

# **THE EFFECT OF DIFFERENTIATED LEADERSHIP ON CONFLICT MANAGEMENT CLIMATE**

by  
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## **ABSTRACT**

This study investigated the relationship between differentiated leadership, conflict management climate, and level of conflict. Four dimensions of differentiation were identified: Curious Self, Fusion, Emotional Reactivity, and Emotional Cutoff. Two factors emerged with regards to individual perceptions of conflict management climate: Open/Direct Communication and Managing Differences Productively. Both Curious Self and Fusion provided a significant contribution to individual perceptions of conflict management climate. Managing Differences Productively was proven to be a mediating variable between Curious Self and the level of conflict in the work group.

The results of this study highlight the importance of leadership in fostering a positive conflict management climate and demonstrate that a leader's influence goes beyond his/her direct interaction with subordinates to affect how subordinates interact with each other. The findings also indicate that a leader's foundation, his/her level of differentiation, impacts his/her behaviour and relationships. The results of this study suggest that it would be worthwhile for conflict researchers to shift their perspective to include conflict management climate and encourage further exploration of the theory of differentiated leadership.

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# 1. INTRODUCTION

## 1.1. *Relevance of Study*

Conflict is an inevitable component of organizational life, making it an integral aspect of management (Tjosvold & Johnson, 1989a). A study sponsored by the American Management Association revealed that managers spend approximately 20% of their time dealing with conflict and that the ability to manage conflict was becoming increasingly important (Thomas & Schmidt, 1976).

Several, more recent, organizational trends increase the potential for conflict and thus, the need for effective conflict management. These include increased workforce diversity, a widespread use of teams and participative management styles, a growing pressure to perform, and a decrease in hierarchical organizational structures. These trends have led managers and researchers to recognize and emphasize the value of relationships and their impact on the functioning of organizations.

These observations and trends do not have to be disheartening. In fact, the more recent view is that conflict is not necessarily dysfunctional but that a moderate amount of conflict, handled in a constructive fashion, is necessary for attaining an optimum level of organization effectiveness (Rahim, 1992). Too little conflict may encourage stagnancy, mediocracy, and groupthink while too much conflict may lead to organizational disintegration (Rahim, 1992). Supporting this view, Tjosvold and Johnson (1989a) identify several benefits of conflict. These include an increasing awareness of problems in relationships that need to be solved, encouragement of change, an energizing effect, better decisions, and stimulation of creativity. When conflict is effectively managed, there are additional benefits. Working relationships become stronger and morale improves, the overall cohesion of the organization is enhanced, and the organization becomes more mature as members reduce egocentrism and promote higher levels of cognitive reasoning (Tjosvold & Johnson, 1989a). Consideration of the benefits associated with conflict in addition to the costs reveals that learning to manage conflict effectively can strengthen an organization even more than if no conflict existed at all.

Tjosvold (1989) identifies a productive climate for conflict as the first step in creating a conflict-positive organization, a work environment where members feel free to talk openly, where people accept conflict and use it constructively. According to organizational climate theory, leadership processes are an important factor in the development and maintenance of climate perceptions (Kozlowski & Doherty, 1989). Furthermore, through influence and control over such variables as task structure and group composition, leaders can affect the amount of conflict experienced in a group as well as the conflict management styles of group members (Rahim, 1992). Together, these theories form the basis of this study.

## 1.2. *Research Questions and Study Objective*

The constructs of leadership and organizational climate will be explored here, focusing solely on how differentiated leadership (defined below) impacts the

individual perceptions of conflict management climate in a work group. The objective of this study is to determine whether a relationship exists between leadership characteristics and individual perceptions of conflict management climate and to determine the nature of this relationship.

### ***1.3. Existing Literature Gap***

This study attempts to fill research gaps existing in the fields of organizational climate, conflict management, and leadership. First, it investigates the relationship between leadership and climate; a relationship that, according to Kozlowski and Doherty (1989), has been neglected in past years. Second, it also contributes to the conflict management literature by examining leaders' behaviour as the individual responsible for setting the tone and environment for effective conflict management rather than as an intervenor or direct party to conflict. This perspective is rarely, if ever, taken in conflict management research. Finally, since the concept of differentiated leadership is just emerging, this study represents one of the first attempts at empirical research in this area.

### ***1.4. Definitions***

The following definitions of climate, conflict, and differentiation will be utilized for the purpose of this study. Organizational climate refers to a set of measurable properties of the work environment, perceived directly or indirectly by the people who live and work in this environment and assumed to influence their motivation and behaviour (Litwin & Stringer, 1968). Several themes are implicit in the concept of organizational climate. Perceptual responses sought are primarily descriptive rather than evaluative. The level of inclusiveness of the items, scales, and constructs are macro rather than micro. The units of analysis tend to be attributes of the organization or specific subsystems rather than the individual. Finally, the perceptions have potential behavioural consequences (Hellriegel & Slocum, 1974).

The term conflict refers to any type of conflict encountered in the workplace provided it satisfies the following definition. Conflict is an interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities (i.e. individual, group, organization) (Rahim, 1992). In order for conflict to be experienced, it must be perceived as such by the involved parties (Tjosvold & Johnson, 1989a).

Finally, it is important to clarify the meaning of differentiation. While differentiation is commonly discussed in psychology literature, it has just recently been applied to managerial research by Bushe (2000). Differentiation of self is defined as the degree to which one is able to balance (a) emotional and intellectual functioning and (b) intimacy and autonomy in relationships (Bowen, 1978). A highly differentiated individual is able to distinguish thoughts from feelings and to choose between being guided by one's intellect or one's emotions (Bowen, 1978). Further, a high level of differentiation implies clear separation of what is identified as belonging to self and what is identified as external to self (Witkin, Dyk, Faterson, Goodenough, & Karp,

1974).

## **2. LITERATURE REVIEW**

### **2.1. Organizational Climate**

A person's environment as a determinant of behaviour has been a cornerstone of the field of organizational science dating back to Lewin's classic formulation of behaviour as a function of the person and his or her psychological environment (Glick, 1985). Over the years there has been an increasing concern not only with psychological environment, but also with social, organizational, and situational influences of behaviour. "Organizational climate" was originally used to refer to many of these environmental influences (Glick, 1985). People in work settings form climate perceptions because they provide a frame of reference against which the appropriateness of behaviour may be judged (Schneider, 1975).

Organizational climate is important because of the relationship between climate and organizational functioning (James & Jones, 1974). Numerous studies have demonstrated a significant relationship between job performance and organizational climate. Also, according to Muchinsky (1987) as cited in Toulson and Smith (1994), climate can be manipulated to facilitate the achievement of organizational goals.

