THE RELATIONSHIP BETWEEN CONFLICT MANAGEMENT AND THE ACQUISITION AND SHARING OF KNOWLEDGE

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ABSTRACT

Conflict is a common social phenomenon in all organizations including disagreement between different informal groups of workers which can be considered a threat to the progress of the Bank to interpersonal conflicts which are one of the main factors affecting employee relations, which can have constructive and destructive effects on the acquisition and sharing of knowledge. This study investigated the relationship between conflict management (relational, procedural, cognitive and affective), and obtaining and sharing knowledge in the state banks in the city of Bijar, Iran. Also using Cochran formula, a sample of 102 students was selected to answer the questionnaire. Based on the normal distribution of data, parametric tests, Pearson correlation and linear regression analysis were used. The findings showed that Conflict management affected the acquisition and sharing of knowledge. The structural model also showed the significant relationship.

KEYWORDS: conflict, knowledge acquisition, knowledge sharing
INTRODUCTION

Avoiding conflict is an inevitable phenomenon in human life. Organizations due to their nature are the grounds for growth and development as well as conflicts. Different characteristics, needs, beliefs, expectations have made circumstances where conflict is inevitable. Conflict is part of organizational life and is the concern of most managers. It is an important factor which wastes the energy and talents of bank staff. Due to the current competitive world which should be economic and qualitative, waste of energy and talents cannot be satisfactory.

Schmitt (2003) found that positive outcomes and constructive conflict such as conflict makes better and more constructive ideas, people are forced to seek new ways, the issues that have long remained stagnant and behind are made visible because they are portable, views and opinions on various issues on each individual may be motivated by interests and creativity. Thus, interpersonal conflict (relationship and task conflict) with the exchange of knowledge (and knowledge sharing) is an interesting problem in knowledge management.

STATEMENT OF THE PROBLEM

Conflict is a common social phenomenon in organizations. The disagreement between different groups of informal workers could be considered a threat to the progress of the Bank. (Wall & Cayster, 1955; Jehn, 1997) Conflict and conflict can lead to loss of motivation, lack of balance and eventually cause a decrease in employee performance. To create creativity, resolve interpersonal conflicts are important for long-term goals for the staff of banks.

The most common reasons employees leave a job in today's Bank is unresolved conflict. There are also conflicts among the staff which makes the efficiency low (Venrick 2001). Previous studies have shown that the conflict has a negative impact on job performance, employee satisfaction (Braki & Hartwick, 2001). Some scholars are now inclined to the view that the conflict should be good. The researchers stated that whether conflict is good or not good depends on conflict management (Rahim, 1986, 2002; Calan & Venrick, 2006; Velvekalister, 1995).

Many researchers believe that the six styles of conflict management can enhance innovation and productivity of banks. Conflict management can increase satisfaction through improving interpersonal relationships, enhancing creativity, increasing productivity, and improving problem solving (Chen et al, 2005).

Researchers argue that having knowledge about the conflict can improve employee performance and its management can improve their job satisfaction and loyalty of the bank staff.

Not all researchers agree on the positive benefits of conflict with each other. They disagree as they think it reduces organizational inefficiencies and reduces productivity and innovation in the organization.

Lee is another researcher who showed that conflict management when applied to in the banks; subordinates are satisfied with the decisions made by their bosses. The study was conducted in Malaysia that focuses on the relationship between bosses and subordinates in Malaysia.

With the advent of information-based economy, the world is entering a new economic era. Relative welfare fixed solutions using the knowledge and innovation are suggested. The management of interpersonal conflicts in social relations is an important determinant of the
exchange of knowledge while knowledge workers are considered. Staff tend to interactions and having justice and likely to improve the exchange of knowledge.

With regards to the above mentioned issues, the question is to what extent there is a significant relationship between the conflict management and knowledge acquisition and sharing of the staff of state-owned banks in the city of Bijar.

CONCEPTUAL FRAMEWORK

In the first part, conflict management, sharing and acquisition of knowledge are analyzed. Then, the research conducted in this area is reviewed.

CONFLICT MANAGEMENT

Conflict theory is so widely pervasive in several scientific disciplines - including a wide range of social interactions. Previous research shows four major conflicts in human behavior and context which have been summarized as follows by Vicki et al (2003):

1. Conflict between groups is due to the relationships between groups of people, such as international conflicts between countries which vary in size and complexity.
2. Conflicts within the team or the organization - which are within a smaller group.
3. Conflict between the individual, the individual-level conflict, which is a conflict between individuals or between an individual and a group.
4. Conflict within the individual, personal level that occurs in one's own mind.

Although there are four levels of conflict in literature, psychology and management texts, the third level of conflict (interpersonal conflict in organizations) is the main topic of research in this area (Putnem & Poole, 1987). In 1992, Thomas simply defined interpersonal conflicts as a process. This process (conflict) begins when an individual or group feels it is negatively influenced by the individual or group. Perception of conflict can be an obstacle to achieving goals (Thomas, 1992).

