SOCIAL DIVERSITY IN AN ENGINEERING WORKPLACE:
A CONFLICT RESOLUTION PERSPECTIVE

By

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DECLARATION

I, Sharon Jean Kotze, Student Number: s210050578, hereby declare that the treatise for Magister Philosophiae: Conflict Transformation and Management to be awarded is my own work and that it has not previously been submitted for assessment or completion of any postgraduate qualification to another University or for another qualification.

Sharon Jean Kotze
December 2011
ABSTRACT

The global working environment has altered dramatically over the last decade, with the workforce now consisting of a diverse assortment of individuals. South Africa, in particular, has had to face major challenges as it adapts to the newly conceived “Rainbow Nation”. It has also had to make amends for inequalities bred by the past discrimination and the segregation of Apartheid. Prior to this, businesses in general, were inward-looking in that they did not have to comply with or conform to the changing trends found in the international arena. Suddenly, issues such as Black Economic Empowerment, Affirmative Action, gender, age, faith and preferred sexual orientation have had to be accommodated as the new Employment Equity Act of 1998 was promulgated.

Each individual coming into the workplace has his or her own cosmological, ontological and epistemological view, and although this facilitates a positive contribution by individuals with regard to varying ideas, skills, talents and expertise, more often than not, the reality is that the differences that exist within a staff complement often result in conflict.

Furthermore, South Africa exhibits deep-rooted, social conflict as a result of the oppression of the apartheid years. Unemployment, poverty, poor education and service deliveries are far from being satisfactorily addressed. Therefore, it is assumed that unmet/frustrated basic human needs, as defined in Abraham Maslow’s “Hierarchy of Needs”, play a role in causing conflict both in the workplace and in society. It was felt that basic human needs, as articulated, had not been researched as a cause of workplace conflict and this research will explore the part that frustrated human needs may play in organisational conflict, alongside diversity conflicts.
# SOCIAL DIVERSITY IN AN ENGINEERING WORKPLACE:  
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CHAPTER ONE
GENERAL INTRODUCTION

"We enter into a covenant that we shall build a society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity – a rainbow nation at peace with itself and the world."

1. INTRODUCTION

The global working environment has altered dramatically over the last decade, with the workforce consisting of a diverse assortment of individuals. South Africa, in particular, has experienced major challenges as it tries to adapt to the newly conceived “Rainbow Nation”. It has also had to make amends for inequalities bred by past discrimination and segregation. Prior to this, businesses in general, were inward-looking in that they did not have to comply with or conform too the changing trends found in the international arena. Suddenly, issues such as Black Economic Empowerment, Affirmative Action, gender, age, faith, sexual orientation, had to be accommodated.

With regard to diversity being addressed in the USA, Dotlich, Cairo and Rhinesmith (2009:20) comment that diversity was originally viewed by many companies as a compliance issue, and “a response to pressures from external constituencies, or institutions like the federal government”. South Africa is not far removed from this. These issues and changes have resulted in frustration and disruption of the workforce, therefore diversity has brought on its challenges.

O’Mara and Richter (2006:5) define diversity as “the variety of differences and similarities among people, such as gender, race/ethnicity, tribe, age, religion, language, nationality, disability, sexual orientation, work style, work experience, job role and functions, thinking style, personality type, socio economic backgrounds and so forth”. It is these differences, as well as stereotyping, prejudice and ethnocentrism, miscommunication, misperception and misunderstanding amongst others that contribute to the “conflictual pot”.

1
The peculiar history of South Africa, briefly outlined in Chapter Two, needs to be remembered when dealing with individuals and conflicts caused by diversity in today's local business world. Although there has been progress, one must not be unaware of the deep-rooted and protracted conflict that existed from the inception of Apartheid in 1948 and which still reverberates in that it has negatively impacted the lives of many South Africans. Deep-rooted conflict is birthed in sensitive historical, religious, political and cultural identity and in varying economic backgrounds. Many long-term, protracted conflicts may arise from moral issues, concerns of injustice; human rights; unmet human needs; identity and distributional issues. As certain fundamental human needs, interests, values, ethics and principles are central to the lives of individuals, they necessitate attention as they are not negotiable and will not be compromised (Maiese: 2003).

In addition, each person coming into the workplace has his or her own cosmological, ontological and epistemological view, and though this facilitates a positive contribution by individuals who bring their own ideas, skills, talents and expertise into the organisation, more often than not, the reality is that the differences that exist within a staff complement often result in conflict. If conflict is brewing and is left to fester, in the hope that it might dissipate, it may develop into a situation which ferments discrimination, confusion, misunderstanding, harassment, resignations and so on. This destructive and costly conflict can be avoided if the right management skills and procedures are in place to address issues as they arise.

“Organizational diversity” is the concept of employing different kinds of people and “Organisational conflict” is regarded as the friction that occurs when the goals, interests or values of different individuals or groups are incompatible with those of other individuals or groups and where they may block or frustrate each other in an attempt to achieve their objectives (Henry 2009:16). Henry (2009:16) maintains that “conflict is a fact of life in any organisation as long as people compete for jobs, resources, power, recognition and security.”

1.1 THE CONTEXT OF THE PROBLEM AREA
This researcher believes that areas of conflict in the workplace may not only be due to diversity issues as defined earlier, but may also be exacerbated by the deep-
rooted or protracted social conflict that has occurred in our past, and which has
denied people their basic human needs, interests, values, development and
relationships. Therefore the issue of deep-rooted social conflict is very relevant in our
society and needs to be addressed and understood within the workplace. This is a
problem area that needs more reflection and study. With regard to protracted social
conflicts, Bradshaw points out that “the longer a conflict persists, the more a history
of the conflict impinges on the present, and the less amenable it tends to be to
resolution” (2008:19).

It is interesting to note that several programmes for conflict management and
resolution have evolved in the past few years, at the state or political level, and that
the human needs perspective has been applied to these identity-related conflicts.
Azar alleges that “a protracted social conflict can be resolved or at least kept latent if
the state accommodates communal grievances and improves the satisfaction of
communal needs in the initial stage” (Azar 1990:2,3,14). If this applies at state
level, then initial investigation indicates that it may apply equally to the workplace,
yet the thinking appears not to have filtered through to the business environment.
This arena does not appear to have been studied, and it is here that there would
seem to be a gap in the knowledge.

This research will, therefore, focus on the problem that organisational conflicts are
under-researched in certain areas and that, furthermore, the link between the
satisfaction of Basic Human Needs as articulated has not really been researched as
a cause of workplace conflict. This lack is a motivation for doing research and
addressing issues through a conflict resolution lens. Further, and more recently, with
regard to leadership and management within organisations, Dottich et al make a
point that “our understanding of human motivation is much more complex” and
though everyone has basic needs, these needs differ. They further express the
view that leadership requires “….deep empathy, a broad understanding of diversity
of values, beliefs and motives that drive human behaviour…..” (2009:90-91).
1.2 THE SELECTION OF A SPECIFIC PROBLEM

This research will investigate the conflict and conflict management in an engineering workplace in Pietermaritzburg and will look at how conflicts rooted in diversity are identified and managed from a conflict resolution perspective.

1.3 THE RELEVANT SUB-FOCI

- What are the core issues related to diversity?
- What are the core issues related to basic human needs?
- How do these core issues affect the working environment?
- How are the different conflict types identified within the Company?
- How are conflicts addressed within the Company?
- What is deep-rooted, protracted social conflict?
- What is conflict resolution?

1.4 A MOTIVATION TO DO THE RESEARCH

The motivation to do this research is that in reading certain literature coming from outside South Africa, it seems to appear that diversity training and cultural awareness workshops have often fallen short of the mark. That is, the implementation of diversity programmes has shown little impact, are seen as obligatory, attended grudgingly, are politicized, cause discomfort and are contentious (Dotlich et al 2009:20). They further mention that “in a recent study of eight hundred companies reported by Kalev and others in the Journal of Sociology, those that had implemented standard diversity programs were actually found to be less diverse than they were before!” (2009:21).

In his article, Managing Cultural Differences Dana comments that advising staff members about cultural differences is “an incomplete strategy for helping workmates bridge the gaps that impair co-operative work and once awareness is achieved, then what?” (2011).

In addition Maslow’s hierarchy of needs is now being re-examined with the goal of understanding human motivation and behaviour in the workplace (Dotlich et al 2009:90).
The terms "diversity training", “diversity workshops”, and so on are bandied about with the idea that a quick fix to problems is attainable, however, as mentioned earlier, I believe that conflicts caused by diversity go a lot deeper, particularly in South Africa. Furthermore the link between the satisfaction of basic human needs as expressed by Abraham Maslow, John Burton, Edward Azar, Paul Sites and others has not really been researched as a cause of workplace conflict.

1.5 DEFINITION OF CONCEPTS

According to Babbie et al (2009:111), “conceptualisation is the process through which we specify what we will mean when we use a particular term”, therefore definitions or meanings of key concepts or terms, and the understanding thereof, used in this research are listed below:

**Basic Human Needs - BHN:**
Postulated by Abraham Maslow (1940), he determined a hierarchy of five basic human needs that motivate individuals, namely: self-actualisation, self-esteem, love and belongingness, safety and security and physiological needs (Anstey 2006:135).

**Communication**
Communication is the verbal or non-verbal exchange between two or more people, about anything. It can be referred to as an ‘exchange of meaning’ or ‘shared meaning’. It is the sending and receiving of messages or the ‘meeting of minds’. Communication is a transaction process and as Anstey (2006:224) suggests: “... the communication process comprises the transmitter of a message, the message itself and the receiver thereof, and is characterised by a complex combination of verbal signals, facial expressions, tones of voice and bodily stances.”

**Culture**
For this research culture is understood as “a learned meaning system that consists of patterns of traditions, beliefs, values, norms, and symbols that are passed on from one generation to the next and are shared to varying degrees by interacting members of a community” (Ting-Toomey and Oetzel 2001:9).
Deep-Rooted Conflict or Protracted Social Conflict
Burton in Fisher (1997:5-6) advises that “deep-rooted conflict refers to conflicts that are not based on negotiable interests and positions, but on underlying needs that cannot be compromised”. These conflict types emerge in relationships where inequality exists and basic needs of identity and participation are frustrated.

Diversity
Diversity is “the variety of differences and similarities among people, such as gender, race/ethnicity, tribe, age, religion, language, nationality, disability, sexual orientation, work style, work experience, job role and functions, thinking style, personality type, socio economic backgrounds and so forth” O’Mara and Richter (2006:5).

Ethnocentrism
Ethnocentrism is “evaluating other races and cultures by criteria specific to one’s own” (Concise Oxford Dictionary: 1995).

Frustrated Human Needs - FHN
Burton explains that frustrated human needs occur in social relationships, in the family and in the workplace and that most modern societies [in this instance the workplace] are multi-cultural or multi-ethnic. He comments that most have problems of poverty and plenty, of inequality of opportunity, of frustration and lack of participation and identity and experience high levels of alienation. These are the types of issues that affect society (1987:3) and will be referred to as “Frustrated Human Needs” in this research.

Interactive Conflict resolution – ICR:
Interactive Conflict Resolution is the manner in which problems are addressed with the hope of achieving a win-win solution to parties involved in the conflict. ICR motivates the need for direct consultation between opposing parties, and for a mediator/negotiator to facilitate that communication. Burton refers to facilitated conflict resolution as being “an analytical problem-solving process that seeks self-sustaining outcomes” (1987:5).
Needs
“Needs” shall refer to any requirement for a person’s survival, health, or basic liberties; basically meaning that, to the extent that they are inadequately met, mental or physical health is impaired. Thus, "needs" refers to necessities for not only biological survival, but also for the health and development (physical and mental growth) of persons as human beings” Bay (in Coate and Rosati 1998:3).

Organisational conflict
Organisational conflict is regarded as the friction that occurs when the goals, interests or values of different individuals or groups are incompatible with those of other individuals or groups in an organisation and where they may block or frustrate each other in an attempt to achieve their objectives (Henry 2009:16).

Organisational diversity
Organizational diversity is the concept of employing different kinds of people.

Prejudice
Prejudice is “an unfair or unreasonable opinion or dislike of someone or something based on lack of knowledge” (Chamber-Macmillan Dictionary: 1996).

Stereotypes
A stereotype is “a fixed general impression or set of ideas about what a particular type of person or thing is like which is believed to apply to all the individuals of that type and takes no account of the variations which actually exist” (Chamber-Macmillan Dictionary: 1996).

1.6 SIGNIFICANCE /OBJECTIVES OF THE RESEARCH
This research follows an interpretivist paradigm in that it desires to explain and understand how conflict in the workplace works, and how it should be handled.

The research also aims to appreciate how individuals think about conflict and whether conflict is seen as “negative”. When the expression “conflict” is used, the ideas that come to mind are arguing, fighting, stress, violence, and that conflict is
inherently bad. However, conflict has many positive attributes which need some reflection and deeper understanding.

The objectives of the research will be:

a) To explore and understand the issues of conflict which may arise because of a diverse staff component
b) To explore the types/sources of conflict in a workplace.
c) Identify the conflict experienced with current conflict theories and literature that pertain specifically to diversity conflict and conflict as a result of frustrated human needs.
d) To understand the types/sources of conflict that participants may experience within a workplace, for example, intrapersonal, interpersonal, task conflict, role conflict, poor communications and so on.
e) To probe and explore experiences of conflict that transpire within the workplace, the reason for the conflict, and the methods used to resolve the issues.

Further, this research intends to broaden insights, advance knowledge and enlighten the understanding of conflicts of diversity that may be evident (or hidden) within the workplace, with particular regard to basic human needs.

1.7 CHAPTER OUTLINE
This research will be divided into nine chapters.

Chapter 1 will provide information on the reason for this research, the problem area, and the significance and design of the research.

Chapter 2 will touch briefly on the history of South Africa and the consequences of apartheid.

Chapter 3 will explore different literature and theories on conflict, looking at diverse employees and basic human needs which can be applied in particular to organisational conflicts, as well as literature on conflict in the workplace.
Chapter 4 looks at literature on the cultural factors and issues that need to be considered in managing communication in cross-cultural conflict situations.

Chapter 5 explores what is said in literature with regard to identifying sources and types of organisational conflict.

Chapter 6 takes a look at Conflict Resolution Techniques that could be used in the workplace.

Chapter 7 discusses the research methodology which involves the interviews with Human Resource Managers, and two questionnaires to employees.

Chapter 8 will involve the data collection and analysis and the findings thereof and to see if basic human needs are in fact being addressed as a conflict source. Tables and graphs will be included in the findings.

Chapter 9 will be a conclusion of the research.
CHAPTER TWO
THE SOUTH AFRICAN CONTEXT

“No matter how big a nation is, it is no stronger than its weakest people, and as long as you keep a person down, some part of you has to be down there to hold him down, so it means you cannot soar as you might otherwise.”
Marian Anderson (U.S. contralto, 1897-1993)

2.1 SOUTH AFRICA – SOME BACKGROUND HISTORY

This research is based within a South African context. The research is looking at areas of conflict within the workplace as a result of a diverse staff complement or alternatively related to frustrated human needs. Closely linked to these conflict types is the fact that many Black, Indian and Coloured individuals now within the workplace are negatively impacted because of South Africa’s history of apartheid. Apartheid has had a depressing influence on the growth and development of the current generations and the experience of frustrated human needs and the denial of basic human rights has reaped consequences to this day. It is therefore important to dedicate a short Chapter to the history of South Africa, the development of apartheid and how it functioned and the war and violence that ensued to break the stronghold of years of oppression under “Apartheid”.

2.2 SOUTH AFRICA AND APARTHEID

South Africa, a post-colonial country, gained independence from the Commonwealth in 1920 (though some historians state 1931). It was only in 1961 that South Africa became an independent republic, known as the Republic of South Africa.

Throughout most of the 20th Century South Africa was ruled by “the apartheid regime”. Johnson (2010) defines “apartheid” as follows:

Derived from the Afrikaans word for “apartness,” apartheid is a term that came into usage in the 1930s and signified the political policy under which the races in South Africa were subject to "separate development." For the purpose of implementing these policies, apartheid recognized four races: Bantu, or black African; Coloured, or mixed race; white, and Asian. Apartheid met with both international condemnation and spurred a resistance movement among black South Africans.
Though apartheid was manifest and evident in South Africa for many years, it was only in 1948 when the National Party won the elections that the term “apartheid” was actually coined and racial policies were implemented. One of the intentions of this newly elected party was “the extension of racial separation in South Africa, and the ending of what limited civil rights existed for the majority of the South African population” (Bradshaw 2008:120). This was “inviting” trouble further down the line as the status quo was deplorable. It was vexed by issues of repression, inequality, injustice and poverty. With regard to the theories of why revolutions may happen, Kleinberg mentions it may occur when; “Society is structured in such a way to benefit only a small sector of the population, society thus inherently creates the seeds of its own destruction” (2010:31). This was transpiring within the country.

2.3 APARTHEID ENFORCED
The Nationalist Party in power legislated further policies against the already marginalized black Africans, Coloureds and Indians and these outrageous laws were very specific and instrumental in causing protracted conflict within the country. For example: The Group Areas Act No 41 of 1950 saw millions of people being forced to move from their homes and being relocated; The Suppression of Communism Act No 44 of 1950 which banned any opposing political group, dissident or not; The Natives Abolition of Passes and Co-ordination of Documents Act No 67 of 1952 which meant that all black persons over the age of 16, throughout the country, had to carry a “reference book” at all times. They were required by law to produce the book when requested by any member of the police or by an administrative official. Failure to produce this document resulted in a jail sentence (Boddy-Evans: 2010).

2.4 FORMATION OF THE AFRICAN NATIONAL CONGRESS
In 1912 a group called the South African Native National Congress was founded by urban and traditional leaders and in 1923 the name changed to the African National Congress (ANC). At this time, there was very limited representation of blacks in the Cape Colony (in the Cape province of South Africa) only and the ANC intended to protect those limited rights and for 50 years they “pursued a policy of peaceful protests and petitions” (History, Resistance to Apartheid: 2011).
As the years passed so too were more oppressive apartheid laws applied and this resulted in the ANC intensifying their political opposition and under the leadership of Albert Luthuli and Nelson Mandela (1950’s) the organisation grew in numbers, both black and white. The National Party (NP) refused to take notice of the growing opposition and frustration and continued to pass laws entrenching inequality and injustice. The ANC then joined with a movement of Asians (South African Indian Congress) and launched a non-violent campaign to defy and break the unjust apartheid laws in 1952 (History, Resistance to Apartheid: 2011).

Trouble and unrest followed, resulting in many deaths and injuries and fuelling the anger and exasperation of the black people, resulting in a strengthening and growth in their militancy. During all these years of protest, the ANC affirmed that their intention was reformist and that they purposed to reform the existing system. They were not revolutionary. In 1955 the ANC developed a “Freedom Charter” which specifies: “Every man and woman shall have the right to vote for and stand as candidates for all bodies which make laws” (History, Resistance to Apartheid: 2011). Other political parties developed out of the ANC, one being the Pan African Congress which became an all-black, militant group. The South African Communist Party (SACP) and many others attempted for some time to engage in peaceful resistance that would result in the recognition of black people.

2.5 SHARPEVILLE MASSACRE - 1960
Harvey records that in 1960, a 35 year-old lecturer, Robert Sobukwe, a member of PAC, encouraged a nationwide, peaceful “anti-pass-law” protest. Unfortunately, in Sharpeville, a “scuffle” broke out between protestors and police, resulting in policemen opening fire on the crowd. This resulted in the death of 69 black people and many injuries (2001:61). This is known as the “Sharpeville Massacre” and this incident changed the mood and attitude of the black liberation movement. Outbreaks of violence and protests because of this event then resulted in the government declaring a state of emergency and also led to the arrests of many PAC and ANC members. Further, these political parties were declared terrorist organisations and were banned (SAHO: 2011).
2.6 TIME FOR CHANGE

Passive resistance had not worked and those in opposition to the government were unable to bring about any meaningful political changes, and so the ANC made the decision that an armed struggle for freedom and equality against the ruling regime was now required and that a new challenge to the white minority government had to be found. According to Turok: (2010): “…peaceful methods of struggle were over; that one had to now look at alternatives; and that the alternative was armed struggle - violence. And it set this in the context of Marxist theory and communist theory, and revolutionary practice.”

Theorist Ted Gurr proposes that people respond aggressively when they feel they have been denied something to which they are entitled (Kleinberg 2010:30). This aggression is as a result of “relative deprivation” and this frustration-aggression can occur individually or collectively. Relative deprivation is defined as:

Actors’ perception of discrepancy between their value expectations and their value capacities. Value expectations are the goods and conditions to life to which people believe they are rightfully entitled. Value capabilities are the goods and conditions they think they are capable of getting and keeping (Dugan 2004:3).

This implies that a group’s collective violence may vary with the intensity and extent of relative deprivation. Any anger resulting from frustration will motivate men to become aggressive (Dugan: 2004). The anti-apartheid organisations were exactly that, frustrated, and now resorted to violent guerrilla tactics to advance their cause. The ANC incorporated a military wing known as Umkhonto we Sizwe (MK) (Spear of the Nation) and in 1961 the first acts of sabotage were carried out against targets such as police stations and military and government offices (Harvey 2001:62).

Originally, the ANC never planned attacks against civilians, whereas the PAC had a different policy. Commenting on these first acts of violence, Joe Slovo of the ANC, is recorded as saying:

No one believed that the tactic of sabotage could, on its own, lead to the collapse of the racist state. It would be the first phase of “controlled violence” designed to serve a number of purposes. It would be a graphic pointer to the need for carefully planned action rather than spontaneous or terrorist acts of retaliation which were already in evidence … and it would demonstrate that the
responsibility for the slide towards bloody civil war lay squarely with the regime (SAHO: 2011).

According to Kleinberg (2010b:32), Crenshaw postulates that “terrorist behaviour (the resort to violence), is a wilful choice made by an organization for political and strategic reasons…. And that terrorists’ claim that there is no other choice but violence/terror”. These acts of sabotage continued as did the spiral of conflict. The South African Government “passed new legislation that gave the police broad powers of arrest without warrant” and it was after this that Mandela and other leaders were arrested. Further repressive legislation was implemented, that is, the Suppression of Communism Act or the Unlawful Organisations Act and The Terrorism Act/Sabotage Act of 1962). These laws allowed any person suspected of having committed or intending to commit acts of sabotage or terrorism to be held in detention for up to 90 days without warrants or access to a lawyer, for the purpose of interrogation, and the indefinite detention without trial of any suspected terrorist or person who had information regarding terrorist activities (Harvey 2001:63, History, Resistance to Apartheid: 2011).

In 1963 leaders of the ANC and MK were arrested at a farm in Rivonia, the “underground” headquarters of Umkhonto. The result was a publicized trial of about ten ANC leaders for 221 acts of sabotage that were “designed to foment violent revolution” (History, Resistance to Apartheid: 2011). In June 1964 Nelson Mandela and eight others were given life imprisonment sentences and taken to Robben Island (Harvey 2001:63).

Many ANC members were already in exile abroad, and others fled to join them as the State imposed a massive clampdown on groups which the National Government branded as terrorist. Nelson Mandela is recorded as saying: “If the government reaction is to crush by naked force our non-violent struggle, we will have to reconsider our tactics. In my mind we are closing a chapter on this question of a non-violent policy” (SAHO: 2011). Once abroad, the ANC regrouped and became more focussed on its ambition and methods to achieve its goals. Nelson Mandela arranged for ANC recruits to undergo military training with allies abroad; namely Russia, Cuba, North Korea (communist countries) and neighbouring states; Angola, Namibia, Tanzania,
Libya and Mozambique (History, Resistance to Apartheid: 2011, Revolution and Dissident movements 2008:329). This support was a form of State-Sponsored terrorism, where the “terrorist groups” received funds, arms, protection, and information, from those governments that were sympathetic to their cause (Woolf 2003:23).

Ellis comments that many of the ANC’s active rank and elite members were abroad and had they remained within the borders of South Africa, the ANC would have become extinct (1991:439). For nearly ten years, South Africa “enjoyed enforced peace” (History, Resistance to Apartheid: 2011), and, according to Johnson (in Bradshaw 2008:121), “By the later 1960’s the forces of the South African revolution had become wholly a movement in exile.”

Further black organisations emerged within South Africa, for example, the Black Consciousness Movement, which developed black leaders and advocated non-cooperation with the government; the South African Student’s Organisation (SASO), which was instrumental in playing a role in the liberation process; the Black People’s Convention (BPC) as well as less prominent organisations. Together these institutions placed pressure on the regime in power that now realised that banning “illegal” movements did not end the emergence of black resistance.

Also of importance was the development of the Inkatha Freedom Party (IFP), a political party for the Zulu people of KwaZulu-Natal, headed up by Chief Mangosuthu Buthelezi. The IFP was rejected by the ANC because of its ethnic exclusion of others, and because it had favour with the white ruling government, supposedly getting financial support and covert military training which fostered division amongst the black organisations around the country. This resulted in much violence in the later 1980’s (History, Resistance to Apartheid: 2011).

2.7 SOWETO UPRISING 1976

On 16 June 1976 black school children organized a rally to protest against the fact that they had to learn all their subjects through the medium of the Afrikaans language in school. They were motivated and encouraged by the Black Consciousness Movement. An intended peaceful protest became a violent clash
between black students and South African authorities resulting in many fatalities. This became known as the “Soweto Uprising” and further fuelled the liberation struggle. It entrenched those who opposed the regime, especially the ANC, and “created a unity among the different forces within the disenfranchised majority which had previously been absent” (Bradshaw 2008:122). This event also internationalized the struggle in a way never done before.

2.8 ANC vs IFP

The Inkatha Freedom Party, mentioned earlier, supposedly curried favour with the government in power, and this was resented by the ANC. The IFP were viewed as collaborators with the apartheid regime. The IFP and ANC were adversaries and from the early 1980’s to early 1990’s violence against one another was manifest. Buthelezi launched the Inkatha Freedom Party (IFP) declaring that they would “not allow the ANC and its SACP partners to crush all opposition and emerge as the only viable party”. This was no longer an “apartheid” issue but there was a fight for power and position now amongst political groups (O’Malley: 2011).

KwaZulu-Natal became a killing field as supporters of the ANC and the IFP engaged in ferocious competition to secure and expand their bases of support. Villages changed hands and the inhabitants changed allegiances in order to save their lives. Secured territory was immediately designated as no-go areas for one party or the other (O’Malley: 2011).

Blatant human rights violations were apparent and criminal/terrorist tactics were now being used to get villagers to succumb to a particular political party. It has been recorded that the shocking torture of “necklacing” (filling a tyre with petrol and placing it over an individual then setting it alight) was first initiated by the ANC to punish any individuals that were perceived to be collaborating with the white apartheid regime and this included IFP councillors, policemen, and relatives. As Harvey comments: “Both sides were guilty of atrocities and both struggling for control of the territory” (2001:217).

A national state of emergency was declared from 1986 until 1990 where the force of the state prevailed and which saw many anti-apartheid organisations banned (Bradshaw 2008:124). This was an extremely dark and fearful time for the people of
South Africa. Violence, poverty, oppression and fear characterised the lifestyle. It is these chronic circumstances and life experiences that still impact South Africa today.

2.9 MODEST REFORM

The cost to the South African Government of trying to maintain the status quo was beginning to take its toll economically, politically and emotionally. There was, more importantly, the unacceptable cost of lives. It must be noted that the South African economy was heavily reliant upon the black work force and this reliance became an instrument in the hands of the ANC to advance their cause by motivating illegal strikes and boycotts. The National Party tried to introduce measures of reform, (for the purpose of this research it is too much to incorporate), however, their initial proposal of power-sharing included Coloureds and Indians, yet still excluded black Africans. Sparks (1990:318) discusses how the Government deduced a “formula for sharing power but without losing control”. A tricameral constitution was implemented whereby there were parliamentary chambers for Whites, Coloureds and Indians, with the total exclusion of Blacks. Added to this, the Whites were, at all times, able to outvote the Coloureds and Indians if need be. The attempts at political reform and concessions by President Botha only served to agitate and increase black resistance. As Sparks asserts: “It has been the delusion of ruling elites …. that they could placate the rising clamour of oppressed masses with a few token concessions and material benefits (1990:329). Sparks further contends that to grant some political rights to the Coloureds and Indians but withholding any rights from the black Africans just “sharpened the edge” of racial discrimination in a “provocative” manner. Discrimination and segregation from the whites was unacceptable, but to isolate the blacks from other “non-whites” was abominable. In 1983 the United Democratic Front was formed to campaign against this new constitution (1990:331-332). The attempts at reform were unacceptable and the call, world-wide, was for the complete abolition of “Apartheid”. The world was calling for sanctions against South Africa, investment was being withdrawn, whites were emigrating (out of fear), and the country was on a downward spiral. According to Harvey (2001:101) “the spiral of violence … followed by the savage repression, intensified the external pressure on South Africa”. President Botha still refused to address the ANC leadership, amongst others, however “a group of white South African business leaders, academics, and politicians saw the need to begin such a dialogue and met with exiled leaders of the ANC in Senegal.
Some whites recognized that the country’s deteriorating economy and increasing international isolation could not be reversed without far-reaching changes” (Resistance to Apartheid: 2011).

2.10 THE BEGINNING OF CHANGE

Briefly, F. W. de Klerk succeeded P. W. Botha in 1989 as head of the National Party, and President of South Africa. On 2 February 1990 De Klerk addressed parliament where he proposed the legalization of most of the banned organisations, for instance the ANC, PAC, Umkhonto we Sizwe, SACP; that all non-violent political prisoners be freed, (including Nelson Mandela); and that there should be freedom of the press to write about these organizations (Harvey 2001:202). De Klerk initiated negotiations for the dismantling of the apartheid system, that had been had been fought for so long. He allowed multiracial crowds to protest against apartheid together and opened dialogue with the ANC to negotiate the transition of government to a post-apartheid South Africa (History, Negotiations and Change: 2011).