Litwin and Stringer (1968) identify six dimensions of organizational climate, one of which is identified as "conflict and tolerance for conflict". In light of the importance of conflict and its management as discussed previously, this dimension of organizational climate is considered to be worthy of study in and of itself. Hereinafter, it will be referred to as conflict management climate.

### **2.2. Conflict management climate**

There is evidence that particular climates can provide for a more functional management of conflict. Tjosvold (1989) observed that while people can manage conflicts well with support and guidance, many organizations unintentionally make it difficult for people to use their conflict management skills. Rahim (1983) and Crosby and Scherer (1981) also recognize this link between climate and conflict management. These researchers agree that a positive climate is an important variable, one that can facilitate the conflict management process and encourage productive rather than unproductive outcomes.

Expanding on the concept of conflict management climate, Tjosvold (1989, 1991) developed the conflict-positive organization concept and framework, first introduced in 1989. It is based on the idea that conflict is potentially very productive but must be managed skillfully in order to realize this potential. Therefore, conflict is not to be avoided but managed.

Tjosvold (1991) identifies four critical, interrelated principles of positive conflict:

1. Value diversity and confront differences.
2. Seek mutual benefits and unite behind cooperative goals.

3. Empower employees to feel confident and skillful.
4. Take stock to reward success and learn from mistakes.

Valuing diversity means that individuals recognize that diversity is not only a natural part of working but that it can be beneficial in terms of enhancing problem-solving and boosting creativity. It is understood that as a result, conflict will occur. However, the goal is not to avoid differences but to use differences effectively in order to accomplish common goals (Tjosvold, 1991).

Open communication is necessary for diverse views and perspectives to emerge. Also, open communication allows people to develop an understanding of others' perspectives and gather and share information. In the conflict-positive organization, members are encouraged to express various viewpoints and do so without fear of retribution. People are open to others as well as open with their own ideas. People confront problems and try to understand the view and feelings of others. In fact, they seek and create opportunities to voice opposing views, discuss frustrations, and improve working relationships (Tjosvold, 1991).

Seeking mutual benefit involves managing conflict together. People define the problem together and work together to create cooperative, win-win solutions. This aspect of positive conflict is based on employees' belief that they have mutual interests and share cooperative goals, one of which is a commitment to establishing a fair and supportive work environment (Tjosvold, 1991).

In order to deal with differences productively, people must feel confident in their ability to manage conflict. In the conflict-positive organization, members have the mandate, opportunities, and skills to manage conflict. People know and use appropriate approaches to manage conflict; they are willing and confident in arguing their positions, but avoid dominating and coercion. People are able to reach agreement and are held accountable. Training programs to improve communication and other conflict management or group skills are provided as necessary. Additionally, settings and situations exist to deal directly and openly with conflicts. As a result of these conditions, people feel that they are in charge of conflict, rather than overwhelmed or controlled by it (Tjosvold, 1991).

The process of becoming a conflict-positive organization requires a commitment to continuous improvement. This involves continuous examination of how the organization is performing with regards to the three other aspects of a conflict-positive organization. In the conflict-positive organization, people reflect on their work and relationships in order to evaluate progress and identify potential areas for improvement. Group members use feedback skills to discuss, directly and openly, how they are working together and managing conflict. They evaluate solutions and strive to develop more effective ways of working together. (Tjosvold, 1991).

In a conflict-positive organization, positive conflict is the dominant approach to managing conflict because it maximizes benefits and minimizes costs in most organizational situations. Positive conflict is the overall context in which people work

together. While it is not proposed by Tjosvold (1989, 1991) that the positive conflict approach reduces the level of conflict experienced by the organization, it can be reasoned that this would, in fact, occur. According to Tjosvold and Johnson's (1989a) definition of conflict, conflict must be perceived as such in order to exist. One can reason that disagreements that are dealt with constructively would not be perceived as conflict, that only unresolved differences would be considered as conflict. From this perspective, the conflict-positive organization would achieve a reduced level of conflict by managing differences productively and reducing the amount of unresolved conflict.

Creating a positive climate for conflict is the first step in the process of developing a conflict-positive organization. Within this process, Tjosvold (1991) recognizes the need for leadership. According to Tjosvold (1991), a strong leader can establish a climate where alternatives are explored and relationship issues are honestly examined. Organizational climate theorists agree that leadership is a key factor.

### **2.3. Leadership and climate**

Litwin & Stringer (1968) contend that leadership affects the formation of climate perceptions. In fact, these researchers believe that the leadership style of managers and informal leaders is the most significant determinant of climate. This belief is based on their experiment involving the manipulation of leadership style, which resulted in different organizational climates and in turn, different performance levels. All dimensions of organizational climate, including the conflict scale, were significantly affected by leadership style.

According to Kozlowski and Doherty (1989), the results can be explained by the fact that leaders determine the structure, processes, etc. that workers, in turn, perceive. It has also been demonstrated that leaders can, through interaction with subordinates, influence perceptions of organizational features, events, and processes (Kozlowski & Doherty, 1989).

Some climate theories focus on the immediate organizational context. These theories suggest that interaction within the immediate environment is more closely linked to perceptions (Schneider, 1983). This can be explained by the fact that the leadership behaviours of immediate supervisors are likely the most prominent from the view of employees and are usually considered to be representative of the organization as a whole (Kozlowski & Doherty, 1989). Moreover, events and processes occurring at higher levels are filtered by immediate supervisors, as they are often responsible for disseminating information as well as implementing and supervising resulting policies and procedures (Kozlowski & Doherty, 1989). Thus, it is expected that the supervisors' actions, in part, provide the basis for subordinates' climate perceptions (Kozlowski & Doherty, 1989).

Leadership is also implicated in the development of conflict management climate in particular. As mentioned above, Tjosvold (1991) recognizes the need for strong leadership in developing a conflict-positive organization. In fact, Walton and Dutton

(1969) as cited in Crosby and Scherer (1981), showed that the people at the top of the organization set the general style of conflict management by their own behaviour. More specifically, Crosby and Scherer (1981) cite leaders' conflict resolution style and how leaders receive negative feedback as important climate factors affecting conflict management.

Based on the evidence of the effect of leadership on organizational climate and conflict management, this study will investigate the relationship between these constructs using the concept of differentiation as a source for explanation.

#### **2.4. Differentiation of Self**

Bowen theory (Bowen, 1976, 1978) is regarded as one of the few comprehensive explanations of psychological development (Skowron & Friedlander, 1998). Bowen's (1978) family systems theory of emotional functioning consists of six interrelated concepts; differentiation of self is one of these concepts. Differentiation defines people according to the degree and nature of connection/separation between emotional and intellectual functioning. A healthy level of differentiation is considered critical to mature development and psychological health (Skowron & Friedlander, 1998). Differentiation is the ability of an individual to balance emotions and intellect, and intimacy and autonomy in relationships (Bowen, 1978). According to Skowron and Friedlander (1998), differentiation has four dimensions: fusion, emotional reactivity, emotional cutoff, and I position. The following explanations are based on articles written by Bowen (1978) and Skowron and Friedlander (1998).