Recently, interpersonal conflict is defined as the visuals of the conflict and differences in views (Jan, 1997). Conflict is known at the level of the severe and detrimental impact on relations (Ford et al, 1975). In view of this definition, it is assumed that both sides of the conflict understand that there is some interaction and both are affected by each other, which means there’s integration to some extent (Medina et al, 2004).

Interpersonal conflict, for example, is made in an organization that comes in contact with the client departments - such as sales departments –which gives promises to clients to be conducted by other agencies. In the interpersonal and inter-organizational areas, both Pondy (1966 and 1967) and the new developments that have complicated view on this issue are very important.

In this vast area, the conflict between the individual and the organization as a subset of both types of conflicts, the relationship conflict and task conflict, are divided. Conflict is a relationship between the two sides stemming from the subjective emotional situations, while
conflicting objective functions or duties primarily involved with related tasks (Reid et al, 2004). Some investigators have confirmed the dichotomy between relational and task issues.


Conflict in the late 1990s was a more complex picture. In 1995, Masvn et al redefined various types of conflicts to task and personal conflicts. Jameson (1999), in an attempt to provide a more comprehensive model of conflict within interpersonal and organizational, suggested three dimensions: 1. Content, 2.relational, 3.contextual.

Content includes discussion of the conflicts of the past (emotional, cognitive, relational, task etc.). While the variables related to the subjective perception of the relationship between the parties include the following:

- Trust;
- Status;
- Seriousness;
- Degree of correlation;
- Record of success;
- Number of actors.

The situational dimension: It investigates variables which are possible to be the most appropriate in selecting the conflict management strategy. These variables include time pressure, the potential impact of conflict, the escalation of conflict and conflict management in a range of possible options(Jameson, 1999).

Shipard (1992) has criticized the plurality of terminologies to define a type of interpersonal conflicts and confusion. The results are discussed in view of the above matters. It can be said that the general pattern for the type of interpersonal conflict in organizations does not exist.

In the absence of such a model, other researchers have adopted different perspectives and backgrounds of the conflict. Conflict is used to describe variety. Examples of such approaches include the notion of role conflicts (Walker et al, 1975), gender conflicts (Cheng, 1995) and objective conflicts (Tellefsen, & Eyuboglu, 2002).

The frequency and type of terminology leads to confusion, especially in the definition of interpersonal conflict, - used merely to define emotional and relational aggression conflicts (Bradford, 2004) - or conflict has been emotionally defined as the number of terms has been added (Bodtke & Jameson, 2001).

Thus, when international conflict, inter-organizational, inter-organizational, interpersonal and conflict are examined within a widely defined operational arena and conflict is defined in various ways, a uniform and accepted model has not been found to form research on conflict (Reid et al, 2004). Table (1) has summarized many different typologies of conflicts.
Table 1 show that researchers in psychology and conflict management and task association between specific types of interpersonal conflicts are more accepted. In addition, a third type of conflict have been determined by many researchers that is associated with an environment in which managers operate and define it as a conflict situation (Jameson, 1991) or explain it as the process of conflict (Jehn & Chatman, 2000).

**TABLE 1: A SUMMARY OF CONFLICT TYPOLOGY**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Type of Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Val &amp; Nolan, 1986</td>
<td>Personal, task</td>
</tr>
<tr>
<td>Prime &amp; Price, 1991</td>
<td>Relational, task</td>
</tr>
<tr>
<td>Pinkli, 1994</td>
<td>Relational</td>
</tr>
<tr>
<td>Jehn, 1995</td>
<td>Relational, task</td>
</tr>
<tr>
<td>Amason et al, 1995</td>
<td>Cognitive, emotional</td>
</tr>
<tr>
<td>Sesa, 1996</td>
<td>Relational, task</td>
</tr>
<tr>
<td>Amason, 1996</td>
<td>Cognitive, emotional</td>
</tr>
<tr>
<td>Amason &amp; Sepenza, 1997</td>
<td>Cognitive, emotional</td>
</tr>
<tr>
<td>Jameson, 1999</td>
<td>Content, relational, contextual</td>
</tr>
<tr>
<td>Johnson et al, 1999</td>
<td>Personal, task</td>
</tr>
<tr>
<td>Fredman et al, 2000</td>
<td>Relational, task</td>
</tr>
<tr>
<td>Jehn &amp; Chatman, 2000</td>
<td>Task, relational, emotional</td>
</tr>
<tr>
<td>Tefelson &amp; Ibeglou, 2002</td>
<td>Objective conflict</td>
</tr>
<tr>
<td>Bardford et al, 2003</td>
<td>Interpersonal, task</td>
</tr>
<tr>
<td>De Deru &amp; Vingart, 2003</td>
<td>Relational, task</td>
</tr>
<tr>
<td>Reed et al, 2004</td>
<td>Relational, task</td>
</tr>
<tr>
<td>Tid et al, 2004</td>
<td>Relational, task</td>
</tr>
<tr>
<td>Gora et al, 2005</td>
<td>Relational, task</td>
</tr>
</tbody>
</table>
We believe that helping further research about the complex nature of the conflict is a constant conflict between organizational typology. However, because the terms relational and functional are vulnerable to abuse, in this current study, emotional, cognitive, and interpersonal processes are used as we use three types of interpersonal conflicts.

