RESEARCH ARTICLE

Effect of Conflict levels on Organisational Learning: An Indian Study

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ABSTRACT:
Conflict can be a prospect for learning in an organisation. It has been identified as a key element in group and organisational learning. Conflict has been shown as a motivator in creating shared understandings which ultimately leads to organisational learning.A broad review on existing literature has shown that conflict arises at personal, Organisational and group levels. The aim of this study is to analyze the effect of conflict levels on organisational learning. The study was completed by taking into account hundred samples consisting of senior and middle level managers from various Indian organisations selected at random. Standardized Scale on the two variables known as organisational Conflict Scale (OCS) and organisational Learning Diagnostics (OLD) have been used. Statistical techniques like Regression and Correlation Analysis by using SPSS 17.0 have been applied to gain knowledge about the relationship between the two study variables. The results have shown that the organisations under study are learning in terms of building competencies and there exists a negative correlation between conflict and organisational learning. The study has got implications for all those organisations where managing conflict is not considered as an integral part of organisational performance. The management of conflict at all the three levels is necessary by taking into consideration various strategies and styles which can be adopted to reduce or minimize the conflict so that Organisational goals can be attained.

KEY WORDS: Organisational Conflict, Group Conflict, Individual conflict, Organisational Learning, Effectiveness. Paper type: Empirical Study

INTRODUCTION:
One of the earliest studies (Thomas,1976) that researched organisational conflict found that twenty percent of managers' time is spent in managing conflict. In the recent times the researchers, scholars and practitioners want to understand and manage the conflict process better (Lewicki, et al., 1992; Song, et al., 2000). Although conflict is acknowledged as an integral part of organisational set up, yet it has not been well understood (Amason, 1996). This lack of understanding affects every part of organisation. Conflict has been found an important part in organisational learning (Argyris and Schön, 1996; Senge, 1990; Swieringa and Wierdsma, 1990).

According to Luthans et al., 1995 who concluded from their literature that the presence of tension and conflict seem to be essential parts of organisational learning. The organisations today are continuously looking for new ways to deal with conflict and increase the performance by adopting various innovative methods to learn.

In order to better perform by dealing with conflicts in a positive way, the organisations are trying to learn at a faster pace than their competitors. The recent epidemic of downsizing, reengineering and merger and acquisition activity, along with pressures caused by globalization, information technology developments, and related social changes have forced organisations to understand the value of organisational learning. These trends have intensified the need of learning for organisations in markets in which the ability to deliver value is increasingly declining. Scholars have advocated the evidence that suggests that even the most powerful organisations in established markets--for example, IBM, Sears, and Kmart--are vulnerable to shifts in

market requirements and the incursion of upstart competitors (Hamel and Prahalad, 1994; Hodgetts et al., 1994).

Some scholars have concluded that the survival of an organisation depends on the capacity to learn, as much as on the capacity to meet current market requirements (Ackoff, 1983; Degeus, 1988; Hayes and Weelwright,1984; Hedberg, 1981; Keichel, 1990; Senge, 1990; Stata, 1989; Starbuck and Nystrom, 1981). Organisational Learning (OL) processes have been shown to affect organisation performance through their impact on organisation knowledge (Kogut and Zander, 1993).

CONFLICT:

Given the importance of conflict in the organisation for its effectiveness and performance it is necessary to understand what actually conflict is. Conflict is a struggle of values, or claims to status, power and scarce resources, in which the aims of the conflicting parties are not only to gain desired values but also to neutralize or injure or eliminate their rivals (Coser, 1967). Conflict is a process that begins when an individual or group perceives differences and opposition between himself and another individual or group about interests, beliefs, or values that matter to him (De Dreu et al., 1999; Wall and Callister, 1995). March and Simon, 1958 defined conflict as the breakdown in the standard mechanism of decision making, so that an individual or a group experiences difficulty in selecting an action alternative. Conflict arises when the parties do not agree on which alternative should be chosen for implementation for the smooth functioning of the organisation. Conflict occurs when there is incompatibility of behaviour, cognitions and/ or affect among individuals or groups that may lead to aggressive expression of social incompatibility (Boardman and Horowitz, 1994). The reason for management of conflict could be described from the point of functional and dysfunctional outcomes of organisational conflict. One of the problems of managing conflict is that the two dimensions of conflict, namely affective and substantive conflict are positively correlated (Wang et al., 2007; Rahim, 2002). Affective conflict occurs when organisational members become aware that their feelings and emotions are incompatible, impedes group loyalty, group performance and work commitment (Jehn, 1995). On the other hand, substantive conflict, identified as disagreement between organisational members' tasks or content issues improves group performance through better solutions and alternative breakthroughs. Guetzkow and Gyr (1954) had distinguished conflict into substantive and affective where both the conflicts lead to some overt behavior and arise and disappear under different conditions. As stated by Bercovitch (1983), the challenge which administrators have to face in organisations is to ensure that conflict passes from a latent to a manifest phase with a constructive value attached to it. This will help the administrators to develop conflict management strategies which can be helpful in dealing with such conflicts.

