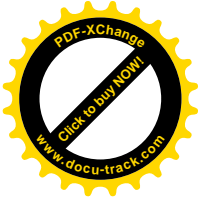


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INSIGHTS INTO LIFE SKILLS: A TARGETED EVALUATION OF CONSTRUCTIVE
CONFLICT STRATEGIES IN THE WORKPLACE

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A minor dissertation submitted in *partial fulfillment* of the requirements for the award of the degree
of Master of Education/Curriculum Studies

Faculty of the Humanities

University of Cape Town

2010

COMPULSORY DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

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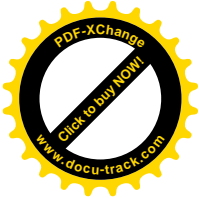
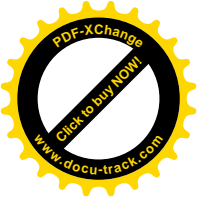
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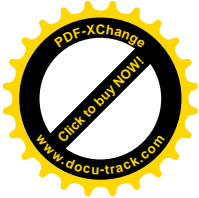
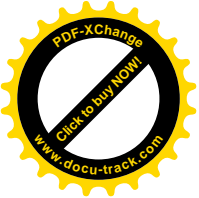
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Abstract

How individuals respond to and handle conflict in the workplace is one of the growing areas of interest and concern among scholars and professionals working in a wide range of disciplines. However, prior work situated as an effort to understand how training people on conflict theory can manifest behavioral change in the workplace is rare. Few published works exist on identifying the behaviors associated with developing constructive conflict handling skills in the workplace. South African institutions need a solution to the widespread challenge of developing their employees' conflict handling skills. In South Africa, these are considered 'life skills.'

To address the gap in theoretically supported business education curricula, this evaluation study seeks to explore the link between the constructs of self-awareness and cooperative conflict. The primary aim of this study is to gain a sense of learner's current level of self-reported conflict handling skills and then measure whether the Insights into Lifeskills Project curriculum facilitates the transition to more complex levels. These measures are taken through the use of a primary survey instrument. Additionally, through a process of balancing the program curriculum with the South African National Qualifications Framework, this study explores and measures how participants make vital connections between theory and practice.

Post results of a six-week utilization-focused intervention construct an argument that individuals oriented to these constructs are better able to regulate conflict in the workplace through exercising self-awareness and cooperative conflict skills. As a result of explicit instruction in self-awareness skills and conflict response styles, during the period of February 2009 to April 2009, findings report that the Volunteer Participants of the workplace targeted intervention showed pronounced gains in their ability to handle conflict constructively.

The twenty-seven Volunteer Participants of the targeted teams were identified for their experience in high levels of interpersonal workplace conflict. The participant-managers of these teams all shared a desire to develop their team's conflict handling skills. The study's Volunteer Participants are professionals of both functional and management designations in a large-scale South African retail organization.

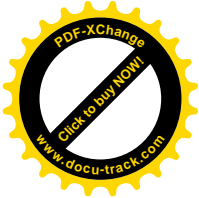
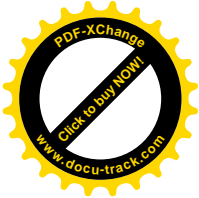
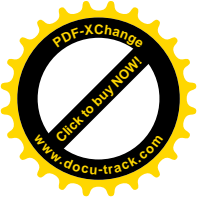


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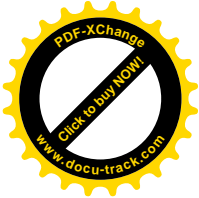
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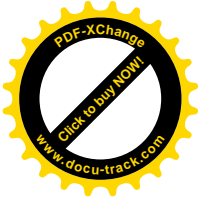
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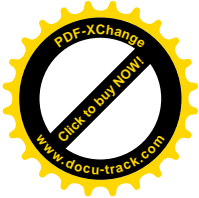
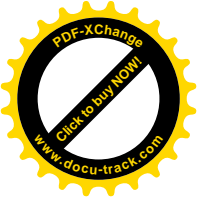


CHAPTER 1

INTRODUCTION

Think about your workplace relationships. Do you have good working relationships with everybody you work with? How do you choose to deal with the people who present you with a conflict dilemma in the workplace? There are different approaches to conflict mediation. This study focuses specifically on the management of conflict response strategies in the workplace. That is, that micro-level and sometimes hidden sequence of communication that happens between individuals before, during and after the experience of interpersonal conflict. When we speak of conflict in the workplace, interpersonal landmines are a reality. A landmine has a quiet trigger that might be heard just before its destructive explosion. Often unknowingly, individuals may step on these hidden landmines in their vast fields of professionally championed business relationships only to hear or observe a 'tick' just before interpersonal conflict explodes. Disarming interpersonal landmines is a learned skill where many suffer the shrapnel wounds resulting from a misstep. In more serious cases, careers are damaged and sometimes ended as a result of an unintentional misstep. In business and the educational fields, a workplace truth is that no matter how well an organization or institution is structured with its systems and processes in place, we still have to deal with interpersonal conflict. Yet, as rapidly as the world globalizes, there currently exists no 'war-time treaty,' such as the Geneva Conventions, which sets out the rules of conflict during workplace combat. However, there are theories and models to draw upon. This study specifically explores one professional education model that claims to assist individuals in developing critical workplace conflict handling skills.

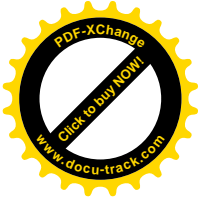
In direct response to the call for the urgent need for comprehensive research on lifeskills facilitation in a South African context by Rooth (2000), this research implemented and evaluated a program for enhancing professionals' conflict handling skills. The researcher prepared and carried out an evaluation study of the Insights into Personal Effectiveness Program currently used in South Africa as an education-based professional development tool. The Insights into Personal Effectiveness



Program is currently registered with the South African Qualifications Authority (SAQA 2006) National Qualification Framework (NQF) as a Life Skills workshop under the Registered Unit Standard 9533: Use communication skills to handle and resolve conflict in the workplace (Appendix 1). This program is referred to as the Insights into Lifeskills Project and is the research focus of this study. To date, no focused investigation into the impact of the Insights program or any other program registered under Unit Standard 9533 has taken place. Using a formative and intervention-oriented research design, this study reviews twenty-seven participants' self-reported changes as a result of a six-week study.

The Insights into Personal Effectiveness Program follows a four step model. First, to understand self; to develop an understanding of self in relation to others' perspectives of oneself. Second, to understand others; to recognize others' behavioral styles and learn how to respond effectively to others' needs. Third, to adapt and connect; to meet the needs of others by understanding their personal needs better and by acting on those needs; and to learn how to adapt behavior in order to work productively with others. Fourth, to take action by developing usable interpersonal strategies; and to explore effective strategies in dealing with different or even 'difficult' people or colleagues (Lothian 2006: 7).

The Insights into Lifeskills Project is based specifically on investigating how to measure conflict handling skills. Due to an observable and significant weakness in the general Insights curriculum, before undertaking this study, a formative development process of the curriculum was necessary to explicitly include conflict management skills within the existing model's program. This effort refined the curriculum alignment with the SAQA Unit Standard and additionally adheres to Rooth's (2000) recommendation of adding follow-up components and activities to enhance program participants' learned skill integration into the workplace. Through this process of further balancing the Insights program curriculum with the South African National Qualifications Framework, this study makes exploring and measuring how participants make vital connections between theory and practice possible.

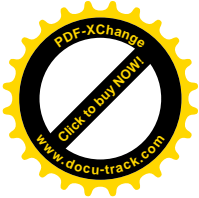
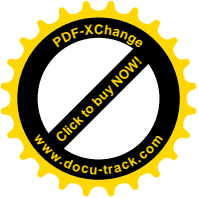


Competitive organizations do not rely on technology alone for their success. They recognize that people are the organization's key resource and that organizations gain their competitive advantage through their employees. Therefore, identifying effective methods for employee development is a critical issue for organizations. Historically, the puzzle of understanding how to facilitate conflict mediation between personality styles *in the workplace* has been relatively unvisited by academics. Through a process of dialogue with colleagues, professors, Directors of the South African Qualifications Authority, and literature review, I have discovered that we in education have not paid sufficient attention to establishing a baseline of activity that measures the impact of professional development work centered on conflict management skills. Furthermore, developing mandates for research that quantify the outcomes of various workplace-targeted conflict programs seems to have been thoroughly avoided by the South African Qualifications Authority.

Drawing from the interdisciplinary theory and models of education, conflict studies, and organizational learning, the primary objective of the Insights into Lifeskills Project is to use the Insights model as a tool to investigate the broader concept of cooperative conflict in the workplace as a means for improving the way that people harness energy towards a healthy conflict situation, against often competing personality differences. Empowerment is an underlying theme with emphasis placed on enhancing cooperative conflict skills for workshop participants. In addition, this research is designed to determine what feedback is feasible from collecting data that tests the creative possibilities of integrating evaluation into future interventions. Professional education programs that find ways to include research as a basic part of what they do are in a very good position to help move the field of training professionals in conflict management forward.

History of General Conflict Theory

As people experience conflict in many ways, so does conflict theory permeate into a myriad of other interdisciplinary fields, Psychology, Psycho-Social theory, Communication theory, Organization Management and Leadership, Education, Curriculum Theory, Work-Based Learning theory, Applied Social Science and Conflict Studies. Moreover, the development of conflict theory

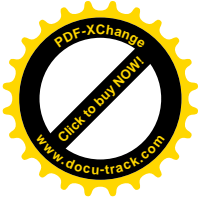


can be seen as a transitional phase in the history of sociological theory (Ritzer 2000). The primary works of social conflict theorists Coser (1956), Coleman (1971), Himes (1966), and Dahrendorf (1959) responded to the limitations of structural functionalism through attempts to view conflict as a non-static structure as opposed to the static view of structural functionalists. However, their efforts to deal with social conflict as a non-static structure failed to differentiate conflict theory from structural functionalism because their analysis centered too closely on structures and institutions. Social conflict theorist Dahrendorf's (1959) major work contributed toward integrating Marxian theory although he also fell into the same trap of macro-analysis of structures and institutions.

Recognizing that conflict theorists were missing the opportunity to consider the value of micro-levels in society as important to conflict theory as macro-levels, Collins (1975) identifies a gap in conflict theory: 'The problem is that conflict theory generally focuses on social structures; it has little or nothing to say about actors and their thoughts and actions' (Ritzer 2000: 209). It is through Collins' conflict sociology that attempts are made to move conflict theory in the direction of micro-level analysis. This theoretical transition roots itself in phenomenological sociology. The primary concern of such theory is the micro-level analysis of what people actually do given the range of social circumstances in which they find themselves (Heritage, 1984: 4). Collins' approach to conflict using the individual's perspective viewed people as co-creators of social structures opening up the notion that 'people in everyday life encounter each other in patterned ways' (Ritzer 2000: 265). He claimed that *perhaps conflict is the central process in social life*.

General Statement of the Problem

Excessive job demands, complexity, frequent changes in decisions, no recognition, value conflicts, hidden agendas, unresolved conflicts, political in-fighting, unfairness or unethical practices all lurk behind stressful workplaces. South African businesses are looking to education and training academics and professionals to fulfil their need for a solution to the widespread challenge of developing their employees' conflict handling skills. In South Africa, these are considered 'life skills.' Based on an international consensus about what generic or core skills all workers must have,

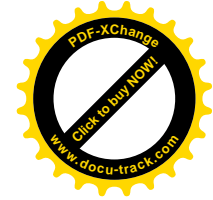


regardless of their specific jobs or work contexts, life skills refers to 'the utilization of appropriate and responsible problem-solving behaviors in the management of personal affairs' (Conger & Mullen 1981: 305). According to De Jong (1994) life skills are defined broadly as 'not only skills but also insights, awareness, knowledge, values, attitudes and qualities that are necessary to empower individuals and their communities to cope and engage successfully with life and its challenges in South African society' (p. 3). People who have not acquired the appropriate skills to resolve conflicts will have difficulty throughout their professional careers in dealing with conflict they encounter.

There are a number of obstacles that prevent many South Africans from achieving and using their interpersonal skills as an asset, particularly the high levels of destructive conflict in the workplace often rooted in basic human relations. Workplace teams are routinely heterogeneous in the case study organization. Some of the most common reasons for workplace conflict are perceptual, communication style, and values based (Caffarella 1984). And, since 1994, South Africa's professional climate has become a convergence of attitudes in the workplace. Because the myriad diversity of workshop participants have not learned exactly alike, and because they therefore see and value things differently, they vary in their beliefs as to what interpersonal conflicts are or should be. There is in essence, a multiplicity of conflicting views which are easily recognizable to individuals and the organizations in which they work. However, research indicates that conflict can be highly constructive. Some theorists argue that conflict is a necessary part of individual and organizational growth. If the phenomenon of constructive conflict is to gain momentum in the study's organization and South Africa's society, the critical education and training considered important to understanding ones 'hot buttons' or cognitive and emotional responses to conflict events must be addressed.

Immediate Problem Context

The participants of the targeted teams have been identified for their experience in high levels of interpersonal workplace conflict. The volunteer participant-managers of these teams all share a desire to develop their team's conflict handling skills. The study's volunteer participants are



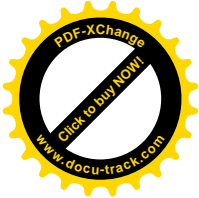
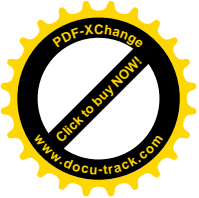
professionals of both functional and management designations in a large-scale South African retail organization.

Research is being conducted in three semi-structured team groups located at the same site. These groups will be identified as Groups A, B, and C.

The twenty-seven participants selected make up three heterogeneous intervention groups. Group A is made up from a portion of the operations field management team who share the responsibility of directly interfacing with the diversity of retail chain and outlet store employees. They are responsible for enforcing business-wide standard operating procedures. Groups B and C are made up of the organization's team leaders and managers of the large IT support division. They operate with less visible face-to-face interaction. However, Group B and C's participants are responsible for communicating and applying national technical infrastructure mandates to employees across all business units in the company.

Evidence for the existence of the problem includes intra and interpersonal conflict across the organization as observed and self-reported by participant-managers of the study population. These volunteer participant-managers cite that interpersonal conflict plays out in all levels of the organization; leadership, management, functional, and transactional. Each individual, while attempting to cope with the problems created for it by the rest of the organizational environment, are unable and limited in their ability to function effectively by conflicts which they treat as undiscussable.

The ages of the twenty-seven participants range from 25 years old to 54 years old with a gender split of 11 Females and 16 Males. The racial ethnic background of the twenty-seven participants is 7.4% African, 25.9% Coloured, 55.6% White, 7.4% Indian, and 3.7% Chinese. The percentage of participants who speak English as their home language is 63% and the percentage of participants who speak a home language other than English is 37%. The staff is comprised of 5 Area Managers, 2 Business Analysts, 1 Communication/Training Coordinator, 1 Computer Support Analyst, 2 Desktop Support Analysts, 1 Desktop Support Team Leader, 1 Development Manager, 1



Divisional Coordinator, 1 Divisional Manager, 1 Head Office Analyst, 2 IT Technical Specialists, 1 Project Manager, 1 QA Technical Specialist, 1 Regional Manager, 1 Security Administrator, 1 Sr. Analyst Programmer, 2 Sr. IT Technical Specialists, 1 Sr. Programmer, and 1 Third Line Technician.

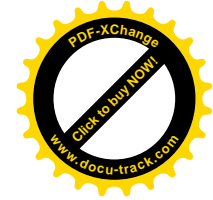
Physical Description of Institution

The organization is located in a large city in the northern suburbs of Cape Town, South Africa. It is situated along the central business district avenues of the city. The organization's buildings consist of both old and new construction and are spread over three small city blocks. Each building houses national support management teams. Some of the new buildings consist of modern, multiple story levels with brightly colored exteriors and interiors, designated 'pause rooms' for tea and coffee breaks along with cafeterias serving breakfast, lunch, and snacks every day. The older buildings are one level and still provide 'pause rooms' for tea and coffee though do not have cafeteria staff and are not decorated in the same modern theme as the new buildings. The interior walls of all buildings contain displays of the organization's marketing posters covering a diversity of product ranges and are equally representative of South Africa's diverse population. Some training and development initiative bulletins are also displayed in cafeterias and bathrooms. Training rooms used for this intervention were all equipped with modern technology and space to place chairs in a U-shape with no tables.

National Context of Problem

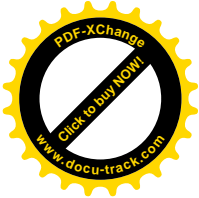
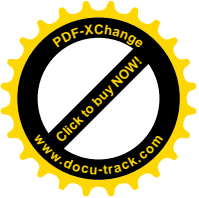
The volunteer case study organization was established in the 1920s and is currently listed on the Johannesburg Stock Exchange. The group includes a retail chain of stores covering fashion, jewellery, sports, and home decorating products. The head offices are comprised of support staff divided into national management divisions. Currently, this company employs approximately 15,000 South Africans.

This national retail group's people strategy is to build creative capacity by growing dynamic individuals. It subsequently devotes an entire division, the 'Talent Development Group', to creating an organizational culture of passion, resilience and creative solutions. Notably, the organization



invests millions each year into skills training and development. Soft skills are integral to the organization's development paradigm. A Head of Learning & Development states: 'We believe in an inside out approach to development and focus a lot of attention to all soft skills training ranging from personal development to leadership development.' Previous interpersonal communication skills interventions have been applied and range from highly experiential (rope courses) to rote-learning (classroom based lectures). Although this organization is continuing to develop its people using cutting edge training and development approaches, it does not fall immune to applying 'off-the-shelf' interventions for various problems occurring within its structure. Participants of the Insights into Lifeskills Project indicate that they suffer from intervention saturation. The organization is unable to answer the perennial question: how do we know if employees are applying theory to practice of the many interventions they experience in the workplace?

A senior manager of their group talent development research and development division shared the curriculum of two internally developed interventions for understanding what is currently offered for addressing difficult communication in the workplace. These two programs offer employees different communication models for negotiations and communicating when stakes are high. The 'Negotiations' workshop is a three-day session with a major emphasis in helping build skills for business procurement efforts. The 'Crucial Conversations' workshop is developed based on the prescriptive teachings of a book found on the shelves of business management sections in bookstores, *Crucial Conversations* (Patterson, Grenny, McMillan, & Switzler 2002). This one-half day session focuses on the communication between merchants and suppliers who are not conforming to contract agreements. The main objective of this workshop is the reduction of lead time from supplier to floor understanding how to manage the process that includes relationships. For each of these two workshops, participants are briefly introduced to a conflict response model. However, these programs are not aligned to, or evaluated against improved conflict handling skills per se. According to the organization's skills development facilitator and representative, no prior focused



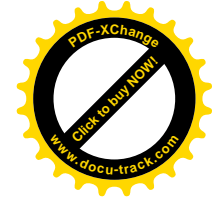
training and evaluation has been conducted in line with the South African National Qualifications Framework (NQF) outcomes on how to handle conflict in the workplace.

This study is an effort to assist the volunteer organization in formatively developing and then measuring the impact of one of its more popular professional development programs, Insights into Personal Effectiveness. Workshops are scheduled and filled months in advance when they are offered. Until now this program has been run by the organization's accredited in-house facilitators as an "off-the-shelf" interpersonal communication model with no use of or emphasis on conflict handling theory and skills. Up until a research proposal for this study was presented to the key stakeholders, the organization was unaware that this same program is registered with the South African Qualifications Authority, Registered Unit Standard 9533, National Qualifications Level III, for using communication skills to handle conflict in the workplace. The organization's interest in volunteering for the Insights into Life Skills intervention is a result of their focus on individuals and their impact on group dynamics. They wish to see whether the Insights into Lifeskills Project offers an individual empowering approach to handling conflict in their environment. This research project intends to address the gap between theory and practice offering Insights as a targeted behaviour program for the participants' and the organization.

