



Effective Conflict Resolution and Negotiation Skills Scale* Etkili Çatışma Çözüm ve Müzakere Becerileri Ölçeği

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Abstract

This study aims to develop an original effective conflict resolution and negotiation skills scale which is culturally appropriate for use in Turkish context. The study employed three different phases of inquiry. First interviews were made with 134 working adults (70 male and 64 female) from different work settings to collect real life conflict experiences and to create items. To examine the validity and reliability of the items in the scale, the researchers analysed the results from 159 students (123 female and 36 male). Lastly, 115 employees from a company which produces white appliances, 98 male and 17 female adults participated in the research to test the scale among working adults. Trait Emotional Intelligence Questionnaire (TEIQ-SF) was used to test the convergent validity of the scale. At the end, the research findings showed that Effective Conflict Resolution and Negotiation Skills Scale has 40 items with 7 sub dimensions namely, “negotiator’s style” “rationality and common sense” “sensitivity for opponents” “goal orientation” “planning” “effective communication” “expressing oneself decidedly”. The results show that Effective Conflict Resolution and Negotiation Skills Scale, is a valid and reliable original scale that has its roots in Turkish culture.

Keywords: Conflict resolution, negotiation, scale development.

Öz

Bu çalışmanın temel amacı Türkiye bağlamında kullanılmak üzere kültürel olarak uygun olan özgün bir etkili çatışma çözüm ve müzakere becerileri ölçeği geliştirmektir. Bu amaçla, bu çalışmada üç farklı örnek kullanılmıştır. İlk örneklem, çalışan yetişkinlerin gerçek çatışma deneyimlerini mülakatlar aracılığı ile toplamak ve uygun ölçek maddeleri oluşturmak üzere 70 erkek ve 64 kadın olmak üzere farklı sektörlerden toplam 134 çalışandan oluşturulmuştur. İkinci örneklem, ölçeğin geçerlik ve güvenilirliğini incelemek üzere 123’ü kadın, 36’sı erkek 159 öğrenciden oluşmaktadır. Son olarak bir beyaz eşya üreticisi firma çalışanlarından 98’i erkek, 17’si kadın olmak üzere toplam 115 çalışandan oluşan örneklem ile ölçeğin çalışan yetişkin örnekleminde sınanması amaçlanmıştır. Ölçeğin kriter geçerliliği test etmek üzere Duygusal Zekâ Ölçeği (TEIQ-SF) kullanılmıştır. Yapılan analizler sonunda Etkili Çatışma Çözme ve Müzakere Becerileri Ölçeği’nin toplam 40 maddelik bir ölçek olduğu ortaya konulmuştur. Ölçeğin “müzakerecinin tarzı”, “mantık ve sağduyu”, “karşı tarafa duyarlılık”, “hedefe odaklılık”, “pnlama”, “etkili iletişim” ve “kendini kararlılıkla ifade etme” olarak adlandırılan 7 alt boyuta sahiptir. Elde edilen sonuçlar, Etkili Çatışma Çözüm ve Müzakere Becerileri Ölçeği’nin, köklerini Türk kültüründen alan geçerli ve güvenilir original bir ölçek olduğunu göstermektedir.

Anahtar sözcükler: Çatışma çözüm, müzakere, ölçek geliştirme.

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Introduction

This study aims to develop an original effective conflict resolution and negotiation skills scale which is culturally appropriate for use in Turkish context.

Behavioural Decision Theory defines the conflict resolution and negotiation as a common decision making process of one or many parties (Brett et al., 1999; Carroll et al., 1988; Weingart et al., 1999). This theory suggests that if the negotiators are not equipped with the required conflict resolution and negotiation skills, they are most likely to take reactive decisions and take on a biased behaviour (Neale and Bazerman, 1985). Negotiators equipped with developed skills for conflict resolution and negotiation skills are individuals who do not rely on the irrationality and prevent themselves from biased decisions and judgments (Bazerman, 1985). Skilled negotiators attain their desired goals no matter what duties are negotiated (Clyman and Tripp, 2000). Park and Holloway (2003) have shown in their empirical sales study that high sales performance closely related with some skills such as ability to adapt to the new situations, learning new strategies, changing strategies during the negotiations and understanding the customers. The main question in here is how conflict resolution and negotiation skills could be measured. In this respect, the studies highlighting the individual differences among the negotiators, have crucial importance.

The literature on conflict and negotiation points out three approaches in highlighting the individual differences in terms of the effective conflict resolution and negotiation skills. The first examples of the first approach started to come out in 1960s and in 1970s. These studies were carried out by taking biographical variables such as age, gender, ethnicity, culture and socio-economic status among the effective negotiators into account. However, these studies were resulted in inadequate and incompatible outcomes (Rubin and Brown, 1975). In addition, relationship between personality factors (Thomas, 1976; Bulter, 1994) and conflict resolution and negotiation skills gained interest among scholars. Such associative studies between conflict resolution skills and personality have been carried out up until now. The studies that consider association between personality and conflict resolution skills, mostly were interested in risk taking, cognitive complexity, ambiguity tolerance, social motives, locus of control, interpersonal trust and cooperation etc. (e.g., Arnold and O'Connor, 2006; Gross and Guerrero, 2000; Olekalns and Smith, 2003). Overall, these studies have tried to explain conflict resolution and negotiation skills through individual characteristics and personality.