Fusion is the degree to which an individual is aware of his own needs, feelings, and character, and understands that they are distinct from the needs, feelings, and character of others (Witkin, Dyk, Faterson, Goodenough, & Karp 1974). A high level of fusion is characterized by a high level of dependence and attachment with others. Highly fused individuals are not able to separate their basic self from others and are dominated by the need for acceptance and approval.

Emotional reactivity refers to the ability to distinguish and separate one's intellect and emotions. It is the degree to which an individual's experience is defined by reactions to others, reaction to praise or criticism for example. Emotionally reactive individuals are controlled by emotions and use subjective rather than objective reasoning to understand situations and make decisions.

Emotional cutoff refers to distancing oneself from others, either through internal mechanisms or physical distance. Emotionally cutoff individuals consider intimacy threatening and avoid personal connection with others. They are not aware of the experience of others, nor do they seek to understand the experience of others.

I position is the ability to maintain a clearly defined sense of self and uphold one's position and personal beliefs even when under pressure from others. Individuals that rate highly in terms of I position are self-confident and have a strong sense of character. They are able to establish and maintain clear self boundaries in terms of

who they are and what they will and will not do.

An individual's level of differentiation is based on their position within these four dimensions. A highly differentiated individual maintains a strong I position, and is not highly fused, emotionally reactive, or emotionally cutoff from others.

Naturally, an individual's level of degree of differentiation has consequences in terms of human functioning. Bowen (1978) contends that less differentiated individuals are controlled by feelings and experience greater chronic anxiety. They are also apt to become more dysfunctional under stress and suffer from psychological and physical symptoms of stress. These individuals are less adaptable and more emotionally dependent on those around them (Bowen, 1978).

More differentiated individuals are able to distinguish between feelings and objective reality. They are more flexible and adaptable and cope better with stress because their emotional and intellectual systems function cooperatively. These individuals are more independent in the sense that they have a more realistic evaluation of themselves, one that is not based on reactions to others. However, this does not prevent them from having meaningful relationships and connections to others (Bowen, 1978).

## **2.5. Differentiation and leadership**

The concept of differentiation of self has just recently been applied to leadership by Bushe (2000). According to Bushe (2000), a leader's differentiation reduces interpersonal frustration and anxiety in the workplace. It is the basic difference between those individuals who can lead and those who can't. Bushe (2000) identifies several skills essential for effective leadership and differentiation is the foundation required to obtain and practice these skills.

According to Bushe (2000) there are five elements to differentiated leadership:

1. Awareness of one's own experience, the choices available and the choices made.
2. Clarity regarding scope of authority, the amount of authority one is willing to delegate, when one needs and wants the input of others, and clarifying position on these issues to others.
3. Seeking to understand the experience of others, especially with regards to the impact of one's own decisions and actions and clarifying this desire to others to encourage open discussion.
4. Being a descriptive self, able to describe one's experience to others.
5. Clarity regarding the basis of one's actions and the ability to describe this to others. Actions are based primarily on objective logic rather than emotions.

Basically, differentiation is about balancing individuality and belonging (Bushe, 2000). The differentiated person is always aware of others and the surrounding relationship system but is able to distinguish between the experience of him/herself and the experience of others (Bushe, 2000). In addition, the differentiated person is

emotionally mature and takes responsibility for the impact he/she has on others as well as the impact of others on him/herself (Bushe, 2000). There are two major themes underlying each dimension of differentiation: awareness and clear boundaries. An individual's position within each dimension is based on his/her level of awareness and his/her ability to maintain clear boundaries. For example, emotional reactivity is based on the *awareness* of the difference between intellect and emotions and the ability to keep them *separate* from each other.

## **2.6. Differentiation and Conflict Management**

Based on the literature reviewed above, one can reason that differentiation will affect an individual's competency in conflict management because the attributes of a highly differentiated individual coincide with the behaviours and skills recommended for handling conflict productively.

The conflict-positive organization framework discussed above outlines the optimal environmental conditions, emphasizing open communication and confrontation rather than avoidance of conflict. In addition to the climate, there are specific competencies that an individual needs to manage conflict, including interpersonal and group skills such as communication (Tjosvold, 1989).

There is an abundance of articles recommending particular skills to deal with conflict constructively. The following competencies were found to be empirically related to the effective management of interpersonal conflict (Boyatzis, 1989). Boyatzis (1989) identifies several competencies required for manager's to *understand* a conflict:

1. Perceptual objectivity – the ability to understand various viewpoints or sides of an issue.
2. Self-control – the ability to inhibit personal impulses when expression would not serve organizational purposes.
3. Diagnostic use of concepts - the application of concepts when interpreting situations and events.
4. Logical thought - the analytic-reasoning ability to recognize the relationship between numerous events and people.
5. Conceptualization - the analytic-reasoning ability to interpret events through identification of themes and patterns.

Perceptual objectivity and self-control enable a person to withhold judgment and biases and provide the time needed to apply the analytic-reasoning competencies (Boyatzis, 1989). It is these two competencies that are related to differentiation. Because differentiated individuals are aware of their own experience and seek to understand the experience of others, they are able to successfully engage in perspective taking. Sessa (1996) and Tjosvold and Johnson (1989b) agree that perspective taking is an important tool. It facilitates the communication process and increases understanding, thereby assisting in the creation of quality solutions. In terms of self-control, differentiated individuals' are able to control their emotions and effectively receive negative feedback, to remain objective and act based on intellect. This is an important competency when experiencing conflict, where emotions often

run high and can overwhelm those involved.

Boyatzis (1989) outlines another set of competencies for *managing* conflict:

1. Use of socialized power - the ability to build relationships and networks in order to accomplish tasks.
2. Managing group process - the use of influence to encourage collaboration among group members and establish a common identity.
3. Positive regard - the belief that if given the opportunity, people are good and wish to do well.
4. Accurate self-assessment - the ability to identify personal strengths and weaknesses with the desire to improve.

According to Boyatzis (1989), the latter two competencies, positive regard and accurate self-assessment are related to a person's ease with him or herself (i.e. ego strength or socio-emotional maturity). This comfort level coincides with the concept of differentiation. As mentioned previously, differentiated individuals have a clearly defined sense of self and hold a realistic evaluation of themselves. This aids the conflict management process by instilling the self-confidence necessary to confront conflict and express themselves openly while maintaining the self-control and objectivity recommended above. This confidence also enables individuals to stand by their position, even in high-pressure situations.