Problem Evidence

According to the organization's Employee Relations Senior Manager, the specific nature of interpersonal grievances are not documented or reported. She states: 'We know it's real and we know it exists. People choose not to deal with it.' The people who choose not to deal with it are, in her opinion, the ones who feel aggrieved. A general concern cited is that the employees may believe that even if issues are raised, perhaps the conflict issue may not be constructively addressed.

According to Argyris (1980) most individuals in societies around the world are taught, 'through acculturation and socialization, a set of values, action strategies, and skills that lead them to respond automatically to threatening issues by 'easing in,' 'appropriately covering,' or by 'being civilized' (p. 205). Open conversations with managers and volunteer participants provide evidence that

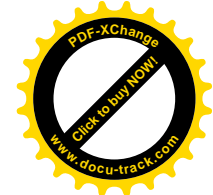
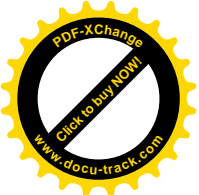


perceptions about a fundamental skill in conflict management, giving effective feedback, is not generally applied especially to super-ordinates. Raising contentious issues is not the norm with superiors, it is feared and emotion suppression and control are historical values which create the conditions of reinforcing an inadequate organizational theory of action. Typical of many South African institutions, the organization has a historical culture of autocracy where any violation of the principal chain of command or hierarchy may in fact cripple attempts to train individuals on selecting appropriate constructive conflict strategies.

This problem occurs in both individuals as well as organizational cultures. The enterprise espouses the value of proactive management across its structures of interpersonal conflict episodes. The organization claims that promoting an environment of open and honest communication is a value it upholds. There is a disconnect, however, between what employees think and feel about their empowerment in the workplace to bring matters to surface and their action strategies for discussing conflict with management, of which they have not been taught as a skill. Complaints about how bad things are serves to increase stress levels. The organization realizes this dilemma and is currently seeking to create an alternative culture where emotion is seen as a valuable resource that motivates actions and is beneficial for decision-making. Throughout South Africa, there is a growing awareness of the need for training programs for organizations that have limited time and resources to design and evaluate the necessary interventions that assist in developing such cultures.

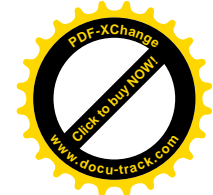
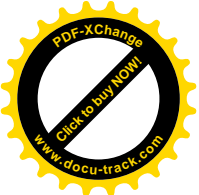
Specific Aim of the Insights into Lifeskills Project

In education, continuous reflection and improvement of pedagogical practice is necessary. Not only does reflection improve our own practice but often transfers an improvement to the experience of learners. The focus of this research is on evaluating the effectiveness, or lack thereof, of the Insights model as a workplace-targeted conflict management program. The specific aim of this study is to gain a sense of workshop participants' current level of self-reported conflict handling skills as they exist before, immediately after and then measure whether the Insights into Personal Effectiveness Program facilitates the transition to more complex levels after six weeks.



Document Roadmap

This first chapter has sought to provide context for the evaluation of the Insights program. It introduces the case study organization and its volunteer participants, identifies the complex issue of interpersonal conflict in the workplace as a social fact in South Africa, and highlights the need to pick up the academic lens and evaluate where programs that seek to address this issue are implemented. The second chapter unpacks the constructs connected to the variables assessed in this study. It looks at the Insights model for interpersonal effectiveness, its theoretical basis and criticisms associated with the use of Jungian-based typologies. It explores the recommended pedagogy for conflict programs based on past evaluations and adopts a total quality learning approach to selecting what components are emphasized in the Insights into Lifeskills Project. The end of Chapter two provides the key definitions for the emotional intelligence indicators (conflict management essentials), the phenomena measured in this evaluation study. Chapter three explains this study's methodology and its limitations. It also provides specific information on the targeted skills and conflict management essentials addressed for each module of the Insights into Lifeskills Project viewed in relation to intended outcomes. Chapter four presents the study's results in two phases: (1) historical description of the intervention where the intervention plan's implementation is documented, (2) presentation and analysis of results. Finally, in Chapter five the study's main findings are discussed and areas for further research are identified.

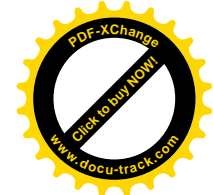
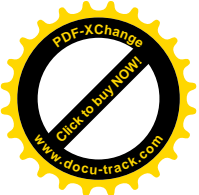


CHAPTER 2

LITERATURE REVIEW – THE SOLUTION STRATEGY

Based on prior work mainly drawn from the fields of education, conflict studies, and organizational learning, this chapter explicates and links the principle concepts of cooperative conflict and self-awareness and establishes the core pedagogy needs for effective facilitation of a conflict management program. It explores the hybrid nature of conflict management skills that are significant in the theories and models underscored in the study's phenomena under investigation. Each section is intended to highlight how decisions to involve components of the Insights into Lifeskills Project's curriculum are purposefully and consciously selected to ensure relevance. It begins by operationalizing cooperative conflict and sets out the history and development of self-awareness in relation to psycho-social theorists and organizational development discourse. It seeks to locate the better practices of conflict management education through reviewing other similar studies and weaving in key contributions and learnings associated with facilitation practices of conflict management education. Finally, the conflict management essentials used as the main indicators of program success are linked to the chapter's findings and defined.

Organizations have a responsibility to foster skills needed for employees to function effectively in the workplace. There are skills needed beyond technical skills. People at all levels of the organization must combine the mastery of their technical skills with the ability to work effectively in teams, form productive relationships with colleagues, and critically reflect on whether they are behaving consistently and performing effectively (Argyris 1991: 11). What ought to be taught in a professional program that targets conflict handling skills, how it ought to be taught, and what are some success indicators for forming cooperative relationships with colleagues are addressed in a literature review of curriculum solution strategies. Training and evaluation of constructive conflict skills is a relatively new field in educational practice and as such there remains a serious gap in theoretically supported material for training professionals on constructive handling skills. SAQA's current Director of its research division can locate no record of any research into the Unit Standard

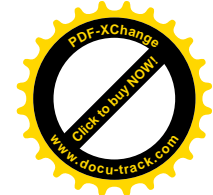
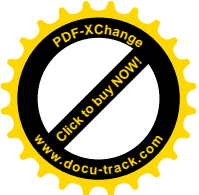


9533. In a content analysis of 699 research articles published in the field of conflict research specific to professional settings Shin (2008) finds predominant interdisciplinary perspectives with still rare theoretical application' (p. 86). However, a growing body of evidence suggests a variety of curricula across educational settings and age levels exist. In order to gain a widespread understanding of this topic, the literature reviewed includes education (school through university) based research.

Developing human capacity is regarded as a priority phase in the transition to a full democracy in South Africa. As such, lifeskills programs aiming to empower workers are seen as a necessity to accelerate development of knowledge and skills to assist people in recognizing and understanding their potential (Government Gazette 1994: 9). How individuals respond to and handle conflict in the workplace is one of the growing areas of interest and concern among scholars and professionals working in a wide range of disciplines. No matter the framework or theory applied, all professional development toward individual empowerment could be described as changes in sensitivity to notice and accumulation of alternative actions to initiate (Mason 2002: 147). One basic category of a theory of organization states that: 'A basic component of organization is the individual who is viewed as an organism constantly seeking self-actualization' (Argyris 1957: 239). The Insights into Lifeskills Project is one framework, one process that individuals in an organization are exposed which links the constructs of self-awareness and cooperative conflict as a way to empower individuals with choices about how to handle conflict in the workplace.

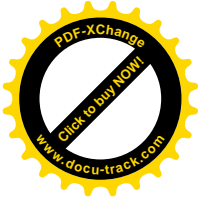
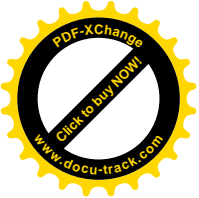
Cooperative Conflict

A generating theme in prior work about the construct of conflict is that it can be used to benefit individuals and teams. This construct of conflict is referred to in a number of ways: constructive conflict, cooperative conflict, productive conflict or creative conflict. Contrary to traditional management principles and practices which define conflict as destructive, the notion of cooperative conflict is a change in paradigm. *Destructive conflict* destroys the morale of people and can reinforce poor self-concepts (Berstene 2004: 7). When experienced in a work team, it polarizes personalities, reduces cooperation amongst groups, and can cause long-term damage to



relationships. In one study Handy (1993: 291) found that when asked to describe their biggest problem, managers did not list a decision but a relationship or interaction that did not go well. And, in another study Handy (1993: 291) reports that eighty-seven percent of middle line managers felt that conflicts were very seldom coped with, and that sixty-five percent thought that the most important unsolved problem of the organization was the lack of co-operation and communications leading to conflict. Allen (1989) lists four levels of organizational conflict: intra- and inter-personal, intra- and inter-group. Of these four, she states: 'Inter-personal conflict is perhaps the most unpleasant to work with' (Allen 1989: 121) conceding that it can be tolerated if it produces new cognitive ideas though 'all other inter-personal conflicts destroy and must [themselves] be stopped' (Allen 1989: 121). Problems when communicating during conflict are compounded by the very presence and complexities of these levels. An organization that operates in an adversarial culture breeds communication styles that are combative and predictably triggers continued cycles of interpersonal conflict.

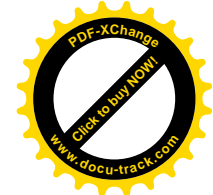
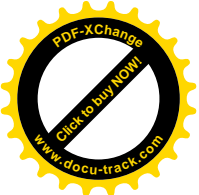
Cooperative conflict, on the other hand, assumes that conflict can be put to good use. Important to note is that unlike traditional management theory that separates task and relational conflict (cognitive and emotional) it includes both task and relational conflict (Edmondson & Smith 2006). In a study of project teams, Van der Vegt and Bunderson (2005) discover that the correlation between task and relational conflict was almost .90 so chose to combine these two types of conflict into one single measure. Amason, Jehn, Simon & Peterson (2000) also find that these two types of conflict co-occur. Instead of viewing conflict as an overall unhealthy condition of workplace reality, the notion of constructive conflict calls for greater conflict management skills that identify alternative solutions, acting on the principles of collaboration, and clarifying important issues (Berstene 2004: 6). The implicit theory described by Dweck (1988) implies that every person has the ability to grow from conflict with effort and education (as cited by Deutsch, Coleman & Marcus 2006: 317). Lippitt (1982: 67) asserts: 'The reality [is] that conflict should be sometimes encouraged, tolerated and creatively channelled into effective problem-solving.' And Tjosvold (1988: 61) argues



that constructive conflict actually facilitates innovation and that any contemporary view of workplace conflict “assumes implicitly that conflict can be constructive.’ Deutsch, Coleman and Marcus’ (2006) view requires that people learn to ‘swing back and forth, get into the others’ perspectives and feelings, and then move back into [their] own perspective, not faltering in the face of contradictions, but using them courageously and constructively’ (p. 290). Emotional competence is multi-faceted and managing cooperative conflict is a challenging yet fundamental skill that is undoubtedly resisted by traditional managerial paradigms.

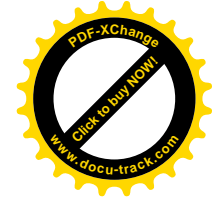
Self-Awareness

Learning to handle workplace conflict successfully requires an ability within the individual to reflect critically on their own behaviour. This skill can be referred to as *self-awareness*. The most current theory used within organizational learning environments that encompasses this construct is emotional intelligence theory. Defined first by Salovey and Mayer (1990) and then by Goleman (1995), emotional intelligence theory assumes a set of crucial human capacities exist in each person to manage their emotions and create positive relationships. These fundamental human capabilities are: self-awareness, self-management, social awareness and social skills (Goleman 1998). While the capabilities are usually considered in relation to individuals, they can apply to teams and have the potential to optimize a team’s effectiveness (McCallin & Bamford 2007: 387). There are debates about the construct of self-awareness that go beyond the scope of this study. For example, Locke’s (2005) criticism that emotional intelligence may merely be old wine cleverly marketed in a new bottle. He and others refer to the construct of self-monitoring when explaining how individuals differ in the extent in which they engage in the expressive control for the creation of appropriate self-presentations (as cited in Mehra and Schenkel 2007: 138). Clinical researchers sceptical of emotional intelligence theory need only to turn to the social cognitive perspective for a semantically different yet similar idea that encompasses self-awareness: ‘When the cognitive system becomes explicitly aware of its own self, it gains the capacity to control its self-concept together with the attribution of beliefs and values to self. The leverage of this mechanism is vital for paradigms that require self-



management' (Samsonovich, Kitsantas, Dabbagh and De Jong 2008). Furthermore, long before emotional intelligence theory was developed, Argyris' (1953) study of human relations training efforts found that developing self-awareness as a skill was emphasized. He states: 'Clearly... if learned [self-awareness] will tend to decrease the basic conflict between the individual and the organization by helping the former become more self-aware, independent, and self-responsible' (Argyris 1953: 214). In this intervention, self-awareness as an element of emotional intelligence will be introduced and used as a key tool throughout the Insights into Lifeskills Project.

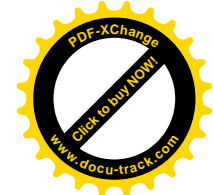
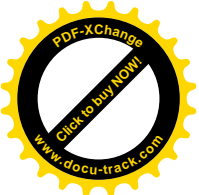
A workplace reality is that self-awareness and conflict handling skills are not part of how people are typically performance managed. Therefore, learning these critical skills are relegated to the sidelines of professional developmental goals and often overtly avoided. South Africa's workplace adopts a western paradigm. People are not taught how to look within, how to embrace the paradox of perception, or how to handle conflict so that it works as a learning experience. People need to slow down their thinking processes so that they can assess them. As a professional development organization seeking to assist with this gap in business education curricula, Insights Learning and Development (2006) promotes the use of Jung's (1921) typology for raising self-awareness among individuals, teams, management and executives in organizations. The Insights personality profiling system was founded by Andi Lothian in 1993. It derives from the work of Drs Carl G Jung and his associate, Jolande Jacobi integrating a Jungian approach. Jung's 1921 publication of *Psychological Types* established the conceptual framework for the description of personality and the prediction of related behaviors. Although similar in concept to other applications in the field of human development such as the Myers-Briggs Type Indicator (MBTI) by Isabel Myers and her mother Katherine Briggs (1985), the Gray-Wheelright Type Inventory (1964), Marston's four quadrant behavioral model DISC (1928), and the Singer Loomis (1982), ten years of subsequent and intensive research have resulted in an user friendly application that is unique and provides participants with a highly personal self-discovery profile.



Jung's Typology

Using the results from a self-report instrument, the Insights Discovery Profile corresponds with Jung's ideas: Jung identified six preferred behaviors, linked in pairs as contrasting preferences that were considered to determine the underlying structure of personality: introversion and extraversion, thinking and feeling, sensation and intuition. He referred to introversion and extraversion as attitudes that characterize the inward/outward movement of psychic energy (Halpin 2004: 7). In defining the remaining preferences he stated 'sensation establishes what is actually present, thinking enables us to recognize its meaning, feeling tells us its value, and intuition points to possibilities as to whence it came and whither it is going in a given situation' (Jung 1921: 540). Before an Insights intervention, trainees complete this self-report and, during the course of an Insights intervention, learners are given these results in an easy-to-read, colorful, personal report that uses text and graphics to translate an individual's personality type contextualized to the workplace. To assist with transforming how people use and interact with the Insights technology, the Insights system uses a four color model of emotional competence; Fiery Red, Sunshine Yellow, Earth Green, and Cool Blue (Appendix 2). 'The report includes a comprehensive output that includes sections commenting on personal differences, the facilitation of effective teamwork, learning styles and personal development' (Halpin 2004: 5). The Insights system is grounded in a theoretical framework of symbolic interactionism. On one hand, it seeks to change how we know ourselves, altering our existing frame of reference and our ways of making meaning. On the other hand, it aims to develop a better understanding and awareness of self in relation to others.

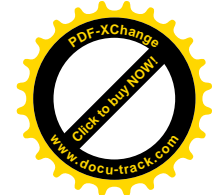
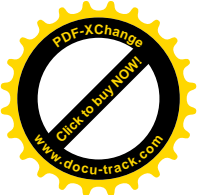
The Insights into Lifeskills Project's investigation into the Insights into Personal Effectiveness Program uncovered opposition to the use of personality typing instruments that highlights the contentious issue. Criticisms of personality typing in the published sources examined give several reasons for this. One reason put forward is that personality typing must be defective because it focuses on intrinsic aspects of personality and ignores environmental determinants (Davies 1996; Williams 1992; and Billings 2006). Leech (1996) even argues that it is futile to seek to identify



personality type because behavior is clearly influenced by environmental factors. Advocating personality typing Lloyd (2007) expresses concern that some critics reify the personality typing categories rather than understanding them as a heuristic tool (p. 115). Another reason identified is that personality typing develops a restrictive pigeon-holing perception in people (Paul 2004; and Reader 1996). Reader (1996) criticizes personality typing for providing individuals with an excuse for inflexible behavior patterns (p. 34). Yet another reason identified focuses on Jung's metaphysical belief system criticized by Christians Hird (1997) and Kew (1998) which characterizes Jung's typology as occultic and neo-gnostic, closer to paganism than Christianity. As a scientist, however, Jung's concepts and theories must be judged by how well they account for the facts and how well they correspond to reality. And, this evaluation must be an ongoing process (Lloyd 2007: 117). Since its introduction to the workplace as a means for enacting effective interpersonal communication, intensive research and development has been applied to ensure continuous validity of each unique Insights report. Halpin (2004) best summarizes such work as follows:

The development of the Insights System has been thorough and continuous. Using a database of 2,000 collected between 22.04.97 and 01.12.97 and selected for extreme criterion groups, an item analysis was carried out to identify those items with optimal differentiation. During the same period, in a study of construct validity using an independent criterion group (310 members of the Institute of Psychological Type that had previously been tested with the MBTI) the overall success rate for correct type attribution was 80% or better (Green 1997). The test-retest results for the Evaluator are also reassuring with correlations over periods of 3-6 months of 0.9 and split half reliability coefficients of 0.8 (Davis 1998). The [Insights self-report] Evaluator went through 25 research versions between summer 1997 and summer 2001 (p. 9).

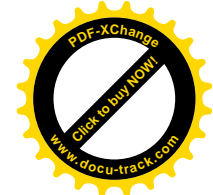
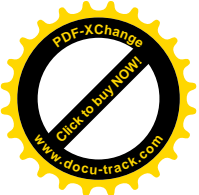
McGuire (1997) states that: 'Jung was relatively modest in his claims, for he recognized the somewhat idiosyncratic and anecdotal nature of his evidence. 'My scheme of typology is only a scheme of orientation. There is such a factor as introversion, there is such a factor as extraversion.



The classification of individuals means nothing, nothing at all. It is only the instrumentarium for the practical psychologist to explain, for instance, the husband to a wife or vice versa' (as cited in Halpin 2004: 7). This study acknowledges such criticism yet foregrounds that the Insights curriculum material is based on a sound typological system. Participants will be warned against believing they are wholly the type they "tested" as and rather encouraged to engage in a process of self-discovery. The purpose of the Insights into Lifeskills Project is not to promote nor enter the personality typing debate. In using the Insights Discovery Profile as a professional development tool it instead encourages its use as a self-awareness strategy toward understanding self in relation to others during conflict.