Various authors have given the solutions to handle conflict constructively. Katz (1977) has categorized conflict into substantive and affective conflict. Substantive conflict is defined as conflict occurring due to differences of opinion on issues like goals of organisation, targets, commitment levels, methods and procedures to various problems. Such conflict may cause social and psychological tensions involving two or more persons with interdependent goals. Affective conflict arises due to personality factors like values, attitudes and beliefs. An individual may experience stress and strain as a result of these *(*Kahn et al., 1964).Another author Renwick (1975) has categorized conflict into two headings: Topics and source of conflict. Topics include physical working conditions, promotion, wages, supervision, performance appraisal etc. Source includes difference in values, communication, perception, competition and knowledge etc.

A great deal of confusion exists over understanding the concept of conflict as everyone has defined it in his own way. The concept being very old has been used by various researchers depending upon the strategies , conditions, nature of industries , styles or the ways to explore and handle it purposefully. Until a universal and common view emerges about the understanding of conflict, it will be difficult to explain the concept in a single definition. This paper is based on the concept of Dhar,U. and Dhar, S. (2003) where conflict is defined as an inevitable part of Organisational life. The managers have to understand the importance and need to influence the various dynamics of a conflict in the organisations. Understanding a proper mechanism to deal with conflict helps in better coordination and more interdependence to the employees. According to Rico (1964), the organisations devoid of conflict may face stagnation, mental fixity and autocracy. In order to carry our smooth functioning in the organisations, the management of conflict is necessary.

According to Dhar U. and Dhar S. (2003) conflict is divided in three levels: Individual conflict, Group Conflict and organisational Conflict. Individual conflict arises between two or more individuals/ colleagues who have different personalities, differences in opinions or an 'overspill' from personal issues outside work. Individual conflicts can be minimized and turned beneficiary to an organisation, by gaining a proper understanding of the individuals working in organisation (Gross and Guerrero, 2000; Jameson, 1999). Group conflict arises between two or more group over disagreements on goals or objectives. Group conflict can be either inter or intra. Intragroup conflict arises within an internal group, team or department. These are conflicts typically involve more than one person within a group. Intergroup conflict arises between different groups, teams and departments. Organisational conflict is the disagreement that arises when the "goals, interests or values of different individuals or groups are incompatible and those individuals or groups block or prevent one another's attempts to achieve their objective.

ORGANISATIONAL LEARNING:

"Organisations that consistently create new knowledge, disseminate it widely throughout the organisation, and quickly embody it in new technologies and products" is indicative of current thinking (Nonaka, 1991). Argyris and Schon (1978*)* characterize organisations that exhibit organisational learning as those that are willing and able to perceive, and respond to, the need to develop and change. Organisations that act in this way can achieve an environment and culture that encourages the identification of, and reflection on errors and mistakes.

Organisational learning should not be confused with learning organisation. The organisational learning according to Pareek, U. (2002) is the process by which an organisation acquires, retains and uses inputs for its development, resulting in an enhanced capacity for self learning and self renewal." The concept of learning was traditionally used in the context of individuals. This concept was extended to organisations, with a distinction being made between organisational learning (OL) and individual learning (Argyris and Schon, 1978; Etheredge, 1981, Etheredge and Short, 1983; Jangard, 1975).