Second approach highlighted the individual differences on conflict resolution and negotiation “ability” in 1990s and early 2000s. These studies dealt with issues such as scientific ability (Kurtzberg, 1998), emotional intelligence (Fulmer and Barry, 2004), and perspective taking (Kemp and Smith, 1994). This approach can be criticized as being deterministic, because intelligence is innate, resistant to change, entailing for a long time. Thus ability approach neglects the development of people in the field of conflict resolution and negotiation.

As an alternative to two approaches that stated above, a new approach in individual differences on conflict resolution and negotiation gained support. The alternative approach examined the negotiators’ behaviours and tried to define the existing effective negotiation skills other than the innate characteristics and abilities of the negotiators (Lewicky et al., 2010). This approach assumes that the individuals who understands and practices the behaviours and attitudes of successful negotiators, will become better negotiators in time. This approach defines negotiation and conflict resolution as improvable and developmental skills with appropriate experiences through time, rather than an innate ability (Kray and Haselhuhn, 2007).

The studies on alternative approach stated that measurement of conflict resolution and negotiation skills can be developed by observing and recording appropriate behaviours in negotiation process (Bazerman and Neale, 1982; Galinsky et al., 2002; Neale and Bazerman, 1992; Thompson, 1990). Those studies have used three different methods. The first method compares ideal negotiators with average negotiators in real negotiation situations. (e.g.: Neil Rackham, 1980). However, it is not always possible for researchers to access real negotiation environment. Thus, it is not easy for researchers to execute their studies to find real cases in field. The other two methods examine the negotiation process in laboratory conditions.

One method from laboratory conditions compares expert negotiator with amateur ones (For example; Neale and Northcraft, 1986). The other method in laboratory conditions compare negotiator who have negotiation experiences with naïve ones (For example; O'Connor et al., 2005). Two behavioural studies that have been realized in Turkey, can be given as examples for the last two kinds of methods. In the first example Agee and Kabasakal (1993) aimed to measure conflict resolution patterns of university students by using hypothetical conflicts in their study. In second example Kozan and Ergin (1998) try to measure behaviours by means of prisoner dilemma game.

In general, the three approaches taken to measure conflict resolution and negotiation behaviours are based on observation no matter where the study was conducted, whether in laboratory conditions or in real life settings. Both research methods have limitations. On one hand observation is known to irritate participants. When participants realize that they are observed they tend not to show their real emotions, and exemplify their ordinary behaviours. On the other hand, laboratory studies require much efforts and time. Lastly, the studies provide information about how to measure negotiation skills but they do not offer any scales for conflict resolution and negotiation skills. In sum, there is a need to develop practical scales on conflict resolution and negotiation skills.

In the current study, participants were interviewed about their experiences about real life conflicts happening in work place. This interviewing process facilitated participants to open up about having effective and ineffective conflict resolution and negotiation skills based on their experiences. In this condition there is no need to real negotiations in real life settings. Interviews were conducted in a comfortable and friendly environment where no manipulation strategy was employed. The comfortable setting ensured to not feel any threat, and facilitated a process where researchers obtained information about effective conflict resolution and negotiation behaviours. Participants were protected from anxiety about being monitored. Effective and ineffective behaviours mentioned in the interviews help researchers create items for the scale. These items were evaluated by means of general literature on negotiations and conflict resolution. Later, the items were assessed through the lenses of behavioural, emotional and cognitive conflict resolution and negotiation attitudes (Breckler, 1984). This item creation and elimination process does not require a controlled environment and laboratory conditions. At the end of the study, the created scale would be practical as a participant could fill it with little to no instruction. In addition, such measurement tool can be useful for individuals who work on this area who would like to assess the conflict resolution and negotiation skills of the people in work environment, not only scholars.

In international and Turkish literature, there are scale studies on conflict resolution styles such as, problem solving, avoiding, obeying, coercion etc. (Mariam, 2011; Rubinstein and Feldman, 1993; Sarı, 2005). Influenced by international literature, Turkish scholars adapted many attitude scales. For example Arslan (2005) adapted Golstein's (1999) conflict communication scale which has been used in many studies later (Arslan, 2005; Basım et al., 2009a; Basım et al., 2009b; Şahin et al., 2009). Although, these scales are designed for measuring conflict resolution skills, they are not measuring conflict resolution and negotiation skills, in reality, they do not satisfy that purpose. They measure conflict resolution and negotiation styles rather than any skills. This study aims to develop a scale used to measure the conflict resolution and negotiation skills.

There are also few original conflict resolution scales in Turkish. For example "The Scale of Conflict Resolution Ways" (Sarı, 2005) was designed for measuring fourth and fifth grade primary school students' conflict resolution styles, not the adults. Other two scales like Akbalık's (2001) and Gazioglu's (2008) on conflict resolution skills heavily rely on general attitudes such as, "I love humans", "I am popular in my environment" and so on. In addition, these scale studies do not concern cognitive, emotional and behavioural attitudes.

The Turkish scale studies mentioned above take theoretical model from western studies. They are not based on Turkish culture. Thus, there is still need for a reliable and valid original effective conflict resolution and negotiation skills scale that is appropriate for working adults in Turkey.