Conflict Curriculum

Researching literature on conflict curriculum practice exposes various methodologies for teaching cooperative conflict. Drawing from work directly engaged in the topic of conflict training (Argyris (1980; Byrne and Butler 2000; Stevahn 2004; Tjosvold 1988; Berstene 2004; Jordan and Troth 2004; Cosier and Ruble 1981; Weitzman and Weitzman 2006; Ting Toomey 2007; Rothman 1997; Cardno 2007; Edmondson 2006; Cooper, Smith and Smith 2000; Jenni and Others 1997) a pattern framework emerges. This curriculum pattern gives learners an opportunity to acquire conflict relevant knowledge, increase self-awareness and other awareness, manage emotional challenges, and or practice competent conflict communication skillsets. Combinations of self-reported measures of self-awareness alongside conflict management skills confirm that self-awareness is critical to a person's learning effective conflict handling skills. In a predictive study on the positive aspects of a collaborative response to conflict among individual's, Rizkalla, Wertheim & Hodgson (2008) propose a link between a 'proneness to forgive' and a collaborative or 'constructive problem-solving' conflict style. Replicating Malcolm and Greenburg's (2000) emotion-centered model of forgiveness, they highlight the model's key elements of emotional intelligence and perspective taking to construct an argument that individuals oriented to these constructs are better able to regulate conflict through self-awareness and empathy. That is, accurately perceiving the

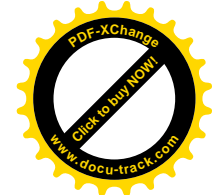
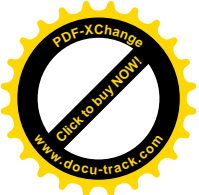


internal frame of reference of another whilst differentiating it from one's own perspective. Their findings suggest that constructive approaches to handling conflict are determined by 'whether the individual is willing and able to consider another person's viewpoint, and attempts to address the other's interest in a conflict' (Rizkalla, Wertheim & Hodgson 2008: 11). They conclude that educational interventions promoting constructive conflict resolution methods may benefit from including negative emotions to positive ones alongside perspective taking.

After a relatively brief six hour conflict management workshop, Wilson & Kristjanson's (2002) survey of voluntary medical students and interested teaching staff at the University of Manitoba report that at six weeks post-intervention forty-three percent of participants perceived an increase in their self-awareness and ability to work toward cooperative conflict (p. 1106). In another education based study that implemented and evaluated a program for enhancing students' social skills in order to increase their ability to work cooperatively and to resolve conflict, the researchers observe a positive effect on kindergarten aged children in their abilities to evaluate emotions and consider the causes and consequences and in turn, improve behaviors during conflict (Cooper, Smith and Smith 2000). In addition, in their report on promoting postformal thinking on the job, Weitzman and Weitzman (2006) discuss the critical role of decision making in resolving work-related conflicts, and how to raise trainee awareness of their own decision making during conflict (p. 46).

Conflict Response Styles

Viewing conflict training in significant measure as an awareness-raising enterprise has benefits (Rothman 1997). If an individual learns to recognize their habitual response to conflict, then they are more equipped to recognize how their response might impact another conflict party. Weitzman and Weitzman (2006) point out that a focus on decision-making processes is typically absent from interpersonal constructive conflict resolution training protocols (p. 46). However, there exists an immense body of work that can be drawn upon for the reflective conflict training practitioner. Careful review of business education, psychology, sociology, and conflict literature revealed that considerable effort has been invested in *predicting* the extent to which personality



relates to convergent models of conflict style (Sorenson, Folker & Brigham 2008; Park & Antonioni 2006; Moberg 2001; Westbrook & Hult 1997; Martin & Bergmann 1996; Lippit 1982). Conflict theories and models have been designed and tested based on fundamental social psychological processes involved in understanding and managing conflicts at all levels – interpersonal, intergroup, organizational, and international (Deutsch, Coleman, & Marcus 2006). To document behaviours exhibited by individuals to resolve their personal conflicts in the workplace, many organizational studies describe patterns of response to conflict. In the field of conflict studies, this theoretical approach refers to *identifying specific behavioral patterns* that one prefers to employ when addressing conflict situations.

Models most often identified include various versions of Blake and Mouton's (1964) initial two dimensional model depicting four distinctive conflict resolution strategies based on two dimensions. Concern for meeting one's own interests and concern for meeting the other's interests (Blake & Mouton 1964). The concern for self dimension is described as 'a concern for the production of results, personal goals, own outcomes, or substantive outcomes' (Sorenson, Folker & Brigham 2008; Blake & Mouton 1970; Hall 1969; Pruitt 1983; Thomas & Kilmann 1974) or simply put, assertiveness. The concern for other dimension is also described as 'a concern for people, a concern for others' outcomes, a concern for relationship, and a desire to satisfy others' concerns' (Sorenson, Folker & Brigham 2008; Blake & Mouton 1970; Hall 1969; Pruitt 1983; Thomas & Kilmann 1974) or simply put, cooperativeness.

The most frequently cited dual concern model is the Thomas-Kilmann model which added a fifth conflict resolution strategy - compromising. Thomas and Kilmann's framework explicates five conflict handling responses: competing (trying to maximize one's outcomes at the expense of one's opponent); avoiding (eluding conflict altogether); accommodating (minimizing differences); collaborating (facing the problem directly, problem solving, integrating) and compromising (reflects moderate responses, rather than low or high). Rahim (1983), Pruitt (1983) and Pruitt and Rubin (1986) label the axes differently, but the assumption behind all of these models is that an

individual's response to interpersonal conflict is rooted in typologies of partially similar or parallel conflict behaviours running along two continua, assertiveness and cooperativeness.

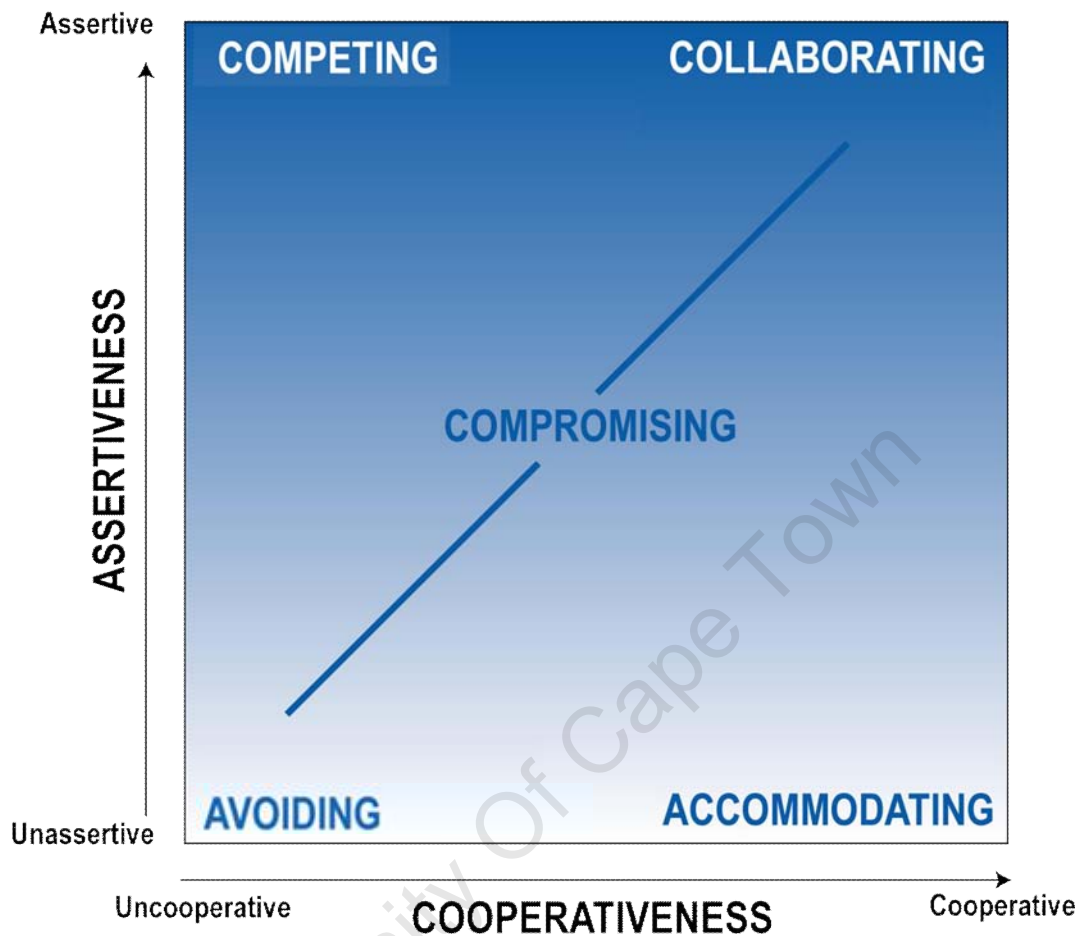
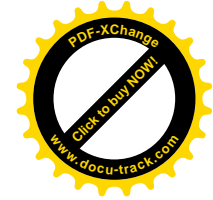


Figure 1- Thomas-Kilmann Model of Conflict Styles

Insights Learning and Development (2008) adopts the Thomas-Kilmann model in the advanced curriculum material and this material is integrated into and used extensively in the Insights into Lifeskills Project.

Cooperative Learning

John Dewey (as cited in Simpson, 1999) believed that education requires interaction and can not be solely academic. Conflict education research supports using a cooperative learning approach to be effective in helping people to feel safe and practice their conflict training in both the training room and everyday life. Cooperative contexts, compared to individualistic or competitive environments, produce the best results (Stevahn, Johnson, Johnson, and Real 1996). As a



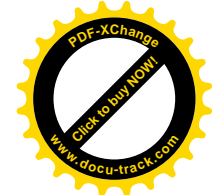
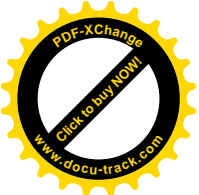
pedagogical framework *cooperative learning* is rooted in three theories: social interdependency theory, which depends on positive, cooperative interdependence as an intrinsic motivator; cognitive development theory, which views cooperation as essential to cognitive growth within the individual; and behavioral learning theory, which posits that learners work hard for rewards as extrinsic motivators (Johnson, Johnson and Smith 1998). The characteristics attributed to cooperative learning may vary by authors; however, there is agreement on five elements: (a) individual accountability, (b) mutual interdependence, (c) face-to-face positive interaction, (d) practice of interpersonal or social skills, and (e) self-assessment and adjustment of the group processes (Cooper 2003; Johnson et al. 1998; Nilson 2003; Prince 2004). How does cooperative learning contribute to individual empowerment? Cooperative learning is likely to give trainees a sense of *self-efficacy* (one's belief in his/her ability to achieve the desired outcome). Individuals who believe that they have had an impact on work-based activities are more likely to have higher expectations of themselves, speak up for their abilities and interests, and initiate activity and interactions with others (Carpenter, Boom and Boat 1999).

While knowledge about constructive ways of dealing with conflict is a prerequisite to behavior modification in the workplace, the self-efficacy of participants is critical to the success of conflict training interventions. According to Bandura (1994):

To achieve self-directed change, people need to be given not only the resources to alter habits but also the behavioral means, resources, and social supports to do so. Effective self-regulation of behavior is not achieved by an act of will. It requires certain skills in self-motivation and self-guidance...Success [in consistently engaging in constructive conflict handling styles] requires strong self-belief in one's efficacy to exercise personal control...When people lack a sense of self-efficacy, they do not manage situations effectively, even though they know what to do and possess the requisite skills (p. 25).

Here, Bandura (1994) presents a component – self-efficacy – absent from any conflict model.

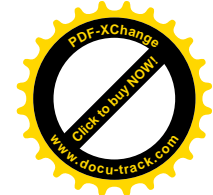
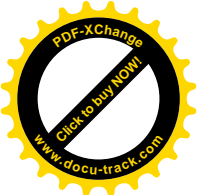
Building on this notion that self-efficacy is an essential determinant of constructive conflict handling



behaviour the Insights into Lifeskills Project draws on this premise whilst facilitating a supportive environment to dialogue conflict in the workplace. Through the affirmative statements found in one's Insights Personal Profile to the supporting exercises such as the Insights Card Game, introducing the Power of Self-Perception, the Insights Ladder of Preference, the Insights D4 Feedback Model, and the use of globally recognized role models in conveying the strengths, weaknesses and exemplar capacity of each Insights color energy, participants are given a vivid model for constructive conflict handling behavior.

In Bandura's (1986) approach to personality he argued for the role of the self in regulating action and he was able to convincingly demonstrate it through his extensive body of empirical research: 'the individual is a thinking person who can impose some direction on the forces from within and the pressures from the external environment' (as cited in Deutsch, Coleman & Marcus 2006: 340). This approach requires that people are aware of appropriate responses and value the consequences of this behavior awareness. The Insights into Lifeskills Project curriculum introduces a way to change how people deal with conflict which requires much relearning. This 'relearning involves helping people become fully aware of how they currently behave in conflict situations, exposing them to models of constructive behavior' (Deutsch, Coleman & Marcus 2006: 341). Experts in the field of cooperative learning agree that social skills are needed to work effectively in groups. And, in the workplace individuals more often than not work in a diversity of groups in South Africa heightening the need for conflict handling skills.

However, not all of the experts explicitly promote teaching conflict response skills in their conflict resolution training programs. Kagan and Slavin (as cited in Bellanca and Fogarty 1991) both allow the development of these skills to happen naturally as the learners work together. Johnson and Johnson (as cited in Bellanca and Fogarty 1991) disagree, they feel the instruction in social skills is critical to the cooperative learning experience. Bellanca and Fogarty include both formal and informal instruction of social skills in their model. The elements of cooperative learning chosen for this intervention are: explicit instruction in lifeskills, individual accountability, heterogeneous groups,

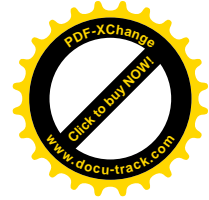
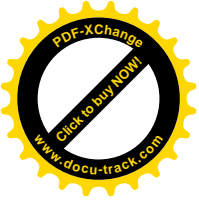


face to face interaction and reflection. Through the use of cooperative and reflective exercises for every key concept introduced, the Insights into Lifeskills Project integrates Bandura's concept of *observational learning* (as cited in Deutsch, Coleman & Marcus 2006: 341) in its curriculum which requires (1) using ones' interpersonal skills to overcome obstacles posed by the environment, (2) cultivating an affirmative belief for one's capacity to use one's personality style effectively, and (3) identifying realistic goals and opportunities to use one's conflict handling skills effectively. Trainees need to understand the importance of a conflict response, how to recognize it, the paradox of conflict responses, and when conflict handling skills can be used to promote healthy conflict situations. However, these skills also need to be practiced.

Organizational Learning

According to Argyris (1991) the learning can only be effective if what he coins 'double-loop' learning takes place. That is, the cognitive rules or reasoning a person uses to design and implement their actions are foregrounded during an intervention well enough for an individual to reason about their behavior in new and more effective ways of dealing with emotional issues. In social cognitive theory this ability to reason about one's own self and action is called the 'metacognitive ability – capable of higher-order representation and control of cognitive states of agents, including itself' Samsonovich, Kitsantas, Dabbagh and De Jong (2008: 159). Argyris' (1991) in depth study of management consultants describes this complicated matter of learning and then doing as the difference between a person's espoused theory (e.g. I think this is a good idea) and a theory of action (I behave using the idea to enact my choices) specifically in relation to defensive reasoning.

Defensive reasoning happens when a person feels threatened by the prospect of critically examining their own role in conflict. We reason defensively by projecting blame away from ourselves and onto what we judge to be an unfair, unjust, or otherwise negatively perceived situation. Schon (1983) speaks about 'reflection-in-action' whereby a person: 'May reflect on the tacit norms and appreciations which underlie a judgment, or the strategies and theories implicit in a pattern of behavior. He may reflect on the feeling for a situation which has led him to adopt a particular course

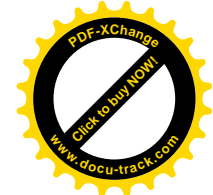
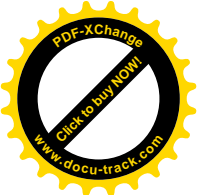


of action, on the way in which he has framed the problem he is trying to solve, or on the role he has constructed for himself within a larger institutional context' (p. 62).

How do we begin to practice what we learn in a conflict training course? Argyris states that: 'Everyone develops a theory of action – a set of rules that individuals use to design and implement their own behavior as well as to understand the behavior of others (Argyris 1991: 7). The Insights into Lifeskills Project curriculum introduces the 'Ladder of Preference' to trainees that describes theory in action another way using Jung's functions to understand their own cognitive processing. That is that we have a world inside us and a world outside us and that our values and beliefs coupled with our emotional and natural physiological response determine what meaning we assign to conflict and how we are likely to act upon it. Cardno's (2007) research on leadership learning defines this praxis of dilemma management well: 'This requires the meshing both before and during action of a high degree of theorising about the problem with a self-critique that is both cognitively and emotionally demanding whilst the action is occurring' (p. 34). She contends that despite many views that some conflicts remain on-going dilemmas, if individuals put a curriculum to use in a highly practical manner, conflict resolution is possible. Her research of seventeen leaders in multi-national organizations confirm how difficult a task it is to teach people how to apply theory to their action when results showed that only six out of seventeen respondents reported attempts made to confront a dilemma after an intervention. The Insights G-WAVE model homework particularly, will provide participants with a way to reflect on their use of each Insights color energy and construct goal-oriented conflict management strategies (Appendix 3).

Conflict Management Essentials

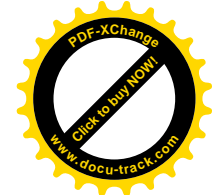
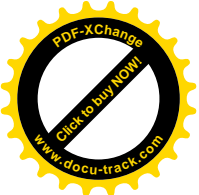
Attempts to transfer this specific knowledge will require a chunking up approach for designers and facilitators of conflict intervention training. That is, supporting workshop participants in understanding and up-skilling themselves in basic self-awareness skills, effective interpersonal skills and finally conflict resolution skills. Education studies focused on the topic of conflict management by Cooper, Smith and Smith (2000), Carlson (1996), Lanham and Baker (1997), Jenni



and Others (1997) and Stevahn (2004) each include many of the social skills that enable successful interpersonal relationships into their curriculum. These are presenting positions, listening attentively, communicating understanding, generating integrative solutions, and reaching mutual agreement on the best course of action. Striking similarities are found in Insights Learning and Development's (2008) definition of successful conflict handling skills using emotional intelligence indicators. These are: be proactive in addressing the conflict; strive to be cooperative and assertive, whilst acknowledging alternative approaches; listen to the views of others until you understand and they acknowledge your understanding; understand the other parties' interests, free of your own biases, distortions and judgements; and aim to satisfy the needs and wants of all parties within a conflict (Lothian 2008). These are the *five essentials in managing conflict* targeted and measured for the Insights into Lifeskills Project.

Managing conflict is a fundamental and challenging skill. Each of the five conflict management essentials emphasized in the Insights into Lifeskills Project highlight the need for participants' to be willing to seek a healthy conflict environment. The first essential, proactively addressing conflict, challenges those participants who may have a preference either through their social or cultural lens for avoiding conflict. According to Lothian (2008) working around or actively avoiding conflict issues tends to have only short-lived usefulness. Ongoing conflict can be corrosive to both the individuals involved and the environment in which they operate. A willingness to address the conflict issue or issues openly is the most effective solution longer-term. Not all conflict is obvious or overt; it takes ongoing practice and skill to reveal the positive opportunities that conflict brings and often unveils the more covert and hidden conflict eroding working relationships in an organization.

In managing conflict, the second essential highlights the importance of striving to be both cooperative and assertive, whilst acknowledging alternative approaches. Lothian (2008) states that this requires that an individual be confident about stating their own views and opinions while cooperating in the resolution process by listening and working to understand the others' views. It



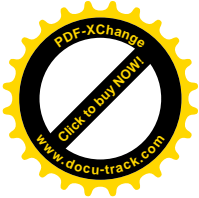
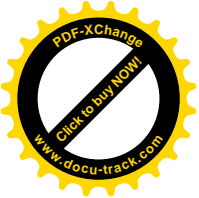
also suggests that an individual recognize when avoiding, compromising, or competing may be useful approaches. It is essential that an individual is aware of their choices and approach and are conscientious in the implementation of an appropriate conflict response style (p.232).