These terminologies are discussed more in psychology as shown in Table 2.

**TABLE 2: SUGGESTED CLASSIFICATION FOR VARIOUS TYPES OF CONFLICTS**

<table>
<thead>
<tr>
<th>Type of Conflict</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>Conflicts associated with what people think or feel about their relationships with other people or groups.</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Conflicts associated with what people know and understand about their job</td>
</tr>
<tr>
<td>Process</td>
<td>Conflicts arising from the context, organizational structure, strategy or culture</td>
</tr>
<tr>
<td>Relational</td>
<td>Between the two situations is that it stems from the emotional mind</td>
</tr>
</tbody>
</table>

*Source: Chen and Ayoko, 2012, 21-23.*

As Table 2 shows, the type of conflict is as follows:

Emotional conflict is a term that explains conflicts associated with what people think or feel about their relationship, including aspects such as trust, the situation and the amount of correlation (Amason & Sapienza, 1997). Cognitive conflict explains conflict-related issues concerned with their duty, their roles and their functions.

Process conflicts are conflicts that are associated with the context, structure, strategy and organizational culture (Amason & Sapienza, 1997, John and Chatmn, 2000). Using this typology and classification for conflict between individuals or groups of individuals removes the confusion caused by the use of the terms "interpersonal", "person", or "relational".

Applications or consequences of internal conflicts and whether they will always have negative or positive consequences can be checked.

**CONSEQUENCES OF CONFLICT**

Some researchers have described and have looked into approaches to conflict and conflict implications for team performance (John, 1995). And have found that interpersonal conflicts can have functional consequences (positive) and non-functional consequences (negative) for team and individual performance (Amason, 1996).

Moreover, the parties understand that the phenomenon can conflict with various ways to understand the consequences of conflict (John & Chatmn, 2000). Therefore conflict situation and the perceptual phenomenon are relative.
The traditional view of conflict is of the opinion that the conflict is at odds with cooperation and is the generally destructive. This approach to management has focused its attention on conflict resolution (Pony, 1966). The work has a new trace view. This view contradicts the definition of a process that begins when a person or group feels the other person is influenced (Thomas, 1992) and the other is an obstacle to achieving his goals.

This can avoid the consequences of conflict or repression of conflict and perceived negative consequences on the individual or team performance (De Dreu, 1997). The phenomenon of conflict that are negatively perceived can be tension and hostility between people and increase and cause lack of focus on the task (e.g. Saavedra et al, 1993, Wall and Nolan, 1986). While avoiding repression can also have negative consequences such as the destruction of creativity and cause the tension in each of the existing conflicts (De Dreu, 1997).

Where there is a negative correlation (one side while it is somewhat more independent than the other side of the equation will win against the expenses of the other party). Every conflict can be seen as negative. Where the conflict is personal, the perception of the conflict will also be negatively seen leading to increased stress and frustration. This type of relationship conflict can hinder the decision making process because instead of focusing on professional issues focuses on the personal aspects (John, 1995).

In contrast to the negative perception of the above-mentioned internal conflict, more recent conflict management theories suggest that certain types of conflict can have a positive impact on relationships and how best to achieve this effect, resulting in a positive instead of avoiding conflict or repression, acceptance and effective management of conflict. When people are in conflict and important issues to deal with, the more creative aspects of the issue will be dealt with. These challenges can be a way of thinking (thinking groups) reduces to stimulate creativity (De Dreu, 1997).

Naturally, where there is a high positive correlation (ie, the result of an agreement acceptable to both sides), the conflict phenomenon is seen more positively (Johnson, 1999). Moreover, the Genie (1995) suggests that cognitive conflict and the positive role can have a positive impact on team performance.

Groups who are experiencing cognitive conflict can have a deeper understanding of the mission and its functions and will be able to take better decisions in the face of problems (Simons & Peterson, 2000). For example, the study showed the groups disagree when they agree, and accompanies conflict resolutions which will result in better functional outcome (positive or beneficial).

Conflict of functional and useful has provided research in the field of conflict resolution to conflict management behavior change and have shown that some management tools help administrators manage and deal with interpersonal conflicts which have arisen within the organization.