Beliefs on the qualities negotiators must have (e.g. adept, calm, and in control) are becoming outdated. Negotiators used to be expected not to show any emotion in negotiation process (Lewicki et al., 2011; Ogilvie and Carsky, 2002). Katz et al. (2010) state that in conflict, opponents express strong emotions resulting from a perceived difference in needs and values. This means that negotiation process is not free from emotions or anxiety (Ogilvie and Carsky, 2002). In negotiation process, opponents experience both positive and negative emotions depending on their estimation on outcomes. For example, while opponents experience negative emotions when their goals blocked, they also experience positive emotions when their goals attained (Ogilvie and Carsky, 2002). Understanding one's emotions in counteracting situations is useful to collect information, make effective decisions, and deploy successful tactics in negotiation process. In another words negotiators need emotional intelligence to proceed negotiations effectively (Fulmer and Barry, 2004). Thus, emotional intelligence taken into account in negotiation studies as complimentary part of negotiation process recently (Jordan and Troth, 2004; Psenicka and Rahim, 2002; Lewicki et al., 2011). In this study, emotional intelligence taken as a variable to test convergent validity for negotiation skills. The research expected to find positive relationships between sub dimensions of effective conflict resolution and negotiation skills scale and of emotional intelligence scale.

Materials and Methods

Three different samples were used for scale development in this study. First sample was used to collect real life conflict experiences of working adults with interviews. Second sample used to examine the scale's general validity and reliability. Then, third sample composed employees from a company which produces white appliances to test the scale in working adult. In second sample data were collected by paper pencil test, in third sample data were collected in virtual environment.

Study 1

Participants

First sample composed of 70 males and 64 females totally 134 employees from different work settings. 14 females and 16 males totally 30 academic staffs, 14 females and 16 males totally 30 office employees, 9 females and 19 males totally 28 research assistants, 17 females and 11 males totally 28 hotel staffs and 10 female and 8 males totally 18 sales and marketing employees were participated in the study. The age of participants is ranged from 26 to 53 years old.

Measures

Demographic Information Form:

It is a form in which pieces of demographic information such as age, gender, education level etc are asked.

Open Ended Questions Form:

In this form there are 45 open ended questions. The questionnaire asks the participants their real life experiences about conflict situations at work in last 15 days. Questions are like these "*I would like to talk with you about a conflict that you were experienced at work in last 15 days. You experienced it with who? How you define the problem that create the conflict? What did you do to solve the problem? Etc.*"

Procedure

Face-to-face interviews were conducted with all white-collar participants from different work settings. It took between forty-five minutes to hour and a half. The interviews were carried out in the meeting rooms of the enterprises and in a quiet environment. Audio recording was taken with the permission of the

participants. However, in order to be prepared for situations where voice recording may not be available, two interviewers, one to take notes, entered into interviews.

Results and Discussion

Creating Items Pool

The qualitative data have been collected with first sample. The participants interviewed with approximately 45 open ended questions. This qualitative data was used to create item pool for Effective Conflict Resolution and Negotiation Skills Scale by the researchers. Then, they eliminated the similar statements and updated the pool of statements. After elimination process statements were evaluated in terms of meaning, having number of idea, spelling rules and understandability. Then, two employees from the university were asked to give feedback about the created items on their clearness and understandability. This study aims to discover the conflict resolution skills attitudes in Turkish Culture. In first step the data is totally qualitative. Thus item pools have not confronted with any theory or model from western literature. In this study it is expected to create a conflict resolution skills scale from Turkish culture with its own dimensions. Finally, the feedbacks from the employees were evaluated and the Effective Conflict Resolution and Negotiation Skills Scale was made ready to apply by transferring with its 53 items onto a five-interval Likert type scale.

Study 2

Participants

Second sample composed of 159 students with 123 females and 36 males who are studying a psychology department at a state university. Age of the sample was between 18 and 33. In second sample data were collected by paper pencil test.

Measures

Demographic Information Form:

It is a form in which pieces of demographic information such as age, gender, education level etc are asked.

Effective Conflict Resolution and Negotiation Scale (Draft form)

It consists 53 items which have been created from item pool. This measurement scale consists of items for evaluating the skills expected of effective negotiators.

Process

The student data were collected at the course beginnings in a week through a paper-and-pencil test after obtaining permission from the teacher of the relevant course. Two weeks later, a retest practice was conducted with 26 students from a class.

Results and Discussion

In this study, validity of Effective Conflict Resolution and Negotiation Skills Scale have been tested with construct validity. Principled components factor analysis have been done for construct validity. Reliability of Effective Conflict Resolution and Negotiation Skills Scale have been tested with internal and test re-test reliability. Cronbach's Alpha was used for internal validity and correlation analysis between two weeks interval measurements of Effective Conflict Resolution and Negotiation Skills Scale used for test re-test reliability.

Factor Construct, Internal Reliability and Test Re-Test Reliability of Effective Conflict Resolution and Negotiation Skills Scale

Factor analysis have been done to discover the construct of Effective Conflict Resolution and Negotiation Skills Scale on the data gathered from the university students. The calculated KMO (.77) of sample showed that sample size is adequate with 159 participants. The scree plot graphic (Graphic 1) analysed within the factor analysis suggested that the scale had a 7-factor construct. At the end of the factor analysis items that's factor loading less than .30 were eliminated from the scale. The results of the factor analysis the Effective Conflict Resolution and Negotiation Skills Scale can be seen in Table 1.