Organisational Learning according to Pareek, U. (2002) has been categorised into two subsystems: Phases and Mechanisms. Phases consist of Innovation, Implementation and Stabilisation. Innovation is the process of acquiring an input and examining it. Examples of new inputs include new structures, new technology, or any change introduced in the organisation. Retention of an input depends on how well it is integrated in the organisation and organisational learning will be effective only if the new input becomes integrated with the existing practices/processes. This is the implementation part. The stabilisation phase of OL is concerned with using the new input whenever it is needed. It also involves use of adapting the new input in light of the experience gained in its use. Mechanisms consist of Experimentation. Mutuality, Contingency & Incremental planning, Temporary systems and Competency building. Experimentation is trying out new ways to deal with issues and problems. An organisation needs to develop flexibility and a positive attitude towards experimentation. Organisational learning requires mutual support, respect, learning from one another, work collaboration and effective teams to solve problems arising due to various reasons. Without mutual support and effective teamwork OL cannot be effective. Organisational learning varies from certitude and rigidity on one side to tentativeness and flexibility on the other side. Planning helps to promote OL and when new inputs are linked with known ones, learning becomes faster. Temporary systems such as task groups or project groups are effective ways to generate ideas and take quick actions. These groups can be used for monitoring new projects and experiments and for examining common elements.

For learning on an organisational level, organisations depend on the learning of their employees, as they embody the capacity to gain or create new knowledge for the organisations, distribute this knowledge to others within the organisation and apply the new knowledge within the organisations for achieving the objective of the organisation. Organisations purposely set out to create learning structures for employees, believing that they require "learning individuals" to realise " organisational learning". Organisations should focus on creating opportunities for employee learning within the long-term goal of becoming a learning organisation, wherein facilities for employee learning are created. Both the organisational learning and learning organisation models include varying degrees of active intervention in order to create, put into practice and assist the achievement of a state of organisational learning. Organisational learning is a significant construct and a number of contemporary organisation theorists have indicated that the issue for the organisations is not whether they want to learn; they must learn as fast as they can (Argyris and Schon, 1996; Schein, 1993; Senge, 1990).

CONFLICT AND ORGANISATIONAL LEARNING:

Conflicts can stimulate learning and change and encourage innovation by forcing parties to search for better solutions to underlying problems arising in the organisations and the employees who experience more conflict levels work better than who have low level conflicts as they gain a deeper understanding of strategic issues and come to more creative decisions (Eisenhardt et al., 1997). Managing conflict constructively has shown facilitating individual development, cooperation and teamwork and hence organisational effectiveness and learning**.** The analysis of conflict at all the levels is important. The three criteria which need a thorough analysis in managing conflict are: planning, resource allocation and conflict management (Thomas and Schmidt, 1976).As the managers recognize the level at which the conflict is occurring, they can immediately take the corrective action to deal with it. Robbins (1974) identified three main sources of conflict and indicates that an understanding of the level of conflict can improve the possibility of effective conflict management. These three main sources include the miscommunication, structural differences and personal differences which when attended can lead to frustration and boredom.

According to Deetz 1997, managers need to learn that they can no longer assume consensus on matters like personal identities and perceptions as a basis for interaction, but they need to achieve consensus while interacting to reach decisions. According to Senge 1990, the open systems of organisational learning are capable of transmuting conflict into positive growth and hence conflict is a necessary and integral part of growth and adaptation for the organisation.

Conflict provides an opportunity to learn and contributes to higher level learning and in doing so is particularly relevant to strategic management because it is this level of learning that impacts long term survival to the organisations (Fiol and Lyles, 1985). Conflict has been found to create shared

understandings; a key process through which group and ultimately organisational learning occurs (Crossan et al., 1999). In a study conducted by on 371 respondents from Pakistan public universities, the results show that organisational learning about conflict management has a significant relationship with organisational effectiveness in tertiary education and is important for enhancing the organisational effectiveness in terms of quality education and organisational in industrial and other manufacturing organisations (Mukhtar, 2008). Desivilya et al., 2010 in their study have addressed the importance of innovation and conflict management in work teams. The effects of conflict on innovation in work teams and the processes of conflict management on work teams have been scarce (DeDreu, 2006; Nemeth, et al. 2004).Thus from the above literature it can be seen that most of the studies have focused on conflict management in general but levels of conflict has not been studied in depth. The empirical evidence supporting the relationship between conflict level and organisational learning is scarce. The paper will discuss the conflict arising in the organisations and then the ways in which it is managed properly and its relationship with organisational learning. Conflict works in isolation rather than in connection with any Organisational phenomenon yet it has been concluded that organisations without conflict do not exist (Pondy, 1967). At the individual level, conflict involves motivation, individual differences and the results can be negative like absenteeism, turnover etc. (Pruitt, 1993). In contrast to this conflict has shown increased employee performance and creativity at individual level (Nemeth, 1986; Van de Vliert and De Dreu, 1994). At the group level where the conflict arises mainly because of miscommunication and scarce resources but can result in group cohesion and contributes towards group success (Erev et al., 1993 Bornstein and Galili, 1993). At the Organisational level where the conflict is best studied in terms of resource scarcity and managing good relations between the employees and the management, it has been concluded that conflict stimulates organisations to experiment in new ways and innovate so that the learning takes place at a faster rate (Anderson, et al., 2004; Zaltman, et al., 1973). Thus there are enough studies which makes us to hypothesize that conflict level will be significantly related to organisational learning.

