

The Relationship Between Knowledge Sharing Climate and Conflict Resolution Styles

Rasha Abou Samra^(✉) and Khaled Shaalan

British University in Dubai, Dubai, UAE
rabousamra@hct.ac.ae, khaled.shaalan@buid.ac.ae

Abstract. This research is a case study research that is trying to solve the problem of task conflict that arises within project teams among university students. The research tests the relationship between knowledge sharing climate within the university and conflict resolution styles. This research used interviews with 10 students to explore the research questions and another interview with the head of the quality assurance department in the university that is responsible about the quality of the educational process in the university. Some indicators on the need for such research were collected through the documentation of the university records which was published on its website. A survey also of 102 students revealed that there is positive relationship between the knowledge sharing climate and the middle and high levels of collaboration and assertiveness in solving task conflicts that arise among students' team members. Avoidance which represents the lowest assertive and the lowest collaborative conflict solution is not related to the knowledge sharing climate at all in this research. This reflects that avoidance may lead to lack of learning unless it is related to dysfunctional conflicts. The research is an exploratory study for predicting the levels of collaboration and assertiveness in conflict resolution styles by the student's perception of knowledge sharing culture.

Keywords: Knowledge sharing climate · Conflict resolution styles

1 Introduction

This research is a try to fill the gap in the knowledge in the relationship between the conflict resolution styles and the knowledge sharing climate. The research is applied on university students who have projects to be implemented as a requirement to pass their courses. During the implementation of those projects students go through stages of group formulation and face some conflicts. They have different styles of solving those conflicts. Some collaborate with their colleagues and others avoid interaction with colleagues. Is there any significant relationship between the knowledge sharing climate in the university and the conflict resolution styles used by those students? This research is an attempt to explore the answer of this research question.

Project teams are formulated by passing through different stages: forming, Storming, norming, performing, and completion. During storming stage conflicts arise and the collaboration is in its minimal levels. The team listening is weak and some members of the team start avoiding challenges and return back to their comfort zones.

This is accompanied with distrust, conflicts, and lack of transparency. This lack of transparency in the researcher's point of view means lack of knowledge sharing. Students in universities have repetitive chances to experience storming in their project assignment teams. They also experience the high connectivity supported by technological social networks. They have an atmosphere of semi-equality in their demographic dimensions which may or may not enhance their knowledge sharing levels and their functional productive task conflicts to perform their project assignment perfectly. This research is a try to reach a statistically tested model to explain the relationship between the knowledge sharing climate within universities and the level of collaboration and assertiveness in resolving project assignments conflicts within a case study university.

2 Literature Review

The Knowledge collecting and the knowledge donating are interrelated terminologies to each other. (Hooff and Ridder 2004) found that the communication climate and the computer – mediated communication are positively influencing the knowledge sharing process. Another research done in (2007) by Lin found that the factor of enjoying helping others is significantly influencing the knowledge sharing process. The research found also that the person's willingness to collect and to share knowledge affects the improvement of innovation capability. The researcher found that it is very important to find out the knowledge sharing climate in the university context to support the innovative outcomes of learning and educational processes. Another research by (Gupta 2008) revealed that trust is one of the factors that encourage knowledge sharing. The research points at the knowledge sharing as a reward by itself, however, it did not point that there is a need to reward those who are more active in knowledge sharing. In the educational sector a research is needed to find out the knowledge sharing climate components among students to be able to reinforce it by university policies and learning tools and techniques. Conflict resolution was one of the main research topics within organizational contexts; however it did not take the same importance within students' universities contexts. There is a strong relationship found by researchers between knowledge sharing and collaboration (Rousseau 1998).

On the other hand researchers found that there is strong relationship between collaboration also and conflict resolution (Leung 2008). When there is a conflict between two parties, each one of them is thinking mainly about two things. The first thing is his/her own interests and the second thing is caring about the interest of the other party in the conflict. Accordingly, researchers found 5 styles of dealing with conflict based on those two dimensions. The first party may take care only with his/her own interests regardless of the other party's interest. This kind of people is highly assertive and is very weak in collaboration with the other party. Another style is the opposite to the first one, where we can find that one party is taking care of the other party's interest regardless of his/her own interest and this is representing high collaboration and low assertiveness style of resolving conflict situations. There are some people in the middle of taking care about their own interests and even about the other party's interest and they show middle levels of both collaboration and assertiveness.