An important skill in managing conflict is being able to empathize sincerely with the other party's perspective. The third essential, requires that an individual listens to the views of others until they understand and the other party acknowledges that understanding. The latter part of this essential, as anyone can think that they have understood, but until this has been verified, it cannot be assumed. False assumptions may lead to further misunderstanding and a deepening of the conflict. Therefore, it is necessary to feedback what has been understood and request confirmation of the understanding (Lothian 2008: 232).

The fourth essential, listening with an open mind and an open heart will allow the individual to understand the other party's underlying interests, free of their own biases, distortions and judgements. Doing so will assist an individual to step into the other's shoes, see things as they see them and develop understanding and compassion for their views. This will also assist an individual in viewing the conflict more objectively and develop a greater willingness to seek a win-win resolution (Lothian 2008: 232).

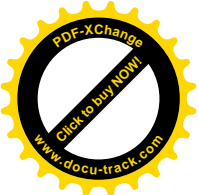
In seeking a win-win outcome, the fifth essential emphasizes the importance of striving to meet the needs and wants of all parties within a conflict. This may perhaps be the most difficult and time consuming of all the essentials to accomplish. This means being as impartial as possible, working to ensure that all parties reach consensus around a resolution. All parties will want to know that they have been heard, their points respected and responded to. It is inevitable that all parties may not be completely satisfied all the time, however to achieve a level of success an individual aims for a mutually acceptable solution thus assisting everyone to walk away from a conflict with a new level of understanding and appreciation for what created the conflict (Lothian 2008: 232).

Volunteer participants reported a lack in interpersonal conflict handling skills. Therefore, explicit instruction and practice of these skills were selected and the success indicators for forming



cooperative relationship conflict with colleagues used to gauge the impact of the Insights into Lifeskills Project intervention strategy. Success in this area should not be left to chance. In literature dating back to Argyris' (1953) *Personality and Organization* through to Caruso and Salovey's (2004) *The Emotionally Intelligent Manager*, it is what people do with the self-awareness of behavior patterns which results in a successful shift or change in practice. Therefore, the intervention encourages active involvement and democratic participation. The facilitation method chosen for the intervention includes cooperation, and a focus on developing group dynamics that include trust, safety, and acceptance, rather than competition or confrontation.

The debate around the world is centered on the topic of a gap in business education curricula that exists because there is a lack of focus on the relational experience of people in conflict. A shift has been made from efforts to avoid or eliminate conflict to appropriately handling conflict: a fundamental basis for all human interaction. Literature has documented the critical need for professionals to learn conflict handling skills. Past evaluations have documented that some form of positive or increase in self-awareness and conflict resolution skills are linked. A central question remains, however, does the Insights model represent an effective intervention that can significantly impact the field of life skills education in South Africa? Answering this question will be useful for both local education and international conflict education practitioners. South Africa needs to begin measuring the quality of the educational programs that are registered under SAQA to create a baseline of activity for future growth and understanding of what is on offer in the life skills curriculum. Also, we need to show that we can practice the principles of total quality learning as a nation struggling to maintain its status in the world's education ratings. Furthermore, through integrating research into its curriculum, it may be possible for Insights Learning and Development to improve its programs and extend its reach into the broadly debated territory of effective conflict management interventions.

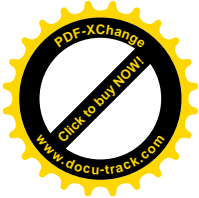
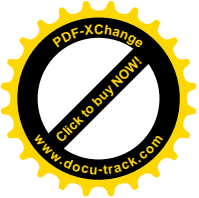


CHAPTER 3

METHODOLOGY

Suggesting a process theory, this evaluation study seeks to describe how the phenomenon of cooperative conflict works, and how training of cooperative conflict skills as a process may unfold. Research methods include document analysis, pre-, immediate post-, and six-week post-intervention surveys. As a contributing effort to understanding Insights' impact to the business education curricula of South Africa, this study's field research relies heavily on the collection of original quantitative data. Due to the challenge of managing complex relationships between volunteer stakeholders, constraints on sample selection and pre-determined timing of data collection, an iterative process unfolded between the research proposal and the compiling of research findings. For example, a re-designation of the primary champion within the voluntary organization literally scrapped the opportunity to finalize the in-depth qualitative methods in a participatory planning meeting (Patton 1997: 97). This study's design has been guided and informed by situational adaptability.

This study utilizes emotional intelligence indicators to assess the impact of the Insights curriculum. The study's design has been shaped and re-shaped with the goal of intended use by intended users that surprisingly evolved into a quantitative design that focuses on asking the right questions and picking the most suitable method for answering them. The qualitative data collected was chosen to supplement the findings because rigorous review of its content was believed to lengthen this paper without increasing the strength of its conclusions. There is an unavoidable risk that the new quantitative measures developed will be criticized as having an ambiguous relationship to cooperative conflict (Edmondson & McManus 2007: 1171) because they have never been tested before. However, caution is taken and evidence is literally taken at face value so that statistical relationships are not overinterpreted when observing outcomes. It is also made clear in the statistical analysis time and again that the small sample size of this study is considered when



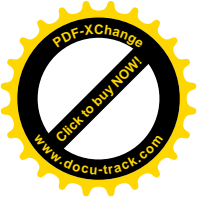
reflecting on findings. Most importantly, this study takes the initial and tentative step of exploring new possibilities of including evaluation as part of a conflict management intervention.

Delimitation

Due to the multi-disciplinary nature of the intervention and the wide scope of theory that the program utilizes, this research project will delimit its research to a focus on linking the constructs of self-awareness and cooperative conflict in order to define measurable intervention based indicators. This study will not research in a predictive style the relationship to Jungian personality typologies and conflict styles which has already been documented (Chanin and Schmeer (1984); Kilmann and Thomas (1975); and Mills, Robey and Smith 1985). This study will not research conflict due to cultural group membership differences which in many ways has been done elsewhere (Ting-Toomey and Oetzel 2001; Wilmot and Hocker 2007; Bennett 2003; Brislin and Yoshida 1994). This study will delimit its research to data obtained from participants in the course (questionnaires, both quantitative and qualitative). Finally, this research delimits its study to the formative design of the Insights into Personal Effectiveness Program specifically integrating the cooperative conflict construct and workshop follow-up sessions into the lifeskills material content.

Evaluation Overview

This research applies the principles of Patton's (1997) Utilization-Focused Evaluation Theory. Especially focused on three key principles: (1) The evaluation is designed to support, reinforce, and enhance attainment of desired program outcomes, (2) The evaluation data collection is used to integrate program delivery and management, (3) The evaluation data collection and feedback is used as part of the program model as a component of the intervention. Admittedly intervention-oriented evaluation is 'fraught with threats to validity' (Patton 1997:94) and will continue to be held in contempt for some time until action research is accepted throughout the world's oldest academic institutions. This social fact amongst researchers is what it is and may largely be due to the academic paradigm where evaluation research is viewed as a close cousin to exact science. However, there is evidence to show that this paradigm is shifting over the past few decades. In their discussion of



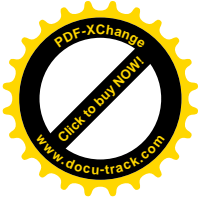
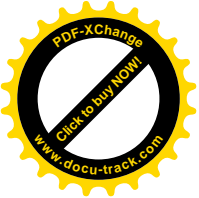
furthering the uses of applied sociology, prominent social scientists, Rossi and Freeman (1984) propose that 'more attention be paid to applications of our conceptual knowledge and craft' (p. 571). They contend that a reorientation toward what academics view as conventional versus applied sociology research is necessary and, the utility of research in the 'world of practical affairs' be considered (Freeman & Rossi 1984: 572). This fresh approach opens the possibility of furthering utilization-focused evaluation as a powerful way forward for applied social research and evaluators.

Furthermore, from a unique 'sociologically based professionalism...the experiential and research knowledge of [this] applied work may prove valuable to those interested in the same arenas from an academic standpoint' (Freeman & Rossi 1984: 575). Action research or more presently referred to as reflective practice in education requires that trainers begin with desired results and then determine what behavior is needed to accomplish them. Then trainers must determine the attitudes, knowledge and skills that are necessary to bring about the desired behaviors. The final challenge is to present the training program in a way that enables participants not only to learn what they need to know but also to react favorably to the program (Kirkpatrick 1993: p. 26). Evaluating the process of transferring conflict theory and skill in the workplace is necessary and a fundamental place to begin this type of work in South Africa.

This evaluation project has two main phases:

1. Enhance the design and development of educational material and implementation over six weeks in a pilot setting with twenty-seven participant volunteers.
2. Evaluate the Insights into Personal Effectiveness Program, assessing changes in volunteer participants' self-reported conflict management skills. The critique of this program will be advanced to develop a deep sociological understanding of work of this nature.

Thesis statement: If participants learn a common language and framework to understand personality differences and habitual conflict styles; then with this awareness they are able to recognize and adapt to the needs of different kinds of people and therefore enhance their capacity to manage conflict in relationships.



Primary research question: To what extent does Insights into Personal Effectiveness improve staff's self-reported conflict management related skills (knowledge, attitude) and interpersonal communication?

Primary hypothesis: If the intervention can transfer effective conflict management communication skills, then there will be a significant difference in pre and post self-reported measures of cooperative conflict management skills used among participants.

This research focuses on whether formal theory and skill learning alters the participants' response to conflict in the workplace. That is, where 'skills and techniques for successful conflict management are learned and applied effectively' (Lippit 1982). In its departure from the application of traditional social science research evaluation, this study seeks to make data collection 'integral rather than separate [which] can reinforce and strengthen the program intervention' (Patton 1997:93) and thus equip people with education and the necessary life skills to make better choices about handling conflict in the workplace.

Methods of the Insights into Lifeskills Project

The methods of the Insights into Lifeskills Project are congruent with its underlying themes of empowerment and cooperative conflict skills enhancement. Accordingly, methods best suited to these aims are used and developed.

The Insights into Personal Effectiveness Program is registered under the South African Qualifications Authority Registered Unit Standard 9533 with the stated purpose: 'Identify a conflict situation and communicate in such a way that the conflict can be resolved in a constructive manner' (SAQA 2006).

The specific aim of this study is to gain a sense of workshop participants' current level of self-reported conflict handling skills as they exist before, immediately after and then measure whether the Insights into Personal Effectiveness Program facilitates the transition to more complex levels after six weeks.

As a result of explicit instruction in self-awareness and conflict response skills, during the period of February 2009 to April 2009, the volunteer participants of the workplace targeted intervention will increase their ability to handle interpersonal conflict constructively. In order to accomplish the project objective, the following processes are necessary:

1. Refinement and implementation of the Insights into Personal Effectiveness program: A psychological type dynamics curriculum.
2. Explicit instruction of conflict response skills.
3. Development and use of cooperative learning lessons to provide practice of life skills.

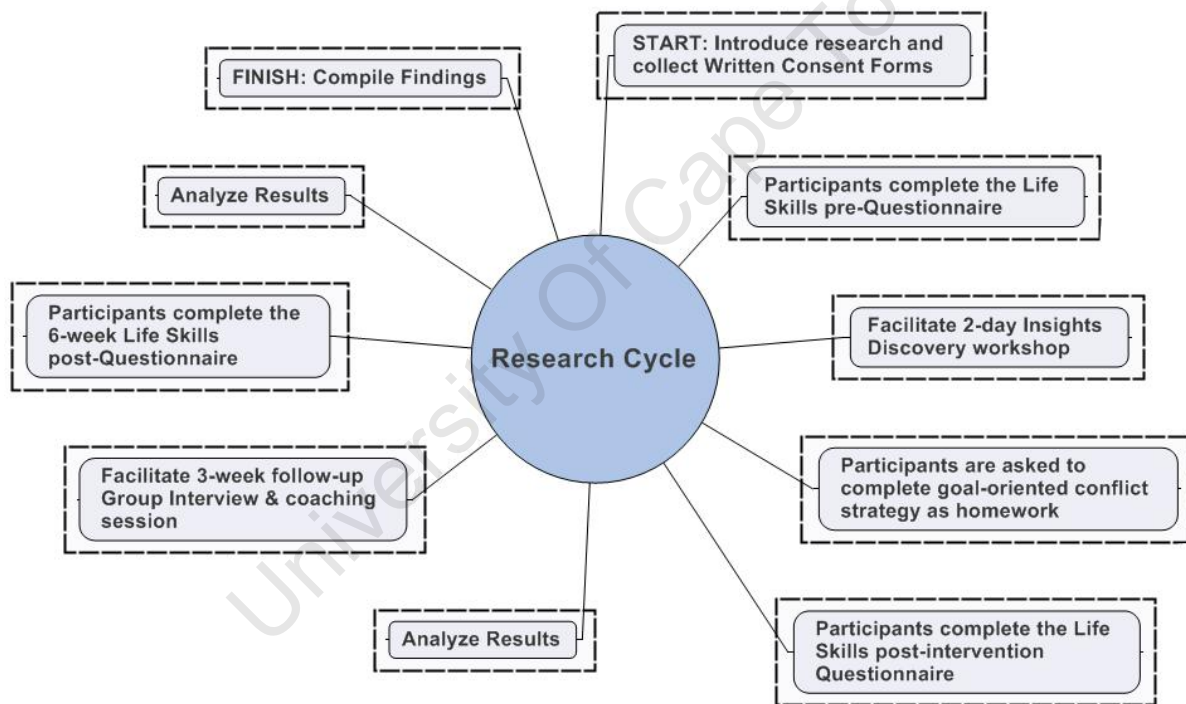
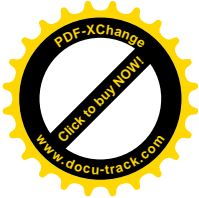
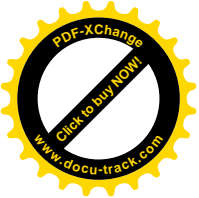
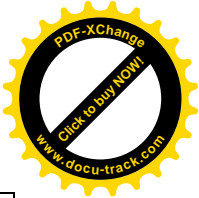
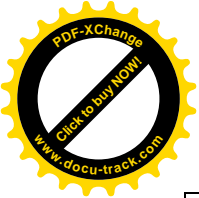


Figure 2 - Research Project Cycle Diagram



Action Plan for the Intervention

Week 1: Two-day Insights into Personal Effectiveness Program Implementation
Day 1
Before beginning intervention, gain commitment and agree on research program and intentions. Develop and sign group contract.
Research Component: Participants complete Written Consent Form and Pre-Questionnaire.
Module 1
Lesson 1: Introductions
Targeted Skills: Identifying others' and own perceptions of self, self-awareness
Theme: Ice Breaker
Cooperative Learning: Whole group activity. Insights Card Game.
Reflective Activity: Ask the group what they notice about each and every card in their possession. What bias is there towards one or more colors? Participants pick two cards they feel best represent how they see themselves, get them to share these with the rest of the group, providing one example for the card that makes them feel most proud when introducing themselves to the group.
Module 2
Lesson 1: Perception and Paradigms
Targeted Skills: Identify and understand the importance of reference points in our perceptions.
Targeted Conflict Management Essential (4): Understand the other parties underlying interests, free of your own biases, distortions and judgements.
Theme: The Power of Perception
Cooperative Learning: Whole group activity. Facilitate the exploration of pictures that provide a concrete example of 'in life we see the same data but interpret it differently.' Ask participants to help one another discover what they see.



Reflective Activity: Introduce the Ladder of Preference. Ask participants to trace back how they came to conclusions that lead to action during an experience of conflict in the workplace. Ask how our beliefs affect the data we select from our experiences, our value judgements, the patterns, meanings, and associations we give to data, the conclusions we draw, the emotions we experience, our body's physiology, and ultimately our actions.

Lesson 2: Insights Colors

Targeted Skills: Identify and understand the strengths, needs, and styles of people.

Theme: Leadership comes in all Colors

Cooperative Learning 1: Whole group activity. Facilitate the exploration of different perceptions of the same famous people.

Reflective Activity 1: Introduce the 4-quadrant Insights personality model. Ask participants to identify which characteristics of these famous people detract from or support their own ideas on what is great leadership.

Cooperative Learning 2: Whole group activity. Facilitate the stepping exercise on the floor mat of the Insights wheel.

Reflective Activity 2: Ask participants to estimate their color preferences in order from 'most like me' to 'least like me'.

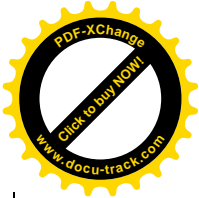
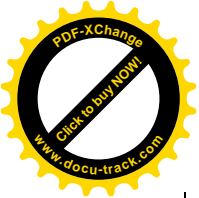
Module 3

Lesson 1: The Insights System and Personal Profile

Targeted Skills: Expand understanding of self

Theme: No position on the Wheel is better than any other

Cooperative Learning: Participants receive and read the Overview section of their Personal Profiles. They are instructed to 1) Make a star in the margin next to a sentence that does not describe you accurately. 2) Multiply the number of stars you made by 2, then minus from 100 = % accuracy (there



are about 50 sentences). 3) Do not cross out a sentence before checking with others if they agree that the sentence *is* inaccurate – *sometimes others see the truths we can't see about ourselves*.

Reflective Activity: Ask participants to read the 'Possible Blind Spots' page of their Insights Discovery Personal Profile, highlighting those statements that stand out for them and noting how these have shown up in their conflict handling practice.

Lesson 2: Jungian Psychology Preferences

Targeted Skills: Understand the theoretical underpinnings of the Insights Personality System. The psychology of self understanding.

Theme: The way we express our energies, make decisions and see the world.

Cooperative Learning 1: Whole group activity. Write your name with both hands. Ask participants to shout out what it looks like, what it feels like and what they are thinking. Flipchart responses.

Reflective Activity 1: As participants what they have learned about this exercise? Ask if they all believe that they are capable of producing a result even when using the non-preferred hand?

Cooperative Learning 2: Whole group activity. Arm folding exercise. Ask the group to all stand up. Ask them to fold their arms. Ask them which arm is on the top? Ask them to fold their arms again placing the other arm on top.

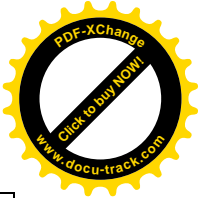
Reflective Activity 2: Ask each participant to relate this experience to the concept of Jung's psychological preferences. Ask how does this exercise explore how challenging the way we do things 'naturally' goes against our natural preferences.

Reflective Activity 3: Self-reflection in Conflict Resolution Handout.