**KNOWLEDGE SHARING**

The dominant structures of knowledge in public and private organizations are the transition from the industrial age to the knowledge age (Gottschalk et al, 2009). Based on theoretical
"knowledge-based organizations' survival and success of the organization is the main source of knowledge (Garud and Kumaraswamy, 2005).

Knowledge is considered today as the most important strategic resource of organization and management of knowledge is critical to the success of the organization. If you are an organization that wants to use the knowledge and know-how it needs to know to use, create, share and use within the organization (Minulpe, 2003).

Knowledge sharing opportunities to maximize an organization's ability to meet the requirements and apply for business solutions based on competitive advantage in the business world.

Knowledge sharing can be defined as an interactive dictionary that includes the knowledge, experience and expertise of the entire staff of the organization. Sharing knowledge consists of a set of shared perceptions of the relevant information and knowledge networks in organizations through the network which are made available to employees (Hogel, 2003).

Sharing and distribution of knowledge as a process of knowledge distribution between direct and intensive knowledge transfer between individuals or specific groups of employees within the meaning of the teams or working groups (Hosseinkhah, 2006).

In recent years the concept of knowledge is becoming increasingly common in the literature (Minulpe, 2003). Although knowledge is always an important factor in the organization; however, this strategic advantage in recent decades has been a source of long-term storage and success and is deemed necessary for the intended organizational (Stewart, 1997).

Shared knowledge of critical resources is a valuable competitive advantage and focuses exclusively on tomorrow (Nonaka and Takeochy; 20034). Companies increasingly are attempting to create a shared knowledge as a strategic resource capacity (Huber et al, 1996).

At the project level, teams of students solve problems and find innovative solutions to employ (Hegel et al, 2003). Fields traditionally dominated by information technology and knowledge management perspective is technology-driven., and there is an increasing tendency for people to recognize the growing interest in knowledge management and knowledge of the person.

The key to successful management of knowledge, "connecting people" in the organization is intended. Empirical evidences are increasingly important to individuals and the processes of knowledge refer to those factors.

The core of a person-centered approach to knowledge management is that individuals have knowledge that their knowledge should be transferred to the group and the organization. In either case it can be used to advance the goals of the organization. Increasing understanding of knowledge sharing and organizational learning and knowledge are essential to creating a successful practice.

People in the organization have always attempted to create and share knowledge, therefore knowledge sharing is considered as normal functioning of the workplace as well as the activity which is considered to occur automatically (Spender, 1996).

Dixon (2000) believes that the selection process is an appropriate knowledge sharing process such as an organization, the type of knowledge (explicit or implicit), a common approach and common process of knowledge sharing, and knowledge of receptor (individual, group, or depends on the whole organization.)
Dixon (2004) has identified five different ways, including sharing of collective knowledge; arrangement for the transfer of knowledge, the transmission of knowledge, the transfer of knowledge, sharing of strategic transport expert.

Arranged transfer happens when tacit or explicit knowledge is shared in a different time or place or within the group. Close transfer and re-use of explicit knowledge of a group in another group doing similar work: transmission, re-use of tacit knowledge searching for other groups that are doing similar things. Expert working group seeks transfer of required explicit knowledge in the organization to do some task.

**KNOWLEDGE SHARING IN ORGANIZATIONS**

Knowledge sharing is a complex behavior that involves the exchange of knowledge and helping out others in this regard. Knowledge sharing, organizational citizenship behavior is similar to what is done voluntary in organizations. One of the ways of measuring knowledge management is by the sharing of knowledge (including explicit and implicit knowledge).

Yahya & Goweh (2002) found that the sharing and distribution of knowledge is positively associated with knowledge management. Informal knowledge sharing in organizations can be effective. For example, 3M Co. employees have more knowledge sharing through story telling. BP employees share knowledge face to face with other employees of the company (Schilligo, 2007).

Continuous process of knowledge creation is achieved by overcoming the boundaries and limitations of the previous data by means of setting and background, viewpoint and new knowledge is formed by the surrounding world (Saenz et al, 2009).

We have the fundamental knowledge sharing and distribution to emphasize on the fact that this is not only a central coordination point for distribution of packaged mechanical knowledge. On the contrary, this knowledge is a commodity that is often transferable between parties only through personal exchanges.

The process of sharing and distributing knowledge could mean the direct knowledge distribution among certain groups of employees and also refers to the transfer of knowledge between individuals, within the group (Gilbert et al, translated by Hossienkhah, 2006). Sharing and distribution of knowledge within the organization is a vital precondition for the creation of knowledge and experience that organizations can make use of it (Ramazani, 2004).