Some people are low in both. Simply they do not care about anything, neither about their own interests, nor about other's interests in the conflict situation. They are careless and they do not think that conflict itself is acceptable so they avoid conflict situations. The last style of conflict resolution is the best one which is representing the person who is highly caring about his/her interest and at the same time highly caring about the other party's interest. As a conclusion researchers found 5 styles for resolving conflict situations. They are avoiding "low assertiveness and low collaboration", accommodating "high collaboration and low assertiveness", compromising "in the middle of both assertiveness and collaboration", competing "high assertiveness and low collaboration", and finally collaborating "high in both assertiveness and collaboration". (Thomas and Kilmann 1974).

The literature revealed that conflict is not always harmful and avoidable by people. Jehn found that conflict avoidance is ineffective as the same as what was found by Barker. Task conflict refers to the incompatible views, ideas, and opinions among group members about the content of their decisions (Han and Harms 2010). Leung (2008) found that conflict resolution cooperation strategy is a constructive problem solving conflict strategy and that it is able to build trust. Trust is one of the variables that are strongly and positively related to knowledge sharing as many researchers found (Lewicki et al. 1996). Task conflict rather than relationship conflict leads to more effective teams (Jehn 1997). This task conflict within universities and among university students is expected to include their disputes about their project assignments and how to perform the task. Task conflict is more cooperatively discussed by researchers and more contributing to the effectiveness of the team, however teamwork within organizational context may or may not differ from a team of learners within the university.

A research is needed to find how collaboration links between conflict and knowledge sharing. Knowledge sharing is easier when it is related to work tasks but how does it interact with possible task conflicts that may arise during work? More explicit knowledge is available in performing the task than in relational interactions. Boros et al. (2010) found that if people are strongly connected to each other and feel equality when they work together, they tend to use more collaborative conflict resolution strategies and less avoidance conflict resolution strategies and vice versa. If less connectivity and more inequality is experienced, then more avoidance conflict resolution strategies are used and less collaborative conflict resolution strategies are used. The same assumption need to be tested within university students. This high connectivity is expected to be found more within the students' environment. Open communication was found to be more innovative as well as the functional task conflict (Lu et al. 2011; Yesilbas and Lombard 2006).

3 Research Questions

Based on the literature review, the secondary data collected from the university published documentation, and the primary data collected through structured interviews, the researcher formulates the research major questions as follows:

“What is the significance of the relationship between the student’s perception of the university knowledge sharing climate and his/her style of resolving studying projects’ conflicts? And how are those variables related to each other? Does knowledge sharing climate contribute to the prediction and explanation of the variance in the task conflict resolution assertiveness and collaboration levels among university students?”

4 Research Objectives

1. To describe the relationship between conflict resolution styles and the general knowledge sharing climate within the University of Sharjah.
2. To describe the relationship between knowledge sharing components and conflict resolution styles used by university students in the case of this research.
3. To build a tested model of relationships between the case study variables that researchers can test on more case studies and to help decision makers in the University of Sharjah to improve the knowledge sharing climate which leads to improvement in educational outcomes’ innovation.
4. To predict and explain the variance in conflict resolution style by the variance in the student’s perception of the knowledge sharing climate within the university.

5 Research Methodology

This research is a case study that is conducted through semistructured interviews and surveys for collecting evidence information to reach the case study conclusion. The interview points are attached in the appendixes. Those primary data are also supported by secondary data coming from the website of the University of Sharjah. University of Sharjah programs are nationally and internationally accredited by different accreditation bodies like the Ministry of Higher Education and Scientific Research in the UAE, The engineering Accreditation Commission of ABET, the International Federation of Surgery and Obesity, Metabolic Disorders (IFSO), the European Association for Endoscopic Surgery (EAES), and the Commission for Academic Accreditation (CAA) in the United Arab Emirates. Sampling unit of this research is the University of Sharjah undergraduate students during the research data collection period.