Figure 1. Scree Plot Graphics of the Effective Conflict Resolution and Negotiation Skills Scale

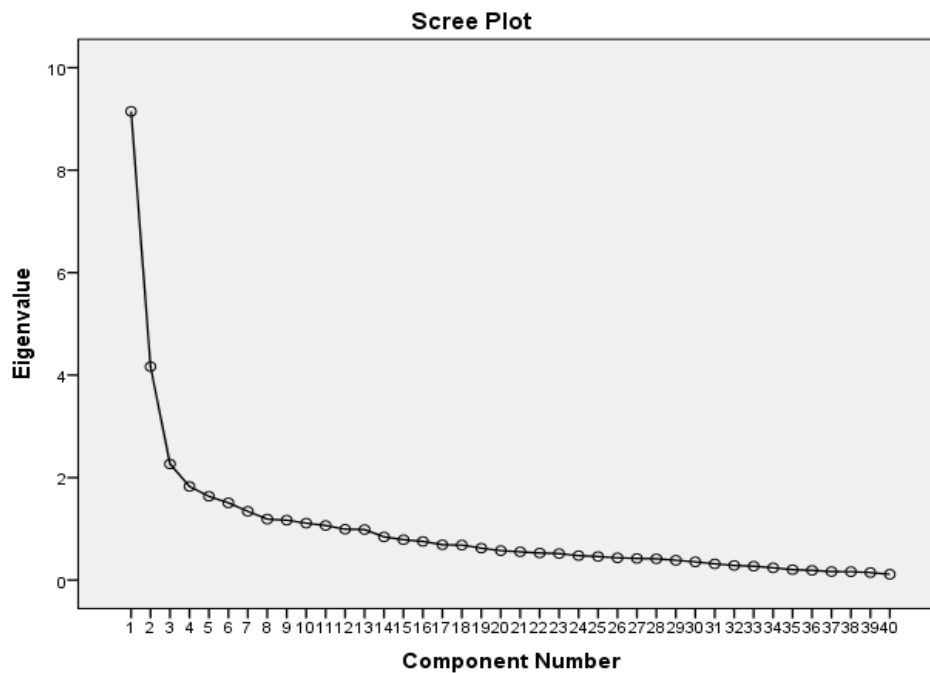


Table 1. Reliability Statistics of the Effective Conflict Resolution and Negotiation Skills Scale

Item	Mean	Std. Deviation	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted	Cronbach's Alpha
I18	4.14	0.83	.67	.86	
I17	3.61	1.11	.62	.86	
I7	3.82	1.12	.56	.86	
I19	3.72	1.03	.59	.86	
I21	3.78	1	.62	.86	
I24	4.03	0.98	.64	.86	
I25	4.11	1	.50	.87	
I33	3.99	0.81	.54	.86	
I12	3.2	1.11	.59	.86	
Total					.87

Table 1 (continued)

Item	Mean	Std. Deviation	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted	Cronbach's Alpha
I22	4.17	0.79	.54	.69	
I23	3.89	0.94	.42	.71	
I16	3.35	1.19	.47	.70	
I11	3.02	1.13	.50	.69	
I1	3.29	1.18	.51	.68	
I15	3.25	1.16	.42	.72	
Total					.74
I28	3.95	1.06	.34	.56	
I30	2.89	1.41	.25	.63	
I40	4.14	0.87	.38	.55	
I27	4.24	0.84	.30	.58	
I32	3.92	1.07	.38	.55	
I31	3.86	0.86	.49	.51	
Total					.61
I39	4.25	0.74	.57	.69	
I37	4.3	0.81	.41	.73	
I35	3.94	0.98	.59	.67	
I38	4.08	0.92	.50	.70	
I34	3.43	1.24	.44	.73	
I36	3.81	0.89	.44	.72	
Total					.74
I2	4.05	0.98	.52	.56	
I3	4.03	1.05	.59	.50	
I4	3.35	1.12	.40	.64	
I5	3.52	1.15	.32	.69	
Total					.67
I9	4.04	0.95	.61	.68	
I26	4.06	0.86	.47	.73	
I10	4.18	0.87	.62	.67	
I8	4.09	0.89	.47	.73	
I6	4.38	0.91	.44	.74	
Total					.75
I13	4.11	0.87	.44	.50	
I29	4.44	0.68	.46	.50	
I14	4.36	0.68	.39	.55	
I20	3.97	0.99	.32	.62	
Total					.61

At the same time reliability analysis were done with Cronbah's Alpa for the scale and the items that reducing item test correlation were removed from the scale. Thus 40 items have been left. The reliability statistics of the Effective Conflict Resolution and Negotiation Skills Scale can be seen in Table 2. The original scale is in Turkish. The English items in Table 2 have been given for presentation purposes only. The original form can be seen in Apendix A.