This is a very brief overview that reveals how the majority of South Africans lived between 1948 and 1994 – caught up in political violence, fear, oppression and poverty. Access to basic human needs such as decent living conditions, security, safety, water and lights, fundamental health care, education and development, the judicial system, or decent working conditions were denied and therefore resulted in South Africa enduring deep-rooted conflict for years. This horrific and oppressive system enforced over such a long period of time has affected the growth and development of individuals, and South Africa is now reaping the destructive consequences of her own behaviour.

Thankfully, there was great determination to see the collapse of the apartheid regime that had implemented regulations and policies that enforced racial segregation for so many years. South Africa eventually buckled under the enormous pressure of trying to maintain the status quo, and finally the downfall of the apartheid system became apparent – the State conceded.

At a graduation day in April 1990 Arthur Chaskalson, National Director of Legal Resources Centre, addressed the University of the Witwatersrand saying:
Apartheid has caused poverty, degradation and suffering on a massive scale. It has denied to the overwhelming majority of the population access to the ownership and occupation of land, to proper education, and to fundamental rights and freedoms which are essential for the development of self-esteem. It has forced those who are not white into inferior positions in society and has required them to live in degrading and humiliating conditions in which self-fulfillment is well nigh impossible. It has brought about the separation of families and has had a devastating impact upon family life. It has led to landlessness, ill education and impoverishment within the black community. And it has been enforced by the application of harsh and unjust laws which are universally condemned as being a gross violation of basic human rights (Pickering: 2011).

Though 1994 saw the birth of a new democracy, and a new Constitution in 1997, the consequences of the past are still entrenched within the different cultures and ethnic groups and the damage done will take years to undo even though positive steps are taken everyday. Key examples of steps taken are those of Affirmative Action and Black Economic Empowerment, which is not without controversy, as discussed below.

2.11 AFFIRMATIVE ACTION AND BLACK ECONOMIC EMPowerMENT

The government undertook to reform the country under the new constitution that came into being in February 1997. Prior to this, and because of the prevalence of economic sanctions for almost 30 years, as well as the isolation experienced, business was in a sense “protected” from having to change. Suddenly, post 1994, issues of gender equity, racial equality, the inclusion of the disabled, the aged, and those with an alternative sexual orientation, and so on had to be accommodated and addressed all at once. This was a change in the workplace of magnitude. Organizations were not prepared or equipped to manage these changes very well.

The apartheid era excluded Coloured, Indians and Blacks from meaningful participation in the economy as well as reasonable education and training. This added to the serious problems of poverty and suffering that were experienced and unfortunately are still current. The intention of Affirmative Action/Black Economic Empowerment was an initiative to change the wrongs of the past and give equal opportunity to all South Africans with regard to work and employment opportunities. All South African citizens were to be included and have access to economic enterprise and its development and growth.
The Employment Equity Act, No. 55 of 1998 refers.

Policy Guidelines adopted by the ANC government in May 1992 advise the following with regard to Affirmative Action:

There is strong support in this country for the idea of affirmative action, and some resistance. While taking on a variety of forms, affirmative action means special measures to enable persons discriminated against on grounds of colour, gender and disability to break into fields from which they have been excluded by past discrimination. …. (South African Government Information: 1992)

The intentions of both Affirmative Action (AA) and Black Economic Empowerment (BEE) were admirable, however the reality was that as a result of Affirmative Action, many white professional males were unable to find employment. Affirmative Action created feelings of fear and hopelessness with regard to a secure future in South Africa and this resulted in the country experiencing a “brain drain” of qualified professional people as they emigrated to other countries around the world to seek employment. This is confirmed by a study through Unisa:

Losing its skilled citizens is disastrous for South Africa, and is made worse by the huge shortage of skills as a result of South Africa’s strict entry requirements for skilled immigrants. During the four-year period between 1995 and 1998 South Africa experienced a net loss of professional people, with the result that one third of companies cannot find the management and other skills that they require from the pool of local employees. People with specialised skills are leaving the country. It is alarming to know that the fields of distance education and higher education in South Africa are also losing many skilled professionals (van Rooyen : 2000).

It seemed that discrimination was now reversed. The other negative aspect was that, in order to meet the requirements of the Equity Act, unqualified individuals were being employed and this, in itself, has set back business, and in particular municipalities, within South Africa. With regard to this, Anstey (2006:416) remarks: “Far more contentious are the concepts of ‘minimum inherent requirement’ and ‘potential’, through which a minimally qualified black candidate for a job is preferred over a highly qualified white candidate. The approach certainly fast-tracks transformation but generates complex problems within organisations”. He further states that “these change imperatives can generate complex conflicts within organisations”. The researcher believes that individuals who are employed and yet are incapable of doing
the actual tasks must experience much frustration, humiliation and the development of low self-esteem which also causes latent conflict to grow. The whole process of employing previously disadvantaged people was a good plan, however, it was tackled with unwise urgency.

This research won’t go into greater detail on this topic, however, it is important to bear in mind that this process has impacted the workplace, particularly when it comes to diversity conflict. I believe that the legacy of apartheid lives on and this research may give an indication as to how individuals feel with regard to conflict and their basic human needs being met or unmet in the workplace, in community and life in general at present. The change of government has not necessarily ushered in change for the majority of citizens. Poverty, unemployment and insecurities are as rife as are the new elites! The status quo for many remains as it was, if not worse, than in the apartheid days.
CHAPTER THREE
RELATED VIEWS IN THE LITERATURE
HUMAN NEEDS, LEADERSHIP AND CONFLICT

“There are some relationships which we call “conflictual” that do not justify that description. There are, for example, problems of management in a corporation, an institution or a government department when persons differ on ideas, management and priorities. While there may be ‘conflict’ of ideas and priorities, there is not necessarily conflict between persons as persons. Indeed such problems may involve close friends and colleagues with common objectives” John Burton: 1987.

3.1 INTRODUCTION

Much has been written on conflicts of diversity in the workplace, and how they should be addressed and managed. This chapter will look at literature that is relevant to this research and will cover topics such as managing in the workplace; basic human needs theory; diversity in the workplace; the perception of conflict and cognitive and affective conflict types and so forth. Chapter four will be dedicated to the cultural factors that need to be considered when communicating in cross-cultural conflicts, and which are extremely important in conflict management in the South African context. Chapter five will identify sources and types of organisational conflict, followed by Chapter six which looks at conflict resolution techniques and theories that have been identified as useful tools for the management of conflict. What is important is to evaluate and substantiate existing theories on conflict resolution which highlight “Basic Human Needs” at the centre of much conflict.

3.2 LEADING IN TOUGH TIMES

The business world has changed drastically over the last two decades, incorporating rapidly changing technology; abundance of information; access to new markets; more opinion; options and instant connectedness, for example, the access to internet, “Twitter”, and “Facebook”. As the world is globalised, travel made easier, and immigration increased there is the need to incorporate diverse people (cultures), and their views and interests, into organizations. Decision making within organisations is also more complex. If industry and organisations are to keep competitive, leaders and managers need to adapt with the times, in accommodating all these changes and challenges.
Access to instant information has placed the power of choice in the hands of “consumers, customers, and clients”, according to Dotlich et al (2009:11), therefore necessitating leaders to understand different needs at a far deeper level than before. Failing to acknowledge and capitalize on the exponentially changing diverse staff, varying customers and irregular markets may cause leaders to lose touch with consumers and other advancing key stakeholders or opposition business partners. Dotlich et al (2009:6) states that even the most accomplished and skilled leaders have become uncertain about how to lead best in these volatile, complex and unpredictable times of increased diversity of people which brings in different backgrounds, values and cultures. They further add that “diversity today is mastering the art of walking a mile in someone else’s shoes – someone with whom you have little in common – so you can adapt to their expectations and appreciate their strengths – or else prepare to be overtaken by competitors in emerging markets who will soon be exploding into the developed world” (Dotlich et al 2009:11).

Diversity brings change, challenges, conflict and opportunities. In line with dealing with diverse individuals in the workplace, Burton explains that frustrated human needs occur in social relationships, in the family and in the workplace, and that most modern societies [in this instance the workplace] are multi-cultural or multi-ethnic. He comments that most have problems of “poverty and plenty, of inequality of opportunity, of frustration and lack of participation and identity” and experience high levels of alienation. These are the types of issues that affect society (1987:3). For instance, the South African workplace is a prime example of a change in business structure and practice over the last decade. The workplace is now incorporating a diverse mix of individuals, many with a serious history of having their basic needs unmet and growth and development stunted in the past, owing to apartheid. The white minority enjoyed privileges that were denied to other race groups. The negative influence that apartheid had on so many people has not been laid to rest, and probably won’t be for some generations, and this brings us to the question of conflict types in the workplace. Is conflict merely racial? This is the initial assumption of most people, and is definitely a major cause of conflicts. Could there, however, be that deeper issue of years of unmet basic human needs causing the conflict? Let us look at what defines basic human needs.
3.3 BASIC HUMAN NEEDS THEORY

In 1943 Dr Abraham Maslow, a psychologist, wrote an article entitled A Theory of Human Motivation in which he deduced that the human being is motivated by unsatisfied needs and his study resulted in the notion of the “Hierarchy of Needs” being formulated. Maslow conceptualized the following five levels of need, (Human Needs Theory) as explained in Table 1 below:

Table 1: Maslow’s five points of the “Hierarchy of Needs”

<table>
<thead>
<tr>
<th>Stages</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Self-actualisation</td>
<td>To have the freedom to become what you want to be. To find a place that is meaningful</td>
</tr>
<tr>
<td>4. Self-esteem</td>
<td>To be acknowledged, respected and recognized by others (external) and to value themselves and have self-respect (internal)</td>
</tr>
<tr>
<td>3. Love and belongingness</td>
<td>Desire to belong to a group whether it be family, friends, in the work place, in sport and others</td>
</tr>
<tr>
<td>2. Safety and Security</td>
<td>Safe place to live where you are unharmed</td>
</tr>
<tr>
<td>1. Physiological needs</td>
<td>Food, water, shelter and sleep</td>
</tr>
</tbody>
</table>

(Source: Anstey 2006:133).

Maslow postulates that the lower needs; food, water, shelter and sleep must be satisfied before the higher needs can be addressed. Once the lower need is tackled then this motivates the individual to develop to the next stage. However, this may not always be true, as in the case of an individual who believes martyrdom is his/her goal. In their worldview, self-actualisation is met in martyrdom so the lower needs are ignored. In his article, The Existence of Human Needs (in Coate and Rosati 1998:30), Davies observed that there can, at times, be a reversal of the need hierarchy. For example a person may paint when he is hungry, whilst campaigning politicians may have increased stamina and continue without rest; a composer may be so engrossed in his or her work that he or she goes without sleep until the task is complete.

This principle is used extensively in various disciplines in studying human behaviour and likewise has been applicable in addressing conflict. Anstey advises that these basic needs exist across all cultures and classes and that the health and well-being of individuals, families or communities can be characterised by the degree of needs satisfaction (2006:33).
John Burton, an International Relations Specialist, who established the Centre for International Development and Conflict Management at the University of Maryland, and who dealt mainly with international/political/social relations and conflict resolution, expresses: “The theory of human needs, … built on the work of Maslow and others, stressed values that could not be curbed, socialized or negotiated, contrary to earlier assumptions…. These individuals would use all means at their disposal to pursue certain human needs …” (1987:15). That is, unmet needs will perpetuate conflict in one form or another as these needs are not negotiable and cannot be suppressed or ignored.

Much of Burton’s work in understanding conflict causes is linked to the basic human needs theory as described by Maslow, (and which is of importance and a basis to this research project as “Maslow’s theory has been popularly applied to understanding human motivation in organizations” (Baron 1986:76). However, Burton is not unaware that all conflicts are not necessarily grounded in unmet basic human needs. He expresses that human beings have normal conflictual relationships that occur in everyday life. These may be conflicts that are motivated by ambition, personal dislikes, issues with authority figures and “others that are common where people are working together within an organisation” (1987:4). Areas for conflict may be through prejudice, stereotyping, ethnocentrism, attitudes and behaviour, misperceptions, miscommunication and so forth. Burton further states that these everyday conflicts may occur because of misunderstandings, conflict of interests, or emotional needs that should to be taken into account. These normal conflicts should be resolved through the assistance of a skilled third party who helps those involved in conflict to communicate and to understand the nature of their conflict (1987:4).

In his work on conflict resolution, Burton identified three areas of human motivation, namely; (1) Needs – universal in the human species; (2) Values – that which is cultural, and (3) Interests – those that are fleeting (1990:36), which will be examined in more depth below. These areas, relating to basic human needs, should be identified and addressed if conflict “provention” or resolution is to be achieved. In attempting to understand the causes of conflict, Burton distinguished the fact that ontological human needs cannot be compromised or made subject to a legal
judgement or authoritarian rule, however interests (resources, land, jobs, finances) could be negotiated (1987:16). He stipulates that conflicts resulting from unmet needs of safety and security, identity and values, and the need for human development are not reliant or limited by resources and as a result conflict resolution with a win-win outcome should be possible (1987:16). The three categories are discussed below:

3.3.1 Needs

These can be physical or psychological needs that are necessary for life, be they shelter, food and water. When these needs are frustrated, or partially met, this can lead to deep-rooted social conflict and violence (Bradshaw 2008:18). Mayer states that at the “centre of all conflicts are human needs” and that conflict arises because of the basic human instinct to meet their particular need (2000:8).

Additionally, Bradshaw mentions that scholars propose that social conflict is often the result of frustrated human needs. He states that human beings will ultimately pursue the fulfilment of basic human needs (2008:49) and further, with regard to these needs, Burton explains that “in ontological terms the individual is conditioned by biology, or by a primordial influence, to pursue them.” Added to this Burton advises that should these needs be unsatisfied within the “norms of society” they will lead to behaviour that is “outside the legal norms of society” (1990:36).

If the desire to fulfil human needs is so strong, and has been identified as a root of conflict in the larger domain, then surely this could also apply on a micro scale to an individual in the workplace, causing conflict because of unmet needs.

3.3.2 Values

Different people or groups have diverse values and beliefs, be it pertaining to religion, language, political stance, or ideology (Bradshaw 2008:18). These differences can be the root of many problems. Burton confirms this by emphasizing that values are the ideas, habits, customs and beliefs that are the identity of different social groups/communities. Added to this are different languages, religions, ethnic groups, classes, dress code and so on that make each individual’s ‘values’ unique. When the values of an individual or group come under threat, they will naturally be
defended and Burton advises that the preservation of such values is a reason for defensive or aggressive behaviour (1990:37).

Commenting on values, Mayer (2000:11) mentions that the values are the beliefs an individual or group has about what is important, what distinguishes right from wrong, or good from evil. Included are those principles that govern how one’s life must be conducted. Value conflicts are more prone to become intractable as values are the core beliefs which cannot be compromised. A classic example of a dynamic value based conflict would be the clashes in Ireland that have continued for over a century. This has been a continuous, complex struggle involving ethnicity, land and religion, that is, it is a conflict between the British and the Irish, geographically, between the North and the South of Ireland, and religiously between Protestants and Catholics.

The acts and attitudes of stereotyping, ethnocentrism and prejudice result from not respecting the values of another individual or group and are often the reason for conflict between people. Point 5.2.8 refers.

3.3.3 Interests

Mayer refers to interests as the needs that motivate the majority of people’s actions (2000:17). Bradshaw explains that interest based conflict is a result of the supply (finite) and demand (infinite) of resources (resources being minerals, employment, land, money, political positions amongst others). This causes competitiveness amongst individuals and groups, and hence, results in problems (2008:18).

Burton states that interests refer to “the occupational, social, political and economic aspirations of an individual”. Interests can be negotiated with an individual as they apply more to material needs or roles in society (the workplace). He advises that in a society that seeks to solve economic problems through individual initiative and productivity, the pursuit of individual interests must not be inhibited (1990:38). I believe this too would apply in the workplace. To prevent an individual from using initiative will lead to frustration.

Burton, Davies and Sites (Coate and Rosati 1998:5) acknowledge the importance of the Needs Theory and confirm that these needs do exist and “they are more universal, and less specifically cultural, than some behavioural scientists would have us believe”. When basic human needs are frustrated, this may lead towards
aggression/conflict – not unlike the frustration/aggression theory proposed by John Dollard.

Both Burton and Sites, Human Needs Theorists, see the “unmet needs” of an individual or group as a cause for eventual aggression. The human needs theory argues that:

There are certain ontological and genetic needs that will be pursued, and that socialization processes, if not compatible with such human needs, … will lead to frustrations, and to disturbed and anti-social personal and group behaviours (Burton 1990:33).

On basic human needs, Sites comments:

……, the individual is willing to go outside the socially acceptable way of behaving in order to seek gratification for more basic needs. He is willing to violate what, from a social point of view, might be considered his own good in order to obtain gratification for his basic needs (in Coate and Rosati 1988:6)

In essence, what is being implied by the Basic Human Needs Theory is that conflict can be avoided or lessened if these fundamental needs are met. If this has been evidenced in society, internationally, it may also be extrapolated to be relevant in the smaller environment, that being the workplace.

3.4 BASIC HUMAN NEEDS CRITICS

Maslow’s work is foundational and over time much has been added, amended and argued by individuals such as Christopher Mitchell, Ramashray Roy and others in John Burton’s book entitled Conflict: Human Needs Theory (1990). For this reason it must be born in mind that there are opposing views, critical and uncertain, of the Human Needs approach when it comes to conflict. For example, Maiese (2011) asks the following questions:

How can one define human needs? How can one know what needs are involved in conflict situations? How can one know what human needs are being met and unmet? Are human needs cultural or universal in nature? If they are cultural, is the analysis of human needs beneficial beyond a specific conflict? Are some needs inherently more important than others? If some needs are more important, should these be pursued first?
3.5 BASIC HUMAN NEEDS AND THE WORKPLACE

Despite one’s belief or understanding of The Human Needs Theory, Maslow’s fundamental five principles are being revisited when it comes to understanding employee behaviour in a diverse environment and in particular when it comes to addressing conflict in the workplace. Dotlich et al discuss the fact that understanding human motivation is at the centre of successful management. They acknowledge that though we may be guided by the five motivators of the Basic Human Needs Theory, the intensity of the desire to meet each need may vary from person to person and within cultures/societies. Likewise because of the uniqueness of individuals, their perceptions, world views and the like, the way needs are expressed and met may vary too. It is therefore essential, in business today, to gain the broader knowledge that with diversity, come different values, beliefs, interests and motives which all add to complex human behaviour (2009:90).

Kraybill (in Anstey 2006:134) confirms that the acknowledgement of basic human needs within conflict is fundamental to trying to resolve the conflict. He proposes:

Due to the irrepressible nature of basic human needs, one’s own long term interests are served best by recognising, honouring and collaborating to meet the basic needs of an opponent with whom one is locked in conflict… The practical implication is that if negotiations are undertaken within a framework which recognises and deals with the basic human needs of all parties, invariably there exists substantially more room for resolution of material issues that is commonly thought.

To understand Maslow’s theory of needs and how it could impact on or be appropriated in the workplace, it is relevant to address each level of the pyramid individually, starting with the most fundamental need for all human beings. Management could have a very positive and vital role in assisting employees with regard to fulfilling these identified basic human needs. There is opportunity in the workplace to motivate employees through management style, job design, team building, events, promotion opportunities, bonus rewards, and so on. In doing so, there would definitely be the positive spinoff of decreasing, if not eliminating, conflict that may arise because of frustration or unmet needs. Baron (1986:77) comments that the Need Theory has some interesting implications for how managers can motivate their staff. He suggests that the main idea is that organizations should
attempt to help satisfy employees’ lower-order needs, clearing the way for them to become self-actualized. He rightfully questions how can an individual who is worried about where the next meal is coming from be interested in striving to be productive at work? On the other hand, employees who are self-actualized “work up” their creative potential and abilities and become valuable asses to an organization.

Diagram 1: Maslow’s Hierarchy of Needs

First level – Physiological Needs (Also referred to as biological needs)
This is the need for food, water, shelter and sleep. It is a necessity for life and if one is deprived, the ability to achieve any of the higher needs in the pyramid is impaired. Management can assist by ensuring that employees have lunch breaks (some companies are able to supply/subsidise the lunches), sufficient rest breaks, and a reasonable wage or salary that enables the purchase of the most needed goods that are essential for life (Barton: 2011, Mind Tools: 2011).

Second Level – Safety and Security
Maslow’s theory is that once level one is met, the individual then looks to the issue of safety and security. This level includes the need to feel free from both physical and emotional harm. Many individuals only become aware of the need for safety and

security when a crisis has arisen. Issues that may fall into this category could be the need for good medical assistance, security in a job, financial savings and living in a safe area.

Though management cannot take on all the responsibility of meeting these needs, the manner in which they can assist would be to ensure a safe working environment, some form of retirement (pension) benefits, a basic medical aid and the provision of ensuring that their employees feel secure in the work they do. Communication between employer and employee is key in showing care and concern for an individual’s situation (Barton: 2011, Mind Tools: 2011).

Third Level – love and belongingness, social needs
If level one and two are reasonably met to the satisfaction of the individual, then the theory is that the desire to meet the third level applies. In this level the individual desires to interact in a social manner with others. It is the desire to have friends, belong to a team, within a company, to a family, community and so on. Another important aspect is the giving and receiving of love. It is human nature to be with others and feelings of loneliness or alienation from a group can negatively impact an individual and have repercussions for the self and others.

This level is an important one for those managing staff. Management should be aware that employees view involvement and inclusion as a sign of belonging. Inclusion in a team, or a decision-making process, motivates an individual and may result in a better work ethic and productivity. A number of companies create opportunities outside of work to enhance team-building and to increase the sense of belonging (Barton: 2011, Mind Tools: 2011). For example, here in South Africa, Exxaro, Mr Price, Investec and many others have their own running club for employees

Fourth Level – Self-Esteem
Many individuals (employees) suffer from low self-esteem and below is a definition of self-esteem taken from an article entitled “Improving your self image”:

Developing good self-esteem involves encouraging a positive (but realistic) attitude toward yourself and the world around you and
appreciating your worth, while at the same time behaving responsibly towards others. Self-esteem isn’t self-absorption; it’s self-respect. By working from the inside out (focusing on changing your own way of thinking before changing the circumstances around you), you can build your self-esteem. The goal of this positive thinking is to give yourself a more positive self-concept, while seeing yourself honestly and accepting yourself, and removing the internal barriers that can keep you from doing your best (Improving your self image: 2010).

Self-esteem is measured by how we value and rate ourselves and the importance of the approval of others. Self esteem may vary according to the role you play. For example, one may have a positive self-esteem whilst performing in the office, however, perhaps self-esteem is less whilst on a sports field. Burton and Dimbleby refers to this as “perceived competence” (1989:9). In other words esteem fluctuates according to competence.

This is an important tool for managers and one that can reap positive or negative results. Those managers who take the time to recognise, affirm, appreciate, value and respect their staff will automatically boost their self-esteem. This will motivate employees in their attitude to work, how they achieve, their behaviour within the workplace, and their ability to work alone or with others. Gestures, such as giving job titles that convey the importance of a position will increase self-esteem and value. Giving more responsibility to an employee shows trust in his/her ability and is acknowledged as such. However, if this need is not met, or frustrated, the individual may feel insecure, worthless, inferior and withdraw, which of course results in demotivation and depression with regard to the self and work. Maximum productivity is not achieved and intrapersonal conflict can begin to manifest (Mind Tools: 2011, Barton: 2011).

Fifth Level – Self-Actualisation
According to Anstey (2006:133) self-actualisation is “characterised by striving for truth, justice, individuality, meaningfulness, perfection, independence and freedom”, that is, having the freedom to become what you want to be; to find a place that is meaningful to your life and to do what you believe you are meant to be doing. This is an ongoing process of finding satisfaction with life and, as opportunities arise the individual continues to grow and develop.
Again each individual has varying goals and dreams and management can play a key role in assisting individuals to reach their full potential with regard to career and work. The reality is that there may be a ceiling as to how much they can do for employees. Employees who are not encouraged to reach their full potential as human beings become discouraged, bored, unproductive, frustrated and restless. If they are not satisfied in the work place they will look elsewhere or alternatively, as jobs are hard to come by, that dissatisfaction rubs off on other employees which again could stir up conflict (Barton: 2011, Mind Tools: 2011).

3.6 LEADING IN THE WORKPLACE

Understanding human motivation and behaviour is relevant for the successful management of staff. Dotlich et al refer to the fact that theories reveal that individuals are motivated by certain basic needs as per above. These needs vary in scale and intensity according to the uniqueness of each individual. However, human motivation in today’s world has become far more complex and complicated. They advise that in research conducted by Lawrence and Nohria (2002), the following motivational needs were identified:

The drive to acquire
This is defined as the need to obtain everything, from goods and services, to status and rewards in order to achieve a sense of well being. They go further to say that this is not only applicable to food, material possessions, clothing, housing and money, but also to experiences of travel, entertainment and promotion or improved status. When these drives are unmet there is discontent, but when they are achieved there is a degree of satisfaction. Interestingly, this drive to acquire is relative and unquenchable. That is, we compare our situations and possessions with those of others, and we always want more (Dotlich 2009.90; Nohria, Groysberg & Lee 2008: 3).

The drive to bond
This refers to the need for a sense of belonging through groups, organizations and associations. Nohria et al advise that where animals bond with their parents, human beings extend the idea of “bonding” to organisations, associations, institutions and
nations. A sense of belonging and feeling loved and cared for is associated with positive emotions, however, if one does not belong then the emotions are negative. The drive to bond in an organisation is a strong motivator for employees. Employees may feel proud and pleased with their achievement, however, again, if this striving fails, there is a sense of betrayal by the organisation which incurs low morale and de-motivation. The introduction of merit and rewards and this striving to bond and achieve “sometimes leads employees to care more about the organization than about their local group within it” (Dotlich 2009.90, Nohria et al 2008:3).

The drive to comprehend
This implies the need to make sense of the world and to learn and grow from experience. With regard to the workplace, this drive motivates an employee to contribute meaningfully. It is noted that employees enjoy challenges that enable them to grow and develop, and become demoralised with repetitive, dead end jobs (Dotlich 2009.90, Nohria et al 2008:3).

The drive to defend
This involves the need for security and prevention from harm. Individuals will automatically want to defend themselves, their property, beliefs and values and this drive is linked to the “fight or flight” response. “Fulfilling the drive to defend leads to feelings of security and confidence; not fulfilling it produces strong, negative emotions such as fear and resentment” (Dotlich 2009.90, Nohria et al 2008:4).

All of the above are important, however, the desire to have these needs met, exists in varying order of priority depending on people’s cultures, and the milieu. Of importance is that these four motivation types are not ordered hierarchically, cannot be substituted one for another and are independent of one another. For example, an employee may be paid a substantial salary, but may not be enthusiastic or motivated when working for a company where “bonding is not fostered, work seems meaningless, or people feel defenceless”, nor is it a positive scenario where people may bond tightly, yet are under paid and work hard in boring jobs. Most people need to earn salaries, and so many will work under these circumstances (if there are no other prospects), however, the employees may not be as productive as they could be, and, should a better offer come along, they will move. Losing staff to opposition
is a costly affair. All these four drives must also be addressed when managing staff and as Nohria et al states “it is hard to argue with the accepted wisdom – backed by empirical evidence, that a motivated workforce results in better corporate performance” (Dotlich 2009.90, Nohria et al 2008:3).

The hierarchy of Maslow’s Needs laid a foundation for a humanistic approach to human behaviour. Another individual who extended on the work of Maslow, with particular reference to organisations and the workplace, was Frederick Herzberg. He is known for his influential and challenging thinking on “work and motivation” and his desire to understand employee attitudes and behaviour at a deeper level. His original findings were published in 1959 in a book entitled A Motivation to Work. His theory is referred to as “Herzberg’s Hygiene and Motivational Factors”. His work is specifically related to the workplace and he purposed to understand what pleased or displeased individuals. He developed the ‘motivation-hygiene’ theory – satisfiers or dissatisfiers. He articulates that: “because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction” (NetMBA: 2011). He postulates that all the hygiene/dissatisfier factors must be identified before motivators can be introduced to inspire an employee. His method identifies “… some of the distinct things people want from their work as opposed to Maslow’s Hierarchy of Needs which reflect all the needs in a person’s life” (Clark 1997:6). He identified the following factors that affect attitudes in organisations.

Table 2: Herzberg’s Hygiene and Motivational Factors

<table>
<thead>
<tr>
<th>HYGIENE OR DISSATISFIERS (Issues that lead to dissatisfaction)</th>
<th>MOTIVATORS OR SATISFIERS (what leads to satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Working conditions</td>
<td>➢ Recognition</td>
</tr>
<tr>
<td>➢ Policies and administrative practices</td>
<td>➢ Achievement</td>
</tr>
<tr>
<td>➢ Salary and Benefits</td>
<td>➢ Advancement</td>
</tr>
<tr>
<td>➢ Supervision</td>
<td>➢ Growth</td>
</tr>
<tr>
<td>➢ Status</td>
<td>➢ Responsibility</td>
</tr>
<tr>
<td>➢ Job Security</td>
<td>➢ Job challenge</td>
</tr>
<tr>
<td>➢ Co-workers</td>
<td></td>
</tr>
<tr>
<td>➢ Personal Life</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Clark 1997.6)
Although understanding behavioural patterns, that which motivates or demotivates, as discussed above, is essential, it is also crucial for management to gain a deeper understanding of the core issues of diversity, accommodating diverse groups and individuals in the workplace, in order to get the most productivity from staff. What should be considered is the individual’s values, beliefs, motivation and his behaviour. Employers need to have empathy and compassion. All this has to be taken into account when making business decisions and choices in order to accommodate all the dynamics. This is not easily managed and Dotlich et al advise that theories such as those expressed above provide clues but learning how people “express and get their needs met around the world” is key to good leadership in business today. He further adds, that it is not about diversity for diversity’s sake, but is about understanding and leveraging the diversity of cultures and generations for competitive advantage (2009:90-91). As companies conduct business globally, there is a need to associate with people from all over the world, and therefore there has to be understanding of one another and what the expectations in business are. The way business is conducted from culture to culture is extremely relevant.

