Conflict management in the organization

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Abstract

An analysis of the competencies to be demonstrated by organisation's employees as reflected in the professional standards allows us to identify the main areas for employee training that have a positive impact on the challenges of the external environment. At the same time, employees of an organisation, as a rule, have different professional training and practical experience. From this perspective, the phenomenon of intra-company training of employees of organisations, which should be understood as training carried out on the basis of the organisations and aimed at achieving its development goals, becomes relevant. In the professional activities of employees, the leading position is taken by communication as a mechanism of using communicative links, which can have both positive and negative impact on professional activity effectiveness. The latter is associated, in most cases, with conflicts, in particular with the lack of employees' willingness to manage them. Researchers are actively seeking ways to prevent and resolve conflicts, using various forms of postgraduate training, including intra-company training for target adult audience.

Keywords: employee, organisation, conflict, management.

1. Introduction

1.1. Introduction to the problem

As A.M. Zimichev, E.A. Klimov, N.V. Kuzmina et al. point out, a person's professional

activity occupies a special place among various types of activity, since it creates the main form of subject's activity and a significant part of a person's life is devoted to it. For most people it is this type of activity that provides an opportunity to satisfy the whole range of their needs, to reveal their abilities, to assert themselves as a person, to achieve a certain social status.

Due to the identification by modern researchers of the role possessed by conflict in the people and society life, the study of its positive functions and its understanding as an important component of personal development, the emphasis has shifted from conflict resolution implying complete freedom from it, to conflict management and identification of effective strategies for the behaviour of participants in conflict situations [22]. In this context, the formation of an employee's preparedness to manage conflict becomes relevant for various spheres of activity, including professional. At that, the formation of employee preparedness for conflict management in professional activity can be characterized as a systematic accumulation of positive quantitative and qualitative changes, including in knowledge, skills, and personal qualities acquired in the intra-company training system and providing constructive interaction between employees in the process of conflict management.

One of the important aspects for organizing this training type is the preparedness degree demonstrated by employees for conflict management in an organization according to the structure of this preparedness type. It involves identifying a number of components, defining their content, and clarifying functions allowing a targeted process for its formation to organize.

1.2 Relevance of the problem

In the conditions of social transformations, and increasing economic contradictions, the conflictogenicity level inherent in professional activity of employees in an organization significantly increases. Presence of conflicts in the professional activity process is a constant, objective and inherent phenomenon. Without appropriate management, conflict situations can develop destructively and have a significant impact both on psychological safety of individual employees and on the organizational effectiveness as a whole [20]. This necessitates the need for an organisation to be prepared to manage conflict in professional life.

It has been found that this problem is solved to a certain extent by using the capabilities of intra-company training, which allows organizing the educational process in accordance with the requirements of a particular organization. Modern intra-corporate training has a sufficiently high potential, which is currently underutilized, as it is often limited to narrow professional areas, not affecting the social problems on improving the performance of organizations. The area that can significantly improve organizational performance is the formation of preparedness available for organization's employees to manage conflicts in the process of their professional activity.

1.3 Study of the problem

In a context of studying the problem's historiography which has essentially influenced on its modern condition, scientific research data on the following basic directions with use of periodization have been considered: formation and development of intra-firm training (second half of 19th century - beginning of 20th century); conflict research history (beginning of 20th century - the present days); the management theory origin and development (the end of 20th century - the present time). In addition, the paper took into account the data received from researchers on the current state of the problem concerning the preparedness degree to manage organizational staff conflicts raised in their professional activities (late 20th century - early 21st century).

A large number of psychological and pedagogical researches are devoted to the problem of preparedness for conflict management, where the problems of personality's preparedness for activity (N.D. Levitov, A.R. Luria, G. Walter, A.A. Ukhtomsky, etc.), professional preparedness (I.A. Zimnya, N.V. Kuharev, L.M. Mitina, etc.), general management theory (V.G. Afanasyev, I. Ansoff, M. Mescon, G. Hale, etc.), conflict management in professional activity (T.A. Artemova, F.M. Borodkin, N.M. Koryak, L.N. Chumikov, U. Yury, etc.) are considered.

However, despite the great interest demonstrated by researchers to the above issues, the problem concerning the degree of preparedness to manage conflict in employees of an organization in the process of their intra-corporate training remains underdeveloped.

The historiographical analysis of the problem in question showed that despite the existing prerequisites demonstrating the relevance of the problem, as well as the opportunities for its solution, this problem has not been raised as an independent subject of research. It remains underdeveloped, in particular, in the process of postgraduate intra-company training of employees in an organisation.