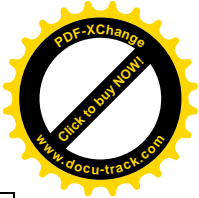
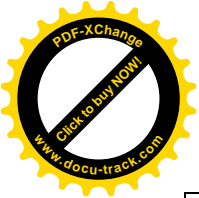
Day 2

Module 4

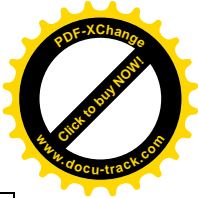
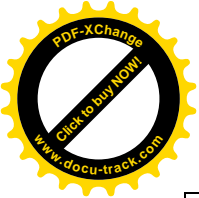
Lesson 1: Recognizing the Insights color energies



Targeted Skills: Identify how to adapt behaviour to the personality colors of another person, thereby connecting with others to create better working relationships.
Targeted Conflict Management Essential (2): Strive to be cooperative and assertive whilst acknowledging alternative approaches.
Theme: Chameleon
Cooperative Learning 1: Whole group activity. A lesson in juggling.
Cooperative Learning 2: Whole group activity. Discuss the group's ideas on the different levels of conflict cues; body language, verbal styles, interactions, work environments and email styles of the different color energy preferences. Role-play color interactions on the mat.
Cooperative Learning 3: Whole group activity. Team Communication Sitting Around the Wheel. Participants share selected strengths; weaknesses; communication needs; value to the team; blind spots; and development areas from their Personal Profiles.
Reflective Activity 1: Simply Connect Worksheet. Introduce The Learning Process in relation to the Insights Model of Adapting and Connecting. Ask participants to identify a person with whom they have a conflict and take responsibility by planning how best to adapt and connect to the personality style in the situation.
Module 5
Specific SAQA Outcome 2: State and explain the difference between feelings and actual problem (contents).
Lesson 1: Effective Feedback
Targeted Skills: Active listening
Targeted Conflict Management Essentials (1, 3): Be Proactive in addressing the conflict, Understand how to give and receive feedback effectively.
Theme: Feedback – A Partnership for Success



<p>Cooperative Learning: Paired group activity. Introduce participants to the constructive feedback Essentials and the Insights D4 Feedback Model. Ask participants to choose one person whom they wish to give feedback. Ask participants if the person you wish to give feedback to is in the room, share with them now. If the person you wish to give feedback to is not in the room, test-run it with a colleague in the room now.</p>
<p>Reflective Activity: Introduce the concept of active listening and ask participants to identify their own strengths and weaknesses in applying this skill while listening to their partner's feedback once again.</p>
<p>Module 6</p>
<p>Specific SAQA Outcome 1: Demonstrate an understanding of different conflict situations in the workplace.</p>
<p>Lesson 1: Insights Strengths and Challenges in Conflict Resolution</p>
<p>Targeted Skills: Enable participants to be more aware of the impact they may have on others during conflict based on their color preferences.</p>
<p>Targeted Conflict Management Essential (5): Aim to satisfy the needs and wants of all parties within a conflict.</p>
<p>Theme: Colorful Trust – Intent vs. Impact!</p>
<p>Cooperative Learning 1: Whole group activity. Ask participants what causes personal conflict? Flipchart their responses using an iceberg model to visualize and dialogue both visible and hidden conflict in the workplace.</p>
<p>Reflective Activity 1: Introduce Insights color strengths and challenges in conflict resolution slide and invite open reflection comments.</p>
<p>Lesson 2: Conflict Theory</p>



Targeted Conflict Management Essential: Enable participants to be more aware of their 'habitual' approach to conflict resolution.

Theme: Paradox

Reflective Activity 1: Visualization exercise

Cooperative Learning 1: Whole group activity. Ask participants to share and describe their response to the conflict during the visualization exercise. Flipchart responses. Introduce the Thomas-Kilmann Conflict Response Model. Identify with the group which responses fall into which axis of the Thomas-Kilmann Conflict Response Model. Dialogue and compare the overlapping Insights color energy preferences with the Thomas-Kilmann Model on the same flipchart sheet.

Reflective Activity 2: Overview the Thomas-Kilmann Conflict Response Model and ask participants to think of a workplace conflict they have been in over the past week and ask themselves: Was I assertive? Was I cooperative?

Cooperative Learning 2: Small group activity. Working with the Thomas-Kilmann Model, ask each small group of participants to identify business case scenarios of conflict and flipchart:

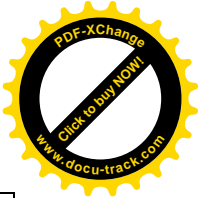
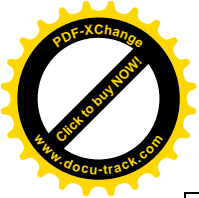
- In what circumstances would you advocate using the five different approaches?
- In what circumstances would you not use each of the five approaches?
- How do these different approaches affect relationships?
- Think through/identify why the different approaches have been used in your experience.

Once the groups have completed documenting their discussions, ask them to present the conflict responses of their business cases to the whole group. Using an expansive facilitating intervention, ask the whole group to reflect and dialogue the paradox of conflict response styles in the workplace.

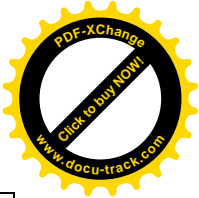
Module 7

Homework Assignment

Lesson: Managing conflict effectively.

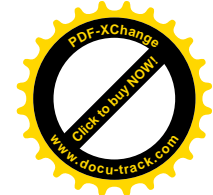
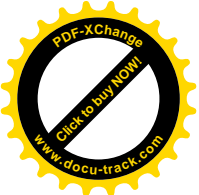


Targeted Skills: Responsibility for constructing goal-oriented conflict handling strategies
Targeted Conflict Management Essential (1): Be proactive in addressing the conflict
Theme: Insights G-WAVE
Reflective Activity: Handout the homework assignment and worksheet. Introduce the Insights G-WAVE (Goal-Why, Actions, Visualize, Engage Support) Model. Facilitate a G-WAVE experience asking the participants: What actions will YOU PERSONALLY take to help increase productive conflict management in your team?
Research Component 2: Participants complete Immediate Post-Questionnaire.
Check-out.
Week 3: Follow-up Group Coaching Session
Check-in, review the research study's primary aim, common objectives, and contract of group.
Lesson: Managing Conflict effectively.
Targeted Skills: Responsibility for constructing goal-oriented conflict handling strategies
Targeted Conflict Management Essential (1): Be proactive in addressing conflict.
Theme: Insights G-WAVE
Cooperative Learning: Whole Group Activity. Handout Group Coaching Questions. Once participants complete, facilitate volunteers in sharing their conflict handling strategy with the entire group focusing on what works, what doesn't work, and what further support is needed to integrate their learning into practice.
Reflective Activity: Participants complete D4 Feedback Model Handout.
End session with a recap of the Insights into Personal Effectiveness Toolkit: Self-awareness, Understand others, Develop conflict handling strategies, Take action.
Research component: Collect D4 Feedback Handout for analysis.
Check out.



Week 6: Final Post-Questionnaire Session
Check in, review the research study's primary aim, common objectives and group contract.
Lesson: Building commitment for using the Insights Toolkit.
Targeted Skills: Putting theory to practice.
Theme: Colorful Commitments
Cooperative Learning Part One: Small Group Activity. Split the participants into 4 equal teams at four flipcharts labeled Red, Yellow, Green and Blue. Have these groups write down words that describe that color energy – both good use and bad use. Have the groups rotate to next flipchart and add to list until all groups have visited all flipcharts.
Cooperative Learning Part Two: In the groups from above have the team members build a commitment or two about that color energy that will be accepted as grounds for which to hold each other accountable. Each group only focuses on one color only. All groups present their commitments and the entire group dialogues their willingness to commit to putting these into practice.
Research component: Participants complete the Final Post-Questionnaire.

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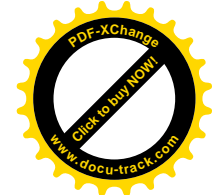
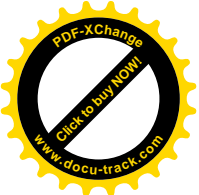


Methods of Assessment

Designed to capture any measurable impact on participants' self-reported constructive conflict handling knowledge, attitudes and behavior, this study takes the form of a formative integral programmatic intervention (Patton 1997: 93). This involves fully integrating the evaluation data into the program delivery. Before an intervention begins, the researcher explains clearly the role of researcher versus facilitator, the framework for the research process, and answers any questions the volunteer participants pose. After questions are attended to, the questionnaires are administered and collected. Thereafter, the interventions immediately begin. Pre- (baseline) and post-assessments are explicitly and intentionally part of the workshop in accordance with adult learning principles (Brookfield 1990, Knox 1987, Schon 1987, Knowles et al. 1985). A three and six week follow-up assessment will serve the dual function of learning reinforcement and program evaluation with similar briefings conducted before administration of the questionnaires.

In order to assess the effects of the intervention:

1. Primary quantitative data: Participants complete a pre, immediate post, and final post-questionnaire in order to record their self-reported conflict handling skills.
2. Supplemental qualitative data: Participants complete individual feedback interview forms in order to record what types of conflict situations they experience, how the intervention helped or did not help them to address conflict, and what suggestions they have for further support in helping them to integrate their learning into constructive conflict handling practice.



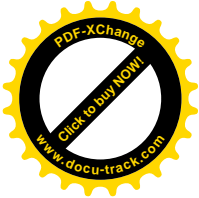
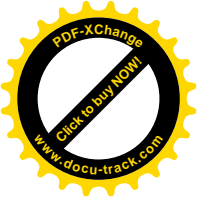
CHAPTER 4

PROJECT RESULTS

The objective of this project was to improve the participants' ability to harness energy toward a healthy conflict situation, against often competing personality differences. A six week intervention was initiated to effect the desired changes. The explicit instruction in self-awareness and cooperative conflict skills and the use of cooperative learning were strategies used to bring about changes. Fundamental strategies for facilitation were used. In alignment with Rooth's (2000) facilitation as method uses were creation of a non-threatening environment, the encouragement of democracy and non-directiveness, giving clear instructions, using handouts productively, extensive workshop planning, relevancy of content material, appropriate level of presentation, encouraging participation in group contexts, and time management to ensure task completion (p.14). Modules increased in complexity and required more conflict management skills as the intervention progressed. The essential conflict management skills (lifeskills) targeted included: be proactive in addressing the conflict; strive to be cooperative and assertive, whilst acknowledging alternative approaches; listen to the views of others until you understand and they acknowledge your understanding; understand the other parties' interests, free of your own biases, distortions and judgements; and aim to satisfy the needs and wants of all parties within a conflict.

Historical Description of the Intervention

The same intervention plan was followed in each of the three professional group A, B, and C workshops. Cooperative learning lessons complimented module themes developed by Insights Learning and Development and the researcher. Specific self-awareness and conflict management skills were targeted for each module taught and practiced. Each module was concluded with a reflective activity and some began with a reflective activity. A variety of techniques to encourage reflection were used that included verbal questions, small group discussions, reflection worksheets, participation feedback using the Insights model, and flipchart work.



Group A began the intervention with all nine participants signing the written consent form and participating in the six week intervention. Group B began the intervention with all ten of its participants signing the written consent form and nine participating in the complete six week intervention. One participant of Group B did not attend the final six week session due to geographic and time constraints. Group C began the intervention with eight participants signing the written consent form and seven participating in the complete six week intervention. However, after the first day, one participant did not return with reasons cited and supported by their supervisor that their workload did not allow them time away from tasks.

Intervention Day 1 of the Insights Discovery Workshop

Before beginning the intervention, on day one, a group dialogue was facilitated in order to gain commitment and agree on the program intentions. Conflict was defined using the group's callout definitions and recorded on a flipchart using an iceberg model for visualizing both hidden and visible types of interpersonal workplace conflict. Once this activity was completed, the group agreed upon desired ground rules for the training program which were then listed on flipchart paper. Contracts included ideas such as: safe environment, everybody participate, use of "I-statements", deal with conflict at a personal level, honor start times and end times, and no wrong answers. Each participant took turns signing the contract which was then placed on a wall in the workshop. Participants were encouraged to hold each other and the facilitator accountable for any breach in contract.

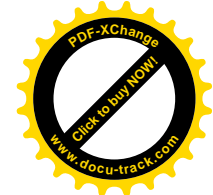
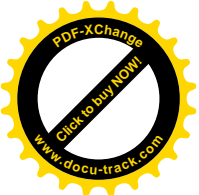
In the first module participants learn how their own perceptions of self may be different to how others perceive their behavior through interacting with the *Insights Card Game*. Each person randomly selects three of each different color card, sorts through their cards, and selects cards they feel represent them well and keeps those aside. With the remaining cards, they are instructed to move around the whole group and give those away to people they feel the card describes well using an example. Each individual is allowed to reject any given card, however, asked to consider the reason why they wish to do so beforehand. Next, participants make two bar graphs out of their



cards representing how they see themselves and how others perceive them. They are asked to notice the descriptions on each card in their possession and identify patterns of bias toward one or more colors. Participants pick two cards they feel best represent themselves and during the introduction process give their name, the two card's descriptions and provide one factual example for the card they are most proud.

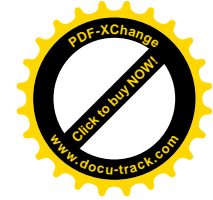
The second module introduces the paradox of perception through a PowerPoint presentation of art and pictures. Paradox is defined. Participants learn to identify and understand the importance of reference points in their perceptions through an exploration of pictures that provide a concrete example that two people can see the same thing but interpret it quite differently. A number of pictures are used in this exercise. In the process of participants helping one another to discover how reference points differ for each picture, participants are exposed to the process of how to understand another parties' interests, free of their own biases, distortions and judgements. The group does not move onto another picture until such a time as the whole group agrees that they can understand the many ways a picture can be perceived. Emphasis was placed on stopping to think things through when faced with a problem. Through an introduction of the *Insights Ladder of Preference* participants are provided with a framework for self-awareness. They are guided briefly through experiencing the cognitive processes by directing them and engaging them in each process right on the spot. They are asked to consider how their own value judgements affect their perceptions and actions when experiencing workplace conflict.

During the second module, participants are introduced to the *Insights Color Energies*. Participants are asked to view photographs of famous leaders from around the world and in South Africa and to call out their perceptions and reactions to each of the various leaders. For example: Nelson Mandela, Thabo Mbeki, Desmond Tutu, Oprah Winfrey, Richard Branson, and Princess Dianna. The participants are provided the opportunity to form patterns of perceived energy of the various leaders, and these are applied to the Insights color energies. Next, participants are asked to reflect on their emotional responses toward leaders that detract from or support their ideas of great



leadership. Next, participants physically graph themselves on the Insights floor mat using the *Stepping Exercise* which exposes them to different adjectives that describe Jung's six preferences. At the end of the exercise, participants have a physical visual of how each person may have similar or vastly different psychological preferences, and, how each color energy has different strengths, needs and ways of presenting style. Emphasis is placed on understanding one's own place on the Insights color wheel and then how it may impact others of similar or different preferences during interpersonal conflict. Further emphasis is placed on eliminating one's judgements about the obvious dichotomies of the color energies.

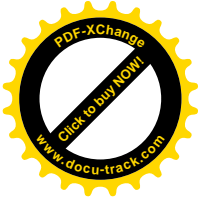
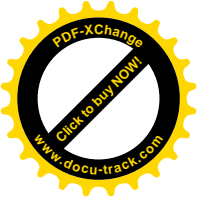
In the third module, participants are provided their *Insights Discovery Profile* and asked to read the Overview section highlighting any areas or statements they disagree with. They are encouraged to share these statements with others to see if the statement seems true to another person and may be a blind spot – a truth others can readily see but the participant may be unable. This activity provided a rough accuracy test for individuals. The lowest accuracy score experienced by a participant was ninety-six percent. Emphasis is placed on the theoretical underpinnings of the Insights Personality System with explicit instruction and activities on Jung's psychological preferences. Simple exercises such as the *folding arm exercise* and the *writing name exercise* provided participants with vivid examples of how they are able to conduct themselves differently with concentration and effort if they try. Calling out how these activities affected them while they were trying their non-preferred method provided key ideas for flipcharting how the learning process in each of us begins with a conscious incompetent level that feels awkward, uncomfortable, and unfamiliar. The example of learning to drive a car is given as a metaphor for learning to drive one's own personality appropriately through the workplace without getting into fender benders, wipe-outs or write-off situations during conflict. At the end of module three, the Self-Reflection in Conflict Resolution Handout is given (Appendix 4).



Intervention Day 2 of the Insights Discovery Workshop

On day two, module four is devoted to the theme of a *chameleon*. Three cooperative learning activities provided participants with opportunities to identify how to adapt their behavior to the color preferences of another person and how to both be assertive and cooperative while attempting to negotiate difficult conflict experiences. *A Lesson in Juggling* was used as the day's icebreaker as well as an activity to highlight how each of us at one point in our career drop the proverbial ball. The whole group stands around the wheel and throws an Insights thud from one person to the next until everybody has received and passed the ball only once. Next, the pace is increased and gradually six balls are introduced into the circle of juggling. After a time, the game is stopped and the whole group dialogues the lessons learned in how to adapt and connect to other team players in order to keep the ball in the air and asked to discuss how this relates to real workplace teams. Relating conflict cues to a chameleon's environment, the group discusses the different ways to identify when other team members are having a good day or may possibly be under stress. Using ideas drawn from body language, verbal styles, face-to-face interactions, physical work environments and email styles, a discussion was held that went into detail about examples of the participants' own personal cues and those cues that could be applied to the different Insights colors. Participants learned to recognize feelings of others through facial and body expressions and taught that people can feel differently about the same things. Volunteers were asked to role-play opposite color energy interactions on the mat with group dialogue afterwards about what each role-player could have done more of or less of to better adapt to their partner.

The third cooperative learning activity in module four had all of the participants read and choose two statements from their Insights Profile that represent their strengths, weaknesses, communication needs, value to the team, blind spots and development areas. While *sitting around the Insights wheel* each person shared their highly-personal statements. Emphasis is placed on active listening before the activity begins. After this exercise, one person in the group volunteers to collate the information from each participant and disseminate a document for the whole group via email

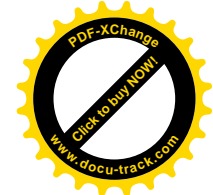
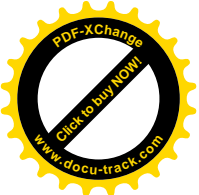


after the workshop. While still sitting around the Insights wheel, the whole group is asked to stretch their legs in front of them, sit with spine erect, and shoulders and hips aligned. They are asked to notice how this feels physically and whether they think stretching is good for their bodies.

Unanimously, it was agreed that stretching is good for people. An expansive facilitation was made to connect healthy stretching to include stretching the behavior skills to include adapting to people in the workplace. Emphasis is placed on the *Learning Process*. Participants are given the Simply Connect worksheet (Appendix 5) as a reflective activity that asks them to take responsibility for planning how best to stretch, adapt and connect to a person with whom they have a current conflict.

Module five provides participants an opportunity to practice giving and receiving effective feedback. Emphasis is placed on active listening and being proactive in addressing conflict. In paired groups, participants are introduced to the *Insights D4 Feedback Model* (Appendix 6). Participants are asked to identify and write down the name of a person with whom they have conflict or with whom they would like to better connect. They are encouraged to use the person identified from the Simply Connect exercise if they think it will be useful. Once the whole group has completed the D4 Feedback exercise, they are asked in pairs to share with their partner the feedback. The partner is instructed to actively listen and provide feedback on the feedback they hear. The whole group then discusses how difficult and/or successful giving and receiving effective feedback can be. Volunteers are given an opportunity to share their D4 model feedback with the group by standing and physically walking the Insights wheel mat. The group is then encouraged in giving the volunteer their opinions on how they might perceive or be impacted by that feedback. Another round of D4 Feedback is facilitated, this time using positive feedback from each participant for somebody of their choosing that is in the room. Volunteer participants present their feedback openly with the whole group while speaking directly to the person who the feedback is addressed.

During module six, in the afternoon of day two, the participants are encouraged to again define conflict while their callout responses are recorded on a flipchart using the iceberg model. To emphasize that each person, each personality has its own strengths and challenges during conflict



resolution, they are introduced to the *Colorful Trust-Intent vs. Impact* communication slide that applies to the Insights colors. Participants learned the difference between intentional and unintentional actions and consequences of behavior patterns. Examples were drawn from the participants' personal experiences and dialogued by practicing to predict how others might feel in different circumstances.

Next, a visualization exercise is used to enable participants to be more aware of their habitual approach to conflict resolution. Once completed, participants' callout responses which were flip charted to describe the many ways in which each response to a personal encounter with conflict varies. The Thomas-Kilmann conflict response model is introduced. Assertiveness is defined as well as Cooperativeness and the continua model carefully explained. Then each participant's response given is mapped into the model on another flipchart. Dialogue is then introduced to identify which of the Insights colors might apply to the various conflict responses when compared with the Thomas-Kilmann model (Appendix 7).