In summary, due to increased awareness and clear boundaries, differentiated leaders should be able to maintain a distinct self from others without being completely disconnected and also be able to separate intellect from emotions. These attributes should enable the leader to communicate, interact, problem solve, and manage conflict more effectively. Due to a leader's influence on the formation of subordinates' organizational climate perceptions, it is proposed that these attributes and consequential behaviours will foster a positive conflict management climate in the work area and reduce the level of conflict experienced by the work group. This logic is presented as hypotheses and as a model provided below (see Figure 1).

### **3. HYPOTHESES**

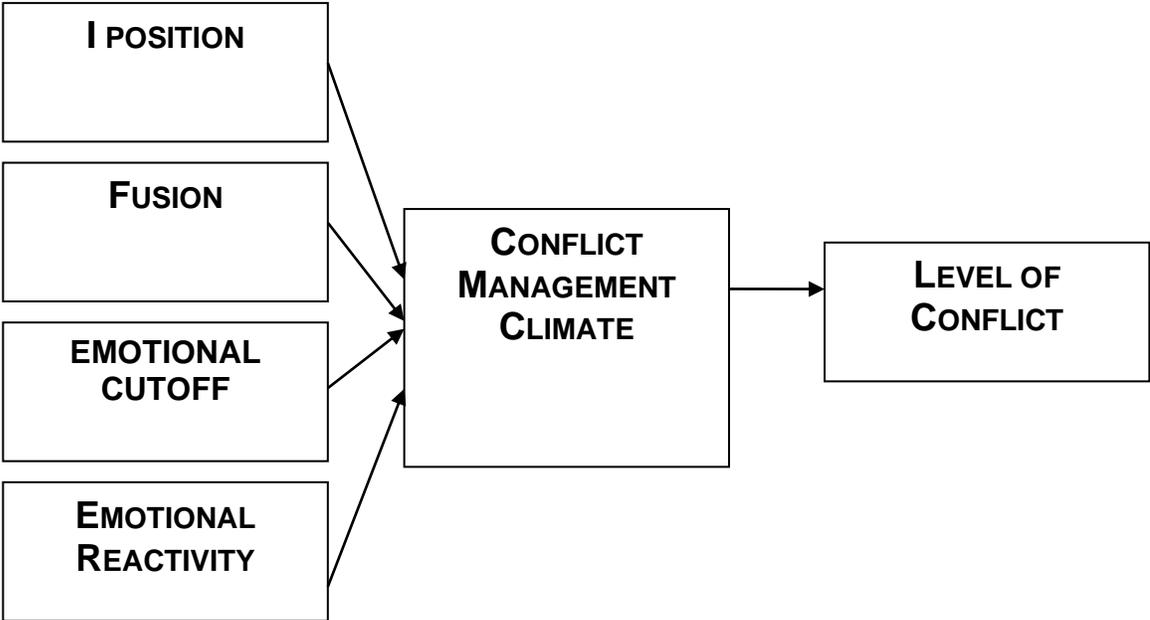
#### **3.1.1. Hypothesis One**

There is a positive relationship between the differentiation of leaders and the individual perceptions of conflict management climate of their subordinate work group.

#### **3.1.2. Hypothesis Two**

Differentiated leadership is negatively related to the level of conflict in the work group operating via the individual perceptions of conflict management climate.

**Figure 1: Model of Study**



## **4. METHODOLOGY**

### **4.1. *Participants***

This study surveyed people in the workforce and obtained their individual perceptions regarding the leadership and conflict management climate of their work group. Personal and professional contacts in the workforce were approached to participate in the study. Questionnaires were distributed by regular mail, e-mail, and by telephone. This approach resulted in a sample of 108.

The respondents represented a range of different organizations. Sixty percent of respondents were employed in the private business sector, 30% were government employees, 7 % represented education and 2% worked for a non-profit organization. Fifty-nine percent of respondents were female and 41% were male, and their average age was 32 years.

### **4.2. *Instrument***

The questionnaire consisted entirely of closed questions and was divided into three sections (see Appendix B). The first section asked participants to describe the characteristics and actions of the leader of their work area in order to evaluate the leader's level of differentiation. A brief definition of group leader was provided to assist respondents in selecting the most appropriate individual to evaluate. The second section asked respondents to describe their perception of the conflict management climate of their work group. Again, a description was provided to ensure that respondents understood what constituted a work group for the purposes of this study. Both sections used a 7-point Likert-scale with responses ranging from strongly disagree to strongly agree. The final section elicited demographic information about the respondent, the leader referred to in the first section of the questionnaire, and the organization.

Differentiation was tested using a survey instrument based on Skowron and Friedlander's (1998) "Differentiation of Self Inventory". The measure was adjusted to elicit responses from subordinates rather than the leader him/herself. Questions applicable only to family were removed and replaced with questions relating specifically to the workplace. The resulting 36 items were supplemented with seven questions regarding awareness and five questions regarding anxiety, also based on Bowen theory, from a study by Rein (1997).

Individual perceptions of conflict management climate were tested using a measure of 12 items developed for this study based on Tjosvold's (1989,1991) concept of a conflict-positive organization. Two items from Litwin and Stringer's (1968) "Organizational Climate Questionnaire" and three items from Crosby and Scherer's (1981) "Conflict-Management Climate Index" were considered congruent with the concept of a conflict-positive organization and were also included. In addition, two questions were included to determine respondent perceptions of the level of task and personality conflict in the work group.

### **4.3. Analyses**

The results were analysed using SPSS. First, differentiation and conflict items were factor analysed. The factors underwent content analysis to ensure internal consistency and the reliability of each resulting factor was determined using Cronbach's alpha. Next, correlations were calculated between all of the factors selected for further analysis. Finally, simple regressions were run based on the hypotheses of this study.

## **5. RESULTS**

### **5.1. Factor Analysis**

#### **5.1.1. Differentiation**

All differentiation items were included in a factor analysis. The rotated component matrix produced eleven factors with Eigenvalues greater than one, together explaining 73% of the total variance. The first four factors accounted for 42% of the total variance. These four factors corresponded closely with the theory of differentiation and were included in further analysis.

The first factor was defined as "Curious Self". All items referred to the leader's interest in understanding him/herself and the members of the workgroup and his/her actions to increase the level of understanding and involve group members in the work process. This factor explained 18% of the total variance. Four items were removed from the scale based on content analysis. The remaining 11 items were included in the reliability analysis revealing a Cronbach alpha of .9373.

**Table 1: Differentiation Factor One – Curious Self**

Loading	Item
0.806	This manager seeks my input on issues that affect the department.
0.788	This manager seeks my input on issues that affect me.
0.756	This manager provides me with clear feedback regarding my contribution to the work process.
0.743	This manager invites me to talk about our working relationship.
0.730	This manager seeks to understand me.
0.675	This manager wants to know what others want.
0.582	This manager asks for help.
0.549	This manager makes it easy to understand where he/she is coming from.
0.549	This manager takes actions that reduce anxiety in the workplace.
0.538	This manager tends to remain pretty calm under stress.
0.491	This manager is aware of how he/she impacts others.

