. Furthermore, in this explorative study, an EI intervention (i.e. training program) was implemented with the aim of establishing whether this training program was instrumental in combating various negative facets of the occupational stress process, experienced by the professionals. It was

hypothesized that following participation in the EI training program, the participants' levels of EI will increase, and that their levels of perceived occupational stress will decrease. Furthermore, it was hypothesized that levels of psychological- and physical health will improve following participation in the training program, as well as the outcomes of stress

## 1.2 Artificial intelligence

This is a branch of Computer Science that incorporates the idea of human intelligence into the traditional problem solving approach of computers using algorithms. AI has many different branches used to model very complex real world problems such as speech recognition, image processing, expert systems etc. They are new problem solving techniques that try to mimic the human brain's ability to process information. They have the property of learning from previous (training) data so as to generalize data which they have never come across (test data). Neural Networks and Support Vector Machines are two such techniques which are used in this research to model militarized interstate conflict. Although support vector machines and neural

networks have their own way of formulating problems mathematically, both of them are used to solve similar problems. They learn from examples, store the knowledge and apply it in the future for similar problems as the examples. They have been used in many pattern recognition problems. Pattern recognition problems involve understanding some underlying function that govern a process or relationship among entities.

As it is mentioned in the previous chapter, the history of mankind is a history of conflicts. Wars are waged between peoples for different justifiable or unjustifiable reasons. These wars have the potential to cause an insurmountable amount of risk to the economy and hence the lives of the people of the involved countries. The first step which should be taken in order to avoid or minimise these interstate conflicts is to better understand their root causes. As some wise people say, "knowing your sickness is half of the remedy", so also is this with the interstate conflicts. Different studies have and still are being done to understand what are the determinant factors that make countries to have conflict among each other. By doing so, the studies try to quantify the probability of states falling into the trap of militarised disputes. The

Correlates of War (COW) is a project aimed at studying and exploring the factors that lead to the outbreak of war and militarised disputes [COW 2004]. Although international study intellectuals are putting much effort to this regard, due to the complexity of the problem, many of the studies have not come up with unified conclusion. The causes of these disagreements can be attributed to different reasons some of which are the quality of MID data, the relevance of their measurement and the available statistical analysis methods in use. The remaining sections of this chapter are organized as follows. First it describes what interstate conflict modeling is and the preconditions that come along with it. The International Committee of the Red Cross (ICRC) is an impartial, neutral and independent organization whose exclusively humanitarian mission is to protect the lives and dignity of victims of armed conflict and other situations of violence and to provide them with assistance. The ICRC also endeavours to prevent suffering by promoting and strengthening humanitarian law and universal humanitarian principles. At a time of increasing conflict and rapid technological change, the ICRC needs both to understand the impact of new technologies on

people affected by armed conflict and to design humanitarian solutions that address the needs of the most vulnerable. The ICRC, like many organizations across different sectors and regions, is grappling with the implications of artificial intelligence (AI) and machine learning for its work. AI is the use of computer systems to carry out tasks previously requiring human intelligence, cognition or reasoning; 1 and machine learning involves AI systems that use large amounts of data to develop their functioning and “learn” from experience. 2 Since these are software algorithms, that could be applied to many different tasks, the potential implications may be reaching and yet to be fully understood. There are two broad – and distinct – areas of application of AI and machine learning in which the ICRC has a particular interest: first, its use in the conduct of warfare or in other situations of violence; 3 and second, its use in humanitarian action to assist and protect the victims of armed conflict. 4 This paper sets out the ICRC’s perspective on the use of AI and machine learning in armed conflict, the potential humanitarian consequences, and associated legal obligations and ethical considerations that should govern its development and use. However, it also

makes reference to the use of the AI tools for humanitarian action, including by the ICRC. 2. The ICRC’s approach to new technologies of warfare The ICRC has a long tradition of assessing the implications of contemporary and near-future developments in armed conflict. This includes considering new means and methods of warfare; specifically, in terms of their compatibility with the rules of international humanitarian law (also known as the law of armed conflict, or the law of war) and the risks of adverse humanitarian consequences for protected persons. The ICRC is not opposed to new technologies of warfare per se. Certain military technologies – such as those enabling greater precision in attacks – may assist conflict parties in minimizing the

## 1.2 Conflict Modeling

Modeling international conflicts involves quantitative and empirical analysis based on existing dyadic information of states. Dyad-year in our context refers to a pair of states in a particular year. Political scientists use dyadic parameters as a measure of the possibility that two states might have a militarized conflict. A historic data of each dyad showing their interactions during that particular year is

recorded. The interactions are expressed and quantified in the form of dyadic variables. The values of these variables are believed to be the determinant factors whether the member states of a dyad will be at peace or conflict the following year. There are different international relations theories that are put forward which in essence are believed by their respective advocates to govern the process and interactions of states. Some among these theories include realism and liberalism. Realism theory states that the principal actors of world politics are states which always strive for power and their national interests [Morgenthau 1973]. Liberalism, on the other hand, believes that states are one among many actors in the world politics. States are inter-dependent and cooperate through international organizations to play an important role in the world politics [Baldwin 1993]. These theories use a set of their own parameters to measure the interactions among states. Although conflict modeling is based on some predetermined parameters which are then quantitatively analyzed to predict the corresponding MID result, scholars do not fully agree in listing these variables. That is to say there are competing arguments to why states have conflicts and