Table 2. Principal Components Factor Analysis of the Effective Conflict Resolution and Negotiation Skills Scale

	1	2	3	4	5	6	7
18 I take care to be fair in a negotiation	.76						
17 I accept my mistake in a negotiation.	.72						
7 I listen to the other side without interrupting in a negotiation.	.67						
19 I try not to be prejudiced in a negotiation.	.69						
21 I am open to criticism in a negotiation.	.66						
24 I try to understand the emotions and expectations of the other side by putting myself in her/his place in a negotiation.	.63						
25 I analyse the source of the conflict in a negotiation.	.51						
33 I take seriously the opinions of the other side in a negotiation.	.57						
12 I leave aside my ego in a negotiation.	.61						
22 I act logically in a negotiation.		.69					
23 I know the time to express my emotions in a negotiation.		.63					
16 I manage my stress well in a negotiation.		.58					
11 I keep my temper in a negotiation.		.62					
1 I wait to calm down before going to a negotiation.		.55					
15 I do not personalize the topic in a negotiation.		.48					
28 I talk about my worries about the future if the problem has not been solved in a negotiation.			.56				
30 I act according to the position/status of the other side in a negotiation.			.48				
40 I make use of my experiences when making a decision in a negotiation.			.56				
27 I try to break the prejudice of the other side in a negotiation.			.40				
32 I try to win the trust of the other side in a negotiation.			.52				
31 I try to give awareness by giving feedback to the other side in a negotiation.			.66				

Table 2 (continued)

	1	2	3	4	5	6	7
39 I try to be solution-oriented in a negotiation.				.67			
37 I do not get busy with other things while speaking in a negotiation.				.59			
35 I try to not damage (to keep the formality) the relationships with the other side in a negotiation.				.68			
38 I try to not go off the subject in a negotiation.				.67			
34 I try not to oppose/conflict with the other side in a negotiation.				.66			
36 I act by knowing my short-term and long-term objectives in a negotiation.				.54			
2 Before a negotiation, I practice in my imagination the subjects possible to be discussed mutually.					.77		
3 Before a negotiation, I make a preliminary research on the subject.					.69		
4 I plan in advance the arguments that I can propose to persuade the other side in a negotiation.					.74		
5 I try to adjust an appropriate place and time for a negotiation.					.44		
9 I take care to use a proper diction in a negotiation.						.82	
26 I make sure that the subject has been discussed with all of its pluses and minuses not to leave any questions in minds in a negotiation.						.69	
10 I try to use well my body language and mimics in a negotiation.						.72	
8 I take care to choose the appropriate words in a negotiation.						.68	
6 I speak to the other side face to face with eye contact in a negotiation.						.58	
13 I am decisive in a negotiation.							.77
29 I try to express myself in a way to make sure that I am understood right in a negotiation.							.60
14 I take care to be consistent in a negotiation.							.68
20 I propose the idea that I argue with strong evidence/concrete examples in a negotiation.							.59
The explained variance (%)	22.87	10.41	5.66	4.57	4.09	3.77	3.35

Based on scree plot analysis the factor analysis was completed by making assignments to the 7 factors by the Varimax rotation (Table 1). The researchers named the relevant 7 sub-dimensions. The names, definitions, related items and explained variables of the subdimensions and total scale is given as following. First dimension named as “*negotiator’s style*” (items: 7, 12, 17, 18, 19, 21, 24, 25, 33; the explained variance: 22.87). The people who have high score in this dimension perceive themselves acceptable, clear and neutral in negotiation. They are careful on their perceived style and tend to be clear, acceptable and neutral. Item example can be given like; in Turkish “Müzakerede egomu bir tarafa bırakırım.” transferred in English “*I leave aside my ego in negotiation process.*”. Second dimension defined as; “*rationality and common sense*” (items: 1, 11, 15, 16, 22, 23; the explained variance: 10.41). The people who have high score in this dimension perceive themselves rational and calm in negotiation. Item example; “Müzakerede mantık çerçevesinde hareket ederim.” “*I act rationally in negotiation.*”. Third dimension named as “*sensitivity for opponents*” (items: 27, 28, 30, 31, 32, 40; the explained variance: 5.66). The people who have high score in this dimension perceive themselves sensitive to counterpart’s emotions and social status at work. Item example; in Turkish “Müzakerede karşı tarafın konumuna/statüsüne göre davranırım.” transferred in English “*I act according to the position/status of the other side in negotiation.*”. Fourth dimension defined as “*goal orientation*” (items: 34, 35, 36, 37, 38, 39; the explained variance: 4.57). The people who have high score in this dimension perceive themselves problem solver and result oriented. Item example; in Turkish “Müzakerede çözüm odaklı olmaya çalışırım.” transferred in English “*I try to be solution-oriented in negotiation.*”. Fifth dimension named as “*planning*” (items: 2, 3, 4, 5; the explained variance: 4.09). The people who have high score in this dimension perceive themselves good planner before the negotiation. Item example; in Turkish “Müzakereden önce konuyla ilgili ön araştırma yaparım.” transferred in English “*Before a negotiation, I make a preliminary research on the subject.*”. Sixth dimension named as “*effective communication*” (items: 6, 8, 9, 10, 26; the explained variance: 3.77). The people who have high score in this dimension perceive themselves have effective both verbal and nonverbal communication skills. Item example; in Turkish “Müzakerede beden dilini ve mimiklerimi iyi kullanmaya çalışırım.” transferred in English “*I try to use well my body language and mimics in a negotiation.*”. Last dimension defined “*expressing oneself decidedly*” (items: 13, 14, 20, 29; the explained variance: 3.35). The people who have high score in this dimension perceive themselves make sure explicit, write understanding between the counterparts. Item example; in Turkish “Müzakerede doğru anlaşıldığımdan emin olacak şekilde kendimi ifade etmeye çalışırım.” transferred in English “*I try to express myself in a way to make sure that the opposite understands me.*” The total variance explained by the scale was calculated as 54.72.

