Relationship of Emotional Intelligence with Conflict Management and Job Stress of Nurses

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Abstract: Occupational conflicts and job stress are unavoidable events in human life and parts of social life requirements. Nurses are inclined to a variety of occupational conflicts and stress which should be managed. Emotional intelligence is known as a cost-effective, efficient and real method in the resolution of occupational conflict and stress. Therefore, this study aimed to investigate the relationship of emotional intelligence with conflict management and job stress of nurses in hospitals of Zabol. The correlational method (regression model) was adopted. In April 2015, through applying stratified random sampling method, 182 nurses were selected to be studied under three questionnaires including Nwokah and Ahiauzu's Emotional Intelligence, Vickers' Conflict Management and Ellison's Job Stress Management. The collected data were analyzed with Pearson Correlation Coefficient and Multiple Regression tests using $SPSS_{17}$. Emotional intelligence and its components had a positive and significant correlation with conflict management and job stress management ($p<0.01$). In addition, components of self-awareness, social awareness and relationship management could predict both conflict management and job stress management. Additionally, results showed that all correlation coefficients between emotional intelligence and its four components (self-awareness, self-regulation, social awareness and relationship management) and conflict management were significant and positive ($p<0.01$). Moreover, findings indicated that all correlation coefficients between emotional intelligence and its four components (self-awareness, self-regulation, social awareness and relationship management) and job stress management were significant and positive ($p<0.01$). In-service training courses on emotional intelligence, conflict management and job stress is recommended to the managers of the nursing departments in hospitals of Zabol. Given the positive and significant relationship of self-awareness with conflict management and job stress, it is highly recommended that when individuals are anxious and stressed out, prior to any imprudent behaviors, they think thoroughly of what they are going to do. Moreover, they should consider the results of their own actions and should effectively control and manage their stress and anxiety.

Key words: Emotional intelligence, conflict management, stress management, nurses, anxiety

INTRODUCTION

Healthy relations based on cooperation and solidarity among the members is the most important fundamental factor for success in all industrial, administrative, service and educational institutions and organizations. Nevertheless conflicts are the result of natural and inevitable human communication (Kantek and Gezer, 2009). Conflict is a clear struggle between at least two interrelated groups who face incompatible goals and shortage of resources or a party has deprived the other to achieve its goals (Wilmot and Hocker, 2001). Since, conflict is inevitable in organizations, having conflict management knowledge and skills seem necessary

(Esmaeilkhani et al., 2009). Indeed conflict management refers to correct application of conflict resolution methods (Torabi et al., 2006). Health institutions in general and particularly nurses are exposed to conflicts. A study by American Management Association revealed that nursing managers spend 20% of their time dealing with conflicts. Selection of the best way to deal with conflict is based on the position of individuals involved and the conflict problem (Hosseini and Azimzadeh, 2014).

Another phenomenon that nurses are exposed to is job stress. Because of the sensitive nature of their occupation, nurses are continually exposed to stress, so that stress has become an indispensable component of modern nursing as well as a challenge to the nursing

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occupation (Rosnavati *et al.*, 2012). According to the report by American National Institute for Health, among 130 jobs surveyed, nurses ranked 27 in terms of visiting doctors for their psychological problems (Ghanei *et al.*, 2013). Many research studies indicate the existence of job stress, high physical and psychological dwindling among nurses that leads to job abandonment, conflicts among staff and severe reposition, health disorders and failure in fulfillment of duties, vulnerability in professional communications, reduced quality of care provided and finally dissatisfaction and leaving the occupation (Akhoond *et al.*, 2012). Thus, stress management will remarkably help nurses to improve physical, psychological, social and professional function.

One of the phenomena that have recently attracted great attention is the phenomenon of emotional intelligence quotient. The reason of such attention is high ability of this phenomenon in providing a better resolution to and reduction of the level of conflicts between what we feel and what we think (Akbarzadeh and Naghizadeh, 2014). Meyer and Salovy defined emotional intelligence as the ability to thorough understanding, appraisal and expression, the ability to gain access or create feelings that facilitate reflection and thinking; the ability to understanding feeling and knowledge related to emotions and feelings and the ability to promote emotional development and thought (Shif and Susanto, 2010). Appropriate use of emotions in human relations, understanding one's own and others' situation, continence, empathy with others and positive use of emotions in thinking and cognition are the central issue of emotional intelligence (Mandell and Pherwani, 2003).