A questionnaire was designed based on the literature review to measure the relationship between the knowledge sharing climate and the conflict resolution style. 5 point likert scale is used in the questionnaire. The items of the questionnaire were refined according to the judgment of three experts in the field. The questionnaire then was tested on a pilot sample of 10 respondents. Cronbach’s Alpha for the pilot sample is 0.726. The researcher collected 102 questionnaires from undergraduate students via electronic surveys from University of Sharjah. The histogram showed the natural distribution of the sample responses. The value of Cronbach’s Alpha for the whole sample is 0.791. All respondents both from interviews or questionnaires were Arabian students. The research questionnaire was designed in English, translated into Arabic, and after taking the approval of the same three experts from the field, it was back

translated in to English language again. Sample of the questionnaire is attached in Appendixes.

The sample descriptive statistics shows that out of 102 students 49 were males, 51 were females. Regarding the academic level 22 were accepted, 39 were good, 30 were very good, and 11 were excellent. Regarding the number of years spent in this university 33 have been studying in this university for 1–2 years. 49 students have been studying in this university for 3–4 years, and 20 students have been studying in this university for more than 4 years. Regarding the age of respondents 25 students were aged 16 to less than 18, 43 were aged 18 to less than 20, 34 were aged 20 or more.

The knowledge sharing climate is measured by 4 factors in this research. Social gatherings, accommodation, encouragement of more clever students, culture of wishing success, rewarding those who share knowledge, willingness to share knowledge, closeness of students to each other, and the culture of accepting others' opinion without blaming, are all belonging to one factor which is factor number 1. The researcher calls this factor *the perception of knowledge sharing culture*. The second factor that measures the knowledge sharing climate in the college is consisting of how students perceive helping others to learn regardless of academic status, enjoyment of helping others, perception of learning from group discussions and from colleagues, willingness to share personal experiments, preferring to work with others rather than to work alone, freedom of accepting conflict in opinion, and openness of communication in general. The research calls this factor *the perception of communication openness*. The third factor in measuring the knowledge sharing climate is consisting of *the perception of the knowledge sharing conducive*. This factor consists of 2 conducive reasons; the first one is the perception of the importance of the knowledge the students would like to share and the second one is the perception of the level of trust with students we share the knowledge with. The last factor is measuring the hindrance items of knowledge sharing. They consist of the inability to increase connections by using the internet social networks, the inability to share project's knowledge via social networks, the inability to share knowledge with students with higher GPA, and the inability to share personal knowledge. The first and the second items are recoded to measure the inability. The third and the fourth are left as they are to measure the inability. Those items are forming the fourth factor in the knowledge sharing climate. The researcher calls this factor *the hindrances of knowledge sharing*. The knowledge sharing climate in this research consists of the following 4 items: 1- *The perception of knowledge sharing culture*, 2- *The perception of communication openness*, 3- *The knowledge sharing conducive*, & 4- *Hindrances of knowledge sharing*. Factor analysis showed 5 factors of conflict resolution styles in this sample. Factor 1 consists of 2 items and is measuring the compromise conflict resolution style. The second factor consists of 2 items and is measuring the accommodation conflict resolution style. The third factor also consists of 4 items and is measuring cooperative conflict resolution style. The fourth factor consists of 2 factors also, and is measuring the competitive conflict resolution style. The fifth factor consists of 2 items and is measuring the avoidance conflict resolution style (Table 1).

The one – sample Kolmogorov-Smirnov test results showed that the test distribution is normal as shown by the following Table 2.

Table 1. Factor analysis for conflict resolution styles – Equamax rotation with Kaiser Normalization.

Items	Factor 1 Compromise	Factor 2 Accommodation	Factor 3 Collaboration	Factor 4 Competition	Factor 5 Avoidance
During conflict, I try to reach a compromise to satisfy all parties	0.562				
When we have different points of view, I always try to find a common area	0.513				
During the conflict, I have to take the side of one party to win the conflict		0.697			
I avoid those colleagues who have strong opinion		0.542			
In conflict situations, I cooperate with my colleagues and accept their instructions easily			0.548		
I am always willing to listen to my colleagues' opinion, but I am also willing to give them my opinion			0.521		
When a conflict arises within my project group I am always willing to modify my priorities to solve the conflict			0.596		
I make my decisions by myself, but I listen carefully to other's opinion to reach the best decision			0.522		
I always consider my colleagues opinion, but I always make my decisions by myself				0.653	
When conflict arises in my project group, I always stick to my principles				0.703	
If my colleagues do not respect my opinion , I keep it to myself					0.605
When a conflict arises, I tend to avoid it and care about something else					0.532