hence various parameter lists corresponding to the various theories. Researchers tend to use their own set of variables to fit their own respective theories they want to prove. Hence, the usage of the variables vary from one re- search to another. Various researchers have put great effort in compiling these variables from different sources [Gochman and Maoz 1984; Tucker 1997; Russett and Oneal 2001; Jagers and Gurr 1996]. The data collection process is an ongoing effort that strives to improve the available data which the quantitative interstate conflict analysis depends on. One such kind of work is the correlates of war (COW) project which collects and studies the conditions associated with MID [COW 2004]. Even though immense data collection effort have been made, still a lot of research is underway to come up with satisfactory and reliable conflict models. One of the major reasons why conflict modeling is complex, according to Beck et al. [2000], is that the causes of conflict are tiny for the vast majority of dyads. That is, international conflict is a rare event and the processes that drive it vary for each incident. This makes it to be highly nonlinear, very interactive and context dependent. Previous linear discriminant

and log it regression techniques for MID

forecasting give inconsistent results that vary from research to research. This

implies there is a possibility of mismatch between the currently available MID

Managing and Resolving Conflict in a Positive Way

Conflict is a normal, and even healthy, part of relationships. After all, two people

can't be expected to agree on everything at all times. Since relationship conflicts

are inevitable, learning to deal with them in a healthy way is crucial. When

conflict is mismanaged, it can harm the relationship. But when handled in a

respectful and positive way, conflict provides an opportunity for growth.

### **1.3 The fundamentals of conflict resolution:**

Conflict arises from differences. It occurs whenever people disagree over their

values, motivations, perceptions, ideas, or desires. Sometimes these differences

look trivial, but when a conflict triggers strong feelings, a deep personal and

relational need is at the core of the problem—a need to feel safe and secure, a

need to feel respected and valued, or a need for greater closeness and intimacy.

Recognizing and resolving conflicting needs If you are out of touch with your

feelings or so stressed that you can only pay attention to a limited number of

emotions, you won't be able to understand your own needs. If you don't

understand your deep-seated needs, you will have a hard time communicating

with others and staying in touch with what is really troubling you. For example,

couples often argue about petty differences—the way she hangs the towels, the

way he parts his hair—rather than what is really bothering them. And personal

relationships, a lack of understanding about differing needs can result in distance,

arguments, and break-ups. In workplace conflicts, differing needs are often at the

heart of bitter disputes. When you can recognize the legitimacy of conflicting

needs and become willing to examine them in an environment of compassionate

understanding, it opens pathways to creative problem solving, team building, and

improved relationships. When you resolve conflict and disagreement quickly and

painlessly, mutual trust will flourish.

Successful conflict resolution depends on your ability to: Manage stress while

remaining alert and calm. By staying calm, you can accurately read and interpret verbal

and nonverbal communication.

Control your emotions and behavior. When you're in control of your emotions,

you can communicate your needs without threatening, frightening, or punishing

others. · Pay attention to the feelings being expressed as well as the spoken

words of others. · Be aware of and respectful of differences. By avoiding

disrespectful words and actions, you can resolve the problem faster.

Healthy and unhealthy ways of managing and resolving conflict Conflict triggers.

#### **1.4 Conflict resolution skill 1: Quickly relieve stress**

The capacity to remain relaxed and focused in tense situations is a vital aspect of

conflict resolution. If you don't know how to stay centered and in control of

yourself, you may become emotionally overwhelmed in challenging situations.

The best way to rapidly and reliably relieve stress is through the senses: sight,

sound, touch, taste, and smell. But each person responds differently to sensory

input, so you need to find things that are soothing to you.

#### **1.5 Conflict resolution skill 2:**

Recognize and manage your emotions.

Emotional awareness is the key to understanding yourself and others. If you don't know how you feel or why you feel that

way, you won't be able to communicate effectively or smooth over disagreements.

Although knowing your own feelings

may seem simple, many people ignore or try to sedate strong emotions like

anger, sadness, and fear. But your ability to handle conflict depends on being

connected to these feelings. If you're afraid of strong emotions or if you insist

on finding solutions that are strictly rational, your ability to face and resolve

differences will be impaired.

#### **1.6 Conflict resolution skill 3:**

Improve your nonverbal communication skills

The most important information exchanged during conflicts and arguments is

often communicated nonverbally.

Nonverbal communication includes eye

contact, facial expression, tone of voice, posture, touch, and gestures. When

you're in the middle of a conflict, paying close attention to the other person's

nonverbal signals may help you figure out what the other person is really saying,

respond in a way that builds trust, and get to the root of the problem. Simply

nonverbal signals such as a calm tone of voice, a reassuring touch, or a concerned

facial expression can go a long way toward



defusing a heated exchange.