The following issues remain insufficiently developed as: the structure of preparedness demonstrated by employees in an organization to manage conflicts in their professional activity; composition of its components and content; scientific approaches to the formation of preparedness for conflict management.

1.4. Hypothesis

The paper suggests that the preparedness degree for conflict management among employees of an organization in the process of in-house training will be effective on the basis of systemic, environmental, personal and activity approaches as the basis for determining the structure, content and functions of this type of preparedness.

2. Methods

The paper uses a methodology based on a combination of systemic, environmental, personal and activity approaches. The choice of these particular approaches is due to the following aspects: the purpose of the study is to clarify the essence, structure and content of the preparedness to manage conflicts between employees in an organization in the process of their in-house training, which makes it possible to carry out a systematic approach; conflict management, their resolution, warning, etc. directly depends on the environment where the organization operates, which is provided by the environmental approach; changes in personal qualities, the implementation of purposeful actions and a special type of activity orients towards applying personal and activity approach ideas.

To study the indicated problem, we used such methods as structural and functional system analysis in order to identify the essence and structure of the preparedness demonstrated by the organization's employees to manage conflicts for the subsequent purposeful controlled formation of preparedness components. An analysis of the organization's environment was used within the environmental approach framework; this implies identifying and organizing the effective functioning of the pedagogical parameters characterizing the environment where the in-house training of employees takes place. The environmental approach makes it possible to implement the indirect management method for the in-house training process. The personality and activity approaches are implemented using the individual psychological characteristics analysis of a student: motivation, adaptation, abilities, communication, and the

level of aspirations, self-esteem, cognitive style and taking these features into account when designing the learning process in the context of in-house adult learning.

In addition, the historiographic method was used, which made it possible to determine the main stages and results of researching the problem under study. Empirical methods were used in the work: observation, study of pedagogical experience, testing, questioning, polling, etc. That allows providing an analysis of the current problem state concerning the preparedness degree inherent in the organization's employees to manage the conflict, predicting new trends and directions in the study of the problem, and developing technologies for formation of this preparedness type in the process of in-house training for adults.

3. Main part

Based on the above scientific approaches and methods, an analysis was made on the state of the problem concerning the preparedness degree of organization's employees to manage conflicts in their professional activity.

The problem of a person's preparedness for activity has been studied by researchers from the standpoint of various approaches and is interpreted by them as: a short-term or long-term state in which their physical and mental resources necessary for the effective implementation of activities are activated (E.P. Ilyin, K.K. Platonov, A.A. Ukhtomsky and others) [7, 14, 21]; manifestation of individual and personal qualities in the process of specific activities (K.A. Abulkhanova, B.G. Ananiev, L.I. Bozhovich) [1, 3, 5].

We share the point of view regarding the understanding of the preparedness for activity by such scientists as E.A. Klimov, J. Raven, A.V. Silkin and others, who interpret it as a complex personal formation comprising a system of professionally significant qualities and mental states in their totality, determining the rapid adaptation of persons to new professional conditions, the success of their professional activities, and determining the direction of their professional and personal growth [8, 15, 18].

Considering the preparedness concept definition, which is closely related to a specific activity, in our case, conflict management by employees of an organization, we presuppose that they have formed components of management activity based on understanding the nature of the conflict, ways and means of managing it, building relationships in a conflict-prone environment in accordance with strategic goals of the organization activities [11].

By managing a conflict, we mean a purposeful impact on its course in order to change its development. At the same time, its development can be both suppressed and stimulated depending on the goals of conflict management.

In pedagogical theory and practice, various aspects of the problem concerning the preparedness degree for an employee of an organization for conflict management are considered. So, in particular, defining the theoretical and methodological provisions of conflict management, we took into account the fact that this is a scientific knowledge branch being developed at the junction of a number of scientific disciplines: conflict management, social psychology, social management theory, organization theory, and pedagogy.

Analysis of research on the problem, generalization of various points of view by scientists have formed our understanding the preparedness of an employee from an organization to manage a conflict as an integrative quality of a person who has a systemic

organization acting as a set of motivational, cognitive, emotional, operational and activity components. These components provide a targeted impact on the conflict's course in order to change and further constructively neutralize it, which formation degree of determines the preparedness of an employee in the organization to manage the conflict in the process of professional activity.