Table 2. Test of normality for research factors

Factor	Z value	Sig. 2 tailed
Knowledge sharing culture	0.658	0.780
Communication openness	1.008	0.262
Knowledge sharing conducive	1.670	0.008
Hindrance of knowledge sharing	1.028	0.241
Compromise conflict resolution	1.867	0.002
Competition conflict resolution	1.852	0.002
Avoidance conflict resolution	1.602	0.012
Accommodation conflict resolution	1.374	0.046
Collaboration conflict resolution	1.007	0.263
General knowledge sharing climate	0.992	0.279

6 Hypotheses Testing

Based on the research objectives and the research questions the researcher will test the following hypotheses using the Table 3.

H1: There is a significant positive relationship between student's General perception of knowledge sharing climate and their styles of conflict resolution.

To test this hypothesis the researcher conducted pearson correlation test among the research factors of the knowledge sharing climate and the conflict resolution styles and it is statistically valid to say that the change in the perception of the knowledge sharing

Table 3. Correlations for Hypotheses one, two, and three.

Items	Conflict resolution styles	Correlation coefficient	Sig. (2 tailed)
General perception of knowledge sharing climate	Compromise conflict resolution style	0.351	0.000
	Competition conflict resolution style	0.376	0.000
	Accommodation conflict resolution style	0.224	0.024
	Collaboration conflict resolution style	0.249	0.012
Items	Conflict resolution styles	Correlation coefficient	Sig. (2 tailed)
Perception of knowledge sharing culture	Compromise conflict resolution style	0.203	0.041
	Accommodation conflict resolution style	0.332	0.001
	Competition conflict resolution style	0.247	0.01
Perception of communication openness	Compromise conflict resolution style	0.321	0.001
	Competition conflict resolution style	0.373	0.000
	Collaboration conflict resolution style	0.291	0.003

climate in the university is related significantly to the change in using conflict resolution styles by university students. It is also found that both dimensions are changing in the same direction. The positive perception of knowledge sharing climate is related to higher tendencies to use compromise, competition, accommodation, collaboration conflict resolution styles. There was no significant relationship between avoidance conflict resolution style and perception of knowledge sharing climate. This means that the change in using the avoidance style is not related to the change in the perception of knowledge sharing among university students. According to this interpretation of hypothesis testing results we partially accept this hypothesis and partially reject it only regarding the avoidance conflict resolution style.

H2: There is a significant relationship between the Arabian perception of knowledge sharing culture and the conflict resolution styles used by students belonging to this culture.

According to the table we can conclude that the change in the perception of the knowledge sharing culture and the change in using conflict resolution styles are positively and significantly related. Increased compromise, accommodation, and competition

conflict resolution styles are related to the perception of more positive knowledge sharing culture and vice versa. More or less avoidance or more or less collaboration is not significantly related to the perception of knowledge sharing culture. This is only applicable on this case study and not generalized in all universities. If we would like to reach generalization then more case studies should be included to make representative sample of UAE universities or Arabian Universities. Again we can say that this hypothesis is partially accepted regarding the relationship between perception of Knowledge sharing culture and compromise, accommodation, and competition conflict resolution styles. We also conclude that this hypothesis is partially rejected regarding the avoidance and collaboration conflict resolution styles and their relationship with the perception of knowledge sharing culture for university Arab students.

H3: There is a significant positive relationship between the variance in the perception of communication openness in the university and the variance in using conflict resolution styles.

Based on the data in the table we found that the change in the perception of communication openness is significantly related to the change in using compromise, competition, and collaboration conflict resolution styles. Again this result is not generalized to all university students. It is only true regarding the sample units of this case study. Change in the avoidance and accommodation style of conflict resolution is not related to the change in perception of communication openness for this sample. We can conclude that this hypothesis is partially accepted regarding the relationship between perception of communication openness and compromise conflict resolution style, competition resolution style, and collaboration resolution style. The hypothesis is also partially rejected regarding the relationship between perception of communication openness and avoidance conflict resolution style and accommodation conflict resolution style.