Organization's ability to effectively utilize their knowledge really depends on the people that are involved in knowledge creation, sharing and use. Knowledge is possible only when people can share their knowledge and share their knowledge of the basic operations available to others in the organization. Knowledge sharing between individuals is a process by which knowledge is stored in a manner that makes it so people understand, absorb and use.

Also sharing in the sense that the sender does not give up ownership but to terminate the joint ownership of knowledge between sender and receiver (Minulpi, 2003). Hendrik (1999) has suggested that sharing of knowledge between at least two components requires the knowledge of the other person who acquires knowledge. For this reason knowledge sharing is important because it creates a relationship between individuals and organizations, through the transfer of
knowledge in the organizational level at which the level of knowledge becomes economic and becomes competitive values.

Minulpi (2003), Cohen & Levinthal (1990) express the interaction between people with diverse knowledge develops the organization's ability to innovate. Individuals can obtain much more than it helped develop. Boland & Tenkasi (1995) agree on this ground and claim that competitive advantage and success is the result of people with various knowledge levels that share it the for the purpose of enhancing the common objectives.

Haber (1991) defines four concepts of knowledge that helps learning in organizations: knowledge acquisition, information distribution, information interpretation, and organizational memory. The concept of sharing knowledge is distributed knowledge and knowledge acquisition. Voluntary action by the sharing of knowledge contributes to the distribution and sharing process which may lead to the acquisition of knowledge by individuals in the organization.

The sharing of knowledge between individuals, which may lead to individual learning, can itself assist organizational learning (Minulpi, 2003). Knowledge management is defined as organizational knowledge management as an organizational asset and create knowledge and share it under control as key talent in the organization (Nonaka, 1995).

People who know what they are using in daily activities and if the organization does not facilitate sharing this knowledge with others, and this knowledge would be likely lost to if the person leaves the organization (Minulpi, 2003).

REVIEW OF LITERATURE

Relationship conflict and task conflict is to exchange knowledge among employees. Studies highlighting the role of knowledge exchange provide a positive attitude toward knowledge sharing. Studies by Li & Hamberick (2005) investigated the role of knowledge in decision-making within the group focusing on studies by Chen et al (2006) where the role of task conflict on group effectiveness are discussed. Hence it can be concluded that task conflict can improve knowledge sharing and acquisition.

Wasco and Farac (2005) state that social exchange relationships is considered as an important determinant in knowledge sharing. Employees who tend to have fairness and reciprocity are likely to improve knowledge sharing. Relationship conflict happens when interpersonal incompatibility exists such as stress, violence and resentment among group members. The production conditions are less than optimal performance in these conditions.

Kelly (1979) has stated that an angry person can neglect the prospect of a task. Baron (1991) argues that communication and cooperation between members of the group are affected by interpersonal conflicts. Jean (1995) consequently, has stated that in an experimental study the conflict had a significant negative effect on satisfaction and was linked to with their desire to remain in the group.

A conflict in a relationship can influence the exchange of information between team members and team members’ commitment to each other. Hence, there is no empirical evidence supporting any relationship conflict among members of the group in regard with sharing knowledge. Hence it is reasonable to express a relationship as an obstacle to knowledge sharing.
Simon Patterson (2000), in their study stated that the result of misunderstanding, conflict could lead to conflict in a relationship. The reason for this difference lies in view about the organization. The reason for this is that individuals may make use of critical language for hurting its competitors and to engage in work, hostility, tension and unpleasantness are things to be considered (De Dreu and Weingart, 2003).

Task conflict occurs when there are differences between ideas and opinions of people on the content of what is being done. Studies conducted by Jean (1995) have shown that the task conflict has negative effects on the group. In the presence of cognitive flexibility and creative thinking, task conflict can result in the organization improve knowledge sharing? In studies conducted by De Dreu and Weingart (2003) the causes remain unknown concerning potential team ineffectiveness resulting in the loss of the opportunity to be creative. Furthermore Tjesurd et al (2003) have stated that the heterogeneity of perspectives improve problem-solving in groups.

Ashvyngr and colleagues (1989) have also pointed to the fact that interactive method allows the researcher to discuss the merits of various options. The researcher makes the decision to attain optimum results. Meyer and Frey (2002) have also stated that during the negotiations, opposing ideas are collected so that better decisions can be made.

Simon Patterson (2000) has suggested that the task conflict and team effectiveness are related and thereby the high level of conflict reduces job satisfaction of staff and the effectiveness of the group. Although the difference in the quality of group decision-making is discussed, will be reduced if there is a conflict of duty.

In fact, participants face a conflict negotiation task with a high degree of flexibility, cognitive and creative thinking to be reduced considerably. The exchange of information about the level of task conflict is beneficial for team members. As Jehn(1995) has stated, the average level of task conflict increase the opportunities and knowledge sharing in the team.