The remaining three factors coincided with the dimensions of differentiation identified in Skowron and Friedlander (1998). The second factor consisted of six “Emotional Cutoff” items and explained an additional 9% of the total variance. The Cronbach alpha of this scale was .8786.

**Table 2: Differentiation Factor Two – Emotional Cutoff**

Loading	Item
0.777	It’s hard to know what this manager feels about anything.
0.736	This manager tends to distance him or herself when people get too close.
0.710	It’s hard to know what this manager thinks about anything.
0.628	It’s hard to know what this manager wants about anything.
0.613	This manager acts uncomfortable when people get too close.
0.534	This manager has a hard time letting in praise.

The third factor contained five items, all relating to “Emotional Reactivity”, and explained 9% of the variance. This scale produced a Cronbach alpha of .8678.

**Table 3: Differentiation Factor Three – Emotional Reactivity**

Loading	Item
0.828	This manager is overly sensitive to criticism.
0.723	If someone is upset with this manager, this manager can’t seem to let it go easily.
0.636	This manager is overly emotional.
0.592	At times this manager’s feelings get the best of him/her and he/she has trouble thinking.
0.579	This manager seems to take comments personally.

The fourth factor consisted of six items relating to “Fusion”. It explained 7% of the variance and had a Cronbach alpha of .7712.

**Table 4: Differentiation Factor Four - Fusion**

Loading	Item
0.791	This manager has a hard time saying no.
0.746	This manager is easily swayed by an emotional appeal.
0.720	This manager wants to please everyone.
0.677	This manager tends to get too close to people.
0.510	This manager is easily hurt by others.
0.454	This manager wants everyone to be happy all the time.

### 5.1.2. Conflict Management Climate

Next, a factor analysis was conducted using all of the conflict items included in the questionnaire. This test revealed three major factors and together they explained 53% of the total variance.

Originally, the first factor consisted of 11 items. However, two items were removed as a result of content analysis. The remaining nine items all related to dealing with conflict directly and engaging in open communication. This factor, labeled “Open/Direct Communication”, explained 25% of the total variance and had a Cronbach alpha of .8970.

**Table 5: Conflict Factor One - Open/Direct Communication**

Loading	Item
0.790	This work group discusses problems and conflicts openly and constructively.
0.737	In this work group, we are encouraged to speak our minds, even if it means disagreeing with our superiors.
0.697	People in this work group are willing to examine the way we manage conflict.
0.683	The people I work with use good feedback skills to describe perceptions and feelings.
0.665	This manager confronts conflicts directly and works openly with those involved to resolve them.
0.655	People in this work group feel free to disagree openly on important issues without fear of consequences.
0.622	This work group attempts to get all concerns and issues immediately out in the open.
-0.589	People in this work group avoid taking positions that would create controversy.
0.560	It's okay to express strong feelings.

The second factor contained items referring to how the group deals with differences, such as maintaining accountability and soliciting feedback. It was labelled “Managing Differences Productively”. It explained 17% of the total variance and had a Cronbach alpha of .8480.

**Table 6: Conflict Factor Two – Managing Differences Productively**

Loading	Item
0.741	People in this work group are held accountable for agreements they make.
0.723	The people in this work group use frustrations and differences as opportunities to get to know each other better and develop more effective ways of working.
0.623	People in this work group try to work through their differences.
-0.585	The best way to make a good impression around here is to steer clear of open arguments and disagreements.
0.579	This work group deals with our differences productively.

-0.467	No effort is made to solicit and understand why people react to decisions the way they do.
--------	--

The third factor contained the two items included in the questionnaire to indicate the level of conflict. It explained 11% of the total variance and had a Cronbach alpha of .6990.

**Table 7: Conflict Factor Three – Level of Conflict**

Loading	Item
0.820	There is a lot of conflict in this group relating to the work we do.
0.730	There is a lot of personality conflict in our workgroup.

## 5.2. Correlations

The zero-order correlations of the above factors were calculated and are presented below in Table 8 along with the reliabilities of each factor. All four factors of differentiation were correlated with each other at the .01 level with the exception of Fusion. Fusion was related to only one other differentiation factor, Emotional Reactivity, at the .05 level. All four differentiation factors were related to Managing Differences Productively, and with the exception of Fusion, all were related to Open/Direct Communication. Apart from Curious Self, all differentiation factors were negatively correlated with the individual perceptions of conflict management climate. Managing Differences Productively and Open/Direct Communication were also highly correlated with each other with a coefficient of .723. Finally, all of these factors were related to Level of Conflict except for Fusion. The two factors representing individual perceptions of conflict management climate and Curious Self were negatively related to Level of Conflict and Emotional Cutoff and Emotional Reactivity were positively related to Level of Conflict.

**Table 8: Zero-order Correlations**

	Curious Self	Fusion	Emotional Cutoff	Emotional Reactivity	Managing Differences Productively	Open/Direct Communication	Level of Conflict
Curious Self	(.9373)						
Fusion	.151	(.7712)					
Emotional Cutoff	-.656**	-.097	(.8786)				

Emotional Reactivity	-.568**	.208*	.479**	(.8678)			
Managing Differences Productively	.426**	-.255**	-.349**	-.330**	(.8480)		
Open/Direct Communication	.573**	-.155	-.361**	-.435**	.723**	(.8970)	
Level of Conflict	-.288**	.066	.290**	.262**	-.542**	-.435**	(.6990)

\*\*Significant at the .01 level (2 tailed).

\*Significant at the .05 level (2 tailed).

Note: reliabilities are shown in parentheses.

### 5.3. Regression

Regressions were run to determine whether the four differentiation items impacted the individual perceptions of conflict management climate as per Hypothesis One and whether differentiation affected the level of conflict in the work group via the individual perceptions of conflict management climate as per Hypothesis Two. Due to the high correlation between some factors, multicollinearity was a potential problem. This issue was recognized and all regressions were analyzed to check for multicollinearity; none was found.

#### 5.3.1. Managing Differences Productively

First, the four differentiation items were run with Managing Differences Productively as the dependent variable. The regression revealed that the independent variables provided a statistically significant explanation of the variability in Managing Differences Productively. The Adjusted R square stated that 27% of the total variation in Managing Differences Productively was explained by the independent variables together. Both Curious Self and Fusion were found to be significant contributors to Managing Differences Productively at a significance level of .05; Curious Self with a beta of .413 and Fusion with a beta of -.338. This information is summarized in the table below.