Conflict resolution skill 4: Use humor and play to deal with challenges

You can avoid many confrontations and resolve arguments and disagreements by communicating in a playful or humorous way. Humor can help you say things that might otherwise be difficult to express without creating a flap. However, it's important that you laugh with the other person, not at them. When humor and play are used to reduce tension and anger, reframe problems, and put the situation into perspective, the conflict can actually become an opportunity for greater connection and intimacy. Tips for managing and resolving conflict

Managing and resolving conflict requires emotional maturity, self-control, and empathy. It can be tricky, frustrating, and even frightening. You can ensure that the process is as positive as possible by sticking to the following

## CONCLUSION.

### 1.7 conflict resolution guidelines:

Make the relationship your priority.  
Maintaining and strengthening the relationship, rather than "winning" the

argument, should always be your first priority. Be respectful of the other person and his or her viewpoint. · Focus on the present. If you're holding on to old hurts and resentments, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here-and-now to solve the problem. Pick your battles. Conflicts can be draining, so it's important to consider whether the issue is really worthy of your time and energy. Maybe you don't want to surrender a parking space if you've been circling for 15 minutes. But if there are dozens of spots, arguing over a single space isn't worth it. · Be willing to forgive. Resolving conflict is impossible if you're unwilling or unable to forgive.

Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives. ·

Know when to let something go. If you can't come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on. Fair fighting: Ground rules  
Remain calm. Try not to overreact to difficult situations. By remaining calm it will be more likely that others will consider your

viewpoint. Express feelings in words, not actions. Telling someone directly and honestly how you feel can be a very powerful form of communication. If you start to feel so angry or upset that you feel you may lose control, take a "time out" and do something to help yourself feel steadier. Be specific about what is bothering you. Vague complaints are hard to work on. Deal with only one issue at a time. Don't introduce other topics until each is fully discussed. This avoids the "kitchen sink" effect where people throw in all their complaints while not allowing anything to be resolved. No "hitting below the belt." Attacking areas of personal sensitivity creates an atmosphere of distrust, anger, and vulnerability. Avoid accusations. Accusations will cause others to defend themselves. Instead, talk about how someone's actions made you feel. Don't generalize. Avoid words like "never" or "always." Such generalizations are usually inaccurate and will heighten tensions. Avoid "make believe." Exaggerating or inventing a complaint - or your feelings about it - will prevent the real issues from surfacing. Stick with the facts and your honest feelings. Don't stockpile. Storing up lots of grievances and hurt feelings over time is counterproductive. It's almost impossible to deal with

numerous old problems for which interpretations may differ. Try to deal with problems as they arise. Avoid clamming up. When one person becomes silent and stops responding to the other, frustration and anger can result. Positive results can only be attained with two-way communication. Source: The Counseling & Mental Health Center at The University of Texas at Austin Managing and resolving conflict by learning how to listen When people are upset, the words they use rarely convey the issues and needs at the heart of the problem. When we listen for what is felt as well as said, we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us. Tips for being a better listener:  
Listen to the reasons the other person gives for being upset.  
Make sure you understand what the other person is telling you—from his or her point of  
Repeat the other person's words, and ask if you have understood correctly.  
Ask if anything remains unspoken, giving the person time to think before answering.  
Resist the temptation to interject your own point of view until the other person

has said everything he or she wants to say and feels that you have listened to and

understood his or her message. When listening to the other person's point of view, the

following responses

Often helpful: Encourage the other person to share his or her issues as fully as possible.

"I want to understand what has upset you."

"I want to know what you are really hoping for."

Clarify the real issues, rather than making assumptions. Ask questions that allow you to gain this information, and which let the other person know you are trying to understand. "Can you say more about that?"

"Is that the way it usually happens?"

Restate what you have heard, so you are both able to see what has been

understood so far - it may be that the other person will then realize that additional information

"It sounds like you weren't expecting that to happen." Reflect feelings - be as clear as possible.

"I can imagine how upsetting that must have been." Validate the concerns of the other person, even if a solution is elusive at this time. Expressing appreciation can

be a very powerful message if it is conveyed with integrity and respect.

"I really appreciate that we are talking about this issue."

"I am glad we are trying to figure this out." Source: University of Wisconsin,

Madison Conflict resolution is one of the five key skills of emotional intelligence

### 1.8 The Five Skills of Emotional Intelligence

Skill 1: Quick Stress Relief

Skill 2: Emotional Awareness

Skill 3: Nonverbal Communication

Skill 4: Playful Communication

Skill 5: Conflict Resolution

The ability to resolve conflicts positively and with confidence is the fifth of five essential emotional intelligence skills.

Together, the five skills of emotional intelligence help you build strong relationships, overcome challenges, and succeed at work and in life. Raising emotional intelligence: A free, online training course To start practicing the five skills of emotional intelligence, visit EQ Central, a website from the creators of Help guide. EQ Central offers a step-by-step, self\_paced emotional intelligence training course filled with real-world examples and hands-on exercises.

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