In relation to emotional intelligence there are a variety of models. One of the mostly used models is the Goleman's. According to Goleman, components of emotional intelligence include:

- Self-awareness: including three skills of emotional self-awareness, accurate self-assessment and self-confidence
- Self-regulation: including six skills of emotional self-control, transparency, adaptability, achievement orientation, initiative and optimism
- Social awareness: including three components of empathy, organizational awareness and service orientation (assessment and meeting the needs of followers, customers and bosses)
- Relationship management: including seven characteristics of inspirational leadership, influence, developing others, change catalyst, conflict management, linking (collection and building a network of relationships), team work and collaboration (Delpasand *et al.*, 2011)

Emotional intelligence could be used as a strategy for controlling conflict and stress. Studies show that emotional intelligence not only helps people to better manage their organizational conflict but protects people against stress and helps them develop better adjustment (Keshtkaran *et al.*, 2012). Individuals with high emotional intelligence quotient have more skills for understanding emotions of others as well as accountability, empathy and compassion. These individuals are able to make friends with others. They are better partners, colleagues and leaders. Research shows that emotional intelligence can create positive interactions between individuals (Herkenhoff, 2004). Nurses experience higher levels of conflicts and consequently high stress in their work environment. Not only does this issue influence their physical, mental and social and professional health, it endangers the health of patients as well which may hold true in hospitals of Zabol. Thus, health administrators, including health managers and administrators of Zabol should be looking for solutions to solve these problems. In this regard, improving the emotional intelligence of nurses could be adopted as a good strategy. Therefore, the main aim of this study was to investigate the relationship of emotional approach with conflict management and job stress among nurses in Zabol.

MATERIALS AND METHODS

Considering the nature of the problem and objectives of the study, the cross-correlational (regression model) method was adopted. The population included all nurses in two hospitals of Amir Al-Momenin (AS) and Imam Khomeini in Zabol. Through, applying stratified random sampling method and using Cochran's sampling formula, 190 nurses were selected in April 2015. Meanwhile, approval of the ethnical committee and subjects' informed consents were obtained. Data collection was conducted through using the following questionnaires.

Nwokah and Ahiauzu (2009)'s emotional intelligence questionnaire: The questionnaire contains 20 items including 4 components of self-awareness (5 items), self-regulation (6 items), social awareness (4 items) and relationship management (5 items). The questionnaire was developed based on a five-point Likert scale which is scored from 1 (strongly disagree) to 5 (strongly agree). Items of this questionnaire are presented in Appendix A.

Vickers (1994)'s organizational conflict management questionnaire: The questionnaire contains 10 items and assesses organizational conflict management. It was developed based on a five-point Likert type scale ranging from 1-5 (1 = strongly disagree to strongly agree = 5). Items of this questionnaire are presented in Appendix B.

Table 1: Statistical tests used based on the objectives of the current study

Variables	Statistical test
Examining the relationship between self-awareness and organizational conflict management	
Examining the relationship between self-regulation and organizational conflict management	
Examining the relationship between social awareness and organizational conflict management	
Examining the relationship between relationship management and organizational conflict management	Pearson correlation coefficient
Examining the relationship between self-awareness and job stress management	
Examining the relationship between self-regulation and job stress management	
Examining the relationship between social awareness and job stress management	
Examining the relationship between relationship management and job stress management	
Predicting organizational conflict management based on components of emotional intelligence	Stepwise regression analysis
Predicting job stress management based on components of emotional intelligence	

Ellison (1997)'s job stress management questionnaire:
The questionnaire measures methods for overcoming job stress and includes 26 items's). It was developed based on a five-point Likert type scale ranging from 1-5 (1 = strongly disagree to strongly agree = 5). Items of this questionnaire are presented in Appendix C.

The validity of these questionnaires were determined through applying content validity. In this context, the questionnaires were verified by the professors of Department of Psychology, Islamic Azad University, Zahedan assuring that they measure the constructs targeted by the researcher. Cronbach's alpha coefficient was used to determine the reliability of these scales and subscales. Results are as follows: self-awareness (0.635), self-regulation (0.666), social awareness (0.629), relationship management (0.637), job stress management (0.639) and organizational conflict management (0.739). The coefficients show that these questionnaires had a good reliability. To analyze the obtained data, both descriptive (frequency, percentage, mean and standard deviation) and inferential statistics (Pearson correlation coefficient and simultaneous multiple regressions) were applied using SPSS V21. Statistical tests used in the current study are explained in Table 1.