![FIG1: THE CONCEPTUAL MODEL](image-url)

The Main Hypothesis
There is a significant relationship between conflict management and acquisition of knowledge sharing in the state-owned banks in the city of Bijar

ALTERNATIVE HYPOTHESES:
1. There is a significant relationship between relationship conflict and knowledge sharing in state-owned banks in the city of Bijar
2. There is a significant relationship between relationship conflict and knowledge acquisition in state-owned banks in the city of Bijar
3. There is a significant relationship between process conflict and knowledge sharing in state-owned banks in the city of Bijar
4. There is a significant relationship between process conflict and knowledge acquisition in state-owned banks in the city of Bijar
5. There is a significant relationship between cognitive conflict and knowledge sharing in state-owned banks in the city of Bijar
6. There is a significant relationship between cognitive conflict and knowledge acquisition in state-owned banks in the city of Bijar
7. There is a significant relationship between emotional conflict and knowledge sharing in state-owned banks in the city of Bijar
8. There is a significant relationship between emotional conflict and knowledge acquisition in state-owned banks in the city of Bijar

METHODOLOGY
The purpose of this study is to examine the conflict types (relationship, process, cognitive, emotional) as a component of the relationship between conflict management in state-owned banks to acquire and share knowledge. It is a type of applied research.

On the other hand, since in the present study, the existing conditions of conflict management is compared to the acquisition and sharing of knowledge, the study is considered as a descriptive research. And also as the study tries to determine the relationship between the management of conflicts in the banks and the acquisition and sharing of knowledge, the collection of data is cross-sectional in 2013 and as it also examines the relationship between variables in a field, it is a field research.

The study population consisted of employees of state-owned banks in the city of Bijar, including Bank Melli, Bank MAskan, Bank Mehr Iran, Post Bank, Bank Sepah, Mellat Bank, Cooperative Development Bank (Bank Toseh Taeavon), Agriculture Bank (Bank Keshavarzi), Bank Tejarat and Bank Saderat, which included 140 people. The sample size was 102 using Cochran's formula to distribute the questionnaires among employees.

The questionnaire included questions about the types of conflict (relationship, process, cognitive and emotional) (Oluremi, 2012). The questionnaire consisted of 13 questions, the relationship conflict 3 questions, the conflict process 4, the Cognitive conflict 3 questions, and emotional conflict 3 questions according to the approval of the researcher’s supervisor and counselor. In the
second section, specialized questions were posed to scale knowledge sharing (Dixon, 2004), which include 3 questions relating to the transfer order, apparent transferring 3 questions, 3 questions pertaining to shared cache, 3 questions about strategic sharing of knowledge and 3 questions related to transfer which in total amount to 15 questions. The acquisition of knowledge (Patrick, 2009) also includes five questions.

In order to assess the validity of the study and after obtaining the opinion of a group of university faculty members in Islamic Azad University of Sanandaj, the corrective action were done leading to eliminating Question17, with the final discretion of faculty supervisor and consultant resulting in content validity eventually.

In this study, in order to obtain reliability coefficient alpha of conflict management and acquisition of knowledge sharing was used. For a conflict management questionnaire 0.777, knowledge acquisition 0.791 and for knowledge sharing questionnaire 0.716 expressing internal consistency of the questionnaire.

Variables confirmatory factor analysis using LISREL shows the estimation results of the model indicating that the model is appropriate. The following results are obtained from the output end, the software represents a good fit of the model.

Chi-square=263.31, DF=481, P-value=0.0, RMSEA=0.07, GFI=0.85, AGFI=0.83

Looking at the output end and the results of the standard model, we estimated the measurement model is a good model because it is low RMSEA amount of the chi-square value is close to AGFI GFI, which indicates that it is an appropriate model.
The above diagram also shows significant coefficients and parameters of the structural model of conflict management and sharing of knowledge acquisition. When the coefficients are significant in that their numerical significance is significantly larger than number 2 and number 2 - is smaller. As can be seen, the coefficient significance between relationship conflict and sharing knowledge is 6.5, conflict and process knowledge sharing 5.78, cognitive conflict and knowledge sharing 5.87 and emotional conflict and knowledge sharing is 7. Coefficient significance of the relationship conflict and the acquisition of knowledge is 3.74, process conflict and knowledge acquisition is 4.72, and cognitive conflict and the acquisition of knowledge is 72/6 and the acquisition of emotional conflict and acquisition of knowledge is 6.22. Consequently, the relationship between variables is meaningful.

**FINDINGS**

In this part of the research, the research results will be presented based on the collected data set of propositions.

H1. There is a significant relationship between relationship conflict and knowledge sharing in state-owned banks in the city of Bijar.
The first main hypothesis: R1. At the 99%, the relationship is meaningful. It is equal to 0.753 and it can be said to increase or decrease in each of the two variables decrease or increase in the other variable.