The internal reliability of Effective Conflict Resolution and Negotiation Skills Scale have been examined with Cronbach’s Alpha. The results revealed that 7 sub dimensions of the scale have satisfying internal reliability. Cronbach’s Alpha’s of the subdimensions of scale can be given like; .87 for negotiator’s style, .74 for rationality and common sense, .61 for sensitivity for opponent, .74 for goal orientation, .67 for planning, .75 for effective communication and .61 for expressing oneself decidedly. And internal reliability of total scale was calculated as is .90.

In order to test-retest reliability of Effective Conflict Resolution and Negotiation Skills Scale, the data from 26 students who re-filled the scale after two weeks interval was used. The correlation coefficient of the two appliances was as .63.

Study 3

Participants

Third sample composed of 115 employees from a company which produces white appliances, consisting of 98 males and 17 females to test the scale in working adult.

Measures

Effective Conflict Resolution and Negotiation Skills Scale:

The scale consists of 7 sub-scales and 40 items to evaluate attitudes about effective conflict resolution and negotiation skills. These dimensions are “negotiator’s style”, “rationality and common sense”,

“sensitivity for opponents”, “goal orientation”, “planning”, “effective communication” and “expressing oneself decidedly”. As mentioned above, cronbach’s Alpha’s of the subdimensions of scale can be given like; .87 for negotiator’s style, .74 for rationality and common sense, .61 for sensitivity for opponent, .74 for goal orientation, .67 for planning, .75 for effective communication and .61 for expressing oneself decidedly. And internal reliability of total scale was calculated as is .90.

Trait Emotional Intelligence Questionnaire (TEIQ-SF)

The Trait Emotional Intelligence Questionnaire-Short Form developed by Petrides and Furnham (2001) in order to find the self-perception levels of individuals about their emotional competencies was adapted into Turkish by Deniz et al. (2013). TEIQ-SF consists of 20 items and the items of the scale are a 7-Likert type scored between “I strongly disagree” and “I strongly agree”. The scale includes 4 sub-dimensions being “subjective well-being” (Sample Item: I think I have many good traits.), “self-control” (Sample Item: I can generally cope with stress.), “emotionality” (Sample Item: I often stop and think about what I feel.) and “sociability” (Sample Item: I can actively cope with people.). These 4 sub-dimensions explain 53% of the total variance. Items 2, 4, 5, 7, 9, 11, 12, 14, 17 and 19 are the reverse coded items. The Cronbach Alpha internal consistency co-efficient of the scale is .72 for the dimension of subjective well-being, .70 for self-control, .66 for emotionality, .70 for sociability and .81 for the total scale. The sub dimensions can be defined like followings. The people who have high score in well-being perceive themselves “... *successful and self-confident, cheerful and satisfied with their lives, confident and likely to «look on the bright side» of life*”. The people who have high score in self-control perceive themselves “... *capable of controlling their emotions, capable of withstanding pressure and regulating stress, reflective and less likely to give in to their urges*”. The people who have high score in emotional skills perceive themselves “... *clear about their own and other people’s feeling, capable of communicating their feelings to others, capable of having fulfilling personal relationships, capable of taking someone else’s perspective*”. The people who have high score in social skills perceive themselves “... *accomplished networkers with excellent social skills, capable of influencing other people’s feelings, forthright, frank and willing to stand up for their rights*” (Petrides and Furnham, 2001).

Process

Three meetings were held with the specialist who would transfer the scales into the Internet environment to discuss in what kind of a format the items of the scales would be transferred into the virtual environment. After transferring the scales onto the Internet, a researcher, the project assistants and four individuals from the university employees were asked to complete the scales via the internet and a one-week test was conducted to find whether the data entries were easily made, whether the data were completely recorded, whether there were any unexpected problems.

The employee data were collected in 4 weeks through a total of two announcements by mailing of the human resources manager via the internet and directing the employees to the research link.

Results and Discussion

Internal Reliability of Effective Conflict Resolution and Negotiation Skills Scale for Adult Sample

The internal reliability of Effective Conflict Resolution and Negotiation Skills Scale is tested in working adult sample. For this reason data were collected from the employees of a company which produces white appliances, on internet. The internal reliability analysis conducted on the relevant items showed that the sub-dimensions of the style of the negotiator’s style (Cronbach’s Alpha: .81), rationality and common sense (Cronbach’s Alpha: .74), sensitivity for opponent (Cronbach’s Alpha: .70), goal orientation (Cronbach’s Alpha: .78), planning (Cronbach’s Alpha: .64), effective communication (Cronbach’s Alpha: .84) and expressing oneself decidedly (Cronbach’s Alpha: .68) and the total scale reliability (Cronbach’s Alpha: .94) were satisfactory.