RESULTS

In this study, 190 nurses in hospitals of Zabol answered the questionnaires. The 8 questionnaires were excluded due to incomplete information and finally 182 questionnaires were analyzed. Considering subjects' gender, 123 individuals (67.6%) were female and 59 individuals (32.4%) were male. Their age ranged from 24-45 years old. Demographic features of the subjects are reported in Table 2.

To investigate how subjects respond to the research variables, descriptive statistics (mean and standard deviation) were used. The results are reported in Table 3.

To investigate the relationship between emotional intelligence (and its four components) and conflict

Table 2: Demographic features of the subjects

Variables	Frequency (%)
Sex	
Male	123 (67.6)
Female	59 (32.4)
Marital status	
Single	58 (31.9)
Married	124 (68.1)
Hospital	
Imam Khomeini	58 (31.9)
Amir Al-Momenin	124 (68.1)
Education	
BA	178 (97.8)
MA	4 (2.2)
Recruitment	
Official	31 (17)
Contractual	65 (35.7)
Arbitrary	86 (47.3)
Years of service	
<5	70 (38.5)
5-10	77 (42.3)
11-15	22 (12.1)
Above 15	13 (7.1)
Age range	
24-45 years old	182 (100)

Table 3: Descriptive statistics of the subjects' response to the variables

Variables	Min mean	Max mean	Mean	SD
Self-awareness	2.60	4.80	3.93	0.547
Self-regulation	2.17	4.67	3.58	0.574
Social awareness	2.08	4.93	3.85	0.675
Relationship management	2.12	5.40	3.89	0.711
Emotional intelligence	2.68	4.70	3.81	0.511
Conflict management	1.50	4.60	2.99	0.789
Stress management	6.54	4.73	4.09	0.297

management in the first stage, Pearson Correlation Coefficient was used. The coefficients are provided in Table 4.

Results in Table 4 show that all correlation coefficients between emotional intelligence and its four components (self-awareness, self-regulation, social awareness and relationship management) and conflict management are significant and positive (p<0.01), thus the presence of a positive and significant relationship between emotional intelligence and conflict management is confirmed, i.e., higher levels of emotional intelligence of nurses leads to better management of organizational conflicts. In the second stage, after realization of a

Table 4: The correlation coefficients between emotional intelligence and conflict management

Variables	Self-awareness	Self-regulation	Social awareness	Relationship management	Emotional intelligence
Conflict management					
R	0.673	0.613	0.670	0.676	0.808
P	0.000	0.000	0.000	0.000	0.000

Table 5: Summary of regression analysis to explain the relationship between emotional intelligence and conflict management

Variables	Unstandardized coefficients		Standardized coefficients		
	B	SE	Beta	t	p
Self-awareness	0.476	0.079	0.33	6.02	0.000
Self-regulation	0.14	0.083	0.102	1.69	0.092
Social-awareness	0.309	0.069	0.265	4.47	0.000
Relationship management	0.335	0.064	0.302	5.24	0.000

$p = 0.000$; $F = 88.356$; $R^2 = 0.439$; $R = 0.662$

Table 6: The correlation coefficients between emotional intelligence and job stress management

Variables	Self-awareness	Self-regulation	Social awareness	Relationship management	Emotional intelligence
Job stress management					
R	0.636	0.585	0.648	0.633	0.769
P	0.000	0.000	0.000	0.000	0.000

Table 7: Summary of regression analysis to explain the relationship between emotional intelligence and job stress management

Variables	Unstandardized coefficients		Standardized coefficients		
	B	SE	Beta	t	p
Self-awareness	0.166	0.033	0.307	5.11	0.000
Self-regulation	0.052	0.034	0.101	1.54	0.125
Social-awareness	0.122	0.028	0.277	4.28	0.000
Relationship management	0.11	0.026	0.264	4.19	0.000

$p = 0.000$; $F = 66.755$; $R^2 = 0.601$; $R = 0.775$

positive and significant relationship between emotional intelligence and conflict management, simultaneous multiple regression was used to estimate the relationship. The results are reported in Table 5.

According to Table 5, F value is significant at the 0.01 level and therefore the null hypothesis "regression is not significant" is rejected at the 0.99 confidence level. Multiple correlation coefficient (R) and coefficient of determination (R^2) are 0.662 and 0.439, respectively. This means that 43.9% of the variations in the criterion variable (conflict management) could be explained by the predictor variables. The remaining percentage belongs to other variables which are not investigated in this study. In addition, considering the significance of β coefficients, the null hypothesis "beta coefficients are zero" is rejected at the 0.99 confidence level and among the components of emotional intelligence, self-awareness, social awareness and relationship management can predict conflict management.