OBJECTIVES:

To study the Conflict levels in Indian manufacturing and hydropower organisations.

To study the Organisational Learning in Indian manufacturing and hydropower organisations.

To study the relationship of Conflict levels on Organisational Learning in Indian manufacturing and hydropower organisations.

HYPOTHESIS:

There exist a positive and significant relationship between conflict levels and organisational learning.

METHODOLOGY:
Sample

The target population of the present study comprises employees at middle and senior level from select organisations of India. In total 100 employees participated in the survey. Most participants were men (95%). The mean age was 38 years. Most of the participants were engineering graduates (60%).The business organisations include manufacture and hydro power sectors. Data collected from such different nature of organisations helped increase greater statistical power (Langelaan et al.2006). Purposive sampling method was used to collect the samples. The questionnaires were distributed randomly to the employees working in these two sectors taken into account their availability. Some samples were also collected during a training session on "Managerial Excellence" and therefore, the response rate to the survey was 100 per cent. The participants were given sufficient time to respond and were assisted to understand the meanings of the questions.

Data Collection Tools

Two standardized scales were used on each subject of the sample. The details of the instruments are as follows:
1   Organisational Conflict Scale (**OCS**)
2   Organisational Learning Diagnostics (**OLD**)

The Organsational Conflict Scale (**OCS**) was developed by Dhar U. and Dhar S. (2003). All the twenty items are rated on a four point scale (1=Almost never, 2= Sometimes, 3= Often and 4= Almost always). All the statements are direct questions and measure the perceptions of the respondents about the level at which conflict are occurring. Some of the items of the scale are "Promotion policy has always been a reason for disagreement amongst the employees of our organisation"; "Performance appraisal system is seen by many as a deliberate effort to offset their career advancement"; "Task assignment is not based on the interest of people" and "Some people purposely tend to block the opportunities for others". The Cronbach's alpha reliability coefficient of the scale is 0.87 and validity is 0.91. The subjects were asked to tick mark his or her choice against any of the four options given for each item. Scoring was done manually after getting the responses from the participants.

The Organisational Learning Diagnostic scale (OLD) was developed and standardized by Pareek (2002). It has 23 statements to be rated by the respondents on five point Likert type scale. The statements in the questionnaire have been divided into two dimensions: Phases and Mechanisms. The phases consist of (innovation, implementation and stabilisation) and Mechanisms consist of (experimentation, mutuality, planning, temporary systems and competency building). Sample items from this instrument are: "Experiences and concerns of the organisation are shared with other organisations" (Innovation, Mutuality); "Widespread debates are held on experiences of implementation" (Stabilisation); "Implementation plans are modified when experience indicates that modification is needed" (Experimentation) and "Employee seminars on

new developments are organized" (Competency Building). All the items were rated on a five-point scale (1 to 5) and for the purpose of this study the overall score was used to measure organisational learning. The Cronbach's alpha (α) of this measure was found to be 0.82. The scales chosen for this study are purely of Indian origin and hence it is culture bound.

Data Analysis

Data is analyzed by using the statistical tools like Mean, Standard Deviation, Correlation analysis, Regression analysis and Cronbach's Alpha to get the objective of the study with the help of SPSS 17.0.

RESULTS AND DISCUSSION:

The aim of this research study was to empirically find out the effect of conflict levels on organisational learning in Indian context. Towards this aim, the research investigation was designed to examine relationships as well as impact of conflict levels on the phases and the mechanisms of Organisational Learning in Indian organisations. The results obtained are depicted and discussed in this section.