The motivational component of preparedness is interpreted by us as basic for the formation of all other components, since the success of professional activity is conditioned, first of all, by the corresponding orientation of the personality towards the activity [10, 17]. This component includes: the needs and corresponding motives (improving the quality of their own professional activities; desire to master the theory and practice of conflict management; increasing professional competence in the field of conflict management), interests (the employee's interest in conflict management in professional activities; striving to find productive ways of management conflict; striving for personal self-development, self-realization in professional activity); the employee's value orientations (acceptance of the value of mastering the conflict management activities, a conscious understanding of the need for conflict management; awareness of the importance on mastering the theory and practice for conflict management), which in their totality reflect the psychological basis of preparedness for conflict management.

Researchers of problems in the conflict management field pay much attention to emotions (A.Ya. Antsupov, L.A. Kozer, V.P. Ratnikov, A.I.Shipilov, etc.). The emotional component in the structure of an employee's preparedness to manage a conflict presupposes the presence of emotional intelligence, emotional creativity, emotional culture, which determine an adequate understanding of the communication partner, the ability to regulate their emotions without showing aggression when faced with a conflict situation, to mobilize in non-standard situations, regulating their attitude and behaviour [4, 9, 16].

Significant for us are the social skills identified by K. Saarni and contributing to the development of the emotional component to the employee's preparedness to manage a conflict in the professional activity process: awareness of their own emotional states; the ability to discern the emotions of other people; the ability to use the vocabulary of emotions and forms of expression adopted in a given culture (or subculture); the ability to empathically engage in the experiences of other people; the ability to cope with their negative experiences using self-regulation strategies that minimize the intensity or duration of such experiences (relieve the "severity of the experience") [24].

The operational-activity component characterizes the activity of an employee in an organization to manage a conflict integrating the content of the above components. This component is manifested, among other things, in the skills necessary for an employee to manage a conflict in the process of professional activity. The development degree of this component reflects the employee's practical preparedness to manage the conflict in the process of professional activity.

As a result of the study, the following skills were identified in the structure of preparedness for conflict management in professional activity in the order of their use in the process of conflict management. These include the following skills: determining that a conflict situation is present; determining the type of conflict, its specific characteristics, reasons, parameters and participants; determining the stages of a conflict; defining and using means to influence the conflict; the use of conclusions on the analysis of the conflict and the specifics of its resolution to change relations in the organization and determine the directions of one's own improvement.

Each component of employee's preparedness for conflict management has corresponding functions:

- motivational - stimulating function - the formation of psychological preparedness to manage a conflict between employees in the process of their professional activity;
- cognitive - information and orientation functions - the acquisition by an employee of a certain system of knowledge on conflict management in the process of professional activity;
- emotional - informational, evaluative, regulatory functions - providing an adequate understanding of a communication partner; the ability to regulate their emotions, not to show aggression, and to mobilize in non-standard situations;

The operational-activity component performs the regulatory and evaluative functions for conflict management by employees and is implemented through the appropriate skills.

The organization of in-house training involves the development of scientific and pedagogical support which we consider as a complex of informative, organizational, pedagogical and procedural means necessary for organizing and implementing the process of forming the preparedness of an organization's employee to manage conflict in professional activity considered by us as a further research perspective.

4. Conclusions

The analysis of research on the problem revealed its relevance due to a significant increase in the conflict potential of professional activity in connection with changing social and economic conditions, insufficient preparedness of the organization's employees to adequately respond to the circumstances of the professional environment, as well as insufficient theoretical and methodological development of these issues in the theory and practice of postgraduate education.

In modern scientific literature, a person's preparedness for activity is understood as a complex personal formation, which includes a system of professionally and personally significant qualities of employees determining, in their totality, their rapid adaptation to new professional conditions, the success of professional activities and determining the directions of professional and personal growth.

It has been determined that management in social systems is understood as a conscious purposeful impact on the social systems as a whole or its individual elements based on the use of objective laws and trends inherent in the system, the purpose of which is to streamline the organization of the system, to achieve its optimal functioning and development.

In accordance with this, it was established that the preparedness of an organization's employee to manage a conflict is an integrative quality inherent in a personality that has a systemic organization and acts as a set of motivational, cognitive, emotional and operational-activity components.

It has been substantiated that forming the preparedness of an employee of an organization to manage a conflict in their professional activity can be effectively carried out within the framework of in-house training carried out on the basis of the organization, taking into account the provisions of the systemic, environmental, personal and activity approaches.

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