To investigate the relationship between emotional intelligence (and its four components) and job stress management in the first stage Pearson Correlation Coefficient was used. The coefficients are provided in Table 6.

Results in Table 6 show that all correlation coefficients between emotional intelligence and its four components (self-awareness, self-regulation, social awareness and relationship management) and job stress management are significant and positive ($p<0.01$), thus the presence of a positive and significant relationship between emotional intelligence and job stress management is confirmed, i.e., higher levels of emotional intelligence of nurses leads to better management of job stress. In the second stage, after realization of a positive and significant relationship between emotional intelligence and job stress management, simultaneous multiple regression was used to estimate the relationship. The results are reported in Table 7.

According to Table 7, F value is significant the 0.01 level and therefore, null hypothesis "regression is not significant" is rejected at the 0.99 confidence level. Multiple correlation coefficient (R) and coefficient of determination (R^2) are 0.775 and 0.601, respectively. This means that 60.1% of the variations in the criterion variable (job stress management) could be explained based by the predictor variables. The remaining percentage belongs to other variables that are not investigated in this study. In addition, considering the significance of β coefficients the null hypothesis "beta coefficients are zero" is rejected at the 0.99 confidence level and among the components of emotional intelligence, self-awareness, social awareness and relationship management can predict job stress management.

DISCUSSION

The first finding of the study show that there was a positive and significant correlation between emotional intelligence and conflict management and components of self-awareness, social awareness and relationship management could predict conflict management. One explanation is that because emotional intelligence refers to the use of emotions and feelings of one's own and others in individual and group behavior in order to achieve maximum results with maximum satisfaction (Mokhtaripour and Siadat, 2004), thus, an individual with high emotional intelligence cannot passively deal with others' emotions and feelings as well as events that occur in the work environment. Thus, he/she does not choose the strategy of avoidance, control and force for resolution of conflicts but seeks an integrated solution for conflict management. Such individuals do not like to put pressure on others or impose their views but they try to use their solution-oriented and cooperative methods to resolve conflicts. Blake and Mouton State that individuals can employ the solution-oriented strategy to foster a sense of collaboration to value the feelings of others and consider the interest of the parties. The existence of these factors show high levels of emotional intelligence and this is best achieved if actions and decisions are made in an environment with honesty and equality (Feizi *et al.*, 2011). Ideal social relations, empathy with others and ability to accept comments and criticisms are among the characteristics of people with high emotional intelligence that prevent them from applying the strategies of control and avoidance for conflict resolution within the organization. An individual with high emotional intelligence easily and quickly identify sources of conflict and uses them to increase organizational effectiveness. Successful conflict resolution is subject to considering feelings and emotions of others. A desired resolution is obtained when individuals are in straight contact with each other and have learned basic skills of emotional intelligence including listening and confirmation (Fahim *et al.*, 2007). Feizi *et al.* (2011) concluded that emotional intelligence can play a role in organizational conflict management of nurses. The study by Keshtkaran *et al.* (2012) indicated a positive significant correlation between emotional intelligence and conflict coping strategies. Casey and Casey (1997) indicated an increase in components self-respect and emotional self-awareness can strengthen conflict management skills. Malik investigated the relationship between emotional intelligence and conflict management strategies and concluded that emotional intelligence has a positive and significant relationship with solution-oriented conflict

management strategy (Malek, 2000). Jordan and Troth (2003) also indicated that there is a significant relationship between emotional intelligence and solution-orientated styles and cooperation. All of the above mentioned studies are consistent with the results of the present study (positive and significant relationship between emotional intelligence and organizational conflict management).