Covergent Validity Analysis

In this study Trait Emotional Intelligence Questionnaire was used to test the convergent validity of Effective Conflict Resolution and Negotiation Skills Scale. The correlations between the scales were provided in the Table 3. As it can be seen in the table, significant relationships were found between negotiator’s style dimension of Effective Conflict Resolution and Negotiation Skills Scale and sub dimensions of Trait Emotional Intelligence Questionnaire like self control ($r=.22, p<.01$) and emotionality ($r=.24, p<.01$). These findings can be explained by the definition of the subdimensions of the scales. The person who has high score on negotiator’s style perceives him/herself acceptable, clear and neutral. From the definition it can be said that a person who is careful on his/her negotiation style also want to have self-control on his /her behaviours and emotions and want to withstand pressure and stress. In here it can be said that person who has motivation to be neutral, clear and acceptable also need to realize their own and other people’s feeling, communicate his/her feelings to others, and take someone else’s perspective.

Table 3. The correlations between the scores from the Effective Conflict Resolution and Negotiation Skills Scale, the Trait Emotional Intelligence Questionnaire and the Cultural Intelligence Scale

	2	3	4	5	6	7	8					
								Well being	Self control	Emotionality	Sociability	Total Emotional Intelligence
Negotiator’s Style,	.51*	.20*	.56*	.10	.45*	.29*	.78*	.14	.22*	.24*	.10	.18*
Rationality and common sense	-	.08	.43*	.10	.32*	.27*	.66*	.24*	.34*	.24*	.23*	.26*
Sensitivity to opponent		-	.30*	.31*	.42*	.46*	.55*	.07	-.00	.12	.10	.09
Goal orientation			-	.15	.43*	.34*	.74*	.11	.13	.24*	.00	.21*
Planning				-	.33*	.35*	.44*	.10	.06	.13	.20*	.10
Effective communication					-	.46*	.72*	.15	.14	.26*	.26*	.26*
Expressing oneself decidedly						-	.61*	.14	.17*	.28*	.21*	.24*
Total negotiation							-	.18*	.26*	.39*	.25*	.31*

The findings showed that common sense sub-dimension of Effective Conflict Resolution and Negotiation Skills Scale has positive association with all of the sub-dimensions of the TEIQ namely subjective well-being, self-control, emotionality and sociability (respectively, $r=.24$, $r=.34$, $r=.24$ and $r=.23$, $p<.01$). These findings can be explained that the person who tend to be rational and calm in negotiation, needs to feel self-confident as it is defined in well-being dimension of TEIQ, perceives him/herself as self-controlled, is capable of taking someone else's perspective and has excellent social skills and has capability of influencing other people's feelings.

Moreover, it was found that goal orientation dimension of Effective Conflict Resolution and Negotiation Skills Scale and emotionality dimension of TEIQ is positively related ($r=.24$, $p<.01$). From here it can be said that the person who has high score in goal orientation dimension perceives him/herself as problem solver and result oriented. In order to attain their goals, good negotiators should perceive themselves clear about their own and opponent's feelings, fulfils personal relationships and take someone else's perspective.

Besides, the findings showed that there is a positive relationship between the planning dimension of Effective Conflict Resolution and Negotiation Skills Scale and sociability dimension of TEIQ ($r=.20$, $p<.05$). The person who has high score in planning dimension perceives him/herself as good planner for negotiation. It can be said that good planners need to have social skills to influence opponents' feelings, forthright, frank and willing to stand up for their rights due to make functional well defined negotiation plan.

In addition the findings reveal that there are positive relationships between effective communication and sub dimensions of TEIQ like emotionality ($r=.26$, $p<.01$) and sociability ($r=.26$, $p<.01$). The person who has effective communication skills in another words who has effective verbal and nonverbal communication skills, also has capability of communicating their feelings to others, fulfils personal relationships, takes someone else's perspective as defined emotionality and also has social skills.

Lastly another relationships were found between expressing oneself decidedly and the sub-dimensions of TEIQ namely self-control ($r=.17$, $p<.01$), emotionality ($r=.28$, $p<.01$) and sociability ($r=.21$, $p<.01$). It means that the people who want to ensure explicit and wright understanding between the counterparts, need to have self-control in stressful situations, need to be clear about their own and other people's feeling and take opponents perspective and need to influence opponent's feelings.

The findings showed that no significant relationship between sensitivity for opponents and any of the sub-dimensions of the TEIQ. This finding can be explained with the definitions of TEIQ sub dimensions and sensitivity for opponent dimension of Effective Conflict Resolution and Negotiation Skills Scale. When items and the sub dimension of TEIQ reviewed, it can be realized that generally all sub dimensions (well-being, emotions, social skills and also person's self-control skills) of the scale focus on person's own emotions but not focused on counterpart's emotions or moods. In addition, the people who have high score in sensitivity for opponents dimension perceive themselves as responsive to counterpart's emotions and their social status at work. In another words sensitivity for opponents dimension especially focused on opponents, their moods and emotions etc. Thus, it can be expected not to find any relationship between sensitivity for opponents and any of the sub-dimensions of the TEIQ.

In sum findings confirmed the expectancy of researchers on association between conflict resolution and negotiation skills and emotional intelligence. Thus, emotional intelligence taken account in negotiation studies as complimentary part of negotiation process (Jordan and Troth, 2004; Psenicka and Rahim, 2002; 14).

In the light of findings given and discussed above it can be said that Effective Conflict Resolution and Negotiation Skills Scale is a valid and reliable original scale that takes its roots from Turkish culture.