H4: the student’s perception of the knowledge sharing climate in the university has a significant positive effect on the variance in conflict resolution style of this student.

H4A: Student’s perception of the level of communication openness as a component of knowledge sharing climate in the university affects significantly and positively his/her level of using cooperative task conflict resolution style.

To test this hypothesis the researcher used regression test and found the following.

Table 4. Regression model for hypothesis 4A

Variables entered	R	R square	Adjusted R square	Std. Error of the estimate	F	Sig.
<i>Perception of communication openness</i>	0.291	0.085	0.076	2.45000	9.281	0.003

Dependent variable is collaboration conflict resolution style.

– The model is significant and the coefficients are as follows.

Table 5. Coefficients of regression model for H4A

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	7.123	0.981		7.259	0.000
<i>Perception of communication openness</i>	0.140	0.046	0.291	3.046	0.003

The Tables 4 and 5 show that the student’s perception of communication openness as one of the components of the knowledge sharing climate is able to predict 7.6 % of the variance in the level of using collaboration as a style for task conflict resolution.

H4B: Student’s perception of the level of communication openness and the perception of knowledge sharing culture as components of knowledge sharing climate in the university affect significantly and positively his/her level of using competitive task conflict resolution style.

To test this hypothesis the researcher used regression test and found the following.

Table 6. Regression model for hypothesis 4B

Variables entered	R	R square	Adjusted R square	Std. Error of the estimate	F	Sig.
<i>Perception of communication openness</i>	0.419	0.175	0.159	1.49643	10.524	0.000

Dependent variable is competition conflict resolution style.

– The model is significant and the coefficients are as follows.

Table 7. Coefficients of regression model for H4B

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	1.298	0.816		1.590	0.115
<i>Perception of communication openness</i>	0.046	0.022	0.192	2.076	0.041
<i>Perception of knowledge sharing culture</i>	0.105	0.028	0.342	3.701	0.000

The Tables 6 and 7 show that the student’s perception of communication openness and the perception of knowledge sharing culture are the components of the knowledge

sharing climate that are able to predict almost 16 % of the variance in the level of using competition as a style for task conflict resolution.

H4C: Student’s perception of the level of communication openness as one of the components of knowledge sharing climate in the university affects significantly and positively his/her level of using compromise task conflict resolution style.

To test this hypothesis the researcher used regression test and found the following.

Table 8. Regression model for hypothesis 4C

Variables entered	R	R square	Adjusted R square	Std. error of the estimate	F	Sig.
<i>Perception of communication openness</i>	0.321	0.103	0.094	1.78886	11.497	0.001

Dependent variable is compromise conflict resolution style.

– The model is significant and the coefficients are as follows.

Table 9. Coefficients of regression model for H4C

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	2.499	0.716		3.488	0.001
<i>Perception of communication openness</i>	0.114	0.034	0.321	3.391	0.001

The Table. 8 and 9 show that the student’s perception of communication openness as a component of the knowledge sharing climate is able to predict 9.4 % of the variance in the level of using compromise as a style for task conflict resolution.

H4D: Student’s perception of the level of knowledge sharing culture as one of the components of knowledge sharing climate in the university affects significantly and positively his/her level of using accommodation task conflict resolution style.

To test this hypothesis the researcher used regression test and found the following.

Table 10. Regression model for hypothesis 4D

Variables entered	R	R square	Adjusted R square	Std. error of the estimate	F	Sig.
<i>Perception of knowledge sharing culture</i>	0.332	0.111	0.102	1.76018	12.424	0.001

Dependent variable is accommodation conflict resolution style.

– The model is significant and the coefficients are as follows.

Table 11. Coefficients of regression model for H4D

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	2.499	0.716		3.488	0.001
<i>Perception of knowledge sharing culture</i>	0.114	0.034	0.321	3.391	0.001

The Table. 10 and 11 show that the student’s perception of knowledge sharing climate as a component of the knowledge sharing climate is able to predict 10.2 % of the variance in the level of using accommodation as a style for task conflict resolution. As a conclusion after the analysis of hypothesis 4 we accept it.