The second finding of the study show that there is a positive and significant correlation between emotional intelligence and job stress management and components of self-awareness, social awareness and relationship management can predict job stress management. Individuals with high emotional intelligence when facing stressors, logically analyze the situation as well as the issues have higher tolerance and conformity with stressful conditions, use previous experience, hope to improve their position (hope to future) and have higher ability to control and manage stress. These individuals are familiar with fine social clues and interactions suggesting their needs and demands of others. One's ability to recognize emotions of others not only helps individuals build effective relations and interactions with others but helps them gain easy and better access other to social support resources that play an important role in protecting individuals against problems including stress. In this process, factors of communication, help from others, tolerance and compliance with stressful condition have the most important role in controlling stress. Individuals with higher emotional intelligence express their emotions and desires more than others and as a result can acquire a broader social network and better support social. Enjoyment from social support in turn causes promotion of mental health and protection against stress (Saeida-Ardakani *et al.*, 2012). Those influenced by social support can better adapt to stress and its problems, and protect their own from its negative outcomes and damage (Ciarrochi *et al.*, 2000). Emotional intelligence enables individuals to stop difficulties before they become uncontrollable and more easily managed stress. Those who use emotional intelligence show better adaptation with the environment, reflect high self-confidence are aware of their abilities and as a result better adapt to the environment (Ciarrochi *et al.*, 2002). Boussiakou *et al.* (2008) found that emotional intelligence is a necessary variable for reducing the level of stress and disappointment and increasing the level of trust and bravery and pessimistic individuals obtain lower scores on emotional intelligence measures. The study by Mikolajczak and Luminet (2008) suggested that the effect of teaching the concepts of emotional intelligence on cognitive responses to stressful events is positive and

significant. Saeida-Ardakani *et al.* (2012) also found that the components of emotional intelligence can explain the variations in job stress. In studies of Keogh *et al.* (2006), Oginska-Bulik (2005) and Matthews *et al.* (2006), it is found that a variety of emotional intelligence education interventions are effective in reducing stress and anxiety.

CONCLUSION

It is found that a variety of emotional intelligence training interventions are effective in reducing stress and anxiety. All of the above mentioned studies are consistent with the results of the present study (positive and significant relationship between emotional intelligence and job stress management).

Two common and unavoidable phenomenon in nurses' workplace are conflict and job stress that if not managed properly lead to horrible individual and organizational aftermath including job abandonment, conflicts among staff and severe reposition, health disorders and failure in fulfillment of duties, vulnerability in professional communications, reduced quality of care provided and finally dissatisfaction and leaving the occupation (Khaghanizade *et al.*, 2009). Accordingly, emotional intelligence is a set of non-cognitive abilities and skills that increase nurses' ability to successfully cope with environmental pressures, especially conflict and job stress. Emotional intelligence affects individuals' success in health organizations and clinics. These skills allow individuals to think more appropriately in difficult situations and prevent waste of time due to emotions such as anger, anxiety and fear and simply solace their mind and consequently pave the way for internal insight and creative ideas for their own (Habibpur and Khoramy, 2005).

Nurses with high emotional intelligence, can make better and targeted decisions in spite of their emotions and feelings. In addition, low emotional intelligence influence over nurses' happiness and health and provides problems with management of difficulties and conflicts (Stichler, 2006). Therefore, according to the results of the study in-service training courses on emotional intelligence, conflict management and job stress is recommended to the managers of the nursing departments in hospitals of Zabol. Additionally, considering the importance of emotional intelligence, educational managers of nursing courses are recommended to include this subject as a course for nurses. Since, the population of the study was limited to hospitals of Zabol, caution should be taken regarding the generalization of the results to other organizations.

Given the positive and significant relationship of self-awareness with conflict management and job stress, it is highly recommended that when individuals are anxious and stressed out, prior to any imprudent behaviors, they think thoroughly of what they are going to do. Moreover, they should consider the results of their own actions and should effectively control and manage their stress and anxiety. In this regard, when dealing with stressful situations, they should not lose their temper and should avoid negative reactions including anger, confusion, irrational reactions, frustration and emotional reactions. Finally, after analyzing the situation, they can express their emotions.

Considering the positive and significant correlation of social awareness with conflict management and job stress, it is suggested that people focus on others' feelings to perceive their feelings and emotions. This perception requires establishing a close relationship with others.

With regard to the positive and significant correlation of relationship management with conflict management and job stress, it can be noted that establishing friendly and targeted relationships with others and creating extensive network of contacts can greatly aid an individual confront with conflicts and stressful situations.