Dotlich advises that the world’s workplaces are increasingly diverse, yet many leaders are uncomfortable with the word “diversity”. It has, in the past, had negative connotations and signifies the need to be politically correct, having to comply with and respond to government pressure. Gone are the days where individuals were employed because of their race group, language or common interests. Diversity has brought about change and it is not going to diminish, in fact it is referred to as the “diversity revolution”. Forerunners in business will seize the opportunity to learn from diverse groups and run with new and fresh ideas. Dotlich et al mention:

- There is a need to understand other cultures, stakeholders and consumers.
- Need to demonstrate empathy and understanding of community concerns for sustainability and economic development.
- Seize the opportunities presented, though it may be a risk, and do things differently. Create strategic alliances, form coalitions and develop relationships that are necessary to manage effectively in a complex and diverse business arena (2009:19-20).

Massive international corporations are doing this in order to keep abreast of change. For instance, Nike, the sporting brand, has made great impact on the Chinese
market, purely by applying the above principles. The Nike Chinese counterparts spent time in the US and vice versa; leadership programs were conducted with consumer and athlete involvement. Nike took the time to understand what the differences were between their two cultures and discovered that diversity and inclusion mean “different things, in different countries, to different people” (2009:20).

South Africa is an extremely complex country to manage with eleven languages, as well as numerous ethnic and religious groups, therefore lessons can be learned from the principles applied by the example given above. Each culture has its own way of dealing with the issues of life and these have to be learned and acknowledged as best as possible. The same holds for the working environment.

3.7 DIVERSITY IN THE WORKPLACE: ISSUES AND STRATEGIES
As already said, the workplace, worldwide, has undergone a metamorphosis and companies need to adapt to the change in order to continue operating. In the US, organizations are recruiting, training and promoting cultural diversity – in a nutshell, developing and growing additional human resources (Henderson 1994:3).

Henderson refers to four points in this regard:
1. Organizations exist to serve human needs.
2. Organizations and people need each other.
3. When the relationship between the individual and the organization is poor, one or both will suffer.
4. When the relationship between the individual and the organization is good, both benefit.

He adds, that the concept and issue of “needs” is extremely relative and needs are “hard to define and difficult to measure” (1994:4).

Of great importance in trying to understand individuals “needs” is making the effort to understand cultural beliefs, values and interests and seeing if they, in a sense, identify with those of the company. Henderson states that employees will perceive the "organizational climate" of a company, by the extent to which they are supportive or not of diversity, what their policies look like and how they are structured. This can
impact the attitude of employees positively or negatively (1994:4). Of importance too, is that managers and supervisors recognize the fact that each human being is different. People have their own individual upbringing, histories, worldviews, cultures and so on and that is their reality that sets them apart from others. Every employee must be seen as a vital part of the organization and treated as such. They should be edified and built up within the organization. Experiences such as stereotyping, discrimination, prejudice and humiliation diminish a person and there should be no place for such attitudes or actions within a company.

Where these negative characteristics are evident, interestingly, Henderson (1994:5) then refers to the organization as being like a “malnourished body”. It may look healthy from the outside, but in reality it is sick and decaying within. He puts forward that:

... the laughter and incessant chatter frequently hide a series of disruptive cultural problems. Like vaudevillian actors, personnel in need of help typically push aside their own problems as they try to perform their jobs. In most instances, there is little or no help for disgruntled minority and female employees. This is not because none of the other personnel want to help... but few of them know how to help their colleagues and subordinates who are culturally different.

With regard to diversity workshops and training programs, Henderson comments that most managers and supervisors cannot adequately understand cultural differences and backgrounds through attending a workshop. Also, there are few colleges or lessons that adequately address conflict problems and strategies linked to diverse employees. The “quick-fix” or “on-the-job” training is insufficient and may in fact be more harmful.

Those organizations that have been successful in incorporating diversity and equal opportunities benefit there from in the following ways:

1. Managers who value diversity promote a harmonious workforce and better serve customers and clients who are culturally diverse.
2. Those skilled in managing culturally diverse staff run productive departments.
3. Those who are comfortable with culturally diverse employees facilitate less worker turnover and greater productivity and efficiency.
4. Employees who embrace diversity interact more successfully with each other, thereby enhancing productivity and job satisfaction (Henderson 1994:9).

Henderson (1994:15-16) puts forward some points that assist in measuring the diversity climate within a company as follows:

1. Structure: the beliefs that all workers have about the freedom or constraints of their work situation.
2. Responsibility: the feeling supervisors have of being in control and not having to “run upstairs” every time a culturally related decision must be made.
3. Risk: the degree to which employees believe they can initiate job improvements.
4. Standards: the extent to which challenging goals are set for each employee; that is, the emphasis employees believe is placed on doing the best possible job.
5. Reward: the degree to which employees are rewarded for good work and not discriminated against.
6. Support: the perceived amount of helpfulness from managers and supervisor in accomplishing tasks.
7. Conflict: the belief of employees that administrators do or do not want to hear different opinions in order to get internal problems out in the open where they can be dealt with.
8. Warmth: the feeling of “fellowship” or lack of it that prevails in the organization.
9. Identity: the degree to which individual employees feel that they are members of the organization “family”.

It can be seen from the above that this is not an authoritarian model, but rather an administrative model which purposes to gain the acceptance and appreciation of all concerned.
3.8 CONFLICTS IN THE WORKPLACE

Human beings and conflict walk hand in hand. Bradshaw (2008:15) advises that wherever intelligent, complex human beings live in close proximity with one another, all competing over the same goals, aspirations and resources, compatibility is not apparent. This is also applicable within companies and organizations. Conflict is regarded as the friction that occurs when the goals, interests or values of different individuals or groups are incompatible with those of other individuals or groups in an organization and where they may block or frustrate each other in an attempt to achieve their objectives (Henry 2009:16).

On conflict, Galtung quotes a Chinese saying: “There are human beings without contradiction. They are called corpses”. Basically stating that it is a given that humans will encounter conflict in their lifetimes. Galtung proposes that all conflicts are equal and serious to those involved. They are not a contest to be won or lost, but often they may be purely for “survival, for well-being, freedom, identity – all basic human needs” (2004:2).

As conflict is so pervasive, addressing it and understanding the phenomenon must surely be important. Many books have been written about conflict, conflict resolution and conflict management. The interesting issue is that it will never “go away”. Conflict is inherent in the human being and raises its head through different life experiences, the meeting of different characters, and so on, however, the difference lies in the behavioural aspects of an individual when faced with conflict. Conflict, particularly when emotions are involved, can escalate very quickly, and so strategies to calm and defuse situations are essential. It is a skill that everyone should be taught, preferably during Life Orientation classes at school.

3.9 THE PERCEPTION OF CONFLICT

De Dreu and van de Vliert advise that conflict is studied through many different lenses and the general consensus is that scholars and practitioners view conflict as negative, an enemy “to effective group functioning and organizational performance” (1997:1) and further quote Edgar Schein, an organizational psychologist as saying that “they [groups] are likely to become competitive with one another and seek to
undermine their rivals’ activities, thereby becoming a liability to the organization as a whole” (1997:1).

On a theory of conflict, Dougherty and Pfaltzgraf comment (1996:179):

No single general theory of conflict and war exists that is acceptable to social scientists in their respective disciplines, or to authorities in other fields from which social scientists borrow insights. If a comprehensive theory is ever to be developed it will probably require inputs from biology, psychology, social psychology, anthropology, history, political science, economics, geography, theories of communications, organization, games, decision-making, military strategy, functional integration, and systems as well as philosophy, theology and religion.

In a nutshell – conflict is complex and not fully understood. Therefore, can conflict be seen as positive? Can it be beneficial? How and to whom? Is it destructive? There are many views and opinions on these questions, but it can generally be said that conflict is viewed in a negative light. It is something to be avoided and is unproductive for an individual, a group or a company. De Dreu et al. negate this by stating that leaders and managers of companies should embrace the fact that conflict and harmony are needed in order to grow and develop and be the best they can be (1997:1).

Organizational conflict can occur between two individuals sharing an office; between two departments competing for scarce resources; between diverse groups; during labour management disputes or differences between management and staff. If treated with a problem-solving method rather than a contentious attitude, these conflicts may be positive and productive for the company. If avoided, then the chances are that there will be negative consequences for all concerned.

3.10 COGNITIVE CONFLICT AND AFFECTIVE CONFLICT TYPES

De Dreu identifies two types of conflict within an organization that need to be understood:

i. Cognitive conflict involves conflict over scarce resources, procedures or policies and opinions and may be positive when handled with a problem solving method which reduces conflict behaviours. It has been found that this cognitive conflict enhances and stimulates group creativity and performance.
Affective conflict refers to conflict that involves one’s personal identity or group identity, custom, values or beliefs and is more difficult to manage as emotions are involved. This affective conflict type reduces group performance and satisfaction (1997:16-18). This type of conflict is also suggestive of diversity conflict.

As different social groups participate in the workforce of organizations, it becomes evident that many organizational conflicts are founded in class, gender, race and ethnicity, (affective conflict) becoming more exposed and prominent as time progresses. Donnellon and Kolb advise that the disputes that are problematic and complicated are those that involve social diversity (1997:162). Effective conflict resolution needs to take heed that as the staff complement of organizations become more heterogeneous and competitive, methods of conflict resolution that address and resolve an issue may need to be altered. Though companies, particularly in the USA are investing in conflict resolution methods to face the challenges of diversity, often they are addressed in a superficial manner and don’t actually deal constructively with the more deep-rooted issues of the changing character and demographics of their workforce. Donnellon et al acknowledge that the “authoritarian” management style is no longer acceptable. Rather more success is found in the ability to communicate and negotiate with a wide variety of staff within an organization as demographics, labour demands and equality have changed, the “character of the workforce” and the diversity that are now encountered create social conflict within organizations. They further comment that: “Conflict is the essence of these organizations, inherent in the very fabric of their designs and therefore it is in everyone’s interest to find new ways to deal with diversity conflict constructively” (1997:162).

Donnellon et al identify three methods of discourse relating to the constructive management of organizational disputes. In using the word discourse they refer to “accepted ways of thinking, talking and acting”.

A structural discourse
A structural discourse is a method whereby organizational conflict is dealt with by changing the structure (1997:163).
A process discourse
A process discourse encourages people to negotiate their differences. For example, decision making or change of routine issues within the workplace should be negotiated by groups or individuals who have varying skills, interests and resources. These individuals need to acquire skills necessary for negotiating constructively in workplace conflict and should have the freedom to utilize these negotiation skills in order to “establish their influence and control and secure what they need to do their work” (1997:163).

A complaints or grievance procedure
A system of complaints or grievance procedures enables organizational staff to address conflict by a formal dispute resolution system. This may be successfully used where there are complaints concerning gender or racial issues, however, it appears that issues of diversity conflicts cannot be resolved by this grievance procedure approach, and it is not a platform where social conflict or grievances can be worked out. According to Kolb (1987) (in Donnellon et al 1997:164) studies have revealed that few disputes utilize this formal grievance procedure channel, because when they are used, negative consequences result. For instance, performance evaluations and promotions may be negatively impacted. Additionally women are less likely to utilize this form of dispute resolution as they fear consequences. It may be a very awkward situation trying to mediate between a woman and her boss, hence the problem is often left unchecked. Another view is that grievance procedures are treated confidentially and therefore, even if a widespread pattern of negative behaviour exists, (particular from upper management level) the key issue may still remain unresolved.

The use of these procedures may act as a ‘safety valve’ which help curb disputes, however they do mask more persistent troubles. Often times the burden is placed on the individuals to sort out the problem ensuring limited pressure or involvement on the organization to change its culture, structure or mode of operandi that hinder gender, racial and diversity disputes in the first place (Donnellon et al 1997:166)

The abovementioned methods of conflict management have one thing in common, and that is to keep any conflict under control and to ensure that conflicts and disputes do not threaten the everyday functioning of the organization or disrupt the
existing social arrangement. However, often disputes are suppressed owing to the fear that, if aired, the conflict can become unpredictable, explosive and unmanageable. This in itself is not helpful and causes latent conflict that will encourage problems further down the line. Managers need to take into account that workforce diversity is to be anticipated and if embraced constructively, any conflict that arises has an enormous capacity to bring change, creativity, learning and dynamics to the work place (Donnellon et al 1997:166-167). These conflict resolution methods are not absolute. As each conflict is unique, more time and effort needs to be spent on designing and appropriating different systems for different disputes in order to gain a positive outcome for all concerned.

3.11 INDIVIDUAL MERIT

It has been recognized, in the U.S. that the principles of “individual merit” have become entrenched and that individuals tend to disregard “their collective identities, resist group association and deny that collective identities influence them” and what happens in the workplace. This independent striving to achieve and obtain recognition is a motivating force that commands loyalty to the organization and which often results in grievances or disputes remaining unchallenged. That is this “merit system” encourages individuals to strive for personal gain and in doing so unconsciously to ignore the weight of collective conflict and the need for conflict resolution. As a result it has been identified that individuals who process grievance claims on the grounds of social diversity (or social issues) are often marginalized, seen as troublemakers or social activists. This, in turn, prevents individuals from complaining and therefore there is no physical evidence of grievances accumulated to show that there is a problem, for example, discrimination against a certain group. They contend that “this reinforces the view that people who claim social diversity as an explanation for conflict are trying to exploit their minority status and manipulate the system” (Donnellon et al 1997:167).

Donnellon et al believe that social diversity and the conflicts that result are often suppressed due to the fact that these “disputes are rooted in society” and are impossible to resolve in the workplace. These types of social conflicts revolve around sensitive issues such as identity, human rights and values and are so emotional that skilful expertise (which is costly) is needed in their management. In
fact, it is believed that there is a risk and cost to opening up diversity dialogue within an organization. When social conflict is evident, and emotions are high, the individuals involved may become distracted from their work. This distraction draws the attention of others who may become sympathetic to the cause. Groups may form and so conflict is exacerbated. It has been established that some organizations may concede in a dispute purely to avoid the conflict and in so doing jeopardize productivity and render the organization less effective than if the dispute had been dealt with openly (1997:168).

3.12 GROUP DYNAMICS
With regard to the mention of “groups” in 3.11 and in contrast to “individual merit” discussed above, is the importance of understanding “group dynamics” and the potential for conflict. As South African has many ethnic groups working together in the workplace, the issue of “group dynamics” playing a role in the workplace is relevant. Coate et al (1988:10) advise that human needs fulfilment “cannot be considered adequately in isolation from the social context in which the relevant parties are interacting”. Humans are social beings and therefore enter into relationships with each other to form groups. Be this in communities, in sport, in the workplace (between departments), locally, nationally or globally. According to Sites and Burton the purpose of these groups forming is “an attempt to establish at least some control over elements of the environment which are essential for needs satisfaction” (Coate et al 1988:10). Group dynamics or “identity groups” may be formed on the basis of religion, work, business, ethnicity, language, political preference and so on.

Managers of organisations would need to be aware of the importance of recognising, identifying and understanding different groups that may be in action within the organization.

The fulfilment of needs or the pursuit of needs is often the focus of a network of relationships that develop between individuals and groups. Coate et al allege that “it should be noted that individuals and groups do not attempt to exert control over the environment in terms of specific needs, but rather in a more general and diffuse sense” and interestingly that “any given behaviour or social relationship will not
necessarily be traceable to specific needs”. Collectively, the group then has the potential to impact on other participants with whom they may be linked (Coate et al 1988:10).

The social group(s) to which an individual belongs influences one’s psychological functioning. The saying “many heads are better than one”, suggests that a group’s decision making and problem-solving may be more superior and carry more weight than an individual. This is not necessarily true. Should a group experience little cohesion, no real sense of identity, and little concern for maintaining themselves they may not make the right decisions or problem-solve adequately. However, a group that comprises of individuals that have a strong bond to one another, a common goal, commitment and leadership has more advantage and power in their purpose (Krech, Crutchfield, Livson, Wilson, Parducci 1982:722). A serious negative attribute to the consequences of a group is noted below:

Group members are so reassured by the false unanimity that they have created that they feel invulnerable and are therefore willing to accept extraordinary risks. They ignore warning signals from within and without the group and construct non-threatening rationalizations. Second, they become “true believers” in one another’s morality – which permits them to remain oblivious to the ethical implications of whatever they decide to do. Third, they develop and reinforce negatively stereotyped views of opposition leaders; to believe that the opposition is stupid or immoral is again to be strengthened in the belief in the rightness of the group cause. Fourth, the victim of group think suppresses his or her own doubts concerning the behaviour of the group and puts pressure on deviants to keep quiet or leave. Fifth to preserve the illusion of unanimity of belief, the group leader is protected… by persons who will encounter and suppress deviants before they have a chance to “contaminate” the leader” (Krech et al 1982:722-3-724)

If one imagines this kind of group operating within an organisation, against the management, company policies, other groups and so on, one can clearly envisage some serious problems of conflict.

Furthermore underlying social conflict will not dissipate. It may remain hidden for a while, however, this antagonism will find ways of expressing itself and occasions and opportunities will arise for it to do so. (Refer to Galtung’s triangle). These issues do
create great hidden costs to companies, therefore it was once proposed by Chester Barnard that, to solve this problem: “it would be preferable to reduce the amount of social diversity that exists in the organization”. He made the first, and perhaps only written recommendation that in recognizing the potentially higher transaction costs that diverse groups incur, executives should avoid such costs by hiring people of similar types (Donnellon et al 1997:169). This is impossible and unacceptable in today’s business world. The diverse labour forces available, the demographics, immigration, technology, globalization, customer diversity and the like have contributed to the employment of a diverse workforce and these must be legitimized. As Donnellon et al (1997:170-171) advise:

There must be a mindset among those at the top of the organization (and those who are assigned to address disputes) that values, and seeks out, a diversity of perspective on organizational phenomena. If one of the first reactions to a dispute, is “Could this be a function of social differences?” then the questions and actions that follow are likely to legitimate diversity as a source of both conflict and potential benefit.

Constructive conflict management/resolution is practised in organizations, nevertheless, it is felt that conflict due to social diversity has yet to be addressed efficiently. The workforce is made up of many different players (gender, race, class, ethnic groups et cetera) and Donnellon et al believe that conflicts that arise from these social issues are “masked” by management and not dealt with constructively as yet (1997:173).
CHAPTER 4
RELATED VIEWS IN THE LITERATURE
CULTURAL FACTORS AND ISSUES THAT NEED TO BE CONSIDERED IN MANAGING COMMUNICATION IN CROSS-CULTURAL CONFLICT SITUATIONS

My God, what do we want? What does any human being want? Take away an accident of pigmentation of a thin layer of our outer skin and there is no difference between me and anyone else. All we want is for that trivial difference to make no difference. Shirley Chisholm (First black Congresswoman in the U.S., 1924- )

4.1 INTRODUCTION
For the purpose of this research, I believe it is necessary to examine what some of the core issues related to diversity are, over and above basic human needs. For ease of reference, diversity was defined earlier as “the variety of differences and similarities among people, such as gender, race/ethnicity, tribe, age, religion, language, nationality, disability, sexual orientation, work style, work experience, job role and functions, thinking style, personality type, socio economic backgrounds and so forth” (O’Mara et al 2006:5).

It is a given that cross-cultural communication and interaction is a part of life as the global society changes at an ever-increasing pace, particularly at this point in time in the world, where advanced technology has allowed access to instant information to all cultures with little limitation. In addition, the freedom to travel across the world and the migration of people across borders enables almost all people to have some inter-cultural interaction in their everyday life. A reality is that there is an interdependence of people from differing cultural backgrounds, in the workplace, in sport, in marriage, and more. New inter-cultural communities are evident as inter-marriage happens and cultures blend. This in itself also has its pressures.

With regard to management in the workplace, now, more than ever, it is imperative to gain a deeper understanding about the dynamics within the employee cultures one encounters, in particular, their communication styles and behaviours. Grasping some knowledge of the dynamics will enable the manager/supervisor to communicate effectively, precisely and to be understood clearly. With regard to life
and cultural diversity, LeBaron makes this statement: “The journey is bound up with communication and conflict, since misunderstandings and miscommunication can cause and escalate conflict, effective communication is often the key to making progress in a conflict” (2003a:1).

4.2 WHAT IS CULTURE?
Ting-Toomey and Oetzel (2001:9) define culture as “a learned meaning system that consists of patterns of traditions, beliefs, values, norms, and symbols that are passed on from one generation to the next and are shared to varying degrees by interacting members of a community”. They further explain that members within a culture are taught right and wrong, and what is proper and improper behaviour in conflict situations.

Snodgrass (2010:21) cites the Community Board Programme (2000) in listing some of the “givens” in culture and values:

- Cultural assumptions are beliefs, which are so completely accepted within the group that they do not need to be stated, questioned, or defended.
- Our culture determines many of our values.
- We all have biases and prejudices.
- Everyone is ethnocentric. We see the world through culture-coloured eyes.
- Not every conflict involving people who are different is caused by a cultural problem.
- We cannot know all things about all cultures.
- We compare people and events based on our systems and perspectives.
- Each culture thinks its own ways are superior.
- Our values/biases show up in our interactions with people.
- Discussing biases and prejudices is risky, because it is easy to be misunderstood.

In essence we can see that cultures vary in opinions, beliefs, understandings and worldviews et cetera and this in itself can make the handling and managing of conflict complex and difficult.
4.3 CULTURAL DIFFERENCES IN SOCIAL INTERACTIONS

To be competent in managing conflict in the workplace, especially cross-cultural conflict situations, knowledge of cultural factors/differences and the role they play in negotiations, mediation and problem solving needs to be acquired. Dynamics such as gestures, body language, facial expressions, physical contact, time and space, rules and linguistics all play a role in communications. A nod across the table does not necessarily mean “yes”, and, if someone is late for a meeting, it does not always mean he or she is not coming. We just understand things differently. Snodgrass cautions: “To approach another culture with only a rudimentary understanding of its underlying dynamics is dangerous” (2010:18).

An example of costs that organisations incur because of misunderstandings in intergroup dealings is taken from an article Intercultural Synergy in Mergers & Acquisitions in which the authors explain that in the US in 2004, US$22.64 billion was spent on company mergers and acquisitions, however, the failure rate of such mergers is between 40-80%. The reason why is interesting:

Many business commentators are now acknowledging that failure does not have its roots simply in financial, monetary and legal issues but in lack of intercultural synergy. Research suggests that up to 65% of failed mergers and acquisitions are due to 'people issues', i.e. intercultural differences causing communication breakdowns that result in poor productivity.

A recent example of such intercultural failure has been that of Daimler Chrysler. Both sides in the partnership set out to show that intercultural hurdles would and could be overcome in their global merger. Recent articles in the Wall Street Journal and Business Week suggest however that Daimler Chrysler underestimated the influence of culture, and due to culture clash, almost two years later is still struggling to become a unified global organization.

Such discourse is highlighting the need for more intercultural training both within the framework of mergers and acquisitions and for key personnel such as managers and HR departments. In both instances culture is being ignored rather than being embraced and used positively (2010).

This shows the importance of taking culture into consideration when dealing interculturally, on any level, and to avoid being presumptuous about individuals having the
same values, principles and mindsets. It can become a very sensitive issue and, as can be seen above, quite a costly one when it comes to business dealings. Interestingly, Dana advises that unmanaged conflict is the largest reducible cost in organizations today, and the least recognized (2011:1).

Below are some factors of cross-cultural issues that need to be taken into account. All are applicable and the onus is on both management and staff to make every effort to understand what appropriate and acceptable behaviour is when dealing with one another and/or in conflict.

4.4 LANGUAGE
Our command and understanding of languages in communicating, needs greater effort because different interpretations can easily be applied to what we say and what we actually mean. Snodgrass states that variations in accent, dialect, or grammar and conversational styles can create problems (2010:22). Ting-Toomey et al (2001: 14) mention that often the conflict metaphors that negotiators may use do not reflect the correct (or same) meaning across cultures. Therefore metaphors and phrases used in conflict mediation are often misconstrued because they are not understood. One cannot assume that everyone understands metaphors such as “level the playing fields” or “take the bull by the horns”.

For example: Bridgestone Tyre manufacturers, from Japan, were in negotiations with some Americans to purchase their first plant in the US. The following comment, often made in American meetings, was made: “No way we’ll ever agree to that bull....” This resulted in the Japanese leaving the table and returning home. A mediator intervened to find out what happened and it appeared that that phrase was a great insult to the Japanese. After an apology “for having said something that was misunderstood and offensive” was given to the Japanese by the Americans, talks resumed (Ancona et al 1996:11).

From the above we glean that when it comes to conflict management across cultures, it would be more appropriate to learn the skill of speaking in simple, basic English, eliminating metaphors, excessive vocabulary and figures of speech, and to
re-iterate what is being said to ensure it is grasped and understood correctly, to avoid confusion or being offensive.

4.5 NON-VERBAL COMMUNICATION
Non-verbal communication speaks volumes. The minute two or more are in the same room communication is taking place. The behaviour of individuals reveals much and body language, facial expression, gestures, stance, distance from one to another, eye contact, and even dress code all reveal ‘meaning’. It is when these non-verbal signs are understood in a different light, because of culture differences, that misunderstandings can happen. Snodgrass (2010:22-23) cites Jandt (1995) in listing some nonverbal signals that may impact communication, namely:

4.5.1 Signs and symbols
Signs and Symbols are evident and have meanings for different cultures. Nelson Mandela broke with tradition by wearing his silk shirts. A flag is the symbol of a country, patriotic and embraced by one group, as a symbol of freedom and security, and yet despised by others who may identify it with oppression and war; hence the change in the South African flag.

4.5.2 Proxemics (Space)
Proxemics refers to personal space and territory. When dealing with others one must be aware of the level of comfort or discomfort you may create purely by the distance you are from the individual. There must be respect for personal space. As and when trust develops then that space may be reduced but until then that personal space cannot be intruded upon. “Knowing the dynamics of personal space will also prevent you from unknowingly violating your counterpart’s personal space and causing unnecessary tension” (Loo: 2010).

4.5.3 Chronemics (Time)
Chronemics is the application and use of time, which varies greatly from culture to culture, and is often the cause of much frustration and problems. It is normally split into two groups: monochronic and polychronic. A monochronic culture views time as a commodity and time is scheduled, managed, and appointed. “Time is money” is
the phrase often used within these cultures (Think Quest Library: 2011). Examples of monochronic cultures would be USA, Germany, Canada, and Switzerland.

Polychronic cultures do several things at the same time, and are flexible, and are perhaps seen as unreliable as appointments can be broken without apology if something more important comes up, like family issues/relationships. The phrase “African time” is often mentioned in the workplace when meetings are delayed because not everyone is present … yet. Mexico, African countries, and the Philippines are some examples of polychronic cultures (Think Quest Library: 2011).

With regard to polychronic time, Cohen (2007:34) is cited as stating: "Traditional societies have all the time in the world. The arbitrary divisions of the clock face have little saliency in cultures grounded in the cycle of the seasons, the invariant pattern of rural life, and the calendar of religious festivities."

According to LeBaron (2003:1), "time is one of the most central differences that separates cultures and cultural ways of doing things" and may have a huge impact on a conflict resolution processes. She suggests that with regard to conflict management:

people from different cultural backgrounds work together to design a process to address the issues that divide them, they can ask questions about cultural preferences about time and space and how these may affect a negotiation or conflict-resolution process, and thus inoculate against the use of culture as a tactic or an instrument to advance power.

4.5.4 Kinesics
Kinesics includes gestures, body language, facial expressions and eye contact. Eye contact in particular varies from culture to culture, and may have very specific meaning. It may be seen as flirting, it may be challenging or defiant. In Western and Arab cultures, lengthy eye contact is acceptable, however, in Japan this would be considered rude (Leeds 1987:138).

4.5.5 Paralanguage
Refers to utterances, pitch, tone, that is “non-verbal elements of the voice” (Snodgrass 2010:23)


4.5.6 Silence
Silence can communicate different emotions. Silence may be out of respect, apathy or confusion. Silence may also be taken as agreement.

4.5.7 Haptics
Haptics refers to the rules that may apply with regard to touching and its use in communication. This includes, handshakes, kissing, hugging, patting on the back, giving a “high five”, and so on.

4.5.8 Clothing and physical appearance
Different rules apply to dress code, and perceptions are swiftly modified by appearance. For example many African women are unable to wear trousers and to do so would violate that culture. It would be highly inappropriate to issue uniforms to employees that do not meet the values and cultures of all individuals employed. Moslems have very specific rules for the way their women may dress. Revealing clothes, cluttered jewellery and excessive perfume/make-up can be offensive. Suits and ties may not always be appropriate as this could be intimidating to cultures that do not dress that way.

4.5.9 Olfactics
Olfactics Is the study of the effects of smells and/or body odour in communication. Smells can remind a person of people and or particular events (good or bad) and can trigger memory, behaviour and emotions.

From the above points one can see how essential it is to understand and respect the customs and cultures of others and to exercise wisdom and sensitivity when brought into a place of meeting, be it a conflict situation or not.

4.6 INDIVIDUALISM VS COLLECTIVISM
Of great relevance to understanding and managing diversity conflict in the workplace, is the knowledge of “individualism” vs “collectivism”. Both are very significant factors which play an important role in South Africa’s multi-cultural society. Intercultural conflict often means that the conflict process and dynamics vary due to the diverse cultural values of those in conflict. Ting-Toomey et al (2001:30) mention
two “value frameworks” that have received much attention, namely, individualism vs collectivism and power distance. Individualism is the tendency of people to prefer individual identity rather than group identity and ‘individual rights over group obligations’ and collectivism is the opposite in that the tendency is to emphasize group identity rather than individual identity and “in-group oriented concerns over individual wants and desires”.

Moustafa (2010:4) cites Hofstede (1991) as defining individualism versus collectivism as follows:

… individualism pertains to societies in which the ties between individuals are loose; everyone is expected to look after himself or herself and his or her immediate family. Collectivism … pertains to societies in which people from birth onwards are integrated into strong, cohesive in-groups, which throughout people’s lifetime continue to protect them in exchange for unquestioning loyalty.