Also according to this study, Deutsch, 1994 and Hunt et al (2003) have acknowledged that individual discomfort during meetings stop thinking of finding solutions. In case of proper management, conflicts are dealt with sharing knowledge is achieved and is upgraded.

H2. There is a significant relationship between relationship conflict and knowledge acquisition in state-owned banks in the city of Bijar

At the 99%, the relationship is meaningful. It is equal to 0.566 and it can be said to increase or decrease in each of the two variables decrease or increase in the other variable.

H3. There is a significant relationship between process conflict and knowledge sharing in state-owned banks in the city of Bijar

At the 99%, the relationship is meaningful. It is equal to 0.737 and it can be said to increase or decrease in each of the two variables decrease or increase in the other variable.

The positive relationship between the proportion of Jean (1995), Amasyn and Sapienza (1997), Simon Patterson (2000), Lee and Hambyrk (2005), Wasco and Faraj (2005), Chen et al (2006) is that they acknowledge the contradiction relationship management and team members can exchange information between each other to avoid the collapse of the team members. Conflicts related to the low level of knowledge sharing activities among group members can, however, postulate that a relationship of conflict can act as a barrier to effective knowledge sharing and in case of knowledge sharing and acquisition, it can bring positive results. Employees who have fairness and reciprocity are likely to improve knowledge sharing. Case studies on social capital suggest that knowledge sharing in organizations whose members are willing to share knowledge with others through interaction was to be achieved more quickly.

H4. There is a significant relationship between process conflict and knowledge acquisition in state-owned banks in the city of Bijar

At the 99%, the relationship is meaningful. It is equal to 0.582 and it can be said to increase or decrease in each of the two variables decrease or increase in the other variable.

H3. There is a significant relationship between process conflict and knowledge sharing in state-owned banks in the city of Bijar

At the 99%, the relationship is meaningful. It is equal to 0.702 and it can be said to increase or decrease in each of the two variables decrease or increase in the other variable.

H 4. There is a significant relationship between process conflict and knowledge acquisition in state-owned banks in the city of Bijar

At the 99%, the relationship is meaningful. It is equal to 0.505 and it can be said to increase or decrease in each of the two variables decrease or increase in the other variable.

H 5. There is a significant relationship between cognitive conflict and knowledge sharing in state-owned banks in the city of Bijar
At the 99%, the relationship is meaningful. It is equal to 0.686 and it can be said to increase or decrease in each of the two variables decrease or increase in the other variable.

The proportional relationship research (Amason, 1996; Jehn 1995) have acknowledged that cognitive conflicts in brainstorming sessions is a common practice due to the differences in knowledge, experience and expertise of the participants in the meeting about a particular subject. Knowledge of the subject is implied. And the effective management of knowledge is a prerequisite for attracting a different perspective and an attempt to provide a comprehensive solution to the problem to be solved. Some researchers have stated that in order to solve the knowledge gap between theory and practice, we utilize a combination of knowledge and expertise. Progressive approach to conflict resolution, conflict transformation and cognitive integration of individual knowledge sources can be used to create knowledge repositories. This conflict-oriented knowledge (knowledge) as a form of conflict are in place in the form of organizational knowledge management strategies.

H6. There is a significant relationship between cognitive conflict and knowledge acquisition in state-owned banks in the city of Bijar

At the 99%, the relationship is meaningful. It is equal to 0.532 and it can be said to increase or decrease in each of the two variables decrease or increase in the other variable.

H7. There is a significant relationship between emotional conflict and knowledge sharing in state-owned banks in the city of Bijar

At the 99%, the relationship is meaningful. It is equal to 0.72 and it can be said to increase or decrease in each of the two variables decrease or increase in the other variable.

H8. There is a significant relationship between emotional conflict and knowledge acquisition in state-owned banks in the city of Bijar

At the 99%, the relationship is meaningful. It is equal to 0.521 and it can be said to increase or decrease in each of the two variables decrease or increase in the other variable.

The relationship is proportional to the studies by Brhmr Research (1976), Amason (1996), venKrogh (1998), which acknowledge that the perspective of knowledge management, knowledge of emotional conflicts when outside groups of individual expertise violation are formed. These conflicts are the result of misunderstanding of his expertise. On the other hand, where the knowledge workers are prevented from undermining their skills, their executives are responsible for knowledge discovery and acceptance of the inherent uncertainties associated with the deal. In the studies, a significant impact on the emotional conflicts and is clearly visible to build knowledge and data coverage. If the conflict is not resolved, the confidence and the feeling is mutual damage and leads to the formation of long-term emotional problems. The emotional dissatisfaction and conflict, knowledge, knowledge creation and disrupt the reception, which makes it difficult for a person to disseminate knowledge, to extend knowledge on the activities effects transition. Emotional conflict leads to structural and morale collapse and increased absenteeism and sabotage. Hence it is necessary that such conflicts are diagnosed early and treated and it is necessary to share knowledge and promote an open culture, and a way of communicating between members.
TABLE 3: A SUMMARY OF HYPOTHESES AND THEIR RESULTS