Emotional intelligence is an applicable management skill that benefits patients, nurses and health organizations. Managers' familiarity with emotional intelligence effectively impacts methods of taking care of patients and ids mangers to make better decisions about patients' problems, establish better relations with their employees, organize the clinical environment in an easier and faster way, manage conflicts better have more empathy with patients and their relatives, solve issues more effectively and play a much more constructive role in stressful situations. Emotional intelligence plays a key role in individuals' success in healthcare organizations and aids individuals to think better when facing a difficult condition and prevents wasting time due to various emotions including anger, anxiety and fear. Emotional intelligence is a skill through which individuals can easily keep calm and attempt to find creative ideas and solutions using their internal insight (Habibpur and Khoramy, 2005). Emotional intelligence enables people to prevent difficult conditions before when those conditions become uncontrollable and aids individuals to easily manage conflicts and job stress. Those who apply emotional intelligence are more consistent with their surroundings, have high levels of confidence and are aware of their abilities. Nurses with high emotional intelligence can make better decisions when facing difficult issues. Moreover, low emotional intelligence

affects nurses' happiness and health and causes problems in dealing with problems and conflicts. Given the above mentioned issues, it can be stated that emotional intelligence can influence nurses' conflict management and job stress.

APPENDIXS

Appendix A: Nwokah and Ahiauzu (2009)'s, emotional intelligence questionnaire: please indicate your agreement with each of the following statements with respect to the specified range of answers

Items	Totally agree	Agree	No idea	Disagree	Totally disagree
I am usually a realist					
I am not optimistic naturally and simply					
Consciousness is a desire for self-reflection and being thoughtful					
I react calmly					
I think about issues and I do not react instantaneously and without thought					
I always try to control disruptive emotions and impulses in my favor					
I keep calm during a crisis or a stressful situation					
I openly admit my errors and defects					
Since I am looking for success, I have high personal standards					
I am interested in continuous learning and training aiding me to perform my job better					
As an optimist, I pay more attention to opportunities rather than threats					
I can coordinate a wide range of emotional symptoms					
I can explore vital social networks and perceive key power relations					
I can establish relations with people from different backgrounds					
I pay attention to my colleagues' needs					
I can persuade my colleagues to take part in shared visions and missions					
I can clearly explain a shared vision such that other people follow it					
I am interested in helping employees and understanding their goals					
I am usually able to perceive the need for change, the status quo challenges and support the new order					
I can effectively manage conflicts and contradictions					

Appendix B: Vickers organizational conflict management questionnaire: to what extent do you apply the following items to overcome job stress?

Items	Always	Usually	Sometime	Rarely	Never
Setting realistic goals					
Delegating responsibility					
Maintaining a sense of humor					
Physically withdrawing a condition (leaving the workplace for a few minutes)					
Engaging in non-work activities					
Practicing good human relations skills with staff and partners					
Working harder (working on weekends and afternoons)					
Taking part in activities which support spiritual and moral growth (inspired music, art, reading, or religion)					
Maintaining good health habits (paying attention to your fitness, reducing caffeine and sugar intake, using vitamins, etc.)					
Prioritizing the affairs and using time management techniques (such as goal-oriented management, setting time for special activities, etc.)					
Talking with family members or close friends					
Engaging in activities that are less related to work (such as attending sporting and cultural events, cinema, listening to music, watching TV, reading, etc.)					
Maintaining regular sleep habits					
Breaking daily procedures or changing them temporarily to reduce job stress					
Talking with strict managers					
Taking part in society (such as coaching, being a member of a service club, volunteer activities, etc.)					
Having an optimistic approach to issues					
Having regular physical exercise (such as walking, playing tennis, swimming, skiing, going to a fitness club, cycling, running, etc.)					
Applying stress management techniques and methods aid to keep calm (such as yoga and meditation)					
Segmenting work and life without work					
Establishing administrative procedures such that visitors are taken into consideration (limited open-door policy) and minimizing unplanned interventions					
Creating a supportive and positive mind sets (such as applying positive talk with yourself, recognizing pros and cons, etc.)					
Taking advantage of small vacations (such as travelling on weekends)					
Searching for a quiet and peaceful place, slowing down the work and spending some time to contemplate					
Socializing (such as eating lunch with other people, playing with others, etc.)					
Taking advantage of created opportunities to improve commination and management skills					

Appendix C: Ellison (1997)'s job stress management questionnaire: To what extent do you apply the following items to overcome conflicts with others (supervisors, colleagues, patients and patients' relatives)?

Items	Always	Usually	Sometime	Rarely	Never
It does not matter what the issue is, I work to become successful					
I attempt to prioritize others' need over my own needs					
I look for solutions which bring mutual consent between me and my colleagues					
I attempt to avoid conflicts					
I attempt to precisely investigate issues with my colleagues					
I never try to give up good discussions					
I try to promote coordination					
I negotiate to obtain a share of what I propose					
I avoid open discussions on controversial topics					
To resolve disagreement, I clearly share information with others					

Items 1 and 6 are reversely scored

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