Table 3: Differences in Individualism vs Collectivism

<table>
<thead>
<tr>
<th>INDIVIDUALISTIC</th>
<th>COLLECTIVIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>• See ‘self’ as independent of others</td>
<td>• See ‘self’ as interdependent with others</td>
</tr>
<tr>
<td>• Less cohesive group memberships than collectivists</td>
<td>• More cohesive groups (family, religious groups)</td>
</tr>
<tr>
<td>• Individualists generally have personal goals that are more important than the goals that their in-group pursues,</td>
<td>• Collectivists subordinate individual goals to pursue those deemed important by their in-group</td>
</tr>
<tr>
<td>• Relationally, individualists move in and out of groups easily, and relationships can end.</td>
<td>• Collectivists value relationships and purpose to maintain relationships at all costs.</td>
</tr>
<tr>
<td>• Nuclear family</td>
<td>• Extended family</td>
</tr>
<tr>
<td>• Focus on individual goals/self-initiative</td>
<td>• Focus on group’s goals/group initiative</td>
</tr>
<tr>
<td>• “I” identity emphasised</td>
<td>• “We” identity emphasised</td>
</tr>
<tr>
<td>• Overt social rules</td>
<td>• Implicit social rules</td>
</tr>
<tr>
<td>• Achieved status</td>
<td>• Ascribed status</td>
</tr>
<tr>
<td>• Express emotion and personal opinions</td>
<td>• Restrain emotion and collective opinion</td>
</tr>
<tr>
<td>• Assertive and accountable for problems or mistakes</td>
<td>• Protective of members from being held accountable for problems/mistakes</td>
</tr>
</tbody>
</table>

(Information gathered from K. Moustafa (2010), L. Snodgrass (2010) & Ting-Toomey et al. (2001)
Interestingly, Ting-Toomey et al advise that two thirds of the cultures operate collectively (Asia, Africa, Middle East, Central and South America and the Pacific Islands) and one third are more individualistic (Europe, North America) (2001:30-31).

It is important to be familiar with the above as both groups approach conflict very differently. The individualist approach would be to entertain constructive conflict management, to talk through the issues, brainstorm and get creative solutions to the problem (confrontational). On the other hand, the collectivist approach would be to “emphasize values of relational harmony and uncertainty avoidance”. Constructive conflict management would be to “talk around the point for the sake of preserving relational harmony and perhaps even avoid the conflict altogether” (avoidance) (Ting-Toomey et al 2001:31).

In the Southern African context the black South African adheres to the culture of Ubuntu which means: “I am because you are” and perhaps is an additional expression of “collectivism”. The South African Government White Paper on Social Welfare (August 1997:12) defines Ubuntu as:

... the principle of caring for each other’s well-being...and a spirit of mutual support...Each individual’s humanity is ideally expressed through his or her relationship with others and theirs in turn through a recognition of the individual’s humanity. *Ubuntu* means that the people are people through other people. *Umuntu ngumuntu ngabantu*. It also acknowledged both the rights and responsibilities of every citizen in promoting individual and social well-being.

4.7 HIGH CONTEXT VS LOW CONTEXT

This is another term used to explain the cultural unpredictability in conflict circumstances. The term "high context" and "low context" was developed by Edward Hall. He suggests that cultures perceive, interpret and understand ‘messages’ (verbal or non-verbal) through different lenses. He mentions that in high-context settings, implied meanings happen from the physical setting, relational cues, or shared understandings. In low-context settings more attention is given to the literal meanings of words and less to the context that surrounding the words. In addition, low-context communication may be a direct, explicit message, however, high-context
communication may infer, imply, insinuate, or deliver with non-verbal cues, messages that we want to convey but don’t actually speak (LeBaron 2003:2).

Beer (2011) suggests:

High context refers to societies or groups where people have close connections over a long period of time. Many aspects of cultural behaviour are not made explicit because most members know what to do and what to think from years of interaction with each other. Your family is probably an example of a high context environment.

Low context refers to societies where people tend to have many connections but of shorter duration or for some specific reason. In these societies, cultural behaviour and beliefs may need to be spelled out explicitly so that those coming into the cultural environment know how to behave.

4.8 POWER DISTANCE

Another issue that needs to be taken into account when dealing with inter-cultural conflict would be that of large and small power distances. Ting-Toomey et al (2001:31) explain:

Small power distance refers to broad value tendencies of people in a culture to emphasize individual credibility and expertise, democratic decision-making processes, equal rights and relations, and equitable rewards and punishments based on performance …Large power distance refers to broad value tendencies of people in a culture to emphasize status-based credibility and experience, benevolent autocratic decision-making processes, asymmetrical role-based relations, and rewards and punishments based on age, rank, status, title and seniority.

Example: Small power distance index values are found in Denmark, Norway, Sweden, Israel and New Zealand and Large power distance values would be Japan, Malaysia, Mexico, Venezuela and some Arab Countries.
Table 4: Differences in Small power distance cultures vs Large power distance cultures

<table>
<thead>
<tr>
<th>Small power distance cultures</th>
<th>Large power distance cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Children can contradict parents.</td>
<td>• Children must obey their parents.</td>
</tr>
<tr>
<td>• Children can speak their own minds.</td>
<td>• Respect the words of those in authority (parents, grand-parents, and so on).</td>
</tr>
<tr>
<td>• Children taught to communicate and stress their viewpoints/positions.</td>
<td>• Those in authority assume the role of decision-making.</td>
</tr>
<tr>
<td>• Families work towards open discussion.</td>
<td>• In work environment, power is based at top management level.</td>
</tr>
<tr>
<td>• Families work towards decision-making strategies.</td>
<td>• Subordinates are told what to do.</td>
</tr>
<tr>
<td>• In work, power distributed across all levels.</td>
<td>• Very autocratic environment.</td>
</tr>
<tr>
<td>• Management and subordinates consult with one another.</td>
<td>(Information gathered from Ting-Toomey et al (2001))</td>
</tr>
<tr>
<td>• Democratic environment.</td>
<td></td>
</tr>
</tbody>
</table>

These two concepts can exacerbate conflict management because the values are in opposition to one another. The small power distance group appear to be more open and transparent in discussion, accessible to change and open to others’ opinions, and there appears to be more respect between individuals, no matter the status. However, the large power distance group appears to be more dictatorial and those who have the power are seen as superior, and therefore appear to be unapproachable and unquestioned in their decision-making.

Hofstede (1991) is cited: “Power distance is the extent to which less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally” (International Business Cultures: 2010).

LeBaron (2003:1) evolved the term “cultural fluency”, which means the understanding (familiarising) of what culture is, how it works, and that culture and communication are intertwined with conflicts. Inter-cultural conflicts could be rather intense if not managed correctly and Snodgrass (2010:26) cites Lederach (2000) who makes another valuable point which is that the mediator must see and purpose to interpret the conflict from the adversaries’ frame of reference.

In conclusion, competent conflict management involves acquiring the motivation to develop knowledge of cultural backgrounds, which includes all that was discussed...
above, and more. An employer or manager needs to be sensitive to the way others communicate, attribute meaning, and handle conflict, and be aware of his or her own worldview and personality, but not be limited or restricted by that, but rather having an open mind to hear, learn and change if necessary. Conflict is a given in the workplace today and should not be avoided, but rather embraced and confronted with a purpose to grow, bring change and develop answers to future potential problems.
CHAPTER FIVE
RELATED VIEWS IN THE LITERATURE
IDENTIFYING SOURCES AND TYPES OF ORGANISATIONAL CONFLICT

“Over two-thirds of managers spend more than ten percent of their time handling workplace conflict and forty-four percent of managers spend more than twenty percent of their time on conflict-related issues.”
Craig Runde. Center for Creative Leadership

5.1 INTRODUCTION

“Organisations” incorporate the business sector, industry, governments, churches, schools, non-government organisations, and the like. A definition explains: “an organisation in its simplest form is a person or group of people intentionally organized to accomplish an overall, common goal or set of goals. Business organizations can range in size from one person to tens of thousands” (Free Management Library: 2010). It may then seem only natural that, because of the diversity of individuals interacting every day, and the multi-dynamics of communication, and with conflict acknowledged as a normal part of life, circumstances will arise that need to be managed. In particular, organisations today are under enormous pressure to develop their performance and competitiveness and this pressure filters down to employees and members, adding to conflictual circumstances. Explanations of the different types and sources of conflict are discussed below, including various aspects that can make conflict difficult to manage.

5.2 CONFLICT TYPES

Some of the conflict types mentioned below are not only relevant to organizational conflict, but are also found within other spheres of life. The list is a general outline of conflict types within an organization and one must note that more than one of the following types could be active within an organization, at any one time, overlapping into departments, therefore making the need for conflict management skills all the more necessary.
5.2.1 Intrapersonal Conflict

Burton and Dimbleby (1989:2) define intrapersonal communication as: “Communication within the self, and of the self to the self”. It is communication that is happening internally, therefore not known to others. Bradshaw comments on the fact that intrapersonal conflict can be one of the most difficult to manage, because when this conflict is happening within an individual, it is often unrecognizable to the outsider. The individual may not trust anyone enough to talk about his or her problem and so, unassisted, the conflict within can begin to fester. This “unseen conflict” will result in the individual being distressed, distracted from work, and physiologically, neuro-mechanisms that assist in learning and being effective are “rendered inoperative”. In essence the individual’s work and relationships are compromised (2008:23). This internalized conflict has serious consequences in that it erodes the self-esteem and self-worth of the individual. He or she becomes trapped in a spiral of negativity (negative cognitive behavior) and withdraws from others. If this individual were a significant member of a team, the whole team and any project(s) would be affected by this “unseen” conflict.

5.2.2 Interpersonal Conflict

This type of conflict is most common and occurs between two or more individuals. Usually it is a result of people having different goals, interests, communication skills, different values, personalities, cultures, and so forth, and, because there is such a diversity of complex individuals coming together within the work place, there is always potential for conflict to arise. On interpersonal relationships, Ting-Toomey & Oetzel (2001:3) stress the importance of competent conflict management as a life skill that gives us the ability to be “in sync” with others and ourselves. Knowledgeable conflict practice “brings out vulnerable feelings and at the same time creates an opening for further dialogue and mutual responsiveness” and furthermore effective conflict negotiation wards off psychological and emotional strain which, if ignored, can create physical and mental ill health.
5.2.3 Intragroup Conflict
This conflict occurs within a group or team. Usually this transpires as a result of an individual's inability to work alongside or conform to a group standard. An example: If the group, with the exception of an individual, puts in a full day's work it would put pressure on the individual to be as productive as it is. If the individual becomes resentful of such pressure, then conflict with the group members emerges. Two things may then result; either the individual will quit, as the group will reject the individual, or he or she will conform.

5.2.4 Intergroup Conflict
Usually occurs between two or more teams/groups. Competition amongst groups may be healthy and motivational, however, when it becomes unfriendly or embittered then conflict will arise. When groups begin to feel they are superior to one another (as in sport, culture, religion), then intergroup conflict can result. It becomes a case of “them” and “us”, which brings division and disunity. Managers play a key role in managing this conflict.

5.2.5 Interorganizational Conflict
This occurs between organizations and could be the result of a certain organization not behaving with integrity or in an ethical manner, therefore causing an offence to another (Weber 2010:4).

Henry (2009:17) mentions two other types of organisational conflict, namely:

5.2.6 Task Conflict
Task conflict arises when the group members have differences in viewpoints, ideas and opinions on getting a task done, that is: “Disagreement about the substance of the discussion is called “task conflict”. Task conflict can be productive by improving the quality of decisions and critical thinking processes”. However, it is negative when it creates discord amongst the group. Fulton (2010) counsels:

A healthy way to handle task conflict is for everyone within the group to listen to each other, respect each other's opinions, and when possible try to collaborate the different ideas and opinions to come up with one idea with which everyone in the group can agree
5.2.7 Procedural conflict

Procedural conflict exists when group members are in disagreement about the procedures to follow in accomplishing goals. “New procedures may be formulated and a new agenda suggested. Even the group goal may be modified. Procedural conflict, like task conflict, may be productive” (Henry 2009:17).

5.2.8 Stereotyping, prejudices and ethnocentrism

Other conflict causes are more covert and difficult to rectify. The issues of stereotyping, prejudices and ethnocentrism, briefly mentioned earlier, can be deep-rooted personal and private beliefs, attitudes, or underlying emotions, in the life of an individual, that exacerbate conflict unconsciously. A positive and correct attitude is expected from everyone in the workplace and employees need to exercise self control if they feel bias in any way. Behaviour patterns or expressed actions may be a result of attitudes. Refer to 6.1 The ABC Triangle of Conflict by Johan Galtung.

Stereotyping is categorizing and making judgements on people because of past experiences or because of characteristics. According to Bradshaw, “stereotyping is the classification of people into certain categories (often negative) and then proceeding to treat them accordingly” (2008:81). It is unacceptable because an assumption of a person is made without having any knowledge of the individual and Burton et al (1989:70) state: “What is lethal about stereotyping is the speed and intensity of the assumptions and predictions which are made about the other person on a slender basis”. Stereotype categories may be labelled in terms of race, gender, age, class, religion, wealth and so on.

To be prejudiced is to have an adverse judgment, idea or opinion formed beforehand or without knowledge or examination of the facts (Burton et al 1989:204) or it can be defined as a “negative attitude toward the members of some group based solely on their membership in that group” Baron (1986:166). Baron further elaborates that much has been done over the last few decades to eliminate the lingering and harmful effects of attitudes of prejudice as it has huge implications on society as well as within organisations and organisational behaviour. Should prejudice be given any platform in an organisation this will no doubt lead to friction and conflict within the organization. In particular, if specific individuals dislike one another simply because
of differences, this makes it difficult to co-operate and work together which in turn reflects in the negative production and efficiency of the department/company. Another way that prejudice may manifest within an organisation is how it can adversely affect the careers of persons who are the “target of such attitudes”. Prejudicing an individual results in discrimination with respect to getting hired, promoted, salary increases, truthful evaluation of their work and the like. Ultimately if prejudice is not kept in check, and individuals are overlooked simply because of their membership in a particular group, the organisation itself will suffer the consequences, for example, poor performance, resignations of staff and so on which in itself is costly (Baron 1986:166).

Ethnocentrism is negative, because there is a tendency to see one’s own group (from a cultural aspect) as superior to another and to evaluate others from your own standpoint. That is one’s own group is the centre of everything (Snodgrass 2010).

Unfortunately, as a result of our history in South Africa, and likewise in the workplace, all these three points mentioned above may be experienced regularly. All groups are guilty of racial stereotyping and prejudice and it is up to each and every individual to continually be aware of their own attitudes, behavior and speech and to understand and be challenged that change is necessary for a peaceful existence. Of course this can’t be enforced. Change and transformation/paradigm shifts are a slow process yet can be obtained over time. Chapter 6 refers to some conflict resolution techniques that may be used to create awareness and address these conflict types.

5.3 SOURCES OF CONFLICT
Bradshaw (2009:14) cites the following as sources for conflict within an organisation. Again it should be noted that these sources of conflict may ‘overlap’ one another and this is why each conflict situation is known to have a life of its own and should be dealt with on its own merit. The sources of conflict listed below should be easily manageable if appropriate policies and procedures are in place.
5.3.1 Ill-defined Goals
A comprehensible outline of an organisation’s goals and what it seeks to accomplish is important and employees within the organisation need to have knowledge of it. Mission and Vision statements help to inform and direct both staff and customers. An organisation can be effective and efficient in reaching its goals if the employees have a shared vision of what they are striving to achieve. Furthermore each department, team or individual needs to be clear on the organisation’s objectives.

5.3.1 Role conflicts
Defining the role of each staff member is essential. Job descriptions are a necessity and having these in place helps to stipulate exactly what is required of a staff member, his or her responsibilities and the parameters within which the or she is to work. Without this measure in place, conflict is bound to arise, for example, between staff that may dominate or try to dictate to others.

5.3.3 Poor communications
Information dissemination is another area that should be administered well. Information from the decision-makers to employees needs to be clear and timeous. In particular, written communication needs to be understandable and precise in order not to be misconstrued. Many a conflict has resulted from miscommunication, misperception and misunderstanding.

5.3.4 Personality Clashes
As in any situation personality differences, different characters and personal dislikes will clash. Also, cultural, religious, language, value and interest differences are bound to play a part in problems within a group working together. This may be unavoidable in some instances, so having both management and staff equipped to manage conflict in a healthy manner is essential. With regard to relationships in the workplace, Ting-Toomey et al (2001:3) are of the opinion that conflict provides a “testing ground for the resilience of our everyday relationships. … it is not the frequency of conflict that determines whether we have a satisfying or dissatisfying relationship. Rather, it is the competencies that we apply in managing our conflicts that will move the relationship along a constructive or destructive path”.

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5.3.5 Poor Management

Management is what drives a company, and should managers fail to deal with issues (such as those mentioned above), or handle resources inadequately (finances, equipment, vehicles, facilities, etc), or alternatively show favouritism, (perhaps unfairly distributing work tasks), then this will definitely contribute to producing unhappy staff members. Another area of poor management would be where the managers’ roles are ill-defined, for example, areas where their authority may overlap, resulting in management itself being in conflict and causing confusion for the staff under them.

5.3.6 Organisational Change

Change is difficult at the best of times. Likewise changes within the structure of an organisation, for instance the merging of two companies, or a take-over, where there is the potential for a reduction of work force, will no doubt cause insecurity and uncertainty, (fear of the future) which is likely to lead to conflict. Change in management, change within the workplace, or the rotation of staff, all add pressure to an individual which can affect his or her productivity and morale, which in turn impacts the organisation.

5.4 CONSEQUENCES AND COST OF CONFLICT IN THE WORKPLACE

The handling of conflict is often an overwhelming task. Often it is avoided in the hope that the conflict situation will just dissipate. Sometimes it may appear that a conflict situation has dissolved, however, it may have just become “invisible” for the moment. Somewhere along the line it will manifest again and probably in a more antagonistic manner, therefore it is essential to highlight the importance of Conflict Management Skills. It is a wise organisation that purposes to have managers and members trained in recognising and dealing with conflict, keeping it to a minimum, before it adversely impacts on work and relationships. As Bradshaw informs on consequences of conflict in the workplace, “It is pervasive and surprisingly costly. It may be unspectacular in that it is not usually associated with dramatic or violent behaviour, but that does not mean that organisational conflict is not significant, or that it is not extremely damaging to the organisation concerned” (2009:4).
Cowan (1995) (in Bradshaw 2009:4) has the following comment on the expense of organisational conflict:

To the extent that conflict absorbs our thinking and our time, it distracts us from the important things we have to do. It can drain energy, produce distress, and negatively colour our decisions and influence our relations with others. When we are able to effectively take control of conflict at the personal level, we can turn these results around, not only maintaining ground, but producing higher levels of individual effectiveness, productivity and creativity.

Interestingly, in this example, we can identify the following consequences which are mentioned in the work of Cram et al (2010:1): Low morale, reduced productivity, quality problems, delayed and missed deadlines, increased stress, substantial cost, reduced collaboration, and damage to credibility, decreased customer satisfaction, distrust, frustration, and abusive behaviour.

This confirms the comment by Dana (1999), (in Cram et al) that unresolved conflict represents the largest reducible cost in many businesses, yet it remains largely unrecognised. Further, statistics released from the Business Performance Resource Centre (2008) (in Bradshaw 2009:4) that managers spend between 40-50% of time dealing with some conflict, that unresolved conflict leads to at least 50% of resignations, and that the cost of replacing an employee is more than their annual salary, certainly reveal the need for increased training in Conflict Management Skills, and yet to date does this does not rate high on the “priority list”.

Bradshaw makes the statement: “...conflict goes unacknowledged in organisations. The office-bearers within organisations typically regard conflict within the organisation as inappropriate, or as a sign of personal; or institutional failure. ...Something to be shielded from the public gaze…” (2009:5). This kind of mindset and attitude towards conflict within the management of organisations definitely needs to be transformed. Conflict is not necessarily bad, it can be “a productive force that can stimulate members of the organisation to increase their knowledge and skills and contribute to organisational innovation and productivity” (Henry 2009:19).

Bradshaw, following Cowan, (2008:24-26) gives reference to specific areas where conflict affects or influences productivity in organisations, namely:
5.4.1 The Link to self-esteem
The development of intrapersonal and interpersonal skills to build self-esteem and enable a person to have the ability to manage confrontations and conflict is important. It is noted that individuals who are confident within themselves and have good self-esteem, are more productive in the work place, and, more importantly, the potential for conflict situations is lessoned. When companies spend time and effort on helping build the self-esteem of staff, training them in conflict management skills, the staff will become more competent, relationships improve, and generally positive performance is evident. Following that, if workers feel good about themselves and their work place and are recognised, this then has a positive impact on the image and self-esteem of an organisation. An understanding of a “good self-image” was defined earlier.

5.4.2 The Link to Quality
According to Cowan (in Bradshaw 2009:8)

Every organisation or industry has a vocabulary to describe its customers – the people, groups or organisations to whom it provides products or services. ... No matter what an organization may believe, it is the customer to whom it is ultimately accountable. Since an organization is nothing more that its people, each person in an organization is also ultimately accountable to the customer. Unfortunately most people in all different types of organizations, from universities to factories, don’t yet see the accountability picture this way.

From the above we can see the interaction between companies and individuals and that people inside or outside the workplace have the ability to contribute to or hinder work that is to be done (Bradshaw 2008:25). This can be very costly to all concerned in business, particularly if you have discontented staff who could quite easily hijack the smooth operation of business.

Cowan (in Bradshaw 2009:9) advises that with emphasis placed on concepts such as “total quality” and “zero defect” which are performance driven, then there is greater opportunity for stumbling blocks within the interacting and dynamics of relationships. For instance when structural change happens, management and staff may change or the role or responsibilities of individuals within an organization may
be revised therefore conflict will arise. Consequently people need to be trained beforehand how to manage this conflict effectively.

A tragic example of what has just been mentioned above (and elsewhere in this study) is the case of the suicides that took place in the France Telecom Corporation due to restructuring and more importantly the inability to cope with change, stress, relationships, and so on – See Annexure 1.

Cowan further states that when a company is not prepared for conflict situations, it may even stop doing whatever it is it feels has produced the conflict. “If efforts at positive change produced the conflict, ineffective organizations will often abandon those efforts in favour of maintaining a peaceful status quo.” In this we see that the growth and success of an organization may be hindered purely by the fact that it has been unable to manage conflict (in Bradshaw 2009:9).

5.4.3 The Resource Link
Cowan (in Bradshaw 2008:26) suggests that the management of resources and conflict is connected and can have an impact on the success of a company. Every organisation needs resources in order to function and every member working for the organisation consumes resources in one way or another. Resources may be materials, office space, money, telephones, equipment, facilities, (hard resources) or, time and energy (soft resources). In order to have optimum results, resources should be managed astutely. However, issues of conflict are still marginalised within companies and so the full extent of the results of conflict and the resources that are consumed because of conflict are often not fully realised.

Cowan (in Bradshaw 2008:26) stipulates that conflict absorbs resources, but that “the question then is not whether an organisation will experience conflict, but to what extent, and with what results it will do so”. To embrace rather than to avoid conflict, an organisation can save on resources wasted on conflict matters, and put the resources to better use elsewhere. Cowan comments:

Organisations waste resources on conflict when they fail to prepare people to deal with it effectively, and preparing an organisation to deal effectively with conflict pays off in resources freed up to support
more productive activities. … conflict management should be considered as resource conservation.

Cowan’s chart below articulates clearly how conflict affects the workplace.

Table 5: How conflict impacts the workplace:

<table>
<thead>
<tr>
<th>POORLY MANAGED CONFLICT</th>
<th>WELL MANAGED CONFLICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slows learning and growth</td>
<td>Promotes learning and growth</td>
</tr>
<tr>
<td>Reduces productivity &amp; effectiveness</td>
<td>Enhances productivity &amp; effectiveness</td>
</tr>
<tr>
<td>Damages relationships</td>
<td>Strengthens relationships</td>
</tr>
<tr>
<td>Discourages co-operation</td>
<td>Stimulates &amp; reinforces co-operation</td>
</tr>
<tr>
<td>Destroys trust</td>
<td>Builds trust &amp; dialogue</td>
</tr>
<tr>
<td>Stifles creativity &amp; innovation</td>
<td>Generates creativity &amp; innovation</td>
</tr>
<tr>
<td>Creates defensiveness</td>
<td>Promotes safety &amp; interdependence</td>
</tr>
<tr>
<td>Produces hidden agendas</td>
<td>Generates openness</td>
</tr>
<tr>
<td>Wastes time, money &amp; human resources</td>
<td>Increases efficiency</td>
</tr>
<tr>
<td>Focuses on blaming &amp; fault-finding</td>
<td>Produces sense of responsibility</td>
</tr>
<tr>
<td>Creates enemies and hard feelings</td>
<td>Strengthens relationships</td>
</tr>
<tr>
<td>Generates hostility &amp; Violence</td>
<td>Promotes peace &amp; harmony</td>
</tr>
</tbody>
</table>


5.5 DIFFICULTIES IN MANAGING CONFLICT

The “sources of conflict” discussed earlier may be managed effectively, however, according to Bradshaw (2008:27-28) there are a few areas where conflict may be more difficult to manage, specifically:

5.5.1 Organisations represent the source of status and identity for individuals

The average person invests approximately eight hours a day in the workplace, using much time, energy, skills and talents to contribute towards achieving goals and ambitions for themselves and the company. It is no wonder then that a person’s status, rank, identity and value become identified with the organisation, therefore if an individual feels threatened or perceives a threat, which will affect his or her position in the workplace, status, image, or salary, he or she will react, fearfully, aggressively or defensively which may escalate into a spiral of conflict.

5.5.2 People want to be seen as team players within their organisations

All staff members within an organisation are, in effect, team players. Everyone wants to belong to and feel accepted within the team. Unfortunately, if an individual thinks differently or disagrees with the rest of the team on an issue, or even has a personality clash, it may be frowned upon. It is because of this reaction that many
people keep quiet about the way they feel about the team, rather than risk rejection, and this becomes an intrapersonal, hidden and suppressed conflict.

Conflict arises from differences, and when individuals come together in teams, their differences in terms of power, values, and attitudes contribute to the creation of conflict. A major advantage a team has over an individual is its diversity of resources, knowledge, and ideas. However, diversity also produces conflict (Townsley: 2010).

5.5.3 Organisations are often hierarchically structured
Many organisations operate within a hierarchical structure. This may include corporate companies, traditional churches, governments and political parties. Individuals may be placed in positions of high rank and status and as a result appear to be untouchable and immovable to those beneath their rank. Unfortunately, conflict may easily arise within these hierarchical structures; yet remain unaddressed or unchanged because of the respect (or fear) of challenging those in authority.

An example of structural problems may be found within the COPE political party, here in South Africa. Unfortunately this party has failed to accomplish what it set out to do as the main problem is internal, hierarchical conflict amongst the leadership (Mataboge: 2010).

5.5.4 Organisations are often extremely performance-oriented
Bradshaw suggests that in many organisations, the performance of their members is observed; that there are constant demands to perform well, as such behaviour is rewarded, and poor performance penalised. “This highly competitive environment is highly conducive to zero-sum outcomes for organisational conflict” (Bradshaw 2008: 28).

Cowan (in Bradshaw 2009:12) comments that, unless everyone wins in a conflict situation, then no one wins. He states that there are two choices in conflict outcome; win-win or lose-lose. A win-lose scenario is the same as lose-lose. If a person perceives himself or herself as a loser then his or her performance will be negatively affected. The ideal is when an organisation has been pro-active in the development of their staff to recognise, manage and resolve conflict. The result is personal growth within individuals, self-esteem is enhanced, individuals will feel they belong,
relationships are improved and “the workplace is then perceived as creative and the organization is seen as something people want to be part of” (Bradshaw 2009:12).

5.6 CONCLUSION

This Chapter has identified some of the types of conflict found within organisational structures and identified a number of sources of conflict, and the cost of conflict. Three areas that also affect the productivity within organisations were evaluated.

Attached to this research is an article on the France Telecom Corporation (Annexure 1). This article exemplifies much of what has been discussed in this chapter and shows the severe consequences of unresolved intrapersonal and interpersonal conflict; the result of major restructuring for competition; the stress that the workers felt; unacceptably authoritarian hierarchy; individuals struggling to adapt to new market-oriented cultures; and more, and the fact that many, it appears, were unable to cope with the situation in which they found themselves. Though no judgement can be given on what transpired here, one cannot help but wonder if had more training, equipping, understanding and transparency in the field of organisational conflict been in place, this possibly could have been avoided.