The final cooperative learning activity for day two of the workshop was a small group activity where participants had the opportunity to work with the Thomas-Kilmann model and identify real business case scenarios where each conflict response could be advocated as well as when each conflict response could be detrimental if used. The concept of paradox was again emphasized in relation to conflict response style to ensure that participants considered both a good use and a bad use of each conflict response style. They were also asked to consider how the uses they suggest as good or bad might impact a working relationship. The groups were given as much time as necessary to work until they could provide concrete examples for each conflict response. Emphasis was placed on a good solution being one that is safe, fair, and will probably create the desired result. The small groups took approximately forty-five minutes to one hour to work together and flipchart their answers. Once the groups completed their discussions, they were then asked to present the conflict responses of their business cases to the whole group. Emphasis was placed on identifying conflict sources, conflict conditions, and conflict consequences. The activity was concluded with an

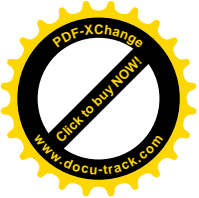


expansive facilitation method asking the whole group to reflect and dialogue the paradoxical use of conflict response styles in the workplace.

Module seven involved participants in taking responsibility for constructing goal-oriented conflict handling strategies. Using the concept of cooperative conflict to create a homework assignment, they were asked to be proactive in addressing conflict and describe in a statement what actions they would personally take to help increase healthy conflict management in their team. Participants were introduced to the *Insights G-WAVE Model* of goal-setting and shown how to 'walk the wheel' and take the steps to complete their goal description that included why the goal was important, what actions were required of them, what reward or end results could they expect and whose support might they need to engage to successfully achieve their goal.

Intervention 3-Week Follow-up and Group Coaching Session

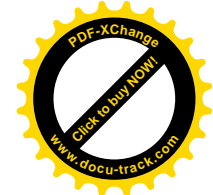
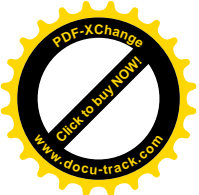
Week three brought the participants together again for a follow-up group coaching session. At the beginning of the three-hour follow-up workshop participants were reminded of the primary aim, common objectives and group contract. Individuals then checked in stating their name, an example of how they used their Insights knowledge in a relationship at work, how they were feeling at the moment, and what they expected from the current session. Individuals were then asked to take fifteen minutes and reflect on the group coaching questions handout (Appendix 8). Once completed, each participant was asked to share their conflict handling strategy from their homework with the entire group focusing on what worked for them, what did not work or happen for them, and what further support they needed as well as any reflection about conflict in the workplace they might have had related to the homework. Group participants were given the time and encouraged to make comment on each volunteer's case strategy often providing helpful suggestions and empathy. Afterwards, participants were provided the D4 Individual Feedback handout (Appendix 9), given time to reflect and complete this, and then asked to voluntarily submit it for research purposes. Next, the session ended with a PowerPoint recap and group discussions on the Insights toolkit: self-awareness, understanding others, adapting and connecting, and developing conflict



handling strategies in order to take action. Participants checked out giving their name and identifying two new insights they had gained and planned to use in their everyday life at work.

Intervention 6-week Follow-up Session

The final sixth week of the intervention brought the participants together for a two-hour session. After checking in, reviewing the workshop aims, common objectives, and group contract a cooperative learning activity, *Colorful Commitments*, was introduced. The participants were split into four equal teams and asked to represent one of the four Insights color energies at flipcharts situated around the room labelled Fiery Red, Earth Green, Cool Blue and Sunshine Yellow. The small groups were asked to discuss and write down words that described that team's use of each color energy – both good and bad perceptions. Each small group rotated to the next flipchart and added to the prior group's list until all groups had visited all flipcharts. Next, the groups re-convened at their originally assigned flipchart color and were asked to build a commitment or two about the team's use of that color energy that would be accepted as grounds for which to hold each other accountable. Each group only focused on one color. Each group presented their commitments and the entire group dialogued whether they can accept and are willing to commit to putting these commitments into practice. A brief review of the Insights toolkit was provided using PowerPoint and discussion. Participants checked out giving their name, identifying two insights they had gained and planned to use in their everyday life at work, how they felt about being part of the workshop, and what they thought was the overall benefit of the workshop.



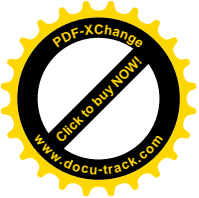
Presentation and Analysis of Results

The primary evaluation questions for the assessment of change in knowledge and behaviors (perception-based) of participants are compiled according to five key program messages referred to as *conflict management essentials*. A paired samples t-test was performed for all five categories at the 0.05 level of significance. Because causal relationships are difficult to measure due to the small sample size, Pearson correlation analysis serves as the primary tool in determining data comparison between items contained in the quantitative survey instrument (Appendix 10).

Through a series of eighteen items, three representing each key message conveyed during the intervention, the questionnaire asks participants to measure their conflict handling skills at the level of self, team, and organization. The initial pilot-questionnaire researched the questionnaire's impact on eighteen (18) participants representing South Africa's diverse population. These questions underwent a lengthy process of defining, re-reading, editing and three pilot-questionnaire sessions until the language and semantics used in identifying and measuring specific behavior (conflict management essentials) were viewed as acceptable to Insights Learning & Development psychometricians. Other section items on the quantitative survey instrument are either taken directly from or influenced by Jenni & Others (1997).

Group B's absentee was included in the analysis having one result from stage one. Group C's absentee was also included in the analysis having results from stage one and two. The results which were using the difference between two times did not use Group B's absentee's data as they did not take the questionnaire on two occasions. Any data which is not dependent on a time difference, such as correlations between one stage one dimension and another stage one dimension, would include their data. No imputation methods (where missing data is filled in using a numerical technique) were used. SPSS (Statistical Package for the Social Sciences) has a function that allows you to tell it values are missing and it accommodates for this within the analysis.

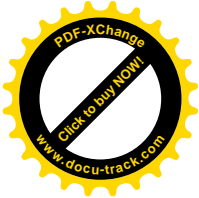
The elements of reasoning included:



1. Hypothesis generation. Compares and reasons about the group trend.
Hypothesis A: Intervention increases constructive response to conflict.
Hypothesis B: Intervention increases levels of self-awareness.
Hypothesis C: Intervention increases levels of self-confidence.
Hypothesis D: Intervention decreases levels of self-confidence (negative affect). No evidence revealed in analysis.
Hypothesis E: Intervention decreases levels of self-awareness (boomerang affect). No evidence revealed in analysis.
Hypothesis F: Higher levels of self-awareness increases constructive response to conflict.
Hypothesis G: Higher levels of self-confidence increases constructive response to conflict.
2. Summary. Compares equivalent five-number summary points. Compares non-equivalent five-number summary points.
3. Shift. Compares one box plot in relation to the other box plot and refers to comparative shift.
4. Signal. Compares the overlap of the central 50% of the data.
5. Spread. Compares and refers to type of spread/densities locally and globally within and between box plots.
6. Sampling. Considers sample size, the comparison if another sample was taken, the population on which to make an inference.
7. Explanatory. Understands context of data, considers whether findings make sense, considers alternative explanations for the findings.
8. Individual case. Considers possible outliers, compares individual cases.

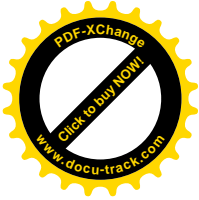
In addition, included are the following moderating elements of reasoning:

9. Evaluative. Evidence described, assessed on its strength, weighed up.



10. Referent. Group label, data measure, statistical measure, data attribution, data plot distribution, contextual and statistical knowledge.

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Paired Sample T-Tests

The research is interested in exploring the difference in scores between the study participants at three different points in their development:

- t1 – pre-workshop
- t2 – post-workshop
- t3 – post-workshop and coaching

The paired sample t-test allows for the sample group to be compared at two different points making it preferable for this case. This analysis works on the basis of three assumptions:

- Independence of errors
- Constant variance across the groups
- Normality of errors

If the errors collected within the observations are not independent then the results of the t-test may be reflecting the error's interdependence rather than the relationship between time and the participants' scores on the factors. In this case it is assumed that the observations were recorded wisely allowing this assumption to be fulfilled.

If the variance across the groups is unequal then the chance of incorrectly suggesting that there is a difference between the mean scores dependent on time increases. This problem is eliminated if the samples are of equal size as the variance is a function of sample size. As this is a paired sample t-test, this assumption is automatically fulfilled.

Like constant variance across the groups, normality of error constitutes a basic regularity test between the groups under investigation. The Shapiro-Wilk test of normality was used to test this assumption (see [Table 1](#)). If the p-value of this test is high (above 0.05) we can assume that the sample has a normal distribution. The variables which have not met this criterion have been shaded in light blue.

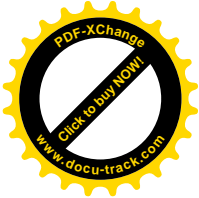
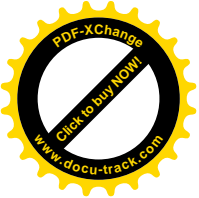
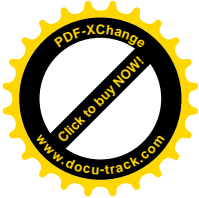
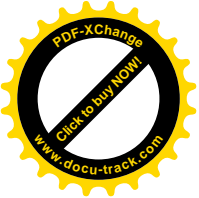


Table 1 - Shapiro-Wilk Test of Normality

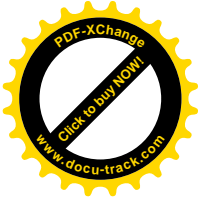
Variable	Shapiro-Wilk Test of Normality p-value
Scaled Essential 1 at t1	.474
Scaled Essential 1 at t2	.092
Scaled Essential 1 at t3	.027
Scaled Essential 2 at t1	.324
Scaled Essential 2 at t2	.132
Scaled Essential 2 at t3	.304
Scaled Essential 3 at t1	.043
Scaled Essential 3 at t2	.016
Scaled Essential 3 at t3	.030
Scaled Essential 4 at t1	.233
Scaled Essential 4 at t2	.103
Scaled Essential 4 at t3	.236
Scaled Essential 5 at t1	.115
Scaled Essential 5 at t2	.273
Scaled Essential 5 at t3	.107
Self Awareness at t1	.031
Self Awareness at t2	.089
Self Awareness at t3	.023
Self Confidence at t1	.022
Self Confidence at t2	.002
Self Confidence at t3	.005
Constructive Response to Conflict at t1	.576
Constructive Response to Conflict at t2	.280
Constructive Response to Conflict at t3	.850



As shown in Table 1, the distributions of responses for Essential 3 and Self Confidence at all times were not normal. Essentials 2, 4, 5 and Constructive Response to Conflict were normal at all times. The remaining factors had mixed levels of normality. This is probably due to the low sample sizes.

The absence of normality within one group will reduce the likelihood of our two groups having equal mean scores within the t-tests. If the p-value of a t-test is low (below 0.05) the hypothesis that the two samples have similar mean scores can be rejected. In other words, the two samples differ on their resultant mean score.

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Pearson Correlation

Correlation describes the degree of accuracy with which one measure relates to another measure. If one variable is seen to vary in the same way as another variable then these two variables will positively correlate, approaching +1.00. If the two variables vary inversely then this would result in a negative correlation, approaching -1.00. If there is no relationship, the correlation will approach 0.00.

By examining the correlation between the mean values for each participant's factors over all time points we can reduce the number of future measurements as measuring one of the strongly correlating elements will provide an indication of the value in both variables. The correlation between factors was examined over the total sample.

There were slight correlations between most of the factors. The only exception was Essential 3 which did not seem to correlate significantly with either Essential 5 or Self Confidence. The variable Response to Conflict had strong levels of correlation with most of the variables ranging from 0.599** to 0.866**.

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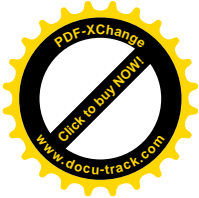
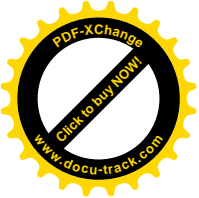


Table 2 - Pearson Correlations between Factors (* denotes statistically significant at the 0.05 level and ** denotes statistically significant at the 0.01. No asterisk denotes the correlation is not statistically significant)

	Mean Essential 1	Mean Essential 2	Mean Essential 3	Mean Essential 4	Mean Essential 5	Mean Self Awareness	Mean Self Confidence	Mean Response to Conflict
Mean Essential 1	1	.743**	.393*	.412*	.719**	.447*	.661**	.828**
Mean Essential 2	.743**	1	.399*	.502**	.809**	.666**	.602**	.866**
Mean Essential 3	.393*	.399*	1	.665**	0.343	.479*	0.16	.683**
Mean Essential 4	.412*	.502**	.665**	1	.478*	.553**	.433*	.747**
Mean Essential 5	.719**	.809**	0.343	.478*	1	.402*	.527**	.862**
Mean Self Awareness	.447*	.666**	.479*	.553**	.402*	1	.528**	.621**
Mean Self Confidence	.661**	.602**	0.16	.433*	.527**	.528**	1	.599**
Mean Response to Conflict	.828**	.866**	.683**	.747**	.862**	.621**	.599**	1

Essential 1 - Be proactive in addressing the conflict

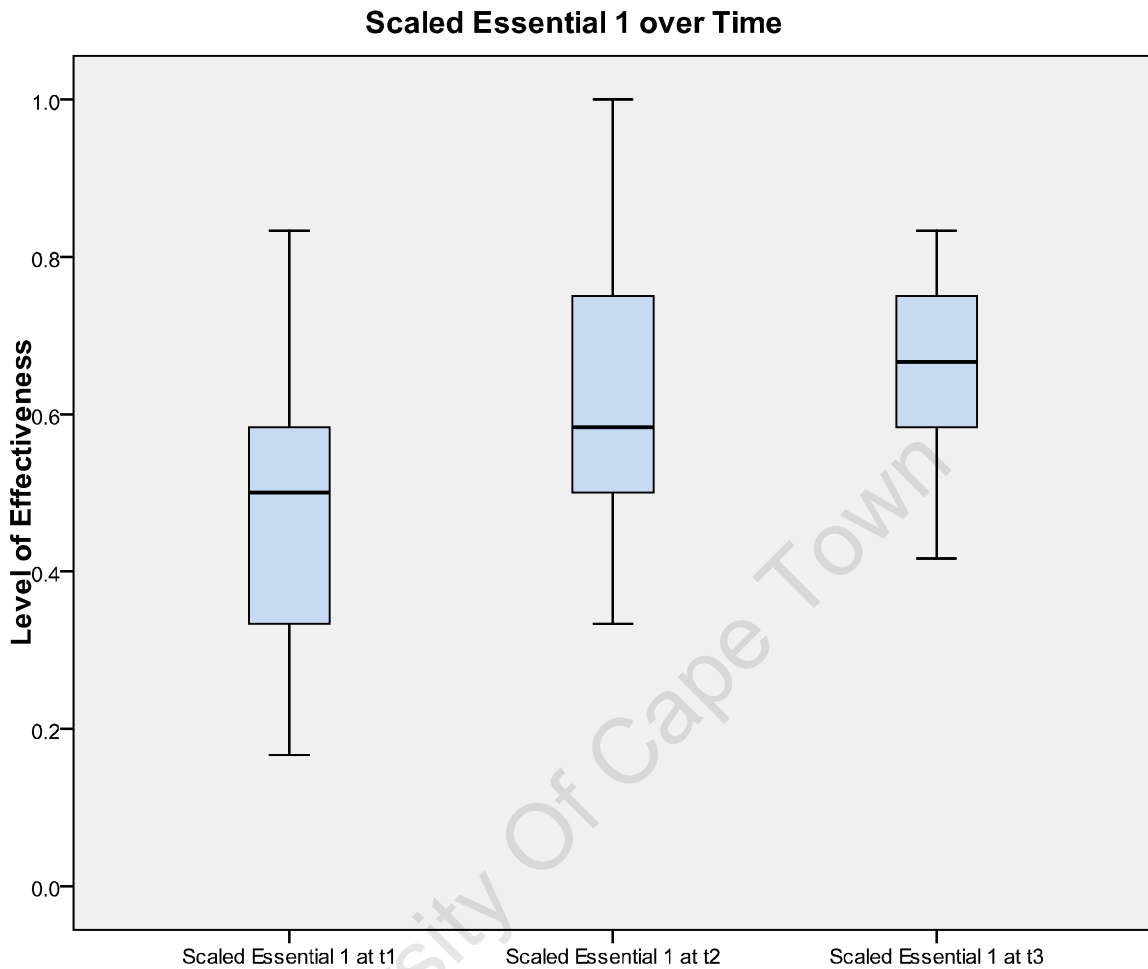
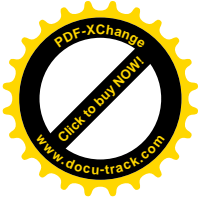
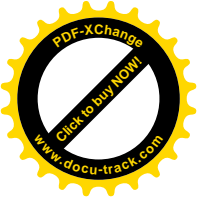


Figure 3 - Scaled Essential 1 over Time

As shown in [Figure 3](#) participants' responses increased over the course of the programme. The median (the central tendency of the data) illustrates where the bulk of the data lies. These black horizontal bars increase over time suggesting the workshops and coaching increase as the most abundant effectiveness in Essential 1 increases from 50% to 62.5% over the course of the complete programme.

The middle 50% of the sample (the blue boxes) overlap between pre workshop and post workshop however the overlap between pre workshop, and post workshop and coaching is minimal.



After the complete programme the box is higher than the initial measurement so we can observe that as the individual's involvement in the course increases, the effectiveness in essential 1 of the middle 50% also increases.

The spread of results is greatest after the workshop however it is smallest after the coaching session with the lowest score out of the complete sample increasing from 16.67% to 41.67%. The highest score observed was 100% immediately after the workshop; however this is likely to be a halo-effect as the maximum decreases to back to 83.33% after the complete programme.

Examining the individual cases (see Essential 1's paired sample t-test results in [Table 3](#)) the average individual's score increases 14% between the start of the course and the end of the course. The p-value of the paired t-test equalled 0.0003. This suggests that a difference between the means equal to zero (no difference) would occur within the 95% confidence intervals once in every 2910.24 studies. A 95% confidence interval contains the true difference in mean scores for 95% of samples taken in the long run as different samples obtain different results even within the best research designs. From this low occurrence rate we can state the observed increase is statistically significantly different between the time periods t1 to t3.