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Independent Variable</th>
<th>Dependent Variable</th>
<th>Correlation coefficient</th>
<th>Significance</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Hypothesis 1</td>
<td>Conflict Management</td>
<td>Knowledge Sharing</td>
<td>0.753</td>
<td>0.000</td>
<td>Rejection of H₀</td>
</tr>
<tr>
<td>Major Hypothesis 2</td>
<td>Conflict Management</td>
<td>Knowledge Acquisition</td>
<td>0.566</td>
<td>0.000</td>
<td>Rejection of H₀</td>
</tr>
<tr>
<td>Minor Hypothesis 1</td>
<td>Relational conflict</td>
<td>Knowledge Sharing</td>
<td>0.737</td>
<td>0.000</td>
<td>Rejection of H₀</td>
</tr>
<tr>
<td>Minor Hypothesis 2</td>
<td>Relational conflict</td>
<td>Knowledge Acquisition</td>
<td>0.582</td>
<td>0.000</td>
<td>Rejection of H₀</td>
</tr>
<tr>
<td>Minor Hypothesis 3</td>
<td>Procedural conflict</td>
<td>Knowledge Sharing</td>
<td>0.702</td>
<td>0.000</td>
<td>Rejection of H₀</td>
</tr>
<tr>
<td>Minor Hypothesis 4</td>
<td>Procedural conflict</td>
<td>Knowledge Acquisition</td>
<td>0.505</td>
<td>0.000</td>
<td>Rejection of H₀</td>
</tr>
<tr>
<td>Minor Hypothesis 5</td>
<td>Cognitive Conflict</td>
<td>Knowledge Sharing</td>
<td>0.686</td>
<td>0.000</td>
<td>Rejection of H₀</td>
</tr>
<tr>
<td>Minor Hypothesis 6</td>
<td>Cognitive Conflict</td>
<td>Knowledge Acquisition</td>
<td>0.532</td>
<td>0.000</td>
<td>Rejection of H₀</td>
</tr>
<tr>
<td>Minor Hypothesis 7</td>
<td>Emotional conflict</td>
<td>Knowledge Sharing</td>
<td>0.72</td>
<td>0.000</td>
<td>Rejection of H₀</td>
</tr>
<tr>
<td>Minor Hypothesis 8</td>
<td>Emotional conflict</td>
<td>Knowledge Acquisition</td>
<td>0.521</td>
<td>0.000</td>
<td>Rejection of H₀</td>
</tr>
</tbody>
</table>

DISCUSSION

Given the significant relationship between conflict management and sharing of knowledge acquisition, it is proposed that the following will be provided:

With regard to social relationships for bank employees, it is an important determinant of the exchange of knowledge. Therefore, it is proposed that managers maintain justice and reciprocity between knowledge acquisition and sharing of improving staff.

Conflict management can affect the exchange of information between team members and team members are committed to each other.

It will offer a healthy environment for cognitive flexibility and creative thinking to improve the exchange of knowledge in the field.

Prior to negotiating a collection of ideas and against the staff, and ultimately make better decisions, which finally attention can be paid to conflict management.

With effective conflict management and cognitive function opportunities for sharing knowledge in the field can be enhanced and increased.

It is suggested that the bank s open a cultural context for the communication and promotion of knowledge sharing among members.

Other recommendations:
Brainstorming sessions are common due to differences in knowledge, experience and expertise of the participants in the session on a specific topic occurs. Knowledge of the subject is implied. Therefore a prerequisite for the effective management of knowledge capture different perspectives and attempt to provide a comprehensive solution to the problem is solved. Brainstorming sessions will be offered for exchange students. Which respecting the opinions of other team members in the form of a program to collect suggestions and comments are accurate. No such action will lead to the creation of a cohesive work environment.

The proposal conflicts with management work can be multiple solutions to problems, and provide the basis for constructive conflict.

**SUGGESTIONS FOR FUTURE RESEARCH**

This study examines the management of conflicts of acquisition and sharing of knowledge. Research is recommended to investigate the acquisition and sharing of knowledge should incompatible styles be carried out through

As knowledge management including knowledge acquisition, recorded knowledge, knowledge creation, sharing and use of knowledge, knowledge management, conflict management and various aspects should be considered.

This study examines the relationship between conflict management and sharing of knowledge acquisition, is recommended due to issues of trust and conflict as inherent to the sharing of organizational knowledge have been suggested. Research into the relationship of trust and knowledge sharing should be discussed.

The population of this research is employees of state-owned banks. The population is recommended to cover the broader private banks and financial institutions and even credit and financial institutions.

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