Basically, if organisational conflict can affect individuals and companies so negatively, then resources spent on the training and equipping of members in conflict management skills are worthwhile. Conflict is not to be avoided, but rather embraced as it has positive effects in improving the quality of decision-making; stimulates creativity and problem-solving; energises groups and can result in positive change. Organisations should increase their knowledge of and awareness of conflict and tackle it before it becomes irreparable. They should establish good procedures and guidelines for conflict negotiation and, in larger organisations, employ skilled Conflict Resolution person(s) within the HR Department to assist with mediating when the need arises. Cram et al declare: “It isn’t conflict itself that creates problems and increased cost, but rather an inability or unwillingness to address it in timely and intelligent ways” (2010:5).
"If we manage conflict constructively, we harness its energy for creativity and development." Kenneth Kaye

6.1 ABC TRIANGLE OF CONFLICT (JOHAN GALTUNG)

Johan Galtung is well known for his contributions to the field of peace building, peace research and conflict transformation which started in the 1960’s. Though much of his work is around acts of violence and war, and perhaps not applicable to this research, he did make a distinction between conflict behaviour, conflict attitudes and contradiction (that is, the underlying conflict situation) which is relevant to any social situation. He designed what is known as the “ABC Triangle of conflict” which reflects latent and manifest conflict. See Diagram below adapted by Bradshaw (2008:17). This model is a useful tool to help discern any underlying tensions or latent conflict, including that found in the workplace, before it manifests through negative behaviour. For instance, if a manager is aware that a certain individual is being oppressed or unfairly treated, he must also be aware that, unless the situation is rectified, negative behaviour will eventually manifest. Or if prejudice and intolerance are evident in the attitudes of certain employees then it will be a matter of time before someone erupts in a fight or argument, or withdraws and avoids his/her colleagues. This is not conducive to creating a happy staff or productive output. If any of the characteristics listed below are evident in the smallest degree, they should be noted and addressed quickly.
Diagram 2: Manifest and latent conflict: the ABC triangle of conflict

6.2 WHEEL OF CONFLICT

According to Mayer: “If we can develop a usable framework for understanding the sources of conflict, we can create a map of conflict that can guide us through the conflict process” (2000:8). With regard to this research, Mayer also advises that conflicts arise from basic human instincts and the inevitable struggle between classes and that most conflict centres on human needs. This involves either unmet needs, or the belief that their needs are not consistent with others’ needs. As a result, these “needs” cannot be ignored, but rather be addressed in order to avert conflict. Mayer uses what he has termed “The wheel of conflict” (an analytical tool) which contains five significant conflict areas, namely: the way communication happens, people’s emotions, values, and history, as well as the structures within which interaction happens.
In using this problem solving theory, Mayer’s “Conflict wheel” would be able to help establish the source of conflict taking place. He advises that the wheel will assist in finding out where people are “entrenched”; where insights are needed; and then where situations can be found and improved. The issues of “Needs” and “Values” has already been addressed (see page 24-25), however, Mayer’s additional categories will now be discussed.

### 6.2.1 Emotions

Emotional reactions will always be evident when issues of importance in the lives of people come under attack. In a conflict situation or when an individual is unhappy, negative emotions fuel conflict if not kept in check. Mayer states that, “people from different cultures experience the same range of emotions in conflict, and for conflict to be dealt with, mechanisms for the release and validation of feelings are necessary” (2000:75). If people can remain rational and focus on how best to meet their needs whilst accommodating those of others, or at least bearing others in mind, then effective communication can take place and conflict can possibly be avoided.

Parties to a conflict may become highly stressed and emotional when there are risks, costs, fears of the outcome and interests at stake. At the same time emotions can
become a manipulative tool within the realms of conflict. According to Mayer emotions contribute to the energy, strength, courage and perseverance that allow people to participate compellingly in conflict (2008:10).

Managers handling individuals in the workplace in a conflict situation need to be aware that emotions can be generated by specific interactions, situations or an instinctive reaction due to past experiences. Managers must learn how to manage the emotions adequately, allowing some time to vent, but not to be destructive or embarrassing. At all times, there must be a desire to calm individuals in dispute in order to move in the direction of conflict resolution or management.

6.2.2 History

Knowledge of the background to any conflict is essential as it plays an important role in trying to understand the current situation. According to Tillet: “The past exists in and impacts on the present (and the future)... The history of a conflict and the relationship between the participants provides vital information for resolution” (2006:82-83). In essence, in analysing conflict and behaviour between two parties, it is helpful to look at any historical background of the conflicting parties to determine if there isn’t any deep-rooted or underlying cause. Any previous attempts at conflict resolution must also be examined. This is especially relevant for South Africans of diverse backgrounds. It is necessary to find out what has happened, to whom, by whom, that is, who has done what? Is there a history of ongoing conflict between the two parties and was it resolved?

Anstey remarks that conflict cannot be understood independently of its historical context and further that past events can provide the momentum for the development of conflict (2000:13). Interestingly, in the South African context, one needs to understand the complicated dynamics of interaction between diverse individuals that have developed over the course of time and which have, in fact, become part of an individual’s identity.
6.2.3 Communication

Communication is the verbal or non-verbal exchange between two or more people, about anything. It can be referred to as an “exchange of meaning” or “shared meaning”. It is the sending and receiving of messages or the “meeting of minds”. Mayer (2000: 119) writes: “At the heart of both conflict and resolution is communication”.

Communication is a transaction process and as Anstey suggests: “... the communication process comprises the transmitter of a message, the message itself and the receiver thereof, and is characterised by a complex combination of verbal signals, facial expressions, tones of voice and bodily stances” (2006: 224).

In putting a framework together to analyse conflict, it is necessary to look broadly for areas of miscommunication, misunderstanding, misperceptions, and the like and to ask some questions to prompt thinking and discussion between disputants. As Mayer clearly states: “Humans are very imperfect communicators. Sometimes this imperfection generates conflict…” (2000:9) and therefore effective communication is a skill to be learned.

Understanding an individual’s perceptions with regard to interpersonal communication and conflict in the workplace is also crucial. The definition of perception is the:

Process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (or unreliable) information perception is ‘the reality’ and guides human behaviour in general (Business Dictionary: 2010).

Perception is significant to the communication process as it includes both verbal and non-verbal communication and the general assessment of others. Perceptual observations are made in order to discern the other person, and to know how he or she will act or react, often based on life experience, culture, language, gender, age, including elements like personality and character traits. Fisher et al (1992:22) comments: “Understanding the other side’s thinking is not simply a useful activity that will help you solve your problem. Their thinking is the problem… differences are
defined by the difference between your thinking and theirs”. Additionally people will see what they want to see and with the dynamics of communication, particularly in conflict, people will perceive and focus on any facts that confirm their perceptions and may disregard any facts that oppose their perception (1992:23).

6.3.4 Structure

Another aspect that can add to the dynamics of conflict, and is a reality in the workplace, is “the external framework, in which the interaction takes place or an issue develops” (Mayer 2000:12). Examples of structures may be in government departments, religious organisations, political organisations, schools, and so on. The structure in a conflict could affect issues such as decision-making, time constraints, communication dissemination, distribution of resources, access to information, political pressures and more, and though it may be possible to encourage people to collaborate, if the structure has not changed, this can exacerbate the conflict (2000:12-13).

Organisational structure, which is applicable for this research is defined as:

The framework, typically hierarchical, within which an organization arranges its lines of authority and communications, and allocates rights and duties. Organizational structure determines the manner and extent to which roles, power, and responsibilities are delegated, controlled, and coordinated, and how information flows between levels of management (Business Dictionary.Com: 2011).

A well organised structure which generates good policies and guidelines and which incorporates good communication lines to all employees will go far in reducing reasons for conflict in the working environment.

6.3 CONFLICT CUBE

Another view is that of Bradshaw (2008:20), whereby he refers to the “Conflict Cube” as an analytical tool to analyse sources of conflict. (It is similar to Mayer’s “Wheel of Conflict” already addressed.) Bradshaw confirms that conflict is multi-faceted in nature and that there are many different bases for social conflict. Human needs are again the most important aspect, coupled with relationships, data, interests, values and structures (all of which have now been addressed above). Conflict can be caused by a combination of all of these attributes and therefore becomes complex,
dynamic and unique and more difficult to deal with (2008:18-20). All issues pertaining to conflict need to be identified where possible.

6.4. EFFECTIVE CONFLICT RESOLUTION - ANALYTICAL PROBLEM SOLVING
From the early 1960’s John Burton has been a key figure in the research of conflict and peace, which involved working with both international and national conflicts. Burton postulates that conflict resolution is attainable through an analytical problem solving process. He specialised in deep-rooted /protracted conflicts. He has written extensively on how to resolve conflict which involves, “not merely interests of persons, groups and nations that can be negotiated, but deep motivations, values and needs which cannot be compromised” (1987:3). In analysing conflict, Burton would help parties recognise the changes in existing policies and structures; assist with communications to improve relationships and explore the cost [consequence] of failing to resolve conflict.
Burton explains that frustrated human needs or deep-rooted conflict occurs in social relationships, in the family and in the workplace. Most modern societies [in this instance in the workplace] are multi-cultural or multi-ethnic. He comments that most have problems of poverty and plenty, inequality of opportunity, of frustration and lack of participation and identity and experience high levels of alienation. These are the types of issues that affect societies around the world (1987:3). They are also latent causes of conflict in the workplace.

Burton became well known for his work which involved what he initially termed “controlled communication” workshops between adversaries and which has progressed extensively since then to what is now termed “Interactive Conflict Resolution” – detailed below.

6.4.1 Some history to his conflict resolution approach.

Prior to the 1960’s conflict resolution was achieved by a traditional authoritarian approach of power-bargaining, coercion, negotiations, and settlements which involved “elders, authorities, courts, police and organised management”, but as time has progressed the “problem-solving approach” has been incorporated and developed (Burton 1987:13).

Interactive conflict resolution initially began post 1960 in the industrial relations sector where the authoritarian approach was challenged owing to the increase in power of the labour unions. Interaction between managers and workers needed to take place in order for any co-operation and increase in productivity to continue and the needs and interests of the “weaker sides” had to be accommodated if there was to be stability. Conflict resolution had to be revisited. It would have to be exploratory and analytical in nature and no longer merely operate from a position of strength or power. By incorporating third parties, to the problem-solving approach, Burton advises that a legal solution would be replaced by neutral, skilled third-party facilitators (four or five at a time) who would become involved to impart knowledge and information about conflicts, as well as human behaviour, to the disputants. However the facilitators would steer clear of giving any suggestions or recommendations (Burton 1987:11-15).
The belief that in conflict there have to be “winners and losers” was also being reassessed because of the fact that serious, long term conflict situations, were not being resolved because this win-lose outcome was unacceptable. Sociologists and theorists in the fields of conflict management and human behaviour intended to gain a deeper understanding of why people are unwilling to resolve conflict and, as time has progressed, the uncompromising ontological human needs of individuals was identified. Burton developed his theory and explanation of deep-rooted, protracted social conflict and the need to have a different approach to managing this conflict type (Burton 1987:13-15).

6.4.2 An explanation of Deep-rooted or Protracted Social Conflicts

“Protracted social conflict” is a phrase coined by Edward Azar which refers to ongoing and seemingly irresolvable disputes that deny the essentials necessary for the development of the human being. John Burton used the term “deep-rooted conflict” which implies the same thing. Basically these terms refer to conflicts that are “not based on negotiable interests and positions, but on underlying needs that cannot be compromised”. This conflict type occurs wherever inequality exists and where basic needs for identity and participation are frustrated (Fisher 1997: 6). This was the scenario in the apartheid era of South Africa and still appears to be the case to date – just “clothed” differently.

These social conflicts usually have sensitive historical, religious, political, cultural, identity and economic attributes. As certain issues such as interests, needs, values, are key and critical to the lives of individuals, they are, therefore, not negotiable and will not be conceded. As a result, when conflict occurs, it is usually because the issues have remained unresolved, possibly for years, growing in intensity, with a sense of some “threat” to both sides, until such time as something triggers off this conflict with destructive and possibly violent consequences.

Burton further emphasizes that these deep-rooted conflicts “cannot be contained or suppressed in the long term, but can be prevented or resolved only by the satisfaction of basic needs through conflict resolution” (Fisher 1997:6). Burton had a deep understanding of the roots of conflict being linked to frustrated human needs and believed that if these frustrations could be eliminated, then a degree of peace
could possibly be attainable. The Basic Human Needs theory, dealt with earlier on, is applicable to the conflict management/resolution that Burton and Azar purposed to achieve.

Azar proposes that any attempts or intervention to settle or control protracted conflicts without taking into account the deep rooted dynamics of the conflict are not sustainable although perhaps temporarily successful for a time, and that there is no “quick fix” to these types of conflict (1990:18). Maiese confirms this by acknowledging that mediation or arbitration may lead to the settlement of a conflict, however, it may not be maintained long term, as the settlement is usually based on “material interests” and not the underlying needs of the opponents which remain unaddressed and unmet. On the other hand, the problem-solving approach helps both facilitators and adversaries to evaluate jointly the fundamental sources of conflict, including the concern of basic human needs such as identity or security (2003:3).

6.4.3 Controlled Communication

In developing a theory of practice termed “controlled communication”, Burton felt it was essential that in drawing opposing parties together there was to be: "a non threatening atmosphere in which the participants can examine their perceptions and misperceptions about the conflict and about each other, and then jointly explore avenues for analysing and resolving the conflict, partly through the development of common functional interests" (in Fisher 1997:27). The third parties play a supportive role. They have to keep the focus on the details of the conflict, origin, escalation and potential resolution. They are there to assist discussion, clarify what is being said, look at misperceptions, keep the interaction between the two parties going, monitor behaviour, and through discussion and analysing other similar conflicts, aim to bring the two parties to some decision-making.

Burton (in Fisher 1997:27-28) confirms:

Once the parties can see their actions and antagonisms in the analytical framework of interaction processes and conflict escalation, communication becomes effective, the past is reperceived, and the future can be viewed in a less fearful light…. A prime function of the method is therefore to prepare the ground for
negotiation by establishing the conditions under which it can be successful.

Burton initiated the first controlled communication workshop in the conflict between Singapore, Indonesia and Malaysia. The workshop continued over a number of days and was attended by officials chosen by the communities concerned. The facilitators were from the academic and social sciences. The meeting was informal in that there was no agenda, there were no minutes and nothing was agreed. It was purely a platform where participants were able to discuss their discrepancies with the academics. Once there was a degree of trust, the parties felt free to continue discussions and a positive outcome of mutual analysis of the conflict and potential options towards resolution and settlement were attainable (in Fisher 1997:20-22). Interestingly, Burton (in Fisher 1997:22) emphasizes that the workshop was established purely in response to an academic challenge to find and test a theoretical approach to conflict – it was not intended to find a solution. However, the more the discussions took place amongst themselves, in respect of international relations, the more they discussed their relationships. Realisations about the basis of the conflict were exposed and these enabled the adversaries to move towards a resolution.

6.4.4 Problem solving workshops/Interactive Conflict Resolution

These workshops progressed to what was called Problem Solving Workshops which allow for discussions between unofficial groups / actors who are engaged in violent protracted conflict. The communities in conflict choose those who should be present, that is, the unofficial people could be preachers, community leaders, business people, and the like, those who are respected and trustworthy, yet are not necessarily decision-makers. The third party or panel, who facilitate and guide the discussion between the two opposing sides, consist of mainly academic researchers and/or scholar-practitioners. The discussion is intended to analyse the fundamental issues of the conflict and to develop potential problem solving strategies. These workshops may take place over a few days. Sometimes those who meet will go home, discuss issues with other members, and return to discussions days later (Maiese: 2003).
What has been learned is that Problem Solving Workshops (Interactive Conflict Resolution) are successful methods for conflict intervention, the purpose being to bring opposing parties of a conflict together face to face, in a secure non-threatening environment in order to analyse the conflict, its sources and dynamics, without the pressure of having to forfeit any position or resources. There is no bargaining or negotiating, but the desire is to move individuals out of their entrenched positions. The third party facilitators’ role is to open up channels of communication between antagonists with the view to accommodating an exchange of ideas, recognizing key obstacles, exploring new solutions, and engaging in problem-solving discussions. The meetings are private, informal (no agendas), non-committal and confidential.

This kind of problem-solving method was used internationally, and between communities. Usually the situation was that there were deep-rooted issues that had become apparent. I believe that the manner in which these workshops was conducted can be applied at a micro-level, that being within organisations, particularly in South Africa, as there are definite, deep-rooted (underlying and unresolved) issues that can be triggered in the workplace because of our history. Burton confirms that there are examples of industrial strikes that appear to be over wages, but the conflict has actually been triggered because of poor relationships between management and staff. The wage problem is not the source of conflict (1987:4-5). It is important that those tasked with conflict intervention understand the fundamentals of conflict as well as the techniques for managing the situation. The facilitated approaches mentioned above are great tools for analytical problem-solving where adversaries, for example, labour unions and management, supervisors and employees, engage in dialogue, discussing their issues and determining their own outcomes where a win-win situation is achievable.

This analytical approach to conflict resolution has moved away from the traditional methods that were used. Burton expresses that:

> It avoids techniques of bargaining and negotiating from prepared positions (at best these may force settlements by compromises on non-negotiable values), and the managing of conflict through some form of coercion. It is primarily analytical of the goals, values and motivations of the opposing parties. It holds that workable options and self-sustaining agreement can emerge out of this analysis (1987:23-24)
Furthermore the theory reveals that certain human needs, such as security, identity, political inclusion, distributive justice and recognition will emerge regardless of human costs and consequences. Socialisation or force are unable to control or contain these basic drives (Burton 1987:23).

6.4.5 Practical guideline to Interactive Conflict Resolution
Maiese (2003:2) poses that the workshops can take place in three phases. Firstly, the participants take turns to explain, without interruption, their perception of the conflict, share their grievances, assert their rights and guard their positions. In sharing their experiences, their understanding, feelings, fears and insecurities may also be uncovered. It is important to give individuals time to tell their stories and although this exposes them, it allows for the opposition to hear, often for the first time, their points of view and vice versa. It also gives opportunity for the adversaries to “observe and analyse the impact of their own actions on one another”. When individuals have been entrenched in conflict with no collaboration between them, their initial intention is to win. Maiese reasons that: “Adversaries typically interact in a legalistic, accusatory atmosphere where it is difficult for them to learn anything about each other or themselves” (2003:2).

Thereafter the second phase comes into play. The facilitators may clarify what has been shared by the two opposing parties and draw up a list of significant issues identified. The conflict is analysed by all concerned and participants are invited to debate the situation openly. The facilitators have theoretical insight into conflict theories, processes, types, dynamics and consequences and this knowledge can be shared with a view to understanding the current conflict as well as identifying previous similar conflicts that have happened elsewhere.

The third phase normally finds the antagonists less tense, more amicable and collaborative and further, deeper dialogue is achieved with regard to the conflict areas. The facilitators guide the conversation towards resolution. It must be noted that participants must be confidently assured that they are not compromising their stand or abandoning their values, nor is any final decision making on the conflict required. It is purely to expand thinking, recognize obstacles, change mindsets,
arrive at possible ideas for resolution and to deepen the understanding of why the conflict is happening, and the consequences of its continuation.

Deep-rooted conflicts often include the dehumanisation of the opposition. For instance it is currently experienced in different environments within our country, within certain farming communities, within organisations and between differing ethnic groups. Xenophobia is a good example. Importantly, these workshops transform the conceptualisation of the opposition from “enemy” to human beings with emotions, feelings, fears and so on. Mutual respect, transformed perceptions and attitude change are achieved following these meetings. Maiiese informs that the roles of participants change from being adversaries to becoming joint analysts and partners in a problem. Another positive attribute, as a result of time spent together, is the revelation of the significance of showing kindness (symbolic acts and gestures). Adversaries “become more aware of actions that entail little cost to their own group, yet mean a lot to their opponents. For example, gestures that indicate the recognition of the other group’s humanity or legitimacy” (2003:3).

6.4.6 Significance of analytical problem solving
Burton (1987:23-24) maintains that facilitated conflict resolution is significant in that:

a) It seeks to differentiate between interests that are negotiable and the underlying, basic motivations and values that cannot be bargained away.

b) It is analytical of motives and values, of perceptions of motives and values, and of confusions between interests, tactics and goals.

c) It provides an opportunity to assess the cost of ignoring, suppressing of failing to promote revealed non-negotiable needs.

d) It seeks to assist parties in dispute to deduce what alterations in structures, institutions and polices are required to enable the fulfilment of needs. Such fulfilment applies equally to the needs of persons previously deprived and to those whose interests are threatened by potential change.

e) It seeks to assist parties involved in monitoring events and communications perceptively. It also assists in anticipating
responses and in being aware of important policy details as the parties move toward improved relationships. The activities are carried out both during the stage of conflict and during the transition to peace.

It may be difficult to comprehend that hatred, racism and the like can be so rife within the workplace and that such a manner of conflict management may be required, but it is a reality. It lies dormant because one has to be politically correct, especially when at work, but nevertheless it is there. Culturally diverse individuals, those with different religions, languages and lifestyles can certainly be stiff-necked and may apply their beliefs (and behaviours) in the workplace to the detriment of all. This would hinder teamwork, general performance and productivity and therefore conflicts of this nature should be addressed in this non-threatening manner rather than by taking the route of grievance procedures or letters of warning, which, in fact, are of no use in these instances as the deeper issues go unaddressed and the conflict resides, only to manifest again at a later time.

Interactive conflict resolution or problem-solving workshops are beneficial for all as common ground can be discovered and this is then a platform from which to work. If mutually agreed upon principles can be established, subsequently those in conflict can move forward from their entrenched positions.

6.5 WORKPLACE NEGOTIATION/MEDIATION FOR DIVERSITY CONFLICTS

Negotiation, mediation or intervention plays an important role and is recommended as a means of conflict resolution, in particular in order to preserve relationships between parties, especially when individuals have to work together. Ballard advises that “diversity conflicts are relational in nature”, and generally require a third party to assist in facilitating the conflict (2011). Another method is that of Daniel Dana who looks at methods of “self-mediation” as a tool for conflict resolution (2011:5). Negotiation, Mediation and Self-Mediation are tools to assist with conflict resolution in the workplace. These are huge topics in their own right, but are mentioned briefly in this research.

Before I discuss the three types of conflict resolution named above, it is necessary to mention that different individuals negotiate and manage conflict or confrontation in
different ways. These are often classified into five groups: avoiders, accommodators, compromisers, competitors and collaborators. The well known Killman-Thomas matrix of personality types is a simple test and is a useful tool for individuals to evaluate themselves to discover what conflict management style they may apply in their own lives (Bradshaw 2011:2).

The five personality types are explained as follows:

**Avoiders**
Avoiders tend to make the decision not to engage in conflict and simply withdraw. They have a lose-lose style where there is low concern for their own goals and low concern for relationships. They are neither assertive nor co-operative. Their avoidance may be out of fear of the issue, or fear of confrontation, emotional pain or frustration. Avoiding conflict means that one fails to reconcile the problem that has originally caused the conflict. Therefore this original starting point for the conflict continues unabated, held in check, temporarily, until another skirmish arises to set the same unresolved tensions into motion again. Therefore, conflict avoidance strategies are not particularly useful in the long run. It is obviously difficult to assist with conflict resolution with this personality type. However, on a positive note, the avoiding style of conflict may be applied when the issue is perceived to be trivial, when there is no chance of winning, or when disruption might become costly (Victor: 1998, Lariscy: 2011).

**Accommodators**
Accommodators purpose to appease the other side at the expense of dealing with the problem at hand. They accommodate the opposition’s desire above their own. In this way they appear to dispose of problems quickly, however, they are not really addressed and will persist or grow worse over time. Unfortunately accommodators, though they are obliging, are often not respected and though their intent is to preserve a relationship, they actually do more damage by not tackling issues that arise. They have a low concern for goals and a high concern for relationship. As individuals/groups acknowledge or realize that they are in the wrong, then the “accommodating style” is applicable and relevant (Victor: 1998, Lariscy: 2011).
Compromisers
Compromisers purpose to find middle ground and have a moderate concern for goals and relationships. They attempt to achieve a win-win situation, but, in fact the reality is that everyone wins and loses something. Compromisers have a bargaining style. Needs are only partially met through compromising. As much as this style is better than achieving no resolution at all, collaboration is a better option. This style is used when both sides have equal power, the issues are of equal importance, and a timeous solution is necessary for both sides (Victor: 1998, Lariscy: 2011).

Competitors
Conflict is seen as a win-lose situation and the competitor has the will to win at all costs even at the expense of relationships. They don’t always keep the focus on the issue or problem, but attack the individual/people and this is counter-productive. Fisher and Ury (1992:17) dedicate a chapter to negotiating whereby they encourage those in conflict to “separate the people from the problem”. Competitors therefore have a high concern for goals and a low concern for relationship. Victor advises that this approach might apply if quick decision making or action is needed (1998).

Collaborators
Collaborators try to find a solution where the needs of all parties are completely met and the parties are satisfied with the result. They have a win-win style and have a high concern for achieving their goals and well as high concern for preserving relationships. Collaborating is great in that everyone has an opportunity to voice their concerns and opinions, their goals and interests and as a result, when conflict is resolved, the relationships are often strengthened. This style takes more time and effort, but the results are more rewarding and permanent. Collaboration yields the best result (Lariscy: 2011).
A second model for conflict resolution which was designed by the African Centre for the Constructive Resolution of Disputes (ACCORD) refers to “Archetypal Responses” that individuals use when responding to conflict situations. They advise that “each style may be appropriate under certain circumstances, and that we should make a conscious choice of which approach to use” (2007:32).
Diagram 6: Archetypal Response Styles

6.5.1 Negotiation

Negotiation is defined by Bradshaw as “a voluntary communication process between a number of individuals or groups, intended, through a process of give and take, or creative problem-solving, to arrive at a mutually acceptable agreement” (2008:76). The ideal scenario for negotiation occurs when two parties in a conflict recognise there is a problem and hold informal discussions to negotiate their differences and reach satisfactory outcomes.

Negotiation, like conflict, is a part of life. Buyers negotiate with sellers, employers with employees, parents negotiate with their children and so on. There are two types of negotiations referred to as “distributive or positional bargaining” or “integrative or interest-based bargaining”.

Distributive bargaining
This negotiation is normally over specific resources, wages, prices and so on and may be contentious as the outcome is normally that one side wins more than the other, that is a ‘win-lose’ situation. Conflicting parties open negotiations with extreme positions and demands with which they try to influence or persuade the opposition. As negotiations proceed, compromises are made until such time as a mutually agreed settlement can come about. Anstey refers to some key characteristics of this type of negotiation which involves ‘specific ways for framing issues, applying power, using alternatives, sharing information, and reaching agreements’ (2000:148).

When strikes or boycotts occur within the working environment the chances are it is the “distributive bargaining” negotiation style that is being used. According to Bradshaw, though there is normally an agreement reached through this distributive approach, the chances are that one party will be left unsatisfied with the result. This, in turn, means that the settlement may not be permanent or long lasting and may surface again at a later date. Additionally relationships may be damaged through the use of power bargaining against one another (2008:78). For further information on power bargaining strategies, refer to Bradshaw (2008:78).
Integrative Bargaining

Integrative bargaining intends to deal with both the substantive issues as well as the procedural/psychological issues. However, it places more emphasis on the relationship of the disputants. It is a softer approach than that mentioned above as the preservation of relationships is the more important than the issues. This method can be used when common interests can be identified (Bradshaw 2008:79). For example, the researcher recently heard of a situation whereby employees of a company were demanding exorbitant wage increases, increases that, if applied, would genuinely cripple the company. Through negotiation, it was realised that the common interest was to keep everyone employed and maintain the company afloat. This was the foundation from which an integrative problem solving approach was appropriated and the problem resolved. Diversity conflicts in the workplace may use this type of conflict resolution method.

Anstey suggests that Integrative negotiation determines to preserve and sustain successful relationships. Even if the disputants don’t particularly like or trust one another, the important thing is that they should be able to relate to one another in order to work together to solve the problem. Honest communication and information sharing is essential for this process to be effective. Participants must be able to inform each other about their concerns; the constraints under which they are working; about choices they may feel they wish to make and so on. Further, in this exchange of information, disputants then learn how the opposition feel, how they perceive a situation, and begin to understand their values and beliefs. This new knowledge often assists in problem solving or reaching an agreement (2000:151-153).

6.5.2 Mediation

Should the two parties be unable to come to some settlement because of an impasse, stalemate or often polarized positions, then the process continues to mediation which is a form of assisted negotiation. Mediation happens when the two parties in dispute agree to “invite/incorporate” the assistance of a neutral, acceptable and impartial third party to facilitate productive dialogue and to help parties to focus on the issues of the dispute “and to generate options that meet the interests or needs of all relevant parties in an effort to resolve the conflict” (Honeyman and Yawamaraka 2003:1). It should be noted that the mediator has no authoritative decision-making powers and has no
control over the outcome. The primary objective in getting a mediator is to finalise a settlement where both parties are in agreement.

There are many positive points that may be grasped and learned in mediation and which are beneficial to all concerned. It can be a training ground for the managing of future disputes and ACCORD (2004:15) tables the advantages of using mediation as follows:

Table 6: Advantages of mediation

<table>
<thead>
<tr>
<th>ADVANTAGE</th>
<th>REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mutually satisfactory outcomes</td>
<td>Solutions mutually agreed upon are more satisfying than those imposed by a judge or arbitrator. Minimal cost to parties.</td>
</tr>
<tr>
<td>High rate of compliance</td>
<td>Parties who have reached their own agreement are more likely to comply with its terms.</td>
</tr>
<tr>
<td>Comprehensive and customised agreements</td>
<td>Parties can tailor the settlement to their specific situation.</td>
</tr>
<tr>
<td>Creative problem-solving experience</td>
<td>Practical problem-solving techniques which, can be helpful for future disputes, can be learned.</td>
</tr>
<tr>
<td>Greater control and predictability of outcome</td>
<td>Parties have more control over the outcome/settlement of the dispute when they address the issues themselves. “Gains and losses are more predictable in a negotiated or mediated settlement” than they would be if a judge or arbitrator made a ruling.</td>
</tr>
<tr>
<td>Personal empowerment</td>
<td>People are empowered when they resolve and negotiate their own settlements. It is a forum for learning skills, using influence, and exercising personal power.</td>
</tr>
<tr>
<td>Resolves relationships</td>
<td>“Many disputes occur in the context of relationships that will continue over future years. A mediated settlement that addresses all parties’ interests can often preserve a working relationship in ways that would not be possible with a win/lose decision-making procedure. Mediation can also make the termination of a relationship more amicable.”</td>
</tr>
<tr>
<td>Workable and implementable decisions</td>
<td>In mediating their differences both parties can address the finer details of implementing the agreement.</td>
</tr>
<tr>
<td>Decisions that hold over time</td>
<td>Mediation settlements are able to maintain over time, and if later disputes arise, the parties are more likely to use their learned problem-solving techniques to resolve their differences than pursue an adversarial approach.</td>
</tr>
</tbody>
</table>

Source: ACCORD (2004:15)
6.5.3 Self-Mediation

In days gone by, the workplace in South Africa was dominated by white males. However, since the dissolution of apartheid and the introduction of Affirmative Action and Black Economic Empowerment, as well as the inclusion of women in more relevant roles, the acceptance of religions, and differing sexual orientation, the working environment is now a very different place. The workplace has perhaps become harder to manage because of the cultural diversity now incorporated.