Table 3 - Essential 1's Paired Sample T-Test Results (non-statistically significant results are shaded in blue)

Time Difference	Mean Difference in Scaled Essential 1	p-value of the paired sample t-test
t1 – t2	10.58%	0.0036
t1 – t3	14.00%	0.0003
t2 – t3	3.00%	0.3715

Essential 2 - Strive to be cooperative and assertive, whilst acknowledging alternative approaches

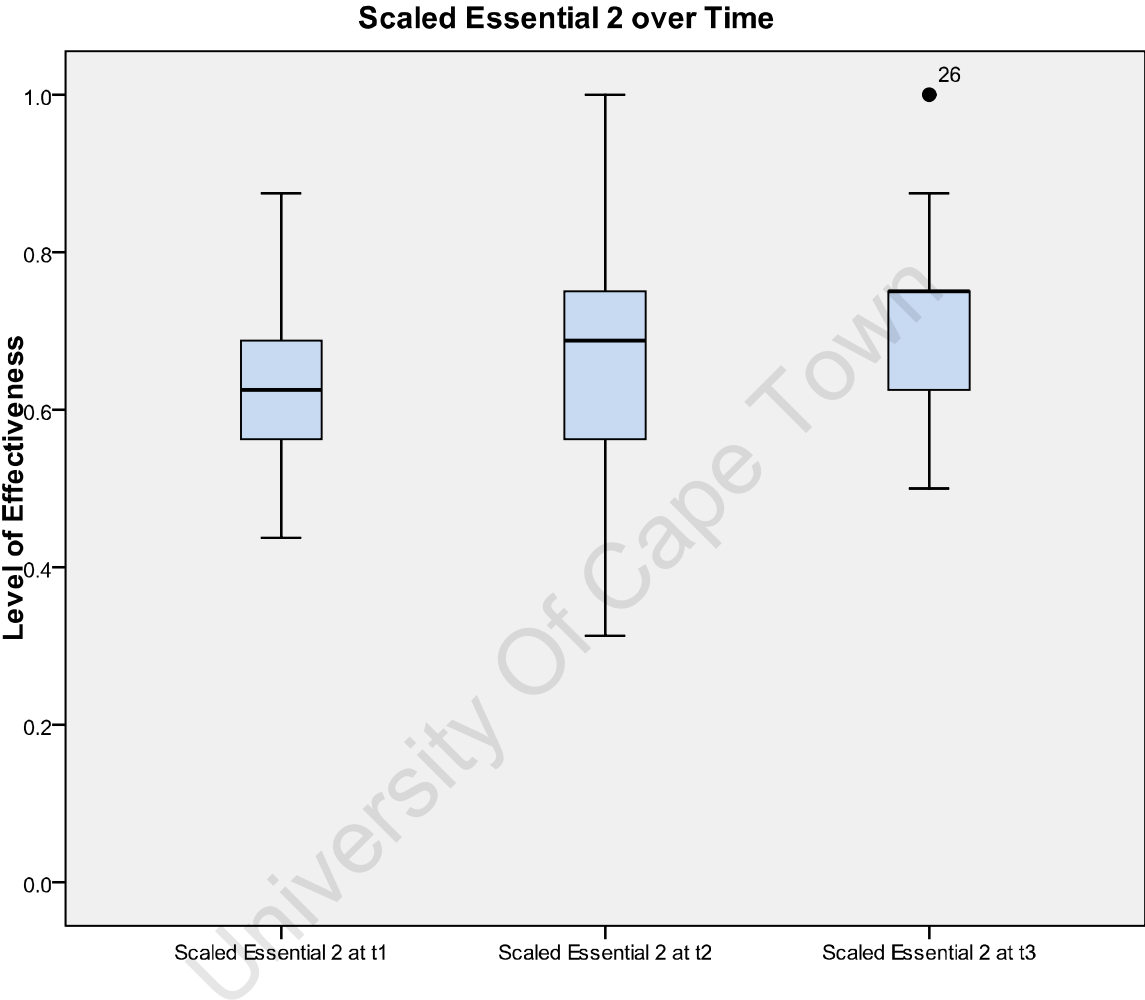
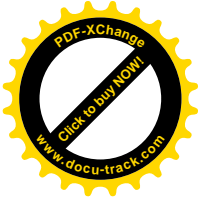
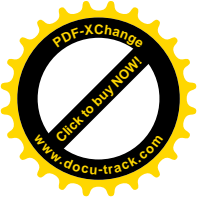


Figure 4 - Scaled Essential 2 over Time

The median (the central tendency of the data) illustrates where the bulk of the data lies. These black horizontal bars in the blue boxes increase over time suggesting the workshops and coaching increase as the most abundant effectiveness in Essential 2 increases from 62.5% to 71.88% over the course of the complete programme.



The middle 50% of the sample (the boxes) overlap at all time points. After the complete programme the box is higher than the initial measurement so we can observe that as the individual's involvement in the course increases, the effectiveness in essential 2 of the middle 50% also increases.

The spread of results after the complete programme has increased from the initial range of 43.75% to 87.5%; to 50% to 100%.

Examining the individual cases (see Essential 2's paired sample t-test results in [Table 4](#)) the average individual's score increases 7.29% between the start of the course and the end of the course. The p-value of the paired t-test equalled 0.0193. This suggests that a difference between the means equal to zero (no difference) would occur within the 95% confidence intervals once in every 51.90 studies. A 95% confidence interval contains the true difference in mean scores for 95% of samples taken in the long run as different samples obtain different results even within the best research designs. From this low occurrence rate we can state the observed increase is statistically significantly different between the time periods t1 to t3.

Table 4 - Essential 2's Paired Sample T-Test Results (non-statistically significant results are shaded in blue)

Time Difference	Mean Difference in Scaled Essential 2	p-value of the paired sample t-test
t1 – t2	1.81%	0.5127
t1 – t3	7.29%	0.0193
t2 – t3	5.65%	0.0429

Essential 3 - Listen to the views of others until you understand and they acknowledge your understanding

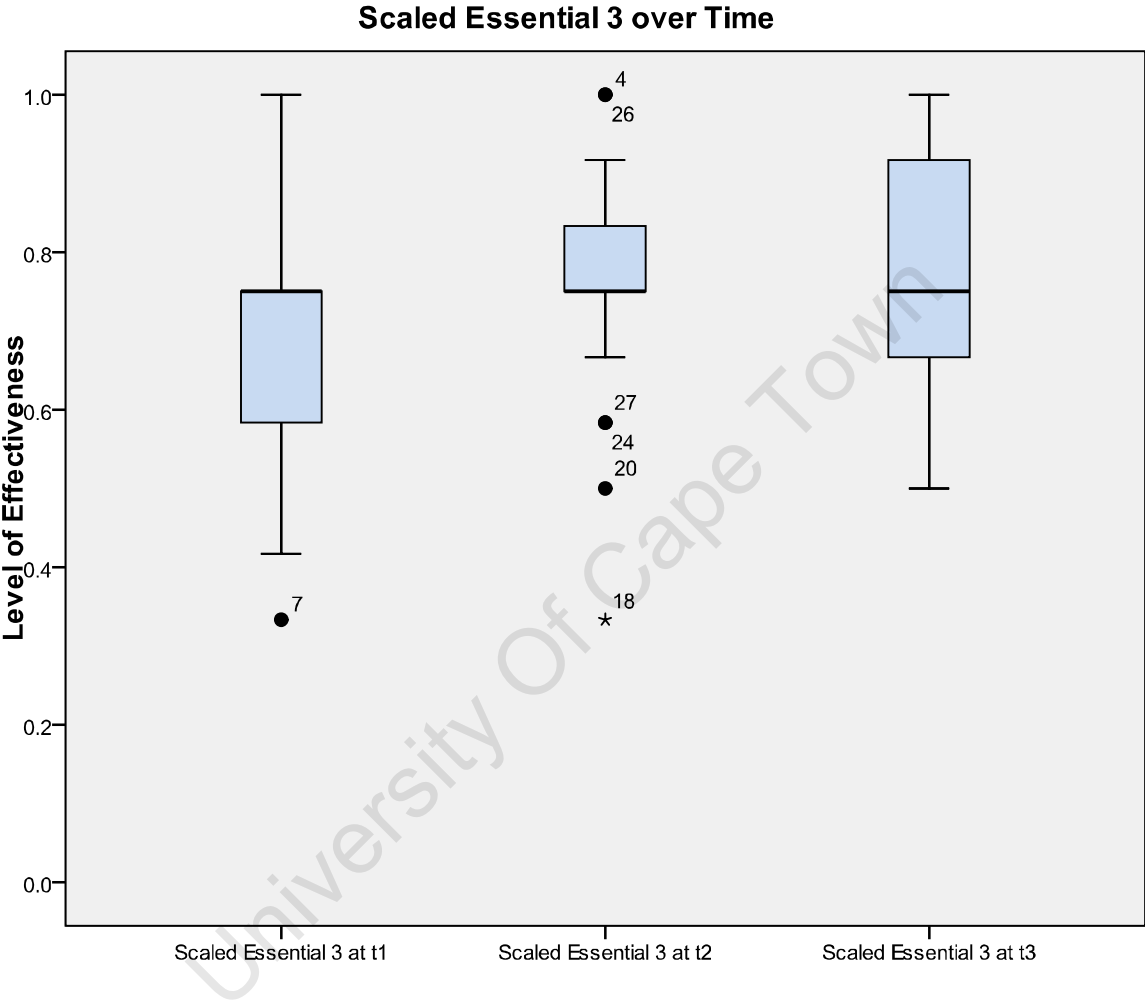
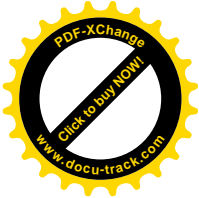
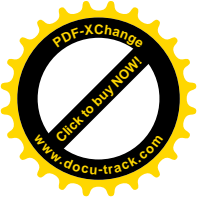


Figure 5 - Scaled Essential 3 over Time

The median (the central tendency of the data) illustrates where the bulk of the data lay. Within this example we can see these black horizontal bars stay constant at 75% effectiveness over the three time points, however the middle 50% of the sample (the boxes) increases over time.

There is minimal overlap between the pre workshop and post workshop middle 50%. This illustrates that over this time period, the individuals effectiveness in essential 3 has increased. After



the addition of coaching, the spread of results for the middle 50% increases, however the range of the results is still operating at a higher effectiveness than the pre workshop scores with the minimum observed score increasing from 25% effectiveness to 41.67% effectiveness.

Examining the individual cases (see Essential 3's paired sample t-test results in [Table 4](#)) the increases in individual's scores were not statistically significant at any time point; however the sample size is too small to determine anything conclusively.

Table 5 - Essential 3's paired sample t-test results (non-statistically significant results are shaded in blue)

Time Difference	Mean Difference in Scaled Essential 3	p-value of the paired sample t-test
t1 – t2	4.49%	0.1194
t1 – t3	3.67%	0.3431
t2 – t3	-1.00%	0.7698

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Essential 4 - Understand the other parties underlying interests, free of your own biases, distortions and judgements.

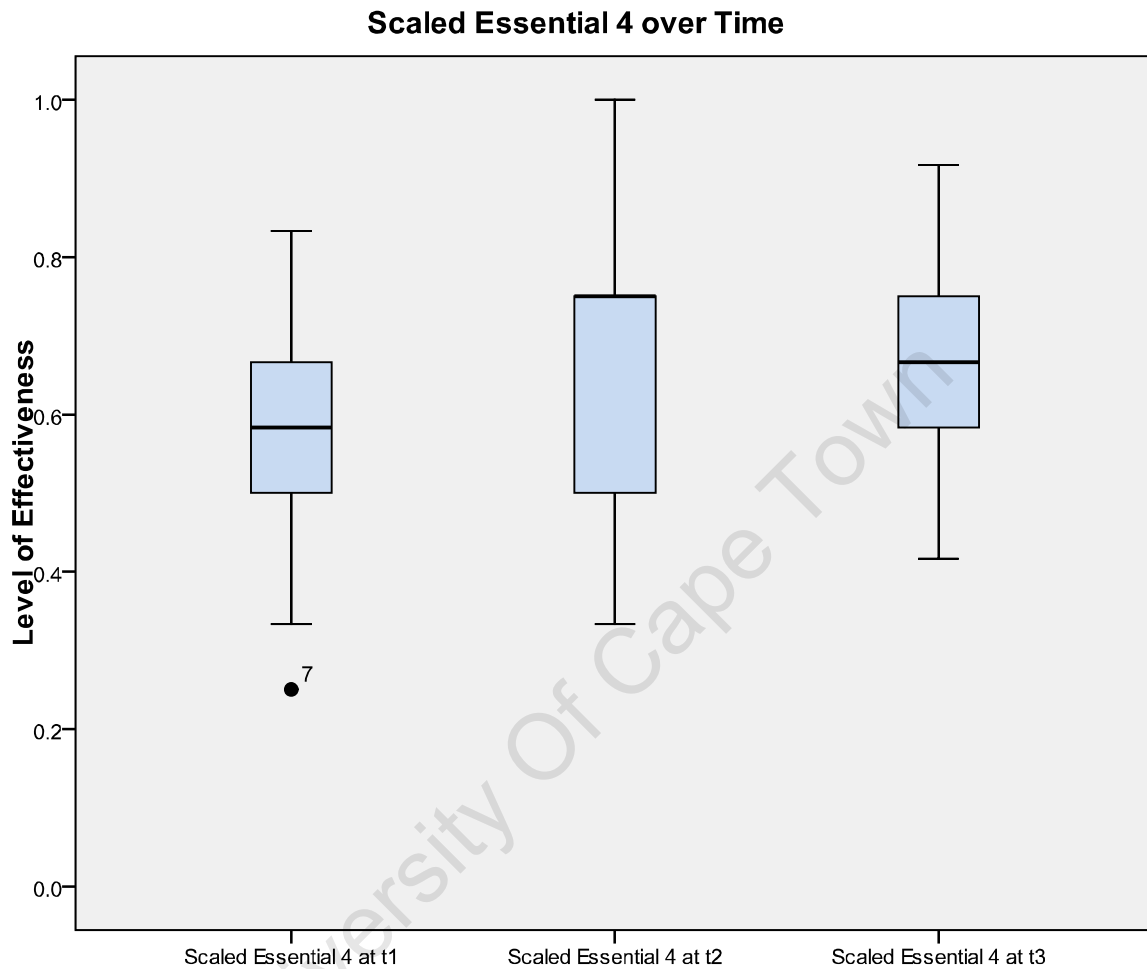
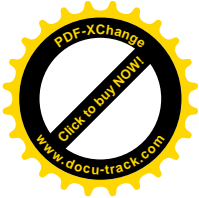
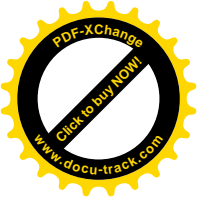


Figure 6 - Scaled Essential 4 over Time

The median (the central tendency of the data) illustrates where the bulk of the data lies. These black horizontal bars increase over time suggesting the post workshop scores are greater than the pre workshop scores however this median value decreases after the coaching. This may be a halo-effect of the workshop.

The middle 50% of the sample (the boxes) overlap at all time points however after the complete programme the box is higher than the initial measurement so we can observe that as the



individual's involvement in the course increases, the effectiveness in essential 4 of the middle 50% also increases.

The spread of results is greatest after the workshop. The highest score observed was 100% immediately after the workshop; however this is likely to be a halo-effect as the maximum decreases to back to 91.67% after the complete programme.

Examining the individual cases (see Essential 4's paired sample t-test results in [Table 6](#)) the average individual's score increases 12.67% between the start of the course and the end of the course. The p-value of the paired t-test equalled 0.0007. This suggests that a difference between the means equal to zero (no difference) would occur within the 95% confidence intervals once in every 1390.52 studies. A 95% confidence interval contains the true difference in mean scores for 95% of samples taken in the long run as different samples obtain different results even within the best research designs. From this low occurrence rate we can state the observed increase is statistically significantly different between the time periods t1 to t3.

Table 6 - Essential 4's paired sample t-test results (non-statistically significant results are shaded in blue)

Time Difference	Mean Difference in Scaled Essential 4	p-value of the paired sample t-test
t1 – t2	11.86%	0.0013
t1 – t3	12.67%	0.0007
t2 – t3	0.33%	0.8850

Essential 5 - Aim to satisfy the needs and wants of all parties within a conflict

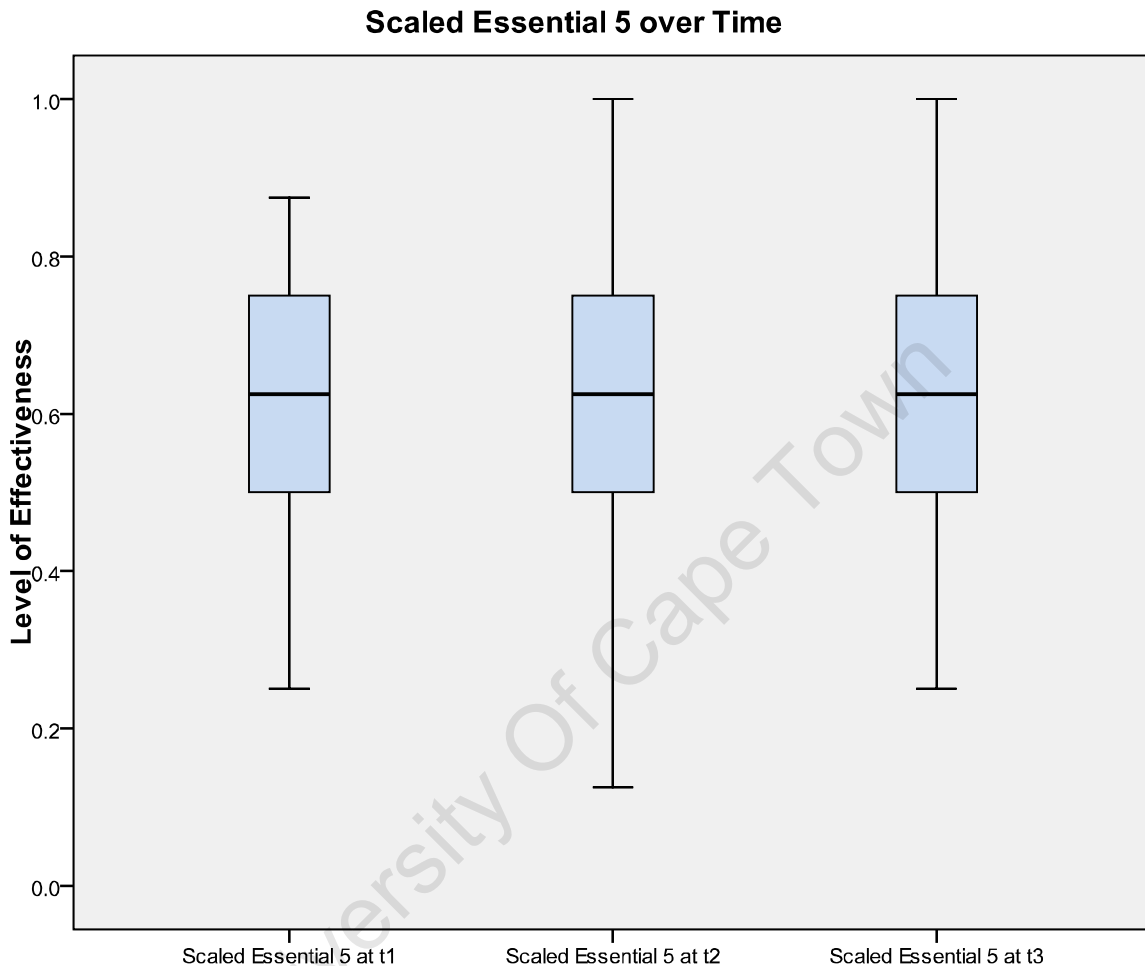
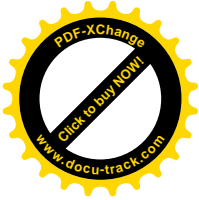


Figure 7 - Scaled Essential 5 over Time

From the boxplots we can see that there is minimal effect within this small sample's effectiveness for the essential 5 parameter over the complete course. The middle 50% including the median are consistent throughout.

Examining the individual cases (see Essential 5's paired sample t-test results in [Table 67](#)) there does seem to be an increase in individual's score of 8.5% when comparing the pre workshop score and the post workshop and coaching score. The p-value of the paired t-test equalled 0.0210.



This suggests that a difference between the means equal to zero (no difference) would occur within the 95% confidence intervals once in every 47.70 studies. A 95% confidence interval contains the true difference in mean scores for 95% of samples taken in the long run as different samples obtain different results even within the best research designs. From this low occurrence rate we can state the observed increase is statistically significantly different between the time periods t1 to t3.

Table 7 - Essential 5's paired sample t-test results (non-statistically significant results are shaded in blue)

Time Difference	Mean Difference in Scaled Essential 5	p-value of the paired sample t-test
t1 – t2	2.40%	0.5109
t1 – t3	8.50%	0.0210
t2 – t3	6.00%	0.0830

The results in Figures 3-7 indicate that there is a significant difference in the participants' responses to handling conflict in the workplace constructively between pre- and post- intervention for conflict management essentials with post-intervention values higher in conflict management essentials one, two, three and four. Conflict management essential five shows very little shift in participants' self-reported effectiveness for aiming to satisfy the needs and wants of all parties within a conflict (Figure 7). In general, however, these results can be observed to affirm Hypothesis A, the intervention increases participants' constructive response to conflict.