**Table 9: Regression – Managing Differences Productively**

Model Summary				
	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.543	.295	.267	.9785

<b>Coefficients</b>					
	Unstandardized Coefficients		Standardized		
	B	Std. Error	Beta	t	Sig.
Model (Constant)	4.422	.783		5.649	.000
Emotional Cutoff	-.114	.099	-.128	-1.152	.252
Emotional Reactivity	3.01E-02	.090	.037	.335	.739
Fusion	-.349	.093	-.338	-3.752	.000
Curious Self	.341	.101	.413	3.365	.001

Dependent Variable: Managing Differences Productively

### 5.3.2. Open/Direct Communication

Next, the same regression equation was performed using Open/Direct Communication as the dependent variable, yielding similar results (see Table 10). The regression showed that the variables provided a statistically significant explanation of the variability in Open/Direct Communication, with an Adjusted R Square of .367. Again, Curious Self and Fusion were significant, with betas of .593 and -.227 respectively.

**Table 10: Regression – Open/Direct Communication**

<b>Model Summary</b>				
	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.625	.391	.367	.9280

<b>Coefficients</b>					
	Unstandardized Coefficients		Standardized		
	B	Std. Error	Beta	t	Sig.
Model (Constant)	3.117	.742		4.198	.000
Emotional Cutoff	3.56E-02	.094	.039	.380	.705
Emotional Reactivity	-5.9E-02	.085	-.070	-.688	.493
Fusion	-.239	.088	-.227	-2.710	.008
Curious Self	0.499	.096	.593	5.194	.000

Dependent Variable: Open/Direct Communication

### 5.3.3. Analysis of the Model

In order to test Hypothesis Two, regression equations were run using Curious Self and Fusion as independent variables, Managing Differences Productively and Open/Direct Communication as the mediating variables and Level of Conflict as the dependent variable. Emotional Reactivity and Emotional Cutoff were excluded from

this analysis based on the results of testing for Hypothesis One; neither provided a significant explanation of the climate dimensions.

According to Judd and Kenny (1981) as cited in Baron and Kenny (1986), mediation is established provided the following conditions are satisfied:

- ♦ the independent variable affects the mediator
- ♦ the independent variable affects the dependent variable
- ♦ the mediator affects the dependent variable in the third equation
- ♦ the effect of the independent variable on the dependent variable is less in the third equation than in the second.

A series of regressions were run in accordance with the recommendations of Judd and Kenny (1981) as cited in Baron and Kenny (1986) for testing mediation. The process of testing for mediation involves three steps. First, the mediator is regressed on the independent variable. This was completed in an earlier equation (see Table 9 and Table 10) and showed that Fusion and Curious Self both had a significant effect on Managing Differences Productively and Open/Direct Communication. Second, the dependent variable is regressed on the independent variable. In this equation, Curious Self proved to be the only significant contributor to Level of Conflict (see Table 11).

**Table 11: Regression – Level of Conflict and Differentiation**

<b>Model Summary</b>					
	R	R Square	Adjusted R Square	Std. Error of the Estimate	
	.309	.095	.078	1.5203	
<b>Coefficients</b>					
	Unstandardized Coefficients		Standardized		Sig.
	B	Std. Error	Beta	t	
Model (Constant)	4.458	.613		7.270	.000
Fusion	.161	.135	.112	1.195	.235
Curious Self	-.348	.107	-.305	-3.247	.002

Dependent Variable: Level of Conflict

Third, the dependent variable is regressed on both the independent variable and the mediator. Fusion was excluded from this final equation based on the results of the previous regression. The results of the third equation are shown in Table 12. When Level of Conflict was regressed on Curious Self, Managing Differences Productively, and Open/Direct Communication; the Adjusted R Square was .279. Only Managing Differences Productively provided a significant explanation of the dependent variable and the beta of Curious Self decreased from -.305 to -.050. This satisfied the final condition of mediation.

**Table 12: Regression: Level of Conflict and Climate and Differentiation**

<b>Model Summary</b>					
	R	R Square	Adjusted R Square	Std. Error of the Estimate	
	.547	.300	.279	1.3440	
<b>Coefficients</b>					
Model	Unstandardized Coefficients		Standard -ized		Sig.
	B	Std. Error	Beta	t	
(Constant)	7.042	.587		11.989	.000
Curious Self	-5.680E-02	.114	-.050	-.497	.620
Open/Direct Communication	-8.386E-02	.178	-.062	-.471	.639
Managing Differences Productively	-.660	.165	-.476	-4.008	.000

Dependent Variable: Level of Conflict

## **6. DISCUSSION**

### **6.1. *Factor Analysis***

This study successfully developed measures of differentiated leadership that coincide with Bowen Family Systems Theory (Bowen, 1978) and the theory of differentiated leadership proposed by Bushe (2000). Four factors were derived from the differentiation items demonstrating that differentiation does consist of a set of dimensions and regression results showed that these dimensions have different effects.

The conflict items were organized into three dimensions: Open/Direct Communication, Managing Differences Productively, and Level of Conflict. Open/Direct Communication and Managing Differences Productively describe individual perceptions of conflict management climate, while Level of Conflict is the outcome of this climate.

While the climate dimensions do not represent each and every aspect of the conflict-positive organization, they do contain certain key elements. As a reminder, the four aspects of the conflict-positive organization are: value diversity and confront differences, seek mutual benefits and unite behind cooperative goals, empower employees to feel confident and skillful, take stock to reward success and learn from mistakes.

Valuing diversity involves confronting problems and communicating openly (Tjosvold, 1991). The former is accounted for in Managing Differences Productively in that this climate dimension relates to people working through their differences rather than avoiding them. The latter is represented by Open/Direct Communication. Empowering employees involves providing employees the settings and situations in which they can directly and openly deal with their conflicts (Tjosvold, 1991). This aspect includes accountability and feedback. Soliciting feedback is also an important part of the process of taking stock. These items are contained in the factor Managing Differences Productively.

### **6.2. *Hypotheses Tests***

The results of the regression equations support both Hypothesis One and Hypothesis Two. The regression reveals that differentiated leadership is positively related to individual perceptions of conflict management climate as anticipated. Two dimensions of differentiation in particular emerged as significant factors to these perceptions, namely, Fusion and Curious Self.

Fusion is negatively related to both Managing Differences Productively and Open/Direct Communication. This indicates that a highly fused leader will contribute to a less favourable conflict management climate. It appears that a leader's inability to maintain a healthy distinction between him/herself and the members of the workgroup inhibits open communication and is linked to the group's failure to follow the practices and procedures recommended to deal with conflict constructively. This

finding demonstrates that giving in to pressure and attempting to please everyone is actually counterproductive. Rather than improving the conflict management climate of the work group, this type of behaviour weakens it. This may be due to the fact that it is practically impossible to please everyone and when a leader gives the impression that he/she will achieve this and fails to do so, people become disappointed and disillusioned.