Dan Dana of the Mediation Training Institute International has added to the knowledge of and resources for managing workplace conflict, and in particular those organisations that have diverse employees.

In his article, *Managing Cultural Differences*, Dana (2011:2) advises that cross-cultural issues are being addressed nationally, and consulting firms who “specialize” in assisting organisations to manage their cultural diversity problems abound. Programmes have been developed to create awareness of the differences, values, and norms of multi-cultural groups working in the same environment. Nevertheless, though individuals may attend cultural diversity workshops, it does not necessarily mean that they now understand the different cultural groups or individuals and it certainly does not mean that they will automatically change their behaviour or acceptance of one another. Dana questions: “Is awareness training enough and does it work?”

Here in South Africa there has been a resistance to change. Whether it is out of fear, prejudice, stereotyping, or racism is not the point, but rather that change is uncertain and it breeds insecurity, fear and mixed emotions. People may feel their self-interests may be threatened in the workplace and so defence mechanisms automatically come into play. For example, a male homosexual may feel threatened if his sexual orientation is discovered. Dana advises that resistance to cross-cultural training [which would include training about sexual orientation, disabled people *et cetera*] can result in individuals: keeping their “walls” up and refusing to allow insight into their own behaviour and motivations; doubting the authority or legitimacy of the information presented; disapproval of the quality of the training; misperceptions of the trainers, particularly of different culture, as being self-serving or prejudiced.
against others and simply forgetting or choosing not to use the information learned (Dana 2011:2).

This hinders the bridge-building process that one is trying to achieve. In fact an individual may decide to keep his or her original attitude and behave no differently after attending the training program, and hence discrimination continues, that is, awareness-based training may actually backfire.

In his view, diversity training workshops, are not the final answer and are insufficient as they are an “incomplete strategy for helping workmates bridge the gaps that impair cooperative work”. One has to go a step further and give additional skills training that equips all the employees with practical techniques/tools for effectively managing interpersonal conflicts in the workplace after which the individuals themselves can initiate dialogue with one another and deal with general “office issues” that may arise. This is successful especially if they are employees on a similar level, or working on the same project/department, or where they are interdependent and need to work amicably in order to get a job done. Dana has identified this as “self-mediation” and comments that self-mediation “is a dialogue tool for use by individuals who are personally involved in conflict with another person with whom they have an ongoing, interdependent relationship. The self-mediator performs the essential functions of a third-party mediator while also representing his or her own interests that are at stake in the dispute” (Dana 2001:10).

Dana describes workplace conflict as:

A condition between or among workers whose jobs are interdependent, who feel angry, who perceive the other(s) as being at fault, and who act in ways that cause a business problem. Notice that this definition includes feelings (emotions), perceptions (thoughts), and actions (behaviours). Psychologists consider these three the only dimensions of human experience. So, conflict is rooted in all parts of our human nature (2001:5).

Self mediation, once learned, empowers individuals of any ethnic group, race, language, religion, sexual orientation and gender to initiate dialogue to find common ground with others. It is acceptable to be culturally dissimilar; however, differences that impair work and productivity can arise from sources other than cultural
differences, for example, personality, character, low self-esteem, miscommunication, misperception, to name a few.

Dana further describes self mediation as “a communication tool that any individual may use to resolve common conflicts with others”. The person initiating self-mediation wears two hats, namely as a negotiator who is trying to satisfy his or her own interests, and secondly, as a mediator who follows some simple steps that a third-party mediator would do, if he/she were present (2001:10).

It consists of four uncomplicated steps (taken directly from Dana’s article) as follows:

1. Find a time to talk.
   A professional mediator first “gets the parties to the table”. When we mediate our own disputes, without a neutral third party, we must do the same. Have a brief conversation with your Other to identify the issue that needs to be discussed and to establish willingness to join in dialogue about it.

2. Plan the context.
   A professional mediator ensures that the time and place of the meeting will allow extended, uninterrupted dialogue about the issue. As self-mediators, we must do the same.

3. Talk it out.
   A professional mediator keeps the parties engaged in sustained dialogue about the disputed issue, prevents power-plays that would impose a one-sided solution, and listens for an attitude shift that signals that a breakthrough may be possible. As self-mediators, we do the same.

4. Make a deal.
   Once this attitude shift occurs, a professional mediator helps the disputants design a balanced agreement that specifies expected behaviour that will ensure that the problems of the past will not be repeated in the future. As self-mediators, we do the same (Dana 2011:5).

The above steps can be used satisfactorily to engage those with whom there is a dispute or to address a potential conflict brewing in the workplace amongst colleagues. Even more personal issues such as prejudice or racism can be addressed through this gentle, non-threatening approach. As Dana observes, beneath our differences we have common fundamental human virtues, and self-
mediation can draw from our inherent human nature to find common interests and resolve issues.

Another advantage of self-mediation is that as conflict is inevitable it would be extremely expensive to have to incur the costs of a licensed third party mediator every time there was a squabble in the office. All employees have the ability to learn the basic skills of mediation and to operate within their boundaries on day to day issues. If companies were to apply the training tools that Daniel Dana has proposed, this would go a long way in ensuring a more ordered work environment.

It should be mentioned that mediation, negotiation and self-mediation are great tools to assist in resolving conflict problems, but are not necessarily the answer to all conflicts, and, therefore, cannot be applied to all conflicts. For example, certain conflicts that may arise in the workplace that are specific to social issues and/or basic human needs being frustrated cannot simply be mediated by the self or others. That is, negotiations or mediation cannot be applied to any deep-rooted set of social problems. Resolution of these types of conflicts is hard to achieve. The dynamics are more complex and complicated and need a different conflict resolution approach. Burton’s problem-solving workshops would be more beneficial in these instances.
CHAPTER SEVEN
RESEARCH DESIGN AND METHODOLOGY

...all research is a practical activity requiring the exercise of judgement in context; it is not a matter of simply following methodological rules.
(Hammersley & Atkinson, 1994)

7.1 INTRODUCTION - RESEARCH DESIGN AND METHODOLOGY

“Research design, addresses the planning of scientific enquiry – designing a strategy for finding something out”. The first step is to specify and know what you want to find out and secondly, one must determine the best way to gather the necessary information (Babbie et al 2009:72).

The approach used for this research was typically a mixture of Grounded Theory (purposing to establish theory that links participant’s perspectives to general social science theories – Basic Human Needs) and Action Theory (finding a solution to possible problems in a local setting) characterised by the collecting of qualitative data first, followed by the collection and analysing of quantitative data from the two respective surveys. With regard to Grounded Theory, the qualitative researcher begins with a research question and not much more. Theory develops during the data collection process, that is, “theory is built from data or grounded in the data”. (Neuman 1997:334).

This research purposed to explore the nature of conflict in the workplace and whether there is a possible link to the Basic Human Needs Theory. The research was a mixed method approach, using three criteria to gather information. Through the methods explained, “by combining quantitative and qualitative methods in order to observe something from several angles or to acquire multiple measures of the same phenomena by applying different research measures...” (Maree, 2007:90), it is intended to achieve triangulation of data.
The research took the form of a qualitative study, which included semi-structured interviews (Appendix 1(a)) with three Human Resource Managers and which explored conflicts of diversity, incorporating the topic of basic human needs, in varying workplaces, in Pietermaritzburg, from a Conflict Resolution Perspective. It is the Human Resource Departments that manage and address conflict issues that arise in an organization, therefore the interviews were to obtain a general idea of HR conditions in Pietermaritzburg and to ascertain if conflict resolution, as reflected in literature, was practised. Unfortunately the HR Manager of the engineering company, where quantitative data was collected, had recently left the company. The design did not incorporate focus groups as the researcher only intended, and preferred, to interview 3-4 Human Resource Managers face-to-face for this project as other methods were also being used (see below). Focus groups, to be successful, would require the presence of eight to twelve (Babbie et al 2009:292) Human Resource Managers and it is almost impossible to have this number of professional individuals available on the same day at the same time due to the busy schedules of their profession.

Quantitative data collection (mentioned below) was obtained using two very different questionnaires. The sampling method was not difficult because it was confined to the employees of a specific organization. Babbie et al comment that:

"The ultimate purpose of sampling is to select a set of elements from a population in such a way that descriptions of those elements (statistics) accurately portray the parameters of the total population from which the elements are selected. Probability sampling enhances the likelihood of accomplishing this aim and also provides methods for estimating the degree of probable success (2009:175)."

The criteria for employees chosen were that they should be a diverse group of individuals, (male/female, Black/White/Indian/Coloured) who are able to read and write English. The employee choice was to include individuals who hold clerical/administrative type positions in the various departments of the work place as well as personnel from the labour force within the company. Computer literacy was preferable, but not essential, as questionnaires could be completed on hard copies and could be fed into the computer, by the researcher, if need be. The process was voluntary and employees who participated had a choice to answer both
questionnaires, or alternatively they could answer one of the questionnaires. This resulted in 82 participants answering Appendix 1(b) and 76 responding to Appendix 1(c). Most of the participants took the time to answer both questionnaires.

Quantitative data was collected by using a questionnaire (Appendix 1(b)). The questions pertained to how employees view diversity, conflict and basic human needs. With the assistance of the Training Manager and the Managing Director, the questionnaire was distributed amongst employees and though originally intended to be distributed between 20-30 employees, 82 respondents, within the engineering company in Pietermaritzburg, participated. This questionnaire was designed by the researcher with the purpose of obtaining the specific personal opinions of individuals. They could answer clearly defined questions, without the assistance of a third party, with the intention that a good honest response would be given which would result in a reliable and valid result. The words of Babbie et al (2009:120; 122) do stress that at times: “Reliability does not ensure accuracy” and further, with regard to validity; “How can we ever say whether a particular measure adequately reflects the concepts meaning? Ultimately, of course, we can’t”. But nevertheless, in researching, and utilising questionnaires, the desire and hope is to get truthful, valid responses.

And finally, Daniel Dana, President of the Mediation Training Institute International (MTI) gave permission to utilise their survey questionnaire entitled Survey of Conflict Management Strategies (Appendix 1(c)). This questionnaire was completed with the understanding that they may publish any study or results that are produced from the research that uses their instruments. This survey yielded “a set of index scores that can be used to establish a quantitative assessment of the conflict management strategies that are currently imbedded in an organisation”. The original intent was to distribute this questionnaire amongst 30-40 employees. 76 questionnaires were returned but 3 were rejected as they were not fully complete therefore the researcher collected 73 acceptably completed questionnaires. On the subject of measuring reliability, it should be noted that this MTI questionnaire is utilised worldwide and the testimony is that their measures have proven reliable in their research projects. International companies pay a fair sum to have this research applied within their own organisations so that in itself speaks volumes. Babbie (2009:122) comment on the
use of established measures in that it is one way to “help insure reliability in getting information from people is to use measures that have proven their reliability in previous research”.

7.2 DATA COLLECTION STRATEGY
Data collection extended over a period of a few weeks from 28 September 2011 to 1 November 2011.

7.2.1 Semi-Structured Interviews
Semi-structured interviews with three Human Resource Managers took place within the workplace in Pietermaritzburg, in various contexts. This was with the purpose of discussing and exploring the types of conflict that transpire within the working environment, the possible reason for the conflict and the methods used to resolve the issues, for example through Grievance Procedures. As mentioned, it is the Human Resource Departments that manage and attend to conflict issues that surface in the workplace, therefore the choice to have discussion in the form of a semi-structured interview rather than a questionnaire was preferable. Babbie et al advise that this qualitative interview is an interaction between an interviewer and a respondent in which the researcher has a general plan of inquiry but not a specific set of questions (2009: 289). Further, a qualitative interview is really a conversation in which the researcher guides the conversation and the respondent does most of the talking.

7.2.2 Questionnaire to Employees
A questionnaire of approximately ten questions was distributed and 82 employees participated. The plan was to gain a fair representation of the staff component and an acceptable cross-section of the workforce. Babbie et al advise that relevant questions should be asked and respondents should be able to read them quickly, understand their intent, and select or provide answers without difficulty. Questions are to be clear, to avoid being misinterpreted (2009:237).

The questions were designed to prompt one of five responses from the following choices: Disagree; Somewhat Disagree; Neither Agree or Disagree; Somewhat Agree; and Agree. The questionnaire was uncomplicated and easy to understand.
The answers were used to draw up tables and graphs that would present the findings in a recognizable, meaningful and easily understandable manner, using the online software programme of Survey Monkey.

7.2.3 Mediation Training Institute International Questionnaire (MTI)
The Dan Dana questionnaire was also submitted to employees with 76 responding (3 were rejected as they were incomplete). These were manually completed and the researcher sent the questionnaire responses, via the internet to MTI for their analysis. Again the idea was to distribute the questionnaire to give a fair representation of the staff component and an acceptable cross-section of the workforce. Summary results were then sent back to the researcher for further discussion and interpretation of findings.

7.2.4 Data Collection Sampling Strategy
A purposive, stratified sampling process was used in each data collection process (as mentioned in 7 above), in order to give a fair representation of the staff component and an acceptable cross-section of the workforce.

7.3 DELIMITATION OF THE RESEARCH
This study was conducted in Pietermaritzburg, amongst work employees in a large engineering company with a staff complement of approximately 450, 80 of whom are office staff. The findings of this research are limited to this particular study and there will be no universal extrapolations from it.

To re-iterate what was mentioned earlier, the criteria for employees chosen were that they should be a diverse group of individuals, (male/female, Black/White/Indian/Coloured) who are able to read and write English. The employee choice was to include individuals who hold clerical/administrative type positions in the various departments of the work place as well as personnel from the labour force within the company. Computer literacy was preferable, but not essential, as questionnaires could be completed on hard copies and could be fed into the computer, by the researcher, if need be.
7.4 ETHICAL CONSIDERATIONS

Kayrooz and Trevitt refer to “ethics” as a set of principles that assist in the correct conduct of the researcher in taking responsibility for what he or she does, protecting those who do not want to participate in the research, protecting the anonymity, identity and confidentiality of those who do participate, the correct handling of information received, and more (2005:333). For this research:

- A proposal was submitted to NMMU outlining the reasons and purposes of this study. Ethical clearance and permission was granted by the respective committee(s).
- A Letter of Permission to undertake the research within the company was obtained, with the understanding that the questionnaire was to be anonymously completed and voluntarily and that staff could refuse to participate and were entitled to do so, with no consequence or harm to themselves.
- The research required the voluntary, informed consent of participants.
- The participants were assured of confidentiality and anonymity.
- The participants were advised that they could discontinue participating should they so desire.
CHAPTER EIGHT
ANALYSIS, COMMENTS AND INTERPRETATION OF RESULTS

“All knowledge that is about human society, and not about the natural world, is historical knowledge, and therefore rests upon judgment and interpretation. This is not to say that facts or data are non-existent, but that facts get their importance from what is made of them in interpretation… for interpretations depend very much on who the interpreter is, who he or she is addressing, what his or her purpose is, at what historical moment the interpretation takes place.”
(Edward W. Sid)

8.1 SEMI-STRUCTURED INTERVIEWS WITH HUMAN RESOURCE MANAGERS
Three interviews were held with HR Managers (unconnected with the engineering company) in order to explore the issues of conflict found in organizations and how it is managed, and the relevance of frustrated human needs as a source of conflict.

It must be noted that it has been really difficult to find people who are willing to be interviewed. Again it seems that time is of such importance that to be distracted for a research interview for even for half-an-hour is really putting a strain on the individual. It has been quite illuminating to have appointments made and cancelled purely because of such busyness. However, three HR Managers were interviewed as required by the research project; a white male (HR1), a white female (HR2), and a black male (HR3).

8.1.1 Conducting the Interviews
The HR Managers were briefed on the research that was being undertaken, and were informed that the research had been approved by the NMMU Ethics Committee. Consent forms were given to HR1 and HR2, and HR3 confirmed that he was willing to participate through his email communication to the researcher. They were informed that their participation was greatly appreciated and that confidentiality and anonymity would be in place.

HR1 and HR2 agreed to be recorded via the researcher's Blackberry Cell phone. The researcher, being experienced in taking minutes of meetings over the years,
also took detailed notes of the interviews. A telephonic interview was conducted with HR3.

The HR Managers were each given a copy of the semi-structured interview questions (Appendix 1(a)) to give them a guideline as to what manner of questioning was going to be used and what information was required. This copy also had a general table depicting the five points of Maslow’s Hierarchy of Needs, for ease of reference for the interviewees.

All three individuals were extremely helpful and willing to share information with respect to the questions asked. The researcher was so aware that time is of importance to these managers, and that as a “time slot” had been given in their busy days, the interviews were a little rushed. However, relevant information pertaining to this research was gleaned.

8.1.2 Reflections on interviews and their link with literature

Each question will be written down with the combined responses and these in turn, where possible, will be tied to literature that has been discussed in earlier chapters.

a) Does the workplace employ/recruit a diverse range of people (black/white, male/female, disabled, etc)?

All agreed that the employment of a diverse range of people is not an issue and is definitely taking place within organizations. This is due to the Employment Equity Act and the Labour Laws that now govern the country and which require the employment of diverse individuals. These new laws specifically refer to any persons discriminated against on grounds of colour, gender and disability, and who have been excluded from potential employment in the past.

HR1 worked in a Government hospital environment and advised that they do employ more females because of the nature of the work – that is social work (caring, bathing, feeding those who need help). Working in the health industry is not a career choice that men take generally as it has limited opportunities. Currently they employ one male and ten female social workers. They have noted that the nursing staff were mainly white, but are becoming predominantly black
over time. Disabled people would be employed where possible, but some physical disabilities do not allow them to perform certain duties.

HR2 advised that their challenges are employing experienced people at senior level, where they need a better representation of especially black African people. The issues of Affirmative Action, mentioned earlier in this paper, resulted in many unskilled individuals being given positions with which they were unable to cope. Within HR2’s organisation it is essential to have individuals who are skilled, and the challenge they experience on this matter is partly due to the fact that apartheid prejudiced the development of people, other than the white race group, and hence the shortage of skilled black labour for their senior level positions to date. They also have recently had a big drive to include disabled people in employment, and have had a lot of success with this. HR2 works in a National company and their transformation goals and directives derive from National imperatives.

HR3 stated that they employ a diverse range of individuals and advised that they are also governed by The Employment Equity Act as mentioned in Chapter 2.

b) Does your workplace have diversity/or equal opportunity policies in place?

All three interviewees responded saying ‘yes’. Employment is open to all and there is equal opportunity to those who wish to pursue any career within their organisations.

HR2 advised that they have equity policies and transformation guidelines. The guideline (like a constitution) encompasses employment equity, gender equality, sexual harassment, discrimination diversity, and issues around HIV/Aids programmes.

Henderson (1994:3) advised how the US organisations were recruiting, training and promoting cultural diversity and it appears from these three organisations that South Africa is not far behind.

The Employment Equity Act, No. 55 of 1998 is the guideline for companies.
c) Does your company host ‘diversity awareness’ workshops and if yes, have they proven to be successful. Is there a change in attitudes, behaviour, etc? If not, what do you see may be a problem with diversity workshops?

HR1 responded that they do not hold diversity workshops as such, however, they do have induction training when an individual is employed and then annually thereafter. Within this programme is a module on issues such as affirmative action and which covers diversity matters.

HR2 confirmed that they do offer diversity workshops and had just recently conducted one. Because there is a large staff complement, they are quite focussed in terms of the people they target for these workshops, that is, they target people who are identified for their development programme. For example, they would look at senior staff, such as registered nurses, who have also been identified as potential leaders. This organisation is aware that the individuals they train are the ones who are going to be influential within their own cultures. Through training they discuss “the awareness of the need to create an environment of tolerance and acceptance of people of different backgrounds, opinions and views”. HR2 further adds that training is not limited to issues around race or gender but goes deeper than that. For example: “to be able to be accepting that someone may not agree with you but that you can still work together. We may have different backgrounds and so we may have different views about different groups, but we have an expectation for people to get along and accept common company values that staff should subscribe to”.

HR2 specified the importance of the challenge of employing the right kind of people who will fit into the organisation. They look for people with a good attitude and who can work alongside others. Positive attitudes are less liable to cause conflict.

HR2’s organization has clearly embraced diversity and is fully aware that a diverse labour force can cause conflict and therefore, through their training workshops, employment criteria and the understanding they have of conflict, they purpose to arrest any problem before it escalates. They are of the same view as Henderson (1994: 4), mentioned in 3.7, that organizations exist to serve human
needs, that organisations and people need each other, and when relationships are poor, both parties suffer, and vice versa, if relationships are good between individuals and the organisation, all benefit.

HR3 confirmed that diversity training workshops are done internally and yes, there is a noticeable change in attitude and behaviour with those who attend the workshops. Within this company, these workshops are ongoing. This response is in contrast to what is mentioned in the literature (see 1.4) where it is experienced in the U.S. that diversity training and cultural awareness workshops have often fallen short of the mark and that the implementation of diversity programmes has shown little impact, are seen as obligatory, attended grudgingly, are politicized, cause discomfort and are contentious (Dotlich et al. 2009:20).

HR3 advised that they work with different “groups” and have different modes of awareness where they get staff together to talk. This is a large national organisation, so it is impossible to accommodate everyone in workshops, however, they do send out easy-to-read pamphlets that create awareness on different topics. This organisation also purposes to deal with both social and diverse issues and is aware that a once-off training workshop does not change individuals, but that ongoing workshops and awareness campaigns about respecting one another’s differences help to change attitudes and behaviour toward one another.

It appears that now, seventeen years after the demise of apartheid, South African companies have a strong sense of “diversity awareness” and even if it is because the law stipulates the employment of a diverse range of individuals, the practice is successfully implemented. In 3.6 it was mentioned that Dotlich (2009: 20) uses the term “diversity revolution” with regard to the change that companies have had to accommodate. From the interviews and this research it is assumed that South Africa has also embraced the challenges of our own “diversity revolution” quite positively.

d,e) How are conflicts handled in the workplace? Is it through a set standard of policies and procedures? Can staff in conflict follow a grievance procedure without fear of intimidation?
It was confirmed that Grievance Procedures and Disciplinary Procedures are in place. Staff are encouraged to resolve issues as quickly as possible and at as low a level as possible. If this is not successful then they can follow the relevant procedures, until they are satisfied that their grievances have been heard. In all three organisations formal complaints can be submitted if the employee has not had issues resolved.

Serious issues, such as discrimination or sexual harassment are managed slightly differently and have a separate dispute policy (forum) where confidentiality is maintained, with no threat of intimidation.

HR1 commented that in one place of employment a man was given the task of handling all the sexual harassment claims as there were many. It was the decision of women who had been harassed to choose this specific man because he was a “father figure” and was sensitive to the topic.

In the literature (Donnellon et al 1997: 166) and with reference to 3.10.3, it was suggested that few disputes utilize the formal grievance procedure owing to negative consequences that arise from doing so. Furthermore, women may feel uncomfortable with regard to sexual harassment disputes and also if grievances are kept confidential, then even if a widespread pattern of negative behaviour exists, the key issues may still remain unresolved. What is interesting and pertains to this problem here in Pietermaritzburg, is that if the Grievance Procedure has not curbed the behaviour of the perpetrator, then the perpetrator will undergo immediate disciplinary action. The HR person may be aware of the confidential grievance, but should he or she see similar grievances, involving the same perpetrator, then there is the threat of disciplinary action taking place where the individual could lose his or her job.

HR2 pointed out that they have quite high levels of conflict compared to other places of work and that it is a stressful environment to work in as there is a huge workload and expectations of their particular market is very high. Their staff are highly skilled and highly stressed. Though there is conflict they do try, up to a certain point, to tolerate it as it is inevitable. However, destructive conflict is guided by the grievance procedure processes. This organisation has a healthy
view of conflict. They do not try to hide it, ignore it or dismiss it. They allow it to run its course to some extent as they understand that conflict is a natural attribute of human interaction, but then manage it if the matter is not resolved between disputants.

HR2 advised that they also have hearings or informal interviews when conflict is evident, and if need be referrals to mediation, outside of the organisation, can be done with The Independent Counselling Association of South Africa. Mediation was discussed in 6.5.2. and is a form of assisted negotiation in order to resolve an issue. Again, conflict is definitely managed in an acceptable way within this organisation.

Conflict can also be caused through fraudulent behaviour and HR2 advised that they have a “fraud hotline” where staff can make anonymous calls to report wrongdoings or corruption. Corruption did not come up in any literature reviews, but is definitely a major issue here in South Africa that affects and annoys many. The country has seen numerous service delivery strikes and this is due to corrupt officials and the irresponsible management of funding.

f) **Do you have alternative ways of dealing with conflict, for example, training on intrapersonal conflict, interpersonal conflict, mediation, et cetera?**

With reference to 5.2.1, Intrapersonal conflict is said to be one of the most difficult to manage, because when this conflict is happening within an individual, it is often unrecognizable to the outsider. Furthermore the individual may not trust anyone enough to talk about his or her problem and so, unassisted, the conflict within can begin to fester. This “unseen conflict” will result in the individual being distressed, distracted from work. However the three interviews reveal how they address this question.

HR1 advised that the smallest of issues that may arise are nipped very quickly before they escalate or fester. He stated that it is important to address issues to avoid gossip and involvement of others. Most problems are dealt with effectively and efficiently.
HR2 advised that when it comes to intrapersonal problems/conflict, they have a wellness programme available for all staff. This programme offers free legal services, assists with personal/private issues, family problems, counselling, and psychological help. HR2 advised that these are strictly private meetings where staff can have free access to confidential assistance. In this manner the company is happy to know that problems that have arisen within employees are being addressed and hopefully resolved. This makes for more contented staff in the long term.

A very interesting initiative, that was evident in all three organisations interviewed and which was not discovered in any literature, is the incredible amount of support for and interest in the well-being of staff facilitated through Wellness Programmes and/or Employment Assistance Programmes. These support programmes are an extremely important service, as, should there be no assistance given, the company would suffer loss in productivity due to absenteeism, stress, illness, and so on. The issue of basic human needs was addressed earlier in this paper, and, from the interviews, it is very apparent that basic human needs and personal/private issues are seriously considered. It was acknowledged earlier in this research that Henderson states that employees will perceive the “organizational climate” of a company, that is, the extent to which they are supportive or not of diversity, what their policies look like and how they are structured. This can affect the attitude of employees positively or negatively (1994:4). The three organisations interviewed seem to take cognisance of this.

HR2 and HR3 report that line managers and future leaders are given conflict training. HR2 commented that this training is done by an outside company.

HR3 alleges that they do train the management team on how to handle conflict and that, most times, conflict issues are reported to them first in order to remove unnecessary issues from HR. They have equipped their managers to handle conflict at line management level. This also, is in-house training.

HR2 are currently undertaking their own in-house survey entitled Employment Engagement with the aim of discovering employees’ views on issues such as: attitudes, work related behaviour, employment equity, cares and concerns, job
satisfaction, fairness, trust in employees, job resources, well defined jobs, appreciation, sense of achievement, communication, training, work environment, teamwork and diversity. This covers a comprehensive range of issues that pertain to the workplace. This questionnaire also entertains many of the basic human needs issues discussed earlier as well as Herzberg’s *Hygiene and Motivational Factors* described in 3.6.

g) **Diversity conflicts are a given, however, have you considered the issue of frustrated human needs as a source of conflict, in particular taking note of interests, values, morals and beliefs?**

HR1 is very aware of the issues of basic (frustrated) human needs, in particular the frustration he has found in his staff with regard to home structures where there are enormous needs. He also believes that women are disadvantaged. Amongst their staff about 70% of women are single, widowed or divorced. Their frustration arises from the fact that they have to do a full day’s work, catch taxis to get home, feed children, do homework and household chores and are therefore under enormous pressure. Women have become completely fatigued and this does affect work. There is no financial or moral support from the men. Transport to and from work has become a major financial burden to individuals and takes a huge chunk out of their daily wage or salary.

This is in agreement with what Burton (1987:3) describes as “frustrated human needs”. He advises that these frustrations may occur in social relationships, in the family and in the workplace and within multi-cultural or multi-ethnic societies. He comments that there are problems of poverty and plenty, of inequality of opportunity, and this is what is recognised as problem areas in the interviews with the HR Managers.

HR1 further added that conflicts can occur because of health reasons. “HIV brings its own set of problems”. Staff have to take time off work (2 days a month) to get their medicine and this in turns puts the employee under pressure to keep up with work, as well as giving added pressure to colleagues owing to their absence. This in itself creates latent conflict.
HR2 confirmed that basic human needs are definitely looked at. Where it is noticed that something outside of the work environment impacts work performance, energy levels or relationship with peers, then the Line Manager(s) are encouraged to be aware of what is happening in the individual’s life. In order to do this, trustworthy relationships between line mangers and their staff are promoted. Line Managers can refer people to counselling if necessary.

Problems of substance abuse, illness, incapacity, divorce and bereavement definitely affect the wellbeing and performance of staff. Again it was stressed that it is essential for the Line Manager to have a good relationship with their team as this in turn is vital for addressing issues.

HR3 stated that there are not many issues of substance abuse that impact the work place negatively, as compared with other companies of which he is aware. Divorce is common and most of their Line Mangers are divorced but this does not negatively impact the workplace to his knowledge. They experience a lot of illness, and the Employment Assistance Programme (EAP) is in place to help employees. EAP’s are intended to help employees deal with personal or private problems that might adversely impact their work performance, health, and well-being.

HR3 also acknowledged that frustrated human needs are a source of conflict and are taken into account. The organisation offers counselling for individuals where possible and he commented that some employees are very open about their personal situations. Counselling and motivational speeches are tools used to address frustrations.

Section 3.5 (on Basic Human Needs and the Workplace) discussed Maslow’s five hierarchical needs in respect to the workplace. It is clearly evident that these three organisations are aware of the impact that frustrations and unmet needs have on staff and their performance and it appears that they do their best to keep these in mind when working with staff. The Wellness Programmes,
Employment Assistance Programmes and access to counselling reveal that they are abreast of things and help where they can.