Self Awareness

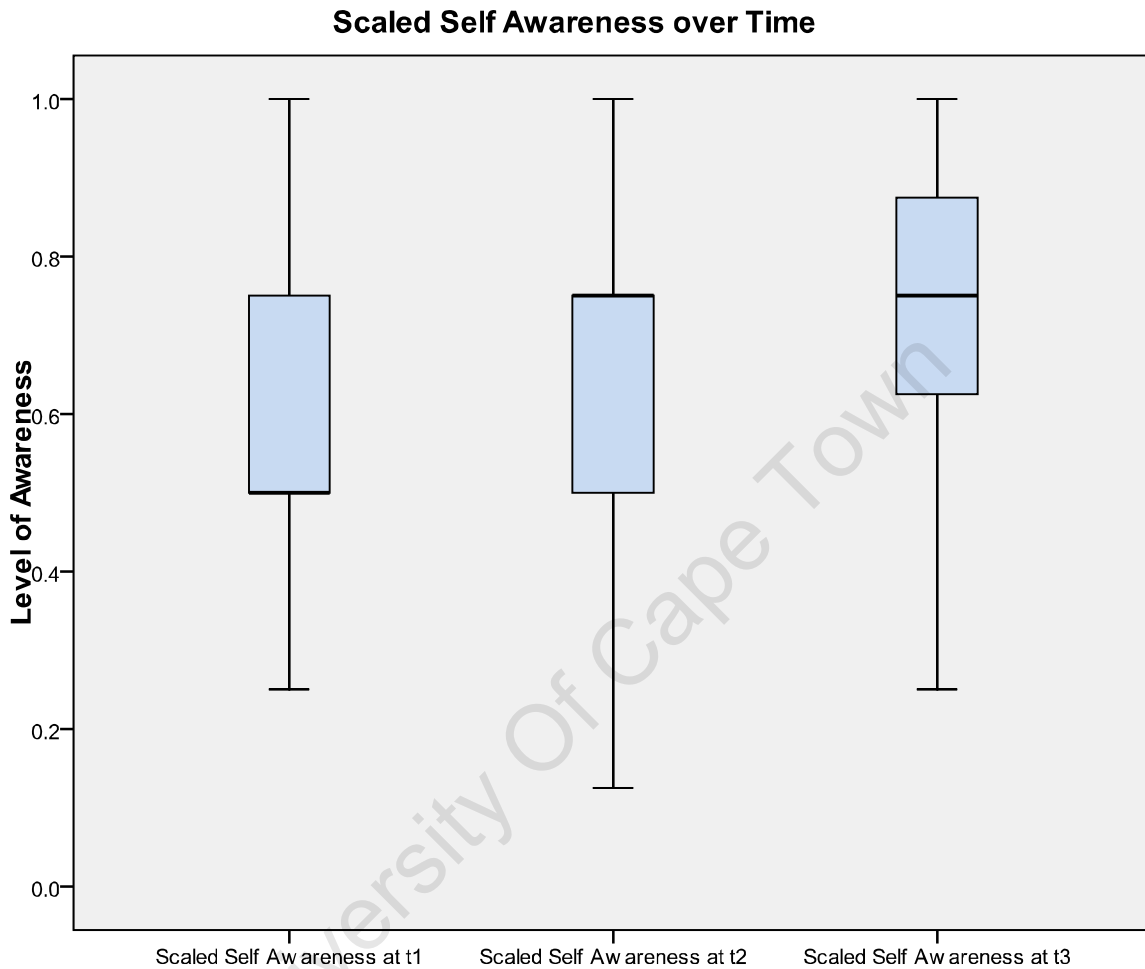
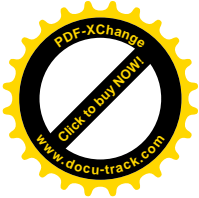
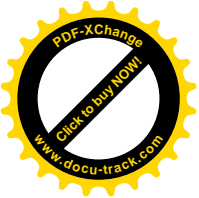


Figure 8 - Scaled Self Awareness over Time

Any shift in self-awareness is considered positive for this study. Self-awareness permits the skill of effective interpersonal conflict management to have a chance of succeeding. Self-awareness is the base for which emotional intelligence begins to develop within individuals. Throughout the intervention, emphasis was placed not on making any profound shifts but instead, making any shift at all for each trainee.



As shown in [Figure 88](#), participants' responses increased over the course of the programme. The median (the central tendency of the data) illustrates where the bulk of the data lies. These black horizontal bars within the blue boxes increase over time suggesting the workshops and coaching increase as the most abundant level of awareness increases from 50.0% to 75.0% over the course of the complete programme.

The middle 50% of the sample (the boxes) overlap at all time points however after the complete programme the box is higher than the initial measurement so we can observe that as the individual's involvement in the course increases, the effectiveness in Response to Conflict of the middle 50% also increases.

Examining the individual cases (see Self Awareness paired sample t-test results in [Table 8](#) the average individual's score increases 14.00% between the start of the course and the end of the course. The p-value of the paired t-test equalled 0.0210. This suggests that a difference between the means equal to zero (no difference) would occur within the 95% confidence intervals once in every 142.86 studies. A 95% confidence interval contains the true difference in mean scores for 95% of samples taken in the long run as different samples obtain different results even within the best research designs. From this low occurrence rate we can state the observed increase is statistically significantly different between the time periods t1 to t3.

Table 8 – Self Awareness Paired Sample T-Test Results (non-statistically significant results are shaded in blue)

Time Difference	Mean Difference in Scaled Self Awareness	p-value of the paired sample t-test
t1 – t2	6.25%	0.211
t1 – t3	14.00%	0.007
t2 – t3	7.00%	0.010

Self Confidence

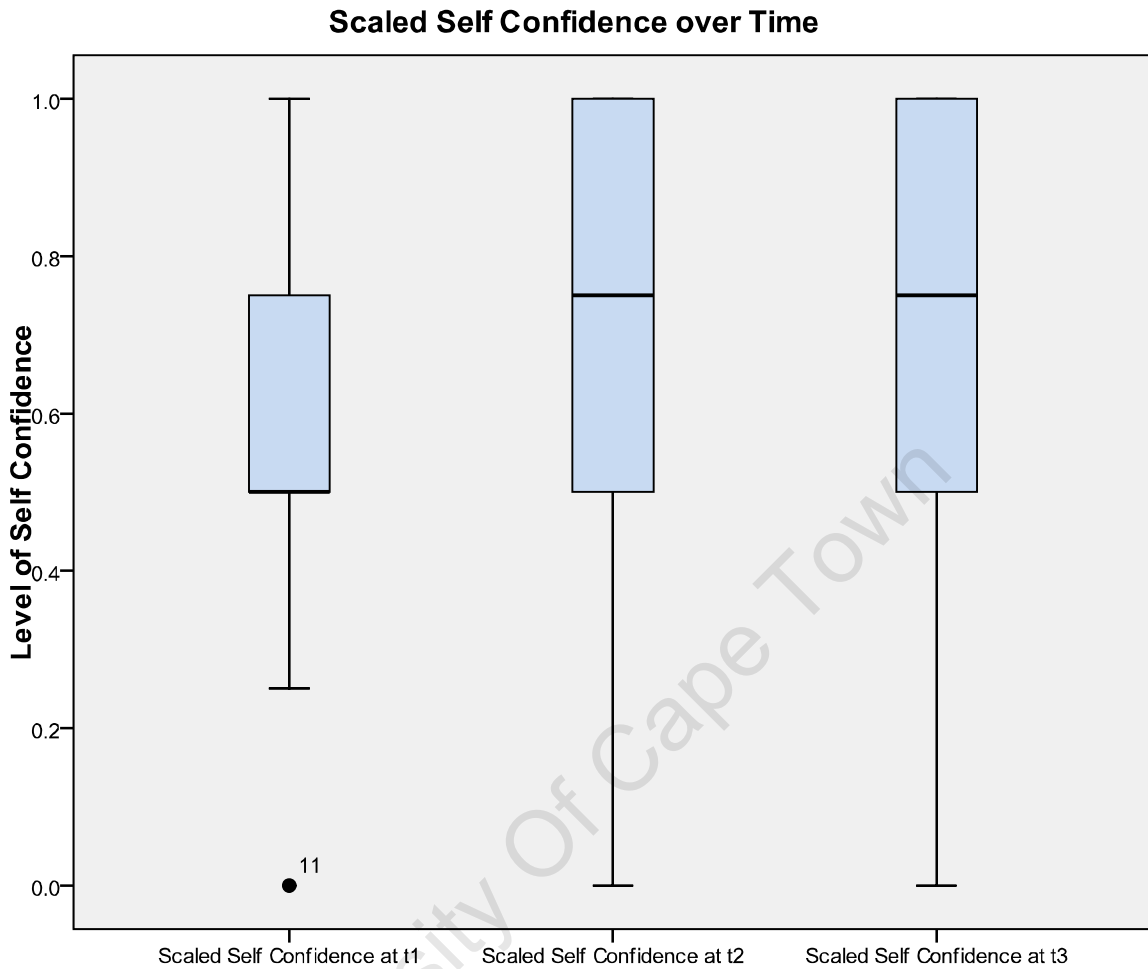


Figure 9 - Scaled Self Confidence over Time

From the boxplots we can see that there is minimal effect within this small sample's self confidence over the complete course. The range of results increases dramatically after the first workshop.

Examining the individual cases (see Self Confidence paired sample t-test results in [Table 9](#)) the increases in individual's scores were not statistically significant at any time point; however the sample size is too small to determine anything conclusively.

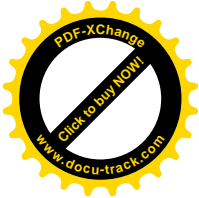
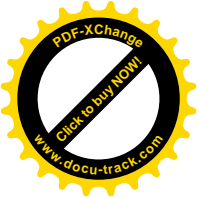


Table 9 – Self Confidence Paired Sample T-Test Results (non-statistically significant results are shaded in blue)

Time Difference	Mean Difference in Scaled Self Confidence	p-value of the paired sample t-test
t1 – t2	7.69%	0.073
t1 – t3	6.00%	0.161
t2 – t3	-2.00%	0.627

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Response to Conflict

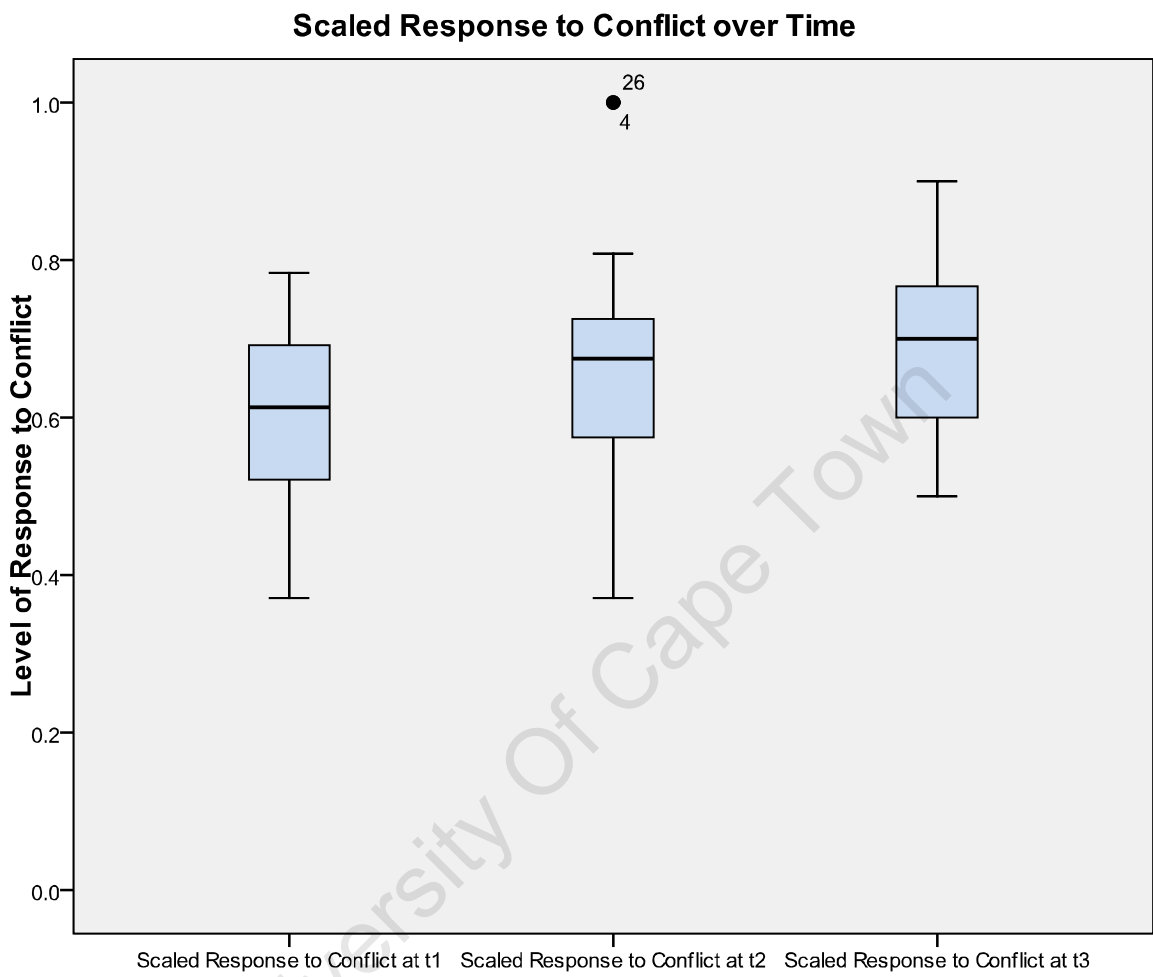
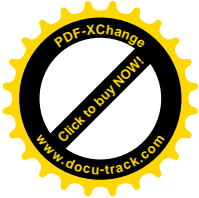


Figure 10 - Scaled Response to Conflict over Time

As shown in [Figure 10](#), participants' responses increased over the course of the programme. The median (the central tendency of the data) illustrates where the bulk of the data lies. These black horizontal bars within the blue boxes increase over time suggesting the workshops and coaching increase as the most abundant Response to Conflict score increases from 61.25% to 70.00% over the course of the complete programme.



The middle 50% of the sample (the boxes) overlap at all time points however after the complete programme the box is higher than the initial measurement so we can observe that as the individual's involvement in the course increases, the effectiveness in Response to Conflict of the middle 50% also increases.

The spread of results is greatest after the workshop however it is smallest after the coaching session with the lowest score out of the complete sample increasing from 37% to 78%. The highest score observed was 100% immediately after the workshop; however this is likely to be a halo-effect as the maximum decreases to back to 90% after the complete programme.

Examining the individual cases (see Response to Conflict paired sample t-test results in [Table 10](#)) the average individual's score increases 9.32% between the start of the course and the end of the course. The p-value of the paired t-test equalled 0.002. This suggests that a difference between the means equal to zero (no difference) would occur within the 95% confidence intervals once in every 500 studies. A 95% confidence interval contains the true difference in mean scores for 95% of samples taken in the long run as different samples obtain different results even within the best research designs. From this low occurrence rate we can state the observed increase is statistically significantly different between the time periods t1 to t3.

Table 10 – Response to Conflict paired sample t-test results (non-statistically significant results are shaded in blue)

Time Difference	Mean Difference in Scaled Self Awareness	p-value of the paired sample t-test
t1 – t2	6.25%	0.017
t1 – t3	9.32%	0.002
t2 – t3	2.87%	0.235

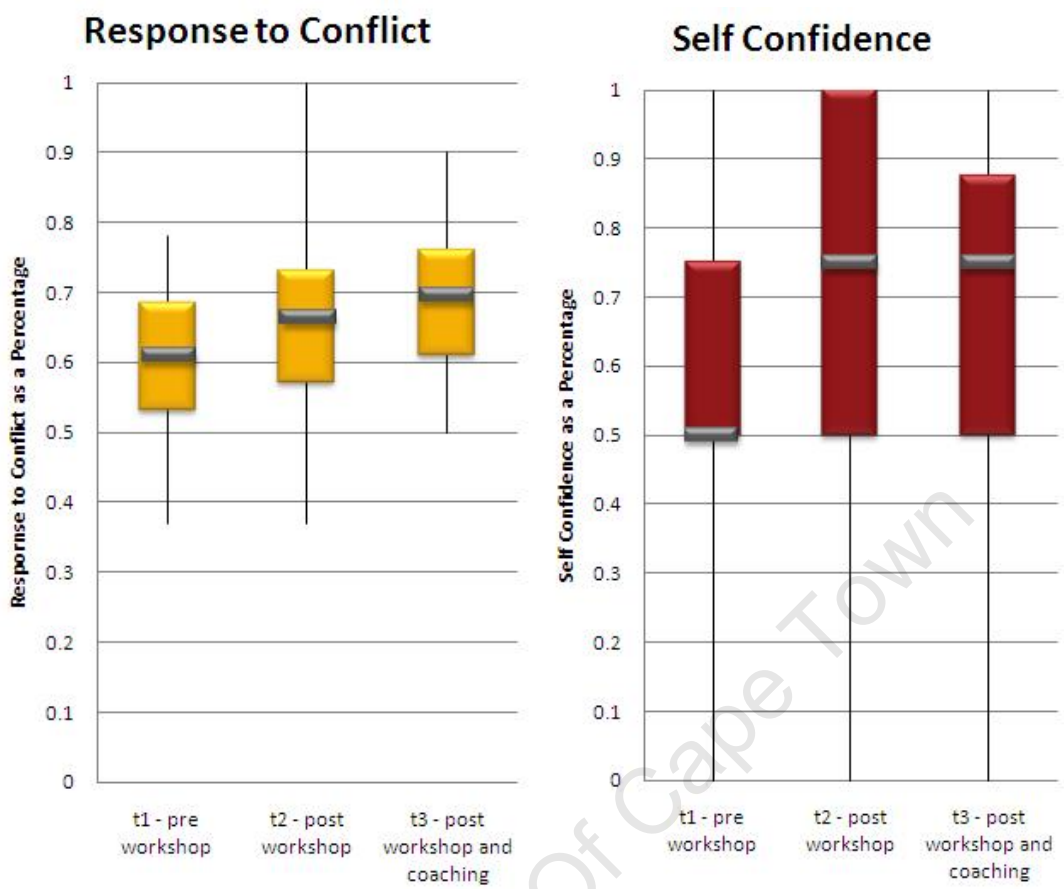
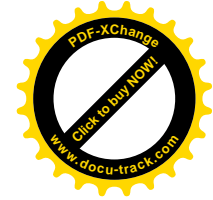


Figure 11 - Higher Levels of Self Confidence and Constructive Response to Conflict

On average the participants' ability in responding to conflict constructively increased by 6.25% from the first questionnaire to the second questionnaire. On average the participants' ability in responding to conflict constructively increased by 9.32% from the first questionnaire to the last questionnaire. There is some evidence that higher levels of self-awareness increase constructive responsive to conflict, Hypothesis F, but this is not shown at the initial time point (this may be a problem with the small sample size). There is also some evidence that higher levels of self-confidence increase constructive responsive to conflict, Hypothesis G, but this is not shown at the initial time point (this may also be a problem with the small sample size). Due to the last two points potentially being an issue around sample size, the results were combined so that all the results were analyzed together without taking in the timing of the measurement – i.e. instead of looking at self

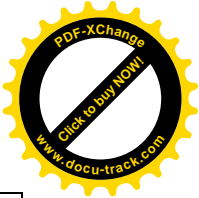