Curious Self is positively related to both Managing Differences Productively and Open/Direct Communication, meaning that leaders who rate higher on this dimension contribute to a more favourable conflict management climate. This relationship demonstrates that when a leader works to increase the awareness between him/herself and the group, it promotes an environment where individuals feel encouraged to express themselves in an open and direct fashion and act in a manner that facilitates productive management of conflict. It shows that when a manager is genuinely interested in the input of others and encourages two-way feedback, other organizational members follow suit and the entire work environment becomes more open.

The results of the mediation tests show that differentiation affects the level of conflict in the work group via individual perceptions of conflict management climate (Hypothesis Two). More specifically, Curious Self affects Level of Conflict via Managing Differences Productively. Curious Self is positively related to Managing Differences Productively and both of these factors are negatively related to Level of Conflict. This demonstrates that leaders who seek to increase the awareness and understanding between themselves and their work group will foster an environment where conflict is dealt with constructively rather than avoided, thereby reducing the level of conflict.

### **6.3.        *Implications***

This study highlights the importance of leadership in creating and maintaining a positive conflict management climate and links climate to the perceived level of conflict in the work group. The results show that a leader's influence goes beyond his/her direct relationship with subordinates and affects the way that subordinates interact with each other. One possible explanation for this influence is that leaders encourage or even demand that subordinates behave in a particular way. Another is that subordinates may look to their leader as a role model and attempt to emulate their behaviour. Regardless of the explanation, the findings suggest that it would be worthwhile for conflict researchers to shift their perspective to include the general aspect of conflict management climate. The majority of conflict research focuses on specific and personal aspects of conflict, such as conflict management style, and addresses the leader as a mediator of conflict. Additional research into conflict management climate would supplement the existing literature and enhance our understanding of conflict management.

The results of this study also support the application of the theory of differentiation to the workplace and provide empirical results of its effects. The results indicate that

beneath skills, techniques and style, lies a leader's basic sense of self and that this foundation has a significant impact on his/her behaviour which, in turn, affects the group's effectiveness in terms of conflict management. However, due to the fact that this research is preliminary, the results of this study generate more questions than answers. Questions regarding the formulation of methods for objective assessment of differentiation, means for managerial development in this area, and the relationship between differentiation and specific managerial skills and styles provide the premise for future research.

## **7. LIMITATIONS**

Three major limitations have been identified for this study: the use of convenience sampling, subordinate ratings, and individual perceptions of climate.

### **7.1. Convenience Sampling**

Due to time constraints, this study utilized a convenience sample. While convenience sampling is considered appropriate for exploratory research, there are no statistical techniques available to measure random sampling error from a nonprobability sample. Therefore, it is not appropriate to generalize the results beyond the specific sample of this study (Zikmund, 1997).

### **7.2. Subordinate Ratings**

Secondly, this study elicited subordinate perceptions of leadership characteristics rather than conducting an objective evaluation of the leader's level of differentiation. While subordinate perceptions are valid in terms of conflict management climate (Hellriegel & Slocum, 1974), an objective assessment of a leader's level of differentiation would increase the validity of the study.

Another issue is single rater response bias. Subordinate ratings were the only source of evaluation, used to evaluate both the dependent and independent variables of this study. This introduces the potential for biased responses in that people tend to circle the same numbers within a range, thereby inflating correlations.

### **7.3. Individual Climate Perceptions**

Finally, this study obtained individual perceptions of conflict management climate. Organizational climate is a collective description of the work environment, an aggregation of individual perceptions (Joyce & Slocum, 1982). However, if the organization is chosen as the level of analysis, variance in scores must relate to differences in situations rather than differences in individuals (James & Jones, 1974). Howe (1977) puts forth two criteria for assessing the validity of climate at the organizational level. First, within the organization, perceptions are consensual among the members. Second, perceptions significantly differ between organizations. Unfortunately, the characteristics of this sample, the low and varied number of respondents from each organization, prevent the within-group and between-group analysis necessary to ensure that differences in perceptions are based on the work group rather than the respondent. It is for this reason that the term "individual perceptions of conflict management climate" was used in this study.

## **8. RESEARCH DIRECTIONS**

First and foremost, this research is exploratory and the results need to be replicated in order to prove that the use of the differentiation measure in this context, the workplace, and the model of this study are reliable. Further studies should proceed with consideration given to the limitations outlined above.

Also, because organizational climate is a complex construct, there are numerous potential moderators such as other aspects of the work environment and characteristics of group members. Investigation of these factors could reveal additional relationships and further develop the model presented in this study. For instance, while leaders are responsible for setting the conflict management climate in an organization, they are not the sole source of climate. Coworkers also affect an individual's climate perceptions and one could reason that the level of differentiation of all group members would affect the conflict management climate of the work group.

Finally, this study applied the theory of differentiated leadership to a specific organizational context, the conflict management climate. A logical extension of this research is the application of this concept to other types of organizational climate, such as communication or trust, or to organizational climate in general. The relationship between differentiated leadership and managerial or organizational performance could also be investigated. Organizations are made up of relationships and differentiation affects these relationships. Based on this, the opportunity for further research is enormous, and the positive findings of this study encourage further exploration of this new theory of leadership.

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## APPENDIX

### Leadership and Organizational Climate

This is a survey on issues of leadership, climate, conflict and trust. We are studying the effects of different kinds of leaders on the climates they create in organizations. By climate we mean the expectations people have for how they behave and treat each other at work.

Please think about the place where you work. Think about the manager who is most responsible for setting the climate in your part of the organization. This is the manager who has the most impact on how people behave and treat each other at work. This might be your direct supervisor or someone else.

What is the position/job title of this person? (e.g. general manager, department supervisor etc.)

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In the first part of this survey, please describe this person by circling the appropriate number beside each question.

### Section I

**Describe this manager in your part of the organization.**

**Indicate your agreement with the following statements. (Please circle one number.)**

1. This manager tends to be pretty stable under stress.
2. This manager is aloof.
3. This manager seeks my input on issues that affect me.
4. This manager seems less concerned that others approve of him/her than about what he/she thinks is right.
5. This manager makes it easy to understand where he/she is "coming from".
6. This manager doesn't talk too much about what is going on at work.
7. When this manager is having an argument with someone, he/she seems to be able to separate his/her thoughts about the issue from his/her feelings about the person.
8. This manager provides me with clear feedback regarding my contribution to the work process.
9. This manager does not change his/her behaviour simply to please another person.
10. This manager does not turn to me or my peers for support.
11. This manager seeks my input on issues that affect the department.
12. This manager wants everyone to be happy all of the time.
13. We would both feel a sense of loss if one of us was transferred and we could no longer work together.
14. This manager seems to be easily hurt by others.
15. This manager ignores relationship issues at work.
16. This manager has a hard time letting in praise.
17. This manager seems to take comments personally.
18. This manager upsets some people without realizing it.
19. This manager has difficulty expressing his/her feelings.
20. This manager wants to please everyone.
21. This manager tends to get too close to people.

22. This manager has a hard time saying "no".
23. This manager is easily swayed by an emotional appeal.
24. This manager is aware of his/her feelings.
25. This manager is aware of how he/she impacts others.
26. This manager takes actions which upset the workplace environment.
27. I can rely on this person not to make my job more difficult by careless work.
28. I would have to say that we both made considerable emotional investments in our working relationship.
29. This manager is overly emotional.
30. This manager is overly sensitive to criticism.
31. If someone is upset with this manager, this manager can't seem to let it go easily.
32. This manager tends to distance him/herself when people get too close.
33. It's hard to know what this manager feels about anything.
34. It's hard to know what this manager thinks about anything.
35. It's hard to know what this manager wants about anything.
36. This manager causes me anxiety.
37. We have a sharing relationship. We can both freely share our ideas, feelings and hopes.
38. I can talk freely to this individual about difficulties I am having at work and know that he/she will want to listen.
39. This manager acts uncomfortable when people get too close.
40. If I shared my problems with this person, I know he/she would respond constructively and caringly.
41. This manager seeks to understand me.
42. This person approaches his/her job with professionalism and dedication.
43. Given this person's track record, I see no reason to doubt his/her competence and preparation for the job.
44. This manager wants to know what others want.
45. Most people, even those who aren't close friends of this individual, trust and respect him/her.
46. Other work associates of mine who must interact with this individual consider him/her to be trustworthy.
47. I don't think this manager treats me fairly.
48. This manager confronts conflicts directly and works openly with those involved to resolve them.
49. This manager tends to remain pretty calm under stress.
50. This manager asks for help.
51. This manager does not get upset over things he/she cannot change.
52. This manager invites me to talk about our working relationship.
53. At times this manager's feelings get the best of him/her and he/she has trouble thinking.
54. This manager does what he/she thinks is right regardless of what others say.
55. This manager is able to say no to others even if he/she is pressured by them.
56. This manager tries to smooth over conflicts between two people.
57. Whenever there is a problem in a work relationship, this manager is anxious to settle it right away.

- 58. When there is conflict in the workplace, it really affects this manager emotionally.
- 59. This manager bases his/her decisions on perceptions rather than facts.
- 60. This manager takes actions that reduce anxiety in the workplace.

In this section, please describe the climate in the part of the organization in which you work. This is the group of people you see and interact with on a daily basis. This might be a work group or some larger unit of people. Depending on the size of the organization, this might be the whole organization.

Approximately how many people work in the part of the organization you will be describing below? \_\_\_\_\_

Do these people all report to the same supervisor or to different supervisors?

Circle one:                      same supervisor                      different supervisors

## **Section II**

**Describe the climate in your part of the organization.**

**Indicate your agreement with the following statements. (Please circle one number.)**

- 61. If I got into difficulties at work I know people in this part of my organization would try and help me out.
- 62. The people in this work group use frustrations and differences as opportunities to get to know each other better and develop more effective ways of working.
- 63. This work group deals with our differences productively.
- 64. I am skilled at resolving conflict.
- 65. There is a lot of conflict in this group relating to the work we do.
- 66. The best way to make a good impression around here is to steer clear of open arguments and disagreements.
- 67. In this work group we are encouraged to speak our minds, even if it means disagreeing with our superiors.
- 68. This work group discusses problems and conflicts openly and constructively.
- 69. I can trust the people in this part of the organization to lend me a hand if I needed it.
- 70. People in this work group are willing to examine the way we manage conflict.
- 71. The people I work with use good feedback skills to describe perceptions and feelings.
- 72. Most of my workmates can be relied upon to do as they say they will do.
- 73. It's okay to express strong feelings.
- 74. People in this work group feel free to disagree openly on important issues without fear of consequences.
- 75. People in this work group avoid taking positions that would create controversy.
- 76. People in this work group are held accountable for agreements they make.
- 77. No effort is made to solicit and understand why people react to decisions the way they do.
- 78. The same relationship problems come up again and again.
- 79. This work group attempts to get all concerns and issues immediately out in the open.
- 80. There is a lot of personality conflict between people in our workgroup.
- 81. I have full confidence in the skills of my workmates in my part of the organization.

82. People in this work group try to work through their differences.  
 83. I don't like conflict - I try to avoid it.  
 84. People in the work group share common goals.  
 85. I think conflict is healthy.

**Demographics**

86. Age: \_\_\_\_\_  
 in:  
 87. Gender: Male \_\_\_\_\_ Female \_\_\_\_\_  
 88. Ethnicity: \_\_\_\_\_  
 89. How long have you been in your current position? \_\_\_\_\_ months  
 90. How long have you worked in this company? \_\_\_\_\_ months  
 Development  
 91. Do you work full-time or part-time?  
 \_\_\_\_\_ Full-time  
 \_\_\_\_\_ Part-time
92. Type of function you work in:  
 \_\_\_\_\_ Sales  
 \_\_\_\_\_ Marketing  
 \_\_\_\_\_ Materials  
 \_\_\_\_\_ Distribution  
 \_\_\_\_\_ Research &  
 \_\_\_\_\_ MIS  
 \_\_\_\_\_ Human resources  
 \_\_\_\_\_ Finance & accounting  
 \_\_\_\_\_ Other, please state  
 \_\_\_\_\_

**Tell us about this manager.**

93. Age: \_\_\_\_\_ 20-25 \_\_\_\_\_ 26-30 \_\_\_\_\_ 31-35 \_\_\_\_\_ 36-40 \_\_\_\_\_ 41-45  
 \_\_\_\_\_ 46-50 \_\_\_\_\_ 51-55 \_\_\_\_\_ 56-60 \_\_\_\_\_ 61-65 \_\_\_\_\_ >65  
 94. Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female  
 95. Ethnicity: \_\_\_\_\_  
 96. How long has this person been in their job (# months)? \_\_\_\_\_ months  
 (approximately)  
 97. How many people report to him/her? \_\_\_\_\_ (approximately)  
 98. What level is this person in the company (1st level, 2nd level, 3rd level)?  
 \_\_\_\_\_  
 99. Is this your direct manager? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 100. If no, how many levels are they above you? \_\_\_\_\_

**Tell us about your organization.**

101. Type of organization:  
 Business – if business what kind? \_\_\_\_\_  
 Government – if government, what part? \_\_\_\_\_  
 Education – if education, what kind? \_\_\_\_\_  
 Non-profit – if non-profit, what kind? \_\_\_\_\_  
 Other \_\_\_\_\_

102. Size of organization (# of people).  
 \_\_\_\_\_ (approximately)

103. Size of location you work in (# of people).  
\_\_\_\_\_ (approximately)

Please return the completed questionnaires in the envelope provided.

***Thank you for your participation!***