H5: Knowledge Sharing Climate in general is significantly and positively affecting the highest assertiveness and collaboration style of conflict resolution which is collaboration conflict resolution style.

To test this hypothesis the researcher used regression test and found the following.

Table 12. Regression model for hypothesis 5

Variables entered	R	R square	Adjusted R square	Std. error of the estimate	F	Sig.
<i>Perception of knowledge sharing culture</i>	0.249	0.062	0.053	2.48066	6.597	0.012

Dependent variable is collaboration conflict resolution style.

– The model is significant and the coefficients are as follows.

Table 13. Coefficients of regression model for H5

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	5.969	1.596		3.740	0.000
<i>Perception of knowledge sharing climate</i>	0.062	0.024	0.249	2.568	0.012

The Tables 12 and 13 show that the student’s perception of knowledge sharing climate is able to predict 5.3 % of the variance in the level of using collaboration as a style for task conflict resolution. According to the analysis of hypothesis 5 we can accept this hypothesis.

7 Research Model

Based on the hypotheses testing the following is a tested model for predicting the conflict resolution styles and which knowledge sharing climate variables can affect them in the case of this study (Fig. 1).

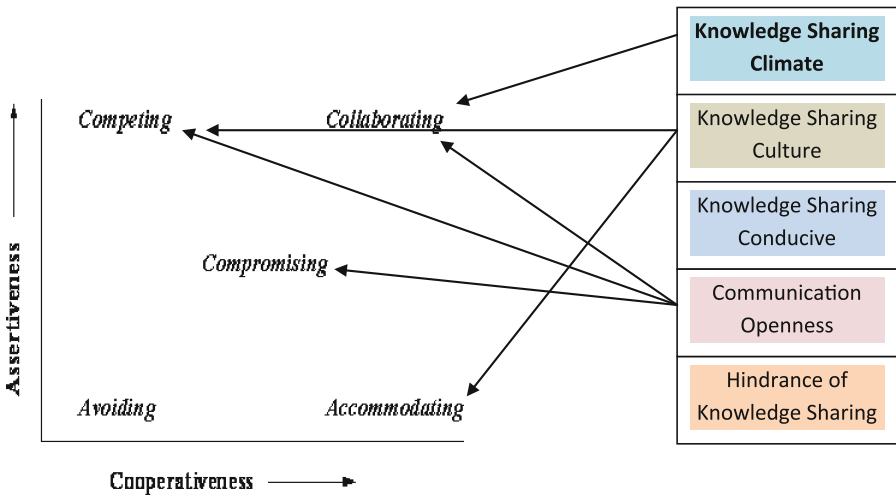


Fig. 1. Tested model of the prediction of conflict resolution styles by the variance in knowledge sharing climate

From the figure we can conclude that the knowledge sharing climate is capable to predict the middle levels to high levels of assertive and cooperative conflict resolution styles. Knowledge sharing climate is not able to predict the low levels of cooperativeness and assertiveness of conflict resolution which is represented by the avoidance style.

8 Research Conclusion and Recommendations

From the interviews, secondary data collected, and the questionnaire analysis we can conclude that the University of Sharjah is capable to predict significant part of the variance in cooperativeness and assertiveness in solving task conflicts among its students only if the level of cooperativeness and assertiveness are middle to high levels. If the student is avoiding task conflicts then the knowledge sharing climate is not