Limitations

Although the first study, though a qualitative study, claiming to define Turkey's national culture in terms of business environment in conflict resolution and negotiation skills; taken sample is located west of

the Turkey. Especially in local diversity, in Turkey's eastern and central regions and even the seashore regions are supposed to be achieved at relatively different assessment. Therefore, this kind of local diversity studies are needed. In addition, these local diversity studies should focus on the sources of culturally obtained results on conflict and negotiation. Lastly, testing the scale in countries with different national cultures may contribute to difference and / or universality in the literature of cultural differences and similarities.

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Appendix : Original form of Effective Conflict Resolution and Negotiation Skills Scale

<p style="text-align: center;"><i>Aşağıda, iş yerinde çatışmalı durumların müzakeresini konu alan ifadeler yer almaktadır. Her ifadeyi dikkatlice okuyup; daha önce yaşadığınız çatışmalı durumların müzakeresinde nasıl davrandığınızı düşünerek size en uygun değerlendirmeyi işaretleyiniz.</i></p>	Hiç uygun değil	Biraz uygun	Ne uygun ne uygun değil	Uygun	Tamamen uygun
1. Müzakereye gitmeden önce sakinleşmeyi beklerim.	1	2	3	4	5
2. Müzakere öncesinde karşılıklı olarak konuşulabilecek konuları hayalimde prova ederim.	1	2	3	4	5
3. Müzakereden önce konuyla ilgili ön araştırma yaparım.	1	2	3	4	5
4. Müzakerede karşı tarafı ikna edici öne sürebileceğim tezleri önceden planlarım	1	2	3	4	5
5. Müzakere için uygun yer ve zamanı ayarlamaya çalışırım.	1	2	3	4	5
6. Müzakerede karşı tarafla göz teması kurarak yüz yüze konuşurum.	1	2	3	4	5
7. Müzakerede karşı tarafın sözünü kesmeden sonuna kadar dinlerim.	1	2	3	4	5
8. Müzakerede kelimeleri doğru seçmeye özen gösteririm.	1	2	3	4	5
9. Müzakerede diksiyonumun düzgün olmasına dikkat ederim.	1	2	3	4	5
10. Müzakerede beden dilini ve mimiklerimi iyi kullanmaya çalışırım.	1	2	3	4	5
11. Müzakerede soğukkanlılığımı korurum.	1	2	3	4	5
12. Müzakerede egomu bir tarafa bırakırım.	1	2	3	4	5
13. Müzakerede kararlıyım.	1	2	3	4	5
14. Müzakerede tutarlı olmaya dikkat ederim.	1	2	3	4	5
15. Müzakerede konuyu kişiselleştirmem .	1	2	3	4	5
16. Müzakerede stresimi iyi yönetirim.	1	2	3	4	5
17. Müzakerede hatamı kabul ederim.	1	2	3	4	5
18. Müzakerede adil olmaya dikkat ederim.	1	2	3	4	5

19. Müzakerede ön yargılı olmamaya çalışırım.	1	2	3	4	5
20. Müzakerede karşı tarafın önyargısını kırmaya çalışırım.	1	2	3	4	5
21. Müzakerede eleştiriye açık olurum.	1	2	3	4	5
22. Müzakerede mantık çerçevesinde hareket ederim	1	2	3	4	5
23. Müzakerede duygularımı ifade edeceğim zamanı bilirim.	1	2	3	4	5
24. Müzakerede kendimi karşı tarafın yerine koyarak; duygu ve beklentilerini anlamaya çalışırım.	1	2	3	4	5
25. Müzakerede çatışmanın kaynağını analiz ederim.	1	2	3	4	5
26. Müzakerede konunun akılda soru işareti bırakmayacak şekilde artı ve eksi tüm yönleriyle ortaya konulduğundan emin olurum.	1	2	3	4	5
27. Müzakerede kendi savunduğum fikri sağlam kanıtlarla/somut örneklerle ortaya koyarım.	1	2	3	4	5
28. Müzakerede sorun çözülemediği takdirde gelecekteki endişelerimden bahsederim.	1	2	3	4	5
29. Müzakerede doğru anlaşıldığımdan emin olacak şekilde kendimi ifade etmeye çalışırım.	1	2	3	4	5
30. Müzakerede karşı tarafın konumuna/statüsüne göre davranırım.	1	2	3	4	5
31. Müzakerede karşı tarafa geribildirim vererek farkındalık kazandırmaya çalışırım.	1	2	3	4	5
32. Müzakerede karşı tarafın güvenini kazanmaya çalışırım.	1	2	3	4	5
33. Müzakerede karşı tarafın fikirlerini ciddiye alırım.	1	2	3	4	5
34. Müzakerede karşı tarafla zıtlaşmamaya/kutuplaşmamaya çalışırım.	1	2	3	4	5
35. Müzakerede karşı tarafla ilişkileri zedelememeye (seviyeyi korumaya) dikkat ederim.					
36. Müzakerede yakın ve uzak hedeflerimi bilerek hareket ederim.	1	2	3	4	5
37. Müzakerede konuşurken başka şeylerle meşgul olmam .	1	2	3	4	5
39. Müzakerede konunun dışına çıkılmamaya çalışırım.					
39. Müzakerede çözüm odaklı olmaya çalışırım.	1	2	3	4	5
40. Müzakerede karar alırken tecrübelerimden yararlanırım.	1	2	3	4	5