**h) If one looks at Maslow’s Hierarchy of needs (copy of table below to be distributed and discussed), are these issues taken into account when conflict is happening in the workplace?**

HR1 advised that they also utilise the Employee Assistance Programme (EAP) that helps address employee issues. However, from experience HR1 confirmed that in other companies this may not be the case as many companies are driven by production and the need to keep competitive. Financial imperatives and increases in staff wages add to the general pressures of life and this, in turn, affects the health and well being of individuals, and results in conflict.

HR2 advised that their organisation is aware of the basic human needs in that they look at a living wage. Wage reviews are normally raised in March, but salaries have been readdressed recently in order that people can earn enough to meet the cost of living. HR2 advised that this is in fact a requirement of the Act. This is definitely in agreement with the meeting of the first two levels of need, that being the Physiological needs (food, water, shelter and sleep) and Safety needs (Refer 3.5).

HR2 further advised that employees have many financial problems and this is known because of the number of garnishee orders received. These financial debt problems adversely impact employee functioning, and work standard. As a result, financial life skills training are offered to those who may need it and the feedback from these workshops has been very positive. Personal issues, like the issue of finances, are dealt with sensitively. HR2 advised that, if it was allowed, staff would definitely work overtime, as people need the extra money. However, overtime is limited, in order that staff do not suffer fatigue and burnout.

HR3 also expressed concern about financial problems amongst personnel because of the high number of garnishee orders received. HR3 advised that the company does try to intervene and has recently engaged their people about debt
counselling. HR3 confirmed: “As a company we feel that is the type of help we can render. We do have about 8000 employees so can not help individuals financially. We do teach them how to budget, and are still working on this”. His experience reveals that financial debt negatively impacts the workplace because, when people get paid, they tend to stay away from work for a few days.

HR3 said the “Hierarchy of Needs” definitely applies from middle management upwards. That is, self-actualisation and self esteem are applicable to middle management and to top management. Unquestionably senior staff want to be acknowledged and respected. HR3 gave an example: “an employee doesn’t mind parking where he works, but when he gets to senior level, he wants a parking bay. This really causes an issue. Like myself, I am at senior level and there was no parking for me when I arrived. I needed to insist on a parking which I now have”. On the lower levels of Dr Maslow’s chart, it was further commented: “Whereas the last two are more applicable to our lowest level, where all they need is the basic needs, as per point 1, (Physiological) and 2, (Safety and Security), as they advance, their needs also grow. We absolutely have to bear this in mind.” A comment like this reveals that it seems not to be realised that all human beings have needs and aspirations, in equal measure, and that there is pressure to meet these needs on each of the levels mentioned.

HR1, HR2 and HR3 confirmed that they believe there are hidden causes of conflict in the workplace, and certainly do not deny the presence of conflict. Wherever conflict is evident, it is immediately addressed.
8.1.3 General Comments on interviews

From the interviews described above, it can be gleaned that these companies do reasonably well with regard to their management of diversity, conflict and the care of and respect for all staff. They are also aware of the issues of social diversity. Though conflicts are evident, they are addressed in a healthy manner and there appears to be a distinctly positive atmosphere in that people want to get along and progress peacefully.

This confirms what is mentioned in 3.7 where Henderson postulates that Managers who value diversity promote a harmonious workforce and better serve customers and clients who are culturally diverse; those skilled in managing culturally diverse staff run productive departments; those who are comfortable with culturally diverse employees facilitate less worker turnover and greater productivity and efficiency and employees who embrace diversity interact more successfully with each other, thereby enhancing productivity and job satisfaction (Henderson 1994:9) and furthermore there is a mindset in these HR Managers that also confirm Henderson points that organizations exist to serve human needs; organizations and people need each other; when the relationship between the individual and the organization is poor, one or both will suffer and when the relationship between the individual and the organization is good, both benefit (1994:3).

From the above we can also note that South Africa has three very particular problems, namely:

HIV/Aids – Though not unique to South Africa, but certainly impacting society. This is an illness that is an everyday occurrence and is very evident in our society and within the workplace. As much as this severely impacts companies, their productivity and their finances, it is an accepted part of “doing business” and therefore some companies are aware of this and are compassionate toward and accommodate those inflicted.

A second phenomenon is the issue of poor financial stewardship amongst the middle class income earners. This was evident in all three organisations
interviewed and could become a major debt issue for South Africa. Individuals are spending far more than their earnings and the fact that material items, vehicles and homes could be repossessed, is a stressful reality. Interestingly, at the time of writing, Minister Manuel, who works for National Planning within the South African Presidency advised (3/11/2011) that South Africa was a "nation of highly indebted families". He further adds: “The last release by the Reserve Bank indicates that household indebtedness is at 75,9% of disposable income. Of course, if we disaggregate this ratio, we will establish that the middle classes are in way above 100% - all of next year’s earnings are already spent”. He added that the bulk of people who found themselves in debt counselling were there because of consumption - as opposed to investment (Business Day: 2011). Manuel further stated that we have spent money we have not yet earned and we have spent it on goods that we do not need.

This is partly due to a lack of education and understanding of the management of personal finances. Many employed due to Affirmative Action and BEE, and the efforts to speed up the process of employing previously disadvantaged individuals within the workplace has resulted in people earning meaningful salaries, but not quite knowing how to manage their pockets effectively. Of course, the media and advertising have certainly had a part to play in motivating this excessive spending.

In 4.6 – Individualism vs Collectivism, the significance of understanding these two categories was mentioned. White people are normally categorised as “Individualistic” and black people fall under the category of “Collectivist”. If one looks at the characteristics of collectivism it is noticed then, that individuals are interdependent with others; that they may pursue goals deemed important to the group rather than self; that relationships are maintained at all cost; that status is ascribed rather than achieved and that they are protected from being held accountable for problems or mistakes. Could this belief or culture also be cause to over spending?

The researcher, along with a number of colleagues, was employed for a three month contract some years ago. It was interesting to note that at least three men
purchased 4 x 4 vehicles. On enquiring how this was possible as they only had a three month contract, the response was that “today we have money”. All the vehicles were repossessed within 6 months. If this is as pervasive as it appears to be, then there is a need in the market to provide financial training to all employees.

Thirdly, the cost of transport to get to and from the workplace is another frustration which really impacts households. Taxi or bus services are available, but the exorbitant cost of fuel and running these taxis is passed onto the consumer and this is not easily absorbed by those who rely on this mode of transport. Likewise for individuals owning vehicles, the cost of insurance, petrol, toll fees, services, and the like takes a large chunk out of a salary. Perhaps “Transport”, should be included in Maslow’s Hierarchy of Needs! Without transport you can’t get to work or any other place of need, be it hospitals, clinics, schools, shops and so on.

8.2 QUESTIONNAIRE TO EMPLOYEES

The questionnaire, (Annexure 1(b), which was disseminated at the engineering company, was designed to discover how employees view diversity in the workplace, conflict, and basic human needs that specifically relate to the workplace. The researcher met with the Training Manager (who is in charge of HR at this time) as well as the Managing Director and briefed them on the research project. Both of them, as well as the Personal Assistant, assisted in distributing the questionnaires and respective consent forms and letter to the staff and potential participants. (The company is spread over a wide area and consists of many buildings for employees, as well as two different addresses within one street). Consent forms were signed, and a copy of a letter from the researcher given to the participants advising them that approval had been granted by the Research Ethics Committee, that participation was completely voluntary, that identities would remain confidential and that they were not obliged to take part in the research. Likewise they were advised in the letter that they could withdraw at any time.
The questionnaires were manually completed and the researcher collected them in three batches from the Company. From the first batch of 22 responses collected on 28 September 2011, it was noticed that there were no black respondents. Naively, the researcher phoned and mentioned that black people should also respond if possible. It was discovered that there were no black staff amongst the Administrative/Clerical employees. The researcher then advised that the initial criteria for employees chosen: “...are that they must be a diverse group of individuals, (male/female, Black/White/Indian) who are able to read/write English. The employee choice will include individuals who hold clerical/administrative type positions in the various departments of the work place as well as personnel from the labour force within the company”. This was duly done, and the second and third batches collected included black respondents.

83 questionnaire responses were received back from the Company. However, one response was insufficiently completed by a Machine Operator and had to be rejected leaving a total of 82 acceptable responses which were then submitted into the computerized questionnaire within the Survey Monkey software programme.

8.2.1 Demographics

Participants were first asked a few demographic questions, namely; gender, race, age and religion and the responses are tabled below:

Table 7: Male and Female Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Indian/Asian</th>
<th>Black</th>
<th>White</th>
<th>Coloured</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>28</td>
<td>16</td>
<td>4</td>
<td>7</td>
<td>55</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>11</td>
<td>0</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>27</td>
<td>4</td>
<td>12</td>
<td>82</td>
</tr>
</tbody>
</table>

Table A reveals that there were more male than female respondents. The different race groups are clearly depicted within this table and it can be noted that no white female responded to the questionnaire.
Table 8: Age of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Indian/Asian</th>
<th>Black</th>
<th>White</th>
<th>Coloured</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-29</td>
<td>18</td>
<td>17</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>30-39</td>
<td>7</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
<td>27</td>
<td>4</td>
<td>12</td>
<td>82</td>
</tr>
</tbody>
</table>

Table B indicates the age category of respondents and possibly reflects that the younger generation are more inclined to participate in research projects.

Table 9: Age: Males vs Females

<table>
<thead>
<tr>
<th>Age</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-29</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>30-39</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>40-49</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>50-59</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>60-69</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>55</td>
<td>27</td>
</tr>
</tbody>
</table>

Further to Table B above, Table C shows the gender and age of participants.

Table 10: Religion

<table>
<thead>
<tr>
<th>Religion</th>
<th>Indian/Asian</th>
<th>Black</th>
<th>White</th>
<th>Coloured</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td>20</td>
<td>22</td>
<td>3</td>
<td>12</td>
<td>57</td>
</tr>
<tr>
<td>Muslim</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Hindu</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
<td>27</td>
<td>4</td>
<td>12</td>
<td>82</td>
</tr>
</tbody>
</table>
Table D reflects the race and religion of participants. It can be gleaned that the majority of the participants are of Christian faith.

Table 11: Religion: Males vs Females

<table>
<thead>
<tr>
<th>Religion</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td>36</td>
<td>21</td>
</tr>
<tr>
<td>Muslim</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Hindu</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>55</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 11 reflects the faith of male vs female participants.
The Job Titles, of the respondents who participated are as follows, in alphabetical order:

Table 12: Job Titles of Respondents

<table>
<thead>
<tr>
<th>POSITION</th>
<th>INDIAN</th>
<th>WHITE</th>
<th>BLACK</th>
<th>COLOURED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>App Toolmaker</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assembler</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creditors Clerk</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Capturer</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debtors Controller</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineer</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expeditor</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Experiential Learner</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Financial Controller</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Engineer</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Operator</td>
<td>12</td>
<td>19</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Manager</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operator Setter</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plant Engineer</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production Trainer</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Engineer</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Group Leader</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Inspector</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Rep</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Operator</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Leader</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Trainee Industrial Engineer</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainer/Training</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tool Setter</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welder</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worker</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>4</td>
<td>29</td>
<td>11</td>
</tr>
</tbody>
</table>
8.3 RESPONSE TO SURVEY QUESTIONS

For questions 1 to 3 of Annexure 1(b), the Rating Average is automatically calculated through the computer software of Survey Monkey and is a weighted average per column and row. Each rating scale choice (column header) is by default assigned a value from left to right starting at ‘1’.

Disagree = 1
Somewhat Disagree = 2
Neither Agree nor Disagree = 3
Somewhat Agree = 4
Agree = 5

That is, as respondents tick the column of preference, it is calculated on a scale of between 1 and 5 as follows:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Two different Tables will be reflected for Questions 1 to 3, with comments thereafter.
8.3.1 Question 1 – The Company is open to diverse groups such as:

Graph 1: Male and Females responses

Clearly there is a high degree of agreement that the majority of participants, both male and female, agree that the company is open to diversity. The questionnaire categorized diversity as: Gender, Cross-Culture/Ethnic/Race; Age, Religion;
Disabled Individuals; and Sexual Orientation. The researcher withdrew the category of ‘Other’, as the categories already listed did cover diversity sufficiently.

8.3.2 Question 2 – The staff are comfortable with diversity groups such as:

Graph 3: Male and Females responses

Graph 4: Answer Choice
It can be deduced from these two tables, that most participants do agree that the staff are comfortable with diversity groups and therefore comfortable with one another. The acceptability of gender in the workplace is very evident and this is certainly confirmed by the female colleagues as per Graph 3. Graph 3 reveals the response of male and female participants and this too shows a good balance between the respondents.

8.3.3 Question 3: The organisation accomplishes the promotion of different individuals in the work place such as:

Graph 5: Male and Females responses
Graph 6: Answer Choice

Graph 5 gives reference to how males and females differ in their views on the question on promotion, particularly with regard to gender and sexual orientation. Also it reveals that females view the promotion of ethnicity and age more highly than males.

There is a more diverse response noticed in the answer choices of Graph 6. Though the majority are in agreement that promotion of different individuals is accomplished, and this is a good achievement, there are those who feel differently. In particular with regard to ethnicity, 36 agreed yet 28 disagreed/somewhat disagreed. In the disabled category, only 26 agreed, with 26 falling into the disagree/somewhat disagree category. Promotion prospects in a company are extremely significant in the life of an individual and mention was made earlier in this research of how individuals can strive to achieve and get recognition. To have the perception that you may have missed an opportunity of promotion because of your age, disability, religious beliefs, and so on is definitely a cause for conflict.
### 8.3.4 Question 4 – I am free to air my concerns about diversity related matters.

Question 4 and 5, of the questionnaire do not have any Rating Average applicable to them. The responses to the questions are revealed in the graphs below:

Graph 7: Male and Females responses

![Graph 7: Male and Females responses](image)

From Graph 7 it appears that though 45.1% (37) individuals agreed that they are free to air concerns about diversity related matters, it is not an overwhelming majority. 23.2% (19) disagreed with this statement; 8.5% (7) Somewhat Disagreed; 9.8% (8) Somewhat Agreed and 13.4% (11) Neither Agreed nor Disagreed. From this one would assume that the freedom to discuss diversity related matters could be improved upon. If there is not the freedom to air concerns, then latent conflict may be present or other conflict types may arise.
8.3.5 Question 5: A safe place should be provided where I can address conflict in the workplace.

The response to question 5 is very interesting. 64.6% (53) respondents would like to have a safe place within the working environment where they could address conflict and 9.8% (8) Somewhat Agreed. 11% (9) were in disagreement with this idea. One would assume that a safe place would be the HR Department. The researcher overheard three men chatting about this question and so asked their view. They mentioned that a safe, confidential place was most needed, as when one talks to the HR Department then it is no longer confidential and without fail one will be called in by one’s department manager, told to not complain and the issue is never addressed. They therefore keep quiet or talk amongst their trusted colleagues.

8.3.6 ANSWERS TO BASIC HUMAN NEEDS QUESTIONS

Questions 6 – 10 were specifically related to discovering if employment met the personal needs of individuals as set out by Maslow’s Hierarchy of Needs. The responses are as follows:
8.3.7  Question 6 – The employment I have meets the following personal needs. Physiological Needs.

Graph 9: Male and Females responses

With regard to Graph 9, 69.5% (57 respondents) agreed to the fact that their physiological needs of shelter, food and water are being met. One respondent, who disagreed, wrote on his or her questionnaire “need to earn more money”. Those that fall into “Somewhat Agree; Neither Agree nor Disagree and Somewhat Disagree” categories, that is, 25.6% (21 respondents), are probably not meeting all their physiological needs satisfactorily. The “Disagree” category consists of 4 respondents (4.9%).
8.3.8 Question 7 - The employment I have meets the following personal needs. Safety and Security Needs.

Graph 10: Male and Females responses

Graph 10 covers the issue of Safety and Security within the working environment. 62.2% (51) respondents agreed to this statement with a ratio of 33 male and 18 female agreeing. If 37.8% of employees (22 male and 9 female) did not agree wholeheartedly, then possibly this means they are not feeling safe and secure in their positions. This would be a source for intrapersonal conflict to develop.
8.3.9 Question 8- The employment I have meets the following personal
Needs. Love and Belonging.

Graph 11: Male and Females responses

Slightly less than half of the respondents, 46.3% (38), felt that they belonged or are
included in the workplace. The balance of 53.6% (44) respondents (32 male and 12
female) answered in the other categories. This result could also be improved as it is
an important requirement if one looks at Maslow’s Hierarchy of Needs. The category
of Love and Belonging is the desire to be included and involved within the company,
to be noticed and valued as a team player and this in turn motivates individuals to
better performance. This outcome could easily be enhanced if managers were
aware of the importance and relevance of an individual “belonging” within a group.
14.6% (12) respondents disagreed outright and believe they are not included in the
workplace.
8.3.10 Question 9 – The employment I have meets the following personal needs. Self Esteem.

Question 9 included three questions; 9a, 9b and 9c with the following results

Graph 12: Male and Females responses

The responses to these three questions have a rating average (on the scale of 1 to 5) as follows:

9.a Average rating 3.76;
9.b Average rating, 3.71;
9.c Average rating 4.5.

From the graph it appears that female employees have a slightly higher self-esteem than their male counterparts. For more clarity and understanding on how the participants responded to these three questions, it is relevant to set it out in more detail as per Table 13:
Table 13: Self Esteem responses

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.a – I am recognized, respected and acknowledged in the workplace</td>
<td>12.2% (10)</td>
<td>12.2% (10)</td>
<td>6.1% (5)</td>
<td>26.8% (22)</td>
<td>42.7% (35)</td>
</tr>
<tr>
<td>9.b – I have a sense of value in the workplace</td>
<td>14.6% (12)</td>
<td>12.2% (10)</td>
<td>6.5% (7)</td>
<td>17.1% (14)</td>
<td>47.6% (39)</td>
</tr>
<tr>
<td>9.c – I have self-respect</td>
<td>4.9% (4)</td>
<td>3.7% (3)</td>
<td>3.7% (3)</td>
<td>12.2% (10)</td>
<td>75.6% (62)</td>
</tr>
</tbody>
</table>

42.7% (35) agreed that they are recognized, respected and acknowledged in their place of work. 47.6% (39) agreed that they have a sense of value in the workplace. Most individuals, 75.6%, have self-respect with a few voting otherwise. Self-esteem has been addressed earlier in this research and the company could play a more relevant role in helping boost the self-esteem of its employees. Just acknowledging and affirming them, and showing appreciation and respect for the staff may help better these results. Mention has been made of how busy the workplace is in all spheres, and perhaps in this “busyness” and striving, people are “forgotten” and are just seen as a means to an end.
8.3.11 Question 10– The employment I have meets the following personal needs. Self Actualisation.

Graph 13: Male and Female responses

Graph 13 reflects the responses to the question on self actualization. 42.7% (35) participants felt that they are indeed able to develop and progress in their workplace. 20.7% (17) participants fell into the “Somewhat Agree” category, the majority of who were male. The same figure, 20.7% (17), respondents disagreed and therefore feel that self-actualisation is not going to happen for them where they are currently positioned. As mentioned earlier, if employees are not encouraged to reach their full potential as human beings they may become discouraged, unmotivated, unproductive, frustrated and restless. If they are not satisfied in the workplace they may look elsewhere or alternatively, as jobs are hard to come by, that dissatisfaction rubs off on other employees which again could stir up conflict. Managers should be aware of this. Naturally though, individuals are aware that there may be a ceiling or limitations as to how far one can progress in a company – not everyone can be a manager. Therefore, the onus in on the individual, rather than the responsibility of a company, to find satisfaction in life, to grow and to develop and to look for opportunities to do so in order to be fulfilled.
8.4 MEDIATION TRAINING INSTITUTE INTERNATIONAL QUESTIONNAIRE RESPONSE AND ANALYSIS

Permission was given by Daniel Dana, President of the Mediation Training Institute International to utilize their survey questionnaire entitled: ‘Survey of Conflict Management Strategies’ (Appendix 1(c). This survey purposed to “yield a set of index scores that can be used to establish a quantitative assessment of the conflict management strategies that are currently imbedded in an organization”.

This questionnaire, and the previous one mentioned, were submitted to the company when the researcher met with the Training Manager as well as the Managing Director and briefed them on the research project. The Training Manager, Managing Director and the Personal Assistant assisted in distributing the questionnaires and respective consent forms and letters to the staff and potential participants. (The company is spread over a wide area and consists of many buildings for employees, as well as two different addresses within one street). To reiterate, there are approximately 450 personnel in total, with 80 office staff. The criteria for employees chosen was that they had to be a diverse group of individuals, (male/female, Black/White/Indian/Coloured and so on) who were able to read and write English. The employee choice included individuals who hold clerical/administrative type positions in the various departments of the work place as well as personnel from the labour force within the company. Computer literacy was not essential as questionnaires were completed on hard copy and entered into the computer, by the researcher. It can be noted that not all participants have access to computers anyway, so the best option was taken.

Both questionnaires were given to employees to complete, and employees, at their discretion, were able to complete both or make a choice of completing just one. It was noted that most people took the time and interest to complete both questionnaires. The MTI questionnaire, “Survey of Conflict Management Strategies” had 76 respondents. 3 respondents had incomplete forms and these were rejected, so the total count ended at 73 – slightly fewer responses compared to the other questionnaire.
To confirm, consent forms were signed, and a copy of a letter from the researcher given to the participants advising them that approval had been granted by the Research Ethics Committee, that participation was completely voluntary, that identities would remain confidential and that they were not obliged to take part in the research. Likewise they were advised in the letter that they could withdraw at any time.

The questionnaires were manually completed and the researcher collected them in three batches from the Company. The first batch of 22 responses were collected on 28 September 2011 and data entered online to MTI on the same day. 17 completed forms were collected on 7 October and submitted online by the researcher. 34 questionnaires were collected and submitted online on 1 November 2011. (This excludes the 3 rejected questionnaires).

Please note than in analyzing and understanding these results, the researcher will often quote directly and use the wording from the Interpretive Guide given by the Mediation Training Institute, as it clearly explains the purpose of the survey just completed and it is not beneficial to the reader if the researcher tries to “re-word” this comprehensive interpretive guide. Full recognition and acknowledgement is given now to Dana’s Mediation Training Institute International. (© 2005-2009 by Dana Mediation Institute, Inc. www.mediationworks.com)

How this Conflict Management Strategy works is that the results are an “organizational assessment”, not an “individual assessment” and the outcome should give a consistent and accurate assessment of “the conflict management strategy that is currently imbedded in the organization” (MTI Conflict Assessment Instrument: 2009:1).

The interpretive guide advises: “A single individual’s numerical results on the Strategy Survey are more illustrative than diagnostic. That is, it is unlikely that any one person’s perception of how conflict is managed in the organization is precisely the same as the mean of all persons’ aggregated perceptions” (MTI Conflict Assessment Instrument 2009:1).
This conflict assessment instrument comprises four sub-strategies and we are advised that “each sub-strategy reflects the interaction between normative behaviour (do organization members characteristically engage directly with others in conflict, or do they attempt to disengage from others?) and normative attitudes (do members perceive others as opponents and competitors (adversarial), or do they see others as teammates (non-adversarial)?” (MTI Conflict Assessment Instrument 2009:1).

The following table illustrates the four possible combinations of these two dimensions.

Table 14: MTI Conflict Assessment Instrument

<table>
<thead>
<tr>
<th>Attitudinal Dimension (how people think)</th>
<th>Behavioural Dimension (how people act)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-adversarial toward Other</td>
<td>Disengagement from Other</td>
</tr>
<tr>
<td>Adversarial toward Other</td>
<td>Evasion</td>
</tr>
</tbody>
</table>

Source: MTI Conflict Assessment Instrument: 2009:2

The results of the questionnaire indicate the following sub-strategies:

- Non-adversarial Engagement - “Collaboration”
- Adversarial Disengagement - “Evasion”
- Adversarial Engagement - “Coercion”
- Non-adversarial Disengagement - “Detachment”

From the results the Strategy Survey yields four numbers ranging between 1.00 and 7.00. The questionnaire consisted of 28 questions and these rating numbers are taken from the answers of choice which are set out as follows in the questionnaire: (Only one answer per question).
The higher numbers (“7” – Strongly Agree) indicate that this sub-strategy is typical of how conflict is managed in the organization. The lower numbers (“1” - Strongly Disagree) indicate that this sub-strategy is not typical of how conflict is managed in the organization.

Dana further explains that an organization’s conflict management strategy is imbedded in Culture, Structure and Conflict Competencies as follows:

Culture – Organizational culture is comprised of the attitudinal and behavioural norms that determine how employees must think (or portray themselves as thinking) and act to be accepted and approved of by others, and to be successful in their careers. Culture is not recorded in formal or official documents; rather, culture resides in the shared perceptions, beliefs, attitudes, and values of the population of organization members as a whole.

Structure – An organization’s structure is the totality of how it is explicitly designed, including its policies, procedures, operating manuals, organization charts, job descriptions, performance evaluation methods, announced time boundaries, “need to know” lists, and other recorded information. Structure resides in documents.

Conflict Competencies – Employee competencies are the skills and knowledge required to effectively manage differences, disputes, and conflicts between themselves and their peers, managers, and other entities upon whom they are dependent for information, cooperation, and other resources needed to perform their functions and to maintain their productivity. The core conflict competencies are Managerial Mediation (for those in leadership roles) and Self Mediation (for all employees). Other competencies supplement the core competencies (MTI Conflict Assessment Instrument: 2009:1).

The results of the survey for the Engineering company are as follows:

Table 15: Conflict Assessment – Engineering Company

<table>
<thead>
<tr>
<th>ORGANISATIONAL CONFLICT MANAGEMENT – ENGINEERING COMPANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.22</td>
</tr>
</tbody>
</table>
It should be noted that any scores below 3.00 and above 5.00 are most informative. Low scores propose a significantly weak presence of that sub-strategy and high scores depict a relatively strong presence of that sub-strategy. The engineering company results scored between these two values which indicate lower intensity and therefore are less likely to signify a “problem or area of concern”.

In this company all four sub-strategies are pretty evenly matched. The Evasion (Adversarial Disengagement) sub-strategy rates highest within the engineering company with a score of 4.3.

On Collaboration (4.22), the interpretive guide postulates:

that a higher rating number indicates that differences, disputes, and conflicts are managed by constructive, direct communication between the parties in a spirit of cooperation. Persons in authority view their role as providing support for, and removing obstacles to, the productive work of their subordinates. Employees possess and apply competencies for seeking outcomes and solutions that are acceptable and beneficial to all – core competencies for managing workplace conflict. Each of the other three sub-strategies is less desirable than Collaboration (MTI Conflict Assessment Instrument: 2009:2).
The Evasion (Adversarial Disengagement) score was slightly higher than the Collaboration score and possibly then reflects that disputes may be suppressed and avoided.

A higher score would reflect that employees may believe that “we have no conflict” because there is little direct confrontation or open hostility. There may be an atmosphere of politeness and superficial friendliness that masks underlying resentments. Trust is low; individuals recognize that others would, if given an opportunity to do so secretly, act in ways that could harm one’s own interests. Persons in authority may appear paternalistic, but are viewed with suspicion and are not expected to “go to bat” for subordinates who are at risk of being harmed by some administrative action or policy. Employees do not possess or apply the core competencies for managing workplace conflict (MTI Conflict Assessment Instrument: 2009:2).

Coercion (Adversarial Engagement) rated at 4.11

A higher rating would indicate that conflicts are acted out rather openly, with little need to hide one’s anger to maintain an image of decorum. Competitiveness is viewed as a positive quality, and the “winners and losers” are publicly identified. Persons in authority exercise their power freely, feeling that it is necessary to actively control subordinates to prevent them from making mistakes or acting improperly. Employees do not possess or apply the core competencies for managing workplace conflict (MTI Conflict Assessment Instrument: 2009:3).

Detachment (Non-adversarial Disengagement) rated at 4.08

A higher rating score indicates that employees have become disinvested from the organization; they don’t care about the company, but only about their own pay check and career. Employees view work as a means to an end (as a way to earn money so they can enjoy life away from work) rather than an inherently meaningful activity. There may be a defeatist atmosphere where employees have resigned themselves to an unpleasant situation and no longer fight against the things they view as wrong. Persons in authority may wonder why they are unable to motivate their employees to work harder or better. Incentive systems, if present, are not effective. Employees do not possess or apply the core competencies for managing workplace conflict. (MTI Conflict Assessment Instrument: 2009:3).

From the results it appears that this company is in a reasonably positive situation with regard conflict in the workplace being managed. They score between 3 and 5 for the four categories. However, there is not much difference between the scores in each category which reveals that there is room for improvement. More conflict management training and awareness could be useful to assist employees to address
conflict in a positive way, rather than ignoring or avoiding it with the hope that it will
disappear and to prevent festering. As was mentioned earlier, each of the other
three sub-strategies is less desirable than Collaboration.

The company employs a large number of staff and it would have been more
informative had more individuals participated in the questionnaire. However the
results that have been achieved, I believe, are realistic and truthful. What should be
noted is that time is so vital to a company that even filling in a questionnaire “takes
up time”. The Managing Director estimated that each questionnaire would take
about ten minutes to complete. Some employees did not complete the
questionnaires purely because it was time consuming and distracting from their
work. This was the only limitation experienced during this research.
CHAPTER 9

CONCLUSION

Therefore, “this means that the existence of an individual’s needs… cannot be proven in a direct, physical way. At best, the existence of a need can be concluded indirectly either from the respective satisfiers that the person uses or strives for or from symptoms of frustration caused by any kind of nonsatisfaction” Coate et al. 1988:16

This research intended to explore the nature of conflict in the workplace and whether there is a possible link to Basic Human Needs Theory.

The results of this research are somewhat surprising. Unquestionably South Africa exhibits deep rooted social conflict as a result of the oppression of the apartheid years. Unemployment, poverty, poor education and service deliveries are far from being satisfactorily addressed. Therefore, it is assumed that unmet/frustrated basic human needs would play a role in causing conflict both in the workplace and in society. It was felt that basic human needs, as articulated, had not been researched as a cause of workplace conflict and this research purposed to discover the part that frustrated human needs may play in organisational conflict, alongside diversity conflicts.