In case of all the three conflict levels in select organisations, the highest score was found to
be 16.85 of group conflict followed by 13.78 of individual conflict (Table I). The least score was of Organisational conflict with 11.27. This means that the conflict prevailing in the select organisations is of group conflict which can happen due to many reasons like miscommunication, merit of employees is not properly recognized or there are differences in needs and priorities of employees.

The dimension wise mean scores of total samples are given in table I. Since 5 point scale was used in the present study for organisational learning, average mean score of 3 and around indicate a moderate tendency on that dimension. Scores above 3 indicate fairly good degree of that dimension existing in the organisations. The average mean score of organisational learning in this study is 3.49 which indicates the existence of above average level of learning capability of the employees working in the organisations under study. However there is considerable amount of scope for improvement.

Table I: Average Mean scores of study variables

Variables	Average Mean Scores
Organisational Learning	3.49
Innovation	3.58
Implementation	3.57
Stabilisation	3.41
Experimentation	3.62
Mutuality	3.53
Planning	3.51
Temporary systems	3.50
Competency building	3.71
Individual Conflict	13.78
Group Conflict	16.85
Organisational Conflict	11.27

Out of the eight dimensions, Competency building of Mechanism part of organisational learning has shown the highest average mean score (3.71) followed by experimentation (3.62). The lowest score is of stabilization (3.41).Thus it can be said that the organisations under study are learning in terms of building competencies rather than experimentation, innovation, implementation and other dimensions. In case of conflict where there are no factors/ subscales and four point scales was used, the average mean score of conflict was found to be 2.1.

Relationship between Conflict levels and Organisational Learning

In order to find out the relation between the two variables correlation analysis was performed.

Table II shows that there exists a negative correlation between conflict levels and organisational learning (r = -0.52, p< 0.05).It means that as conflict increases the organisational learning decreases and hence doesn't support our hypothesis.

According to Bhat et al., (2012) who have shown that conflict leads to increased creativity and innovation which ultimately helps the organisations to learn is in contradiction with the results obtained in this study. The correlation analysis further shows that all dimensions of organisational learning are negatively but significantly correlated to conflict. All the subfactors of phases of organisational learning i.e innovation, implementation and stabilization are negatively correlated to conflict while the sub factors of mechanisms are also negatively correlated to conflict with highest value of correlation 0.54 at 0.05 significance level.

Table II: Mean, S.D and Intercorrelations of variables

Variables	Mean	S.D	1	2	3	4	5	6	7	8	9	10
1. Innovation	28.65	6.65	1									
2. Imp.	25.84	5.22	0.86**	1								
3. Stab.	27.77	6.86	0.83*	0.85*	1							
4. Exp.	39.43	9.29	0.96**	0.91**	0.89**	1						
5. Mutuality	42.45	9.93	0.92**	0.92**	0.92*	0.95**	1					
6. Planning	35.17	8.09	0.85*	0.91*	0.97**	0.91*	0.93**	1				
7. T.S	21.01	5.49	0.84*	0.93**	0.91**	0.90*	0.94**	0.91**	1			
8 .C.B	22.06	4.84	0.96**	0.86*	0.81*	0.94**	0.91**	0.83*	0.82*	1		
9. OL	80.94	18.17	0.94**	0.94**	0.94**	0.97**	0.98 **	0.96**	0.95**	0.93*	1	
10. Conflict	41.9	9.37	-0.46**	-0.48**	-0.52**	-0.49**	-0.54**	-0.53**	-0.48**	-0.48**	-0.52**	1

Regression analysis was performed to find out the impact of conflict on organisational learning. F value of 36.39 which is significant at 1% proves that the regression model is valid. Table III shows that 27.1 % variation in organisational learning is explained by conflict (R square value = 0.271). It means that remaining 72.9 % variation in organisational learning is explained by some other factors.

Table III: Regression Analysis showing Organisational Learning as dependent variable and Conflict Management as predictor variable

Regression Model	R Square	Adjusted R Square	F Value	Sig.
DV:OL	0.271	0.263	36.358	0

The results of the study show that competency building of mechanism part of organisational learning has highest mean and organisation is learning in terms of building competencies. The organisations under study are building resources that can be used when needed. In order to build competencies the organisational policies promote and upgrade competencies needed for the objectives of the organisations (Pareek, 2002).Conflict has shown negative relationship with innovation which is in contrast with the study of Jehn and Mannix 2001 where task conflict played a critical role in innovation because of its involvement in generating ideas, improving decision quality and promoting creativity. Today, managing conflict in organisations appears to be more critical than ever as there is increase in workforce diversity, cultural issues, more work with fewer workers and the frequent restructuring of many business organisations. According to Lewicki et al.(1992) who have studied conflict have addressed conflict manifested in many ways which have positive and negative consequences. Positive consequences include enhanced creativity, better innovation, improved personal understanding and higher quality decisions (De Dreu and Carsten, 1997). Negative consequences include dysfunctional outcomes as sabotage, less productivity and deterioration of relationships (Souder, 1987).When conflict is not managed properly it can lead to dysfunctional outcomes and hence no increment in organisational learning.

The negative relation of conflict with organisational learning may be due to the reason that innovation, implementation and sustenance of new inputs get silent whenever the employees feel that they are not being listened or attended to or proper communication with the boss is lacking to avoid the conflicting situations or working under close supervision. The nature of industries taken for the study is mostly manufacturing where there are conflicts over unit production in a time frame. As the manufacturing sector is purely based on producing goods in a particular time slot, the chances of conflicts are more between employees or groups working in same division. The management of organisational conflict involves the diagnosis of and intervention in conflict. A proper diagnosis should include the measures of the amount of conflict, the styles of handling interpersonal conflict, sources of conflict and learning and effectiveness. It should also indicate the relationships of the amount of conflict and conflict-handling styles to their sources and learning and effectiveness. For conflicts to be managed functionally, one style may be more appropriate than another depending upon the situation. To fulfill the demands of managers and customers, empowered employees are assigned added job responsibilities (Conger and Kanungo, 1988) and these empowered employees face increased conflict and frustration in balancing and fulfilling multiple role demands (Hartline and Ferrell,1996). The role conflict itself may contribute to organisational functioning (van Sell et al., 1981) as organisational performance improves. Extensive research on conflict in organisations focuses on functional and dysfunctional dimensions of the phenomenon and related implications for organisational performance (Bisno, 1988; Johnson and Evans, 1997; Kriesberg, 1973; Morse and Ivey, 1996; Perrow, 1986). Social models of group cooperation (Carley and Prietula, 1995; Glance and Huberman, 1994) suggest the likelihood of conflicts within and between organisational groups with distinct beliefs and/or interests. According to Thomas (1992) conflict and job satisfaction has been found interlinked which leads to high goal oriented culture and well-being in an organisation and hence Organisational learning.

IMPLICATIONS:

Indian managers often believe that differences with subordinates are a unique and inseparable feature of managing work within an organisational context. A consistently applied set of conflict handling strategies dominates managerial behavior. In learning competitive organisations, practice of reciprocal problem solving styles is encouraged the most. Managers in such set ups train themselves to manage human differences by emphatically applying reciprocal, open forum policies in which problem to be handled are focused on the cognitive level rather than the affective (Amason et al., 1995). The conflict management in an organisations should be handled in a way which helps the organisation to reduce the conflicts so that managers at all levels perform well and help the organisation to grow and attain the goals .Productively engaging in conflict is always valuable. Most managers are willing and interested in resolving their conflicts; they just need the appropriate skill set and opportunities in which they practice the skill set. Without a conflict skill set, managers want to avoid conflict, hoping it will go away or not wanting to make a "big deal out of nothing". Through conflict self-awareness one can manage the conflict and effectively manage the professional life. Practicing one's conflict management skills leads to more successful engagement in conflict with outcomes of relief, understanding, better communication and greater productivity for both the individual and the organisation.

Data collected through the questionnaires should not be the sole basis of a diagnosis. In-depth interviews with the conflicting parties and observation are needed to gain a better understanding of the nature of conflict and the type of inter-vention needed.

LIMITATIONS:

The limitations of this study should be noted. Data were collected from convenience samples that might limit generalisability of our results. It should be noted that the relationships found in this study are co relational and not causal. The analysis suffers from the small sample sizes for the individual organisations, but the results seem to support a somewhat consistent pattern. There were some differences in the results among organisations, but it is not possible to determine whether these differences came from the small and convenience samples or differences in cultures of individual organisations. Larger and representative samples are needed from different set of organisations to assess the effects of conflict levels on organisational learning. Every organisation has a different pattern of learning, so based on type of organisation the responses were somewhat different and hence unpredictable in some cases.

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