predicting the low cooperativeness and the low assertiveness represented by avoidance style. It was found that the most effective component in the knowledge sharing climate is the communication openness because it affects positively three styles of conflict resolution and can predict significant ratio of the variance in the levels of cooperativeness and assertiveness in using those three styles. The next important component of the knowledge sharing climate is the perceived knowledge sharing culture which was mainly part of the Arabian culture respondents belong to. The perception of the knowledge sharing culture in the University of Sharjah is significantly predicting two opposing styles of conflict resolution which are the competitive conflict resolution style and the accommodation conflict resolution style. The first one represents high level of assertiveness and low level of collaboration. The second one represents high level of collaboration and low level of assertiveness. The research also found that the general perception of the knowledge sharing climate is positively related in the case of Sharjah University with collaboration style of conflict resolution. This means that the more encouragement of having healthy knowledge sharing climate we can afford, the higher levels of collaboration and assertiveness the conflict resolution we will get. This may lead to constructive conflict resolution innovations and will lead to having productive functional task conflicts among students rather than getting into dysfunctional task conflicts or avoiding all types of conflicts which means less learning. We recommend that researchers do the same research on larger sample and on more cases to reach a generalization of results. We also recommend that the University of Sharjah makes more effort in the aspect of rewarding students who have higher levels of knowledge sharing and are using collaborative conflict resolution style heavily and then to measure the effect of that on the innovation level and the productivity of the learning process in the university. The conclusion and recommendation of this research is true only regarding the sampling units of this case study. The time limitation also made responses for the survey limited to 102 respondents only. More respondents could have been included if more time was available. Another limitation is that the foreign students are not represented in the sample due to the fact that they are rare in the University of Sharjah and that the research scope focused on the knowledge sharing culture as part of the Arabian culture specifically. We suggest measuring knowledge donation's effect on conflict assertive solutions and collaborative solutions. We suggest measuring the effect of mixed cultural knowledge sharing perceptions on the project team's conflict levels. We also suggest finding other variables to explain the usage of conflict resolution styles among students in the implementation of their projects other than knowledge sharing climate in order to explain its variance and to control it in the future.

References

- Boros, S., Meslec, N., Cursue, P., Emons, W.: Struggles for cooperation: conflict resolution strategies in multicultural groups. *J. Manag. Psychol.* **25**(5), 539–554 (2010)
- Gupta, K.: A comparative analysis of knowledge sharing climate. *Knowl. Process Manag.* **15**(3), 186–195 (2008)

- Han, G., Harms, B.: Team identification, trust, and conflict: a mediation model. *J. Confl. Manag.* **21**, 20–43 (2010)
- Hooff, B., Ridder, J.: Knowledge sharing in context: the influence of organizational commitment, communication climate and CMC use on knowledge sharing. *J. Knowl. Manag.* **8**(6), 117–130 (2004)
- Jehn, K.A.: A qualitative analysis of conflict types and dimensions in organizational groups. *Adm. Sci. Q.* **42**, 530–557 (1997)
- Leung, A.S.: Interpersonal conflict and resolution strategies: an examination of Hong Kong employees. *Team Perform. Manag.* **14**(3/4), 165–178 (2008)
- Lewicki, R.J., McAllister, D.J., Bies Bunker, R.J.: Trust and distrust: new relationships and realities. *Acad. Manag. Rev.* **23**(3), 438–458 (1998) <http://www.jstor.org/stable/259288>
- Lin, H.: Knowledge sharing and firm innovation capability: an empirical study. *Int. J. Manpower* **28**(3/4), 315–332 (2007)
- Lu, L., Zhou, F., Leung, K.: Effects of task and relationship conflicts on individual work behaviors. *Int. J. Confl. Manag.* **22**, 131–150 (2011)
- Rousseau, D.M.: Why workers identify with organizations. *J. Organ. Behav.* **19**(3), 217–233 (1998)
- Thomas, K.W., Kilmann, R.H.: The Thomas-Kilmann Conflict Mode Instrument. XICOM Inc., Tuxedo (1974)
- Yesilbas, L., Lombard, R.: Specification of a repository to support collaborative knowledge exchange in IPPOP project. *Comput. Ind.* **75**, 690–710 (2006)
- Yesilbas, L., Lombard, M.: Towards a knowledge repository for collaborative design: focus on conflict management. *Comput. Ind.* **55**, 335–350 (2004)
- www.sharjah.ac.ae
- <http://academic.engr.arizona.edu/vjohnson/ConflictManagementQuestionnaire/CMQResults.asp>
- [http://www.surveymonkey.com/s.aspx?sm=879oL5LeM4vIkGOT8gx%2bZw%3d%3d-knowledge sharing questionnaire](http://www.surveymonkey.com/s.aspx?sm=879oL5LeM4vIkGOT8gx%2bZw%3d%3d-knowledge%20sharing%20questionnaire)