The research addressed some relevant topics namely: pertinent South African history; issues related to diversity and to basic human needs; how these matters affect the working environment; cross-cultural communication; the different organisational conflict types; how conflicts are addressed within the Company; what deep rooted/protracted social conflict is and an assortment of conflict resolution tools from literature.

The objective of the research was to explore and understand the issues of conflict which may arise because of a diverse staff component; to explore the types/sources of conflict in a workplace; to identify any conflict experienced with current conflict theories and literature that pertain specifically to diversity conflict and conflict as a result of frustrated human needs. It was also intended to probe and explore
experiences of conflict that transpire within a specific engineering company, the reason for the conflict, and the methods used to resolve the issues.

A mixed method approach was used to discover this information. A qualitative study was conducted through semi-structured interviews and quantitative data was gathered through two completely different questionnaires, thus a triangulation of data collection was achieved using these three methods. On triangulation, Babbie et al comment: “the best way to elicit the various divergent constructions of reality that exist within the context of a study is to collect information about different events and relationships from different points of view. This means asking different questions, seeking different sources, and using different methods” (1998:277). “Triangulation is generally considered to be one of the best ways to enhance validity and reliability in qualitative research” (Babbie et al, 1998:275). By using three methods the effect of one’s personal bias on the subject is limited.

From the Human Resource interviews it is evident that their companies have embraced diversity per se. Dotlich et al (2009:20) speaks of a “diversity revolution”. It is evident too that the engineering company has gone through the dynamics of change and has adjusted to the employment of diverse staff reasonably well. Writing on the USA, Dotlich et al (2009:20) also proposed that diversity was originally viewed by many companies as a compliance issue, and “a response to pressures from external constituencies, or institutions like the federal government”. This has possibly been the case here too, as the Equity Act and Labor Laws have obviously played a role in facilitating change which is of great benefit for this workplace and those organizations where HR interviews took place. The disadvantages of this legislation were briefly mentioned in Chapter Two.

Conflicts related to diversity in this workplace in Pietermaritzburg appear to be minimal. From the interviews as well as through the questionnaires it emerges that conflict in the workplace, though evident, is not as pervasive as was previously thought. The literature has discussed the issues of prejudice, stereotyping, the cultural differences et cetera which are experienced in South Africa, as well as other issues pertaining to diversity. The researcher is not unaware that this does transpire in society and that some people do have their personal opinions and beliefs about
others, but this appears to remain internalized or private. However, the results in this research give the impression that individuals in this workplace and those HR Managers who assist in managing employees appear to have a mature and tolerant attitude towards others who may be different. To be otherwise would not be accepted. The researcher also feels that individuals are aware of the seriousness of the offence of negative behavior toward others which could ultimately cost you your job if not kept in check.

Burton (1987:15) alleges that: with regard to the theory of human needs as postulated by Maslow and others, that unmet needs will perpetuate conflict in one form or another as these needs are not negotiable and cannot be suppressed or ignored. In looking at the response to the questions on basic human needs, being met in the workplace, the overall outcome is positive. Therefore it is valid to say that employment in this workplace addresses the issues of frustrated human needs. As Azar (1990:2,3) states: “A protracted social conflict can be resolved or at least kept latent if the state accommodates communal grievances and improves the satisfaction of communal needs in the initial stage”. From the results of this research it can be concluded that employment is a great “satisfier” which results in basic human needs being met to a greater or lesser degree, and issues of diversity conflict fade with employment. Therefore, if employment and a reasonable wage have brought satisfaction and a sense of peace to a diverse range of individuals, then therein lies an answer - more effort for employment creation is needed.

The findings of this survey can be contrasted with the conditions of farmworkers, farm dwellers and landless people with whom the writer has been involved. In this scenario the reality of unmet basic human needs and deep-rooted social conflict is extremely evident and is a major concern for South Africa. Earlier on in this paper the following was quoted: “There are certain ontological and genetic needs that will be pursued, and that socialization processes, if not compatible with such human needs, will lead to frustrations, and to disturbed and anti-social personal and group behaviors” (Burton: 1990:33). On basic human needs, Sites comments: “...... the individual is willing to go outside the socially acceptable way of behaving in order to seek gratification for more basic needs. He is willing to violate what, from a social point of view, might be considered his own good in order to obtain gratification for his
basic needs” (in Coate and Rosati 1988:6). This is a true reflection of what is happening with the unemployed and many of those living in poverty. At present it is latent conflict that has not yet become manifest. Intolerance, prejudice, racism, inequality, oppression and fear are some of the realities that are currently observed in this field.

With regard to resolving conflict or disputes, from the questionnaires and interviews, it is evident that the grievance procedures appear to be utilized and do address conflict and disputes with partial success. So too does the use of mediation and meetings. However, judging from the response to Annexure 1(b), there still may be some apprehension experienced by employees with regard to bringing their complaints to the fore. Graph 7 revealed that though most felt they were free to air any concerns about diversity related matters, this is still an area that needs nurturing. Of interest is the response in Graph 8 whereby most respondents acknowledged that they would like a safe, confidential place to address conflict in the workplace, even though there is an HR department. This result indicates that there is a need to make space for employees to express conflicts and to provide additional skills training that equip all the employees/managers with practical techniques/tools for effectively managing conflicts experienced in the workplace, for example, interpersonal conflict.

Learning the skills of negotiation, mediation and self-mediation as mentioned in Chapter 6 could be very beneficial for this workplace. If employees and department managers learn the effectiveness of initiating dialogue with one another problems could be lessoned.

It is noted from interviews that a degree of conflict in the workplace(s) is tolerated, as this is human nature, but it is not left to become destructive. The actual conflict types found in the workplace were not divulged.

It is also observed that illness, mainly due to HIV/Aids is not overlooked as a cause of stress and conflict (in both individual and colleagues), but it seems that the organizations interviewed are aware of the challenges of this disease and it is accommodated reasonably graciously.
Social cohesion is also evident through the responses received. People are, generally speaking, happy to be employed, feel a sense of self-worth, and are motivated to work. There is a sense of tolerance of conflicting differences and there appears to be a mutual respect for different cultures. 69.5% of the respondents to the questionnaire are of the Christian faith which teaches values such as repentance, forgiveness, tolerance, kindness, love, patience, reconciliation and the like. Perhaps these values become inherent and are instrumental in contributing to tolerance and respect of others in this workplace.

It is important to mention that what has been observed during interviews is the increase in “financial debt”. Nonetheless, it is encouraging to know that the organizations interviewed, who have seen a great increase in garnishee orders, are addressing the training of good financial stewardship as a matter of urgency. This financial problem was recently highlighted by Minister Manuel raising the red flag and cautioning South African families on over spending. Nyanto (2006:1) reported that though the South African new middle class numbers are growing (this is attributed to better education and the government affirmative action policies), … economists are concerned that the new middle class tend to “concentrate their incomes on buying durable consumer goods such as cars or real estate, rather than contribute to investments and creation of wealth”. This may be evidence of a new “satisfier” to some deeper level of need and Lawrence et al (in Dotlich 2009:90) may be correct when referring to “the drive to acquire”. For ease of reference, the drive to acquire describes the need to obtain everything from goods and services to status and rewards in order to achieve a sense of well being. When these drives are unmet there is discontentment, conversely when they are achieved there is satisfaction. This possibly indicates that previously deprived or unmet needs or desires, over years of oppression, are now being satisfied or fulfilled through ‘material acquisition’ as a result of finally having the opportunity to get employment and earn a decent income. In addition, it is evident that employment lifts an individual’s status, identity and self-esteem. Employment gives degrees of freedom and furthermore enables one to become a functioning member of society.

As limited as this research may be, it has revealed that meaningful employment meets most of the basic human needs as postulated by Maslow. It also curbs both
frustration and conflict and appears to dissolve general diversity differences. This supports the suggestion by Roy (in Burton1990:126) that if basic human needs are fulfilled, “conflicts could be checked at source” and that conflicts surface when certain basic individual needs are “systematically frustrated or prevented from becoming manifest”. He posits that suppression or frustration of needs leads to attitude and behavior problems which ripen conflict possibility, however, if these needs are satisfied, no conflict will arise.

Apartheid has done extreme damage and one can never make light of that. Nevertheless the majority of the employed respondents in this workplace do appear to have the most basic human needs met, particularly in the meeting of their physiological and safety and security needs. The area of “feeling included” in the workplace is acceptable, yet can be improved as with issues of self-esteem. It is good to note that the majority of employees do acknowledge they have self-respect, that is, dignity and integrity. Employees are aware of the desire to develop and progress and a number felt this is achievable in this place of employ, but for others there appear to be limitations. Though there may be minimal conflict in this workplace, which is evident through the conflict assessment done by Dan Dana, (Table 15), it is not necessarily because of frustration due to unmet human needs. More than likely, as in most workplaces, conflict may be the result of issues such as personality clashes, ill-defined goals, poor communication and more as mentioned in Chapter Five. In addition, though conflict may first be described as something negative and to be avoided it does have a positive slant in that conflict can be creative, brings in change, new opportunities and growth. De Dreu et al have the opinion that leaders and managers of companies should embrace the fact that conflict and harmony are needed in order to grow and develop and be the best they can be (1997:1).

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REFERENCES


Bradshaw, G.J. 2011. *Advanced Conflict Resolution and Management: Negotiation (SLC502)*. Port Elizabeth: NMMU


APPENDIX 1(a)

**Semi-structured interviews with Human Resource Managers/Consultants**

These interviews will purpose to discuss, probe and explore conflict that transpires within the workplace, the reason for the conflict and the methods used to resolve the issues. Some questions to be considered and to guide the discussion:

a) Does the workplace employ/recruit a diverse range of people (black/white, male/female, disabled, etc?  
b) Does your workplace have diversity/or equal opportunity policies in place?  
c) Does your company host ‘diversity awareness’ workshops and if yes, have they proven to be successful. Is there a change in attitudes, behaviour etc? If not, what do you see may be a problem with diversity workshops?  
d) How are conflicts handled in the workplace?  
e) Is it through a set standard of policies and procedures?  
f) Can staff in conflict follow a grievance procedure without fear of intimidation?  
g) Do you have alternative ways of dealing with conflict, for example training on intrapersonal conflict, interpersonal conflict, mediation et cetera?  
h) Diversity conflicts are a given, however, have you considered the issue of frustrated human needs as a source of conflict, in particular taking note of interests, values, morals and beliefs?  
i) If one looks at Maslow’s Hierarchy of needs (copy of table below to be distributed and discussed), are these issues taken into account when conflict is happening in the workplace?

<table>
<thead>
<tr>
<th>Stages</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Self-actualisation</td>
<td>To have the freedom to become what you want to be. To find a place that is meaningful.</td>
</tr>
<tr>
<td>4. Self-esteem</td>
<td>To be acknowledged, respected and recognized by others (external) and to value themselves and have self-respect (internal)</td>
</tr>
<tr>
<td>3. Love and belongingness</td>
<td>Desire to belong to a group whether it be family, friends, in the work place, in sport and others</td>
</tr>
<tr>
<td>2. Safety and Security</td>
<td>Safe place to live where you are unharmed</td>
</tr>
<tr>
<td>1. Physiological needs</td>
<td>Food, water, shelter sleep</td>
</tr>
</tbody>
</table>

(Source: Anstey 2006:133).
QUESTIONNAIRE TO EMPLOYEES

A. Your name and identity are not necessary. However please fill in general details in table below:

Demographic questions

<table>
<thead>
<tr>
<th>Age:</th>
<th>Sex:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race:</td>
<td>Religion:</td>
</tr>
<tr>
<td>Occupation:</td>
<td></td>
</tr>
</tbody>
</table>

B. Please answer all the questions and sub-questions by marking a tick in the appropriate box of choice (Disagree, Somewhat Disagree, Neither Agree or Disagree, Somewhat Agree, Agree)

General Questions

1. The company is open to diverse groups such as:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a</td>
<td>Gender</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>1.b</td>
<td>Cross-Culture/Ethnic/race</td>
<td></td>
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<tr>
<td>1.c</td>
<td>Age</td>
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<tr>
<td>1.d</td>
<td>Religion</td>
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<tr>
<td>1.e</td>
<td>Disabled individuals</td>
<td></td>
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<tr>
<td>1.f</td>
<td>Sexual orientation</td>
<td></td>
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<tr>
<td>1.g</td>
<td>Other</td>
<td></td>
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</tbody>
</table>

2. The staff are comfortable with diversity groups such as:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
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<tr>
<td>2.a</td>
<td>Gender</td>
<td></td>
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<tr>
<td>2.b</td>
<td>Cross-Culture/Ethnic/race</td>
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<td>2.c</td>
<td>Age</td>
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<td>2.d</td>
<td>Religion</td>
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<td>2.e</td>
<td>Disabled individuals</td>
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<td>2.f</td>
<td>Sexual orientation</td>
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<tr>
<td>2.g</td>
<td>Other</td>
<td></td>
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</tbody>
</table>
3. The organisation accomplishes the promotion of different individuals in the workplace such as:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.a</td>
<td>Gender</td>
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</tr>
<tr>
<td>3.b</td>
<td>Cross-Culture/Ethnic/race)</td>
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<td>3.c</td>
<td>Age</td>
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<td>3.d</td>
<td>Religion</td>
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<td>3.e</td>
<td>Disabled individuals</td>
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<tr>
<td>3.f</td>
<td>Sexual orientation</td>
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<tr>
<td>3.g</td>
<td>Other</td>
<td></td>
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</tbody>
</table>

4. I am free to air my concerns about diversity related matters

5. A safe place should be provided where I can address conflict in the workplace

The employment I have meets the following personal needs.

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td><strong>Physiological Needs</strong></td>
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<tr>
<td></td>
<td>That is, I have shelter, food and water</td>
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<tr>
<td>7</td>
<td><strong>Safety and Security Needs.</strong></td>
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<tr>
<td></td>
<td>That is, I have a safe and secure place to work – unafraid and unharmed</td>
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<tr>
<td>8</td>
<td><strong>Love and Belonging</strong></td>
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<tr>
<td></td>
<td>That is, I feel that I belong and am included in the workplace</td>
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<tr>
<td>9.a</td>
<td><strong>Self-Esteem</strong></td>
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<tr>
<td></td>
<td>I am recognized, respected and acknowledged by others in the workplace</td>
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<tr>
<td>9.b</td>
<td>I have a sense of value in the workplace</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>9.c</td>
<td>I have self-respect</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td><strong>Self-Actualization</strong></td>
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<tr>
<td></td>
<td>I feel I am free and able to develop and progress where I work</td>
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</tbody>
</table>

Based on Maslow’s ‘Hierarchy of Needs’
SOCIAL DIVERSITY IN AN ENGINEERING WORKPLACE: A CONFLICT RESOLUTION PERSPECTIVE

Mediation Training Institute International:
The Dana Survey of Conflict Management Strategies

Names and identities of individuals are not necessary, however, there is a section for demographic questions which will include:

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Sex:</td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>Highest level of education completed</td>
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<tr>
<td>Your job position/title/function</td>
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</tr>
<tr>
<td>Do you supervise other employees?</td>
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<tr>
<td>How long have you worked in this organization?</td>
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<tr>
<td>How many employees are there in this organisation?</td>
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<tr>
<td>What type of organisation is it?</td>
<td>Engineering</td>
</tr>
</tbody>
</table>

Survey Questions

Referring to the scale below for definitions of each of the seven points, indicate how true each statement is of your organization by marking with an X in one of the seven boxes provided.

When conflict occurs in our organization, those in conflict tend to . . .

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disagree without becoming angry</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Openly share relevant information, rather than secretly withhold it</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Go directly to the person with whom they are in conflict and resolve it</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Get together on their own to resolve the conflict cooperatively</td>
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</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Somewhat Disagree</td>
<td>Neither Agree nor Disagree</td>
<td>Somewhat Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<tr>
<td>5</td>
<td>Avoid others with whom they are upset</td>
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</tr>
<tr>
<td>6</td>
<td>Keep score and try to get even</td>
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<td>7</td>
<td>Know how to resolve conflicts cooperatively</td>
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<td>8</td>
<td>Avoid dealing with conflict directly by complaining to others</td>
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<td>9</td>
<td>Take personal responsibility for resolving conflicts to the mutual satisfaction of all parties</td>
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<td>10</td>
<td>Work together to find an agreeable solution</td>
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<td>11</td>
<td>Withhold information that may be needed by others</td>
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<td>12</td>
<td>Get someone else to take care of solving the conflict for them</td>
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<td>13</td>
<td>Approach conflict as a competition to be won</td>
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<td>14</td>
<td>Engage in gossip and feed the rumour mill</td>
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**In conflict situations in our organization**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>Employees often use threats to get their way</td>
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<td>16</td>
<td>Reprimands tend to occur publicly (in front of others)</td>
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<td>17</td>
<td>Powerful people often win conflicts by dominating others</td>
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<td>18</td>
<td>Managers tend to dictate solutions when they are in conflict with employees</td>
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<td>19</td>
<td>Hostile arguments between people happen frequently</td>
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<td>20</td>
<td>People ‘gang up’ to pressure those with whom they disagree</td>
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<td>21</td>
<td>Managers often use threats to get employees to do what the managers want them to do</td>
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### In our organization

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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>22</td>
<td>Managers make the decision when there is a conflict between employees</td>
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<td>23</td>
<td>People don’t seem to notice when conflicts occur</td>
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<tr>
<td>24</td>
<td>There is no formal process for effectively resolving conflicts</td>
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<td>25</td>
<td>People are apathetic - they don’t seem to care about anything</td>
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<td>26</td>
<td>People pretend everything is okay even though everyone knows there are unresolved problems</td>
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<td>27</td>
<td>People pretend conflicts don’t exist</td>
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<td>28</td>
<td>People tend to recognize conflicts early and resolve them before they escalate into major problems</td>
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Media Training International: [www.mediationwork.com](http://www.mediationwork.com) with permission, Daniel Dana, PhD, President)
Article:

France Telecom Suicides Shine Light On Dark Side of French Corporate Life
Emma Charlton,  October 06, 2009, The Jakarta Globe


Paris. Short work weeks, enviably long lunches and vacations their American or Japanese counterparts can only dream of: French labor conditions are well-known to be among the most generous in the world.

But a string of suicides at France Telecom has cast the spotlight on a darker side of French corporate life, where high stress and fraught relations with management drive many workers into depression.

Statistically, it is not clear whether the 24 suicides and 14 attempted suicides at the former state-owned giant these past 20 months are significant.

But for Jean-Claude Delgenes, whose consultant company Technologia is advising France Telecom following the deaths, they are “a symptom of a wider pollution” in French corporate culture. “A lot of people identify with the France Telecom case,” he said.

The group, which trades internationally as Orange, has undergone major restructuring as it opens up to competition, which unions say has left workers stressed and demoralized.

Thirty-two-year-old Stephanie e-mailed her father moments before jumping from her fourth-floor window at the company last month, saying: “I can’t accept the new reorganization in my department. I’m getting a new boss and I’d rather die.”

“It happened when they told me I was good for nothing,” said Yonnel Dervin, a 49-year-old telecoms technician who survived after stabbing himself in the stomach in a meeting last month. “I couldn’t take it any more.”

As France shifts from a paternalist corporate culture to a flexible, market-driven one — symbolized by an invasion of US-style jargon such as “le deadline” or “le benchmarking” — workers are being left by the roadside. “You only have to look outside France to realize there are happier places to work,” said Thomas Philippon, a French economist at New York University’s Stern School of Business. “In France there is a suspicion between hierarchical levels that does not exist elsewhere, or nowhere near as much.”

An annual survey on the quality of worker-management relations in more than 50 countries, carried out by the Swiss business school IMD, regularly rates France in the bottom five.
One reason for this, Delgenes argues, is that France’s system for recruiting managers, with a caste of business school graduates parachuted in at the top of companies — has led to a top-down, authoritarian management style.

“Compared to Germany, where you have managers who know a company from the inside, the training of our managers is deeply elitist,” argued Delgenes.

He cites the case of one French corporation, which had a canteen for senior management and another for common workers — a sure source of friction in a country with a tradition of republican equality. Most of the France Telecom suicides were lifelong civil servants struggling to adapt to a new market-oriented culture.

But suicides have hit other large French groups, from carmakers Renault and Peugeot to energy giant Electricite de France, raising questions over whether bosses are driving their employees too hard.

Despite a statutory 35-hour working week, many French actually toil much longer with an hourly productivity that is among the highest in the developed world, according to the OECD.

While repetitive strain injuries are on the decline in Britain and the United States, in France they have been multiplied by four in a decade. To make matters worse, high unemployment and rigid hiring and firing practices mean French workers are less likely to leave an unhappy but safe job.

“People rarely move between companies, and the place of the public sector is traditionally strong. People are attached to their home region and job postings are usually enforced, rarely sought after,” Delgenes said.

France has one of the highest suicide rates among the world’s leading economies — at 17.6 per 100,000 compared with 13 in neighboring Germany, 11 in the United States and 6.7 in Britain, according to World Health organization figures for 2005. Only Japan is higher at 24.2 per 100,000.

Officially, just under five percent of all French suicides are work-related. According to Delgenes, the real figure is much higher, especially at a time of economic crisis.

“People are moved to jobs they are not properly trained for, so they make mistakes, and little by little they are marked as black sheep. They are pushed into a situation of failure.”

The annual rate of suicide at France Telecom, at 16 per 100,000 people, is roughly the same as the general French population. Looked at more closely, however, it is less than half the rate of 40 suicides per 100,000 found among 45- to 55-year-old men, who make up most of the deaths.

And yet a disproportionate number killed themselves at their workplace or left letters blaming work for their despair.
1st April 2011

Sharon Kotze
20 Oriel Road
Pietermaritzburg
3201

Dear Sharon

LETTER OF PERMISSION TO DO RESEARCH

I hereby acknowledge discussions between us regarding your proposed academic research for your Masters in Conflict Transformation and Management with the Nelson Mandela Metropolitan University, Port Elizabeth.

I confirm your research is entitled: "How can conflict situations be managed in the workplace in Pietermaritzburg by addressing diversity issues from a Conflict Resolution perspective?"

The Engineering, hereby give you permission to conduct your survey questionnaires with members of staff under the guidance of the HR Department. We confirm that the questionnaire is anonymous and voluntary and we proceed with the assumption that staff may refuse to participate and are entitled to do so, with no consequences to themselves.

It is agreed that, on completion of the outcome of your academic research, your results will be made available to myself on behalf of the company.

Yours sincerely,

Managing Director
LETTER OF PERMISSION

COPY OF EMAIL RECEIVED FROM DANIEL DANA, PHD, PRESIDENT
MEDIATION TRAINING INSTITUTE INTERNATIONAL
CONFIRMING THAT I AM ABLE TO USE THEIR ON-LINE INSTRUMENTS FOR
MY RESEARCH.

----- Original Message ----- 
From: Dan Dana - MTI
To: Sharon Kotze
Cc: 'Liane Wright'
Sent: Thursday, February 17, 2011 6:40 PM
Subject: Re: CONFLICT ASSESSMENT TOOL FOR ORGANISATIONS

Sharon,

Thanks for your interest in our on-line instruments for measuring the costs and forms
of organizational conflict -- http://www.mediationworks.com/mts/benchmark.htm You
may preview the instruments at no cost via our "toolbox"
at http://www.mediationworks.com/dmi/toolbox.htm

We can waive the $500 USD fee for your academic study with the understanding
that you may publish any study that you produce from your research that use our
instruments.

Send me some information about how you would use the instruments, and we can
set up unique user id’s and passwords for your experimental and control groups.

Thanks again,
Dan
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Daniel Dana, PhD, President
Mediation Training Institute International
The foremost provider of training and certification
in workplace conflict management and mediation
Web: http://www.mediationworks.com
Tel: (913) 432-2888, toll-free (888) 222-3271
E-mail: dan@mediationworks.com

Current issue of MTI Monthly Newsletter:
http://www.mediationworks.com/mtimonthly/201102_February.htm

Follow MTI on Twitter:
http://twitter.com/#!/MTImediation
08 September 2011

210050578
Ms SJ Kotze
POBox 390
HILLCREST
3650

Dear Mrs SJ Kotze

SOCIAL DIVERSITY IN AN ENGINEERING WORKPLACE: ~ CONFLICT RESOLUTION PERSPECTIVE

Your above-entitled application for ethics approval served at the RTI Higher Degrees subcommittee of the Faculty of Arts Research, Technology and Innovation Committee.

We take pleasure in informing you that the application was approved by the Committee.

The Ethics clearance reference number is H/11/ART/PGS-014 and is valid for three years, from 01 September 2011 - 01 September 2014. Please inform the RTI-HDC, via your supervisor, if any changes (particularly in the methodology) occur during this time. An annual affirmation to the effect that the protocols in use are still those, for which approval was granted, will be required from you. You will be reminded timeously of this responsibility.

We wish you well with the project.

Yours sincerely
Ms Noxolo Mngonyama
FACULTY ADMINISTRATOR

cc: Promoter/Supervisor
HoD
School Representative: Faculty RTI
Reference: Dr G. Bradshaw – 041-5042913

Contact person: Sharon Kotze - 082 574 5018

Dear Participant

You are being asked to participate in a research study entitled ‘Social Diversity in an engineering workplace: A conflict resolution perspective' which is in the form of a questionnaire which will be explained to you.

Any queries with regard to the questionnaire may be directed to the researcher at any time on 082 574 5018 or 033-3426201.

Furthermore, it is important that you are aware of the fact that the ethical integrity of this research has been approved by the Research Ethics Committee (Human) of the university. The REC-H consists of a group of independent experts that has the responsibility to ensure that the rights and welfare of participants in research are protected and that studies are conducted in an ethical manner. Studies cannot be conducted without REC-H’s approval.

Participation in research is completely voluntary. Your identity will at all times remain confidential. You are not obliged to take part in any research. If you choose not to participate in the research, that is acceptable. If you do partake, you have the right to withdraw at any given time.

The results of the overall research study may be presented in specialist publications.

This informed consent statement has been prepared in compliance with current statutory guidelines.

Yours sincerely

Sharon Kotze
RESEARCHER
NELSON MANDELA METROPOLITAN UNIVERSITY
INFORMATION AND INFORMED CONSENT FORM

TO BE HANDED OUT PRIOR TO SEMI-STRUCTURED INTERVIEWS, APPENDIX (1a), AND
TO BE HANDED OUT WITH QUESTIONNAIRE(S), APPENDIX 1(b) and APPENDIX 1(c), AND TO BE COMPLETED AND COLLECTED SEPAREATELY FROM QUESTIONNAIRE IN ORDER TO KEEP CONFIDENTIALITY AND ANONOMITY

<table>
<thead>
<tr>
<th>RESEARCHER'S DETAILS</th>
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<tbody>
<tr>
<td><strong>Title of the research project</strong></td>
</tr>
<tr>
<td><strong>Reference number</strong></td>
</tr>
<tr>
<td><strong>Principal investigator</strong></td>
</tr>
<tr>
<td><strong>Address</strong></td>
</tr>
<tr>
<td><strong>Contact telephone number</strong></td>
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A. DECLARATION BY OR ON BEHALF OF PARTICIPANT

I, the participant and the undersigned (full names)

A.1 HEREBY CONFIRM AS FOLLOWS:

I, the participant, was invited to participate in the above-mentioned research project that is being undertaken by Sharon Jean Kotze from Conflict Management and Transformation of the Nelson Mandela Metropolitan University.

THE FOLLOWING ASPECTS HAVE BEEN EXPLAINED TO ME, THE PARTICIPANT:

<table>
<thead>
<tr>
<th><strong>THE FOLLOWING ASPECTS HAVE BEEN EXPLAINED TO ME, THE PARTICIPANT:</strong></th>
<th><strong>Initial</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 <strong>Aim:</strong> The researcher is studying conflict situations in a Pietermaritzburg workplace by addressing diversity issues from a Conflict Resolution Perspective.</td>
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<tr>
<td>2.2 <strong>Procedures:</strong> Participation will be in the form of completing questionnaire(s).</td>
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<td>2.3 <strong>Risks:</strong> n/a</td>
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<td>2.4 <strong>Possible benefits:</strong> n/a</td>
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<tr>
<td>2.5 <strong>Confidentiality:</strong> My identity will not be revealed in any discussion, description or scientific publications by the investigators.</td>
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<tr>
<td>2.6 <strong>Voluntary participation / refusal / discontinuation:</strong> My participation is voluntary, and I understand that I may withdraw at any stage without penalisation.</td>
<td>YES  NO</td>
</tr>
<tr>
<td></td>
<td>My decision whether or not to participate will in no way affect my present or future care / employment / lifestyle</td>
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<tr>
<td>2.7 Participation in this study will not result in any additional cost to myself.</td>
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169
A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT:

<table>
<thead>
<tr>
<th>Signed/confirmed at</th>
<th>Pietermaritzburg</th>
<th>on</th>
<th>2011</th>
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<tbody>
<tr>
<td>Signature of participant</td>
<td>Signature of witness:</td>
<td>Full name of witness:</td>
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</table>

B. STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S)

<table>
<thead>
<tr>
<th>I,</th>
<th>Sharon Jean Kotze</th>
<th>declare that:</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have explained the information given in this document to</td>
<td>Name of participant:</td>
</tr>
<tr>
<td>2.</td>
<td>He / she was encouraged and given ample time to ask me any questions;</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>This conversation was conducted in English</td>
<td>X</td>
</tr>
<tr>
<td>4.</td>
<td>I have detached Section C and handed it to the participant</td>
<td>YES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signed/confirmed at</th>
<th>on</th>
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</table>

Signature of interviewer

C. IMPORTANT MESSAGE TO PARTICIPANT

Dear participant

Thank you for your participation in this study. Should, at any time during the study:

- you require any further information with regard to the study, or
- the following occur

(indicate any circumstances which should be reported to the researcher)

Kindly contact Sharon Jean Kotze
at telephone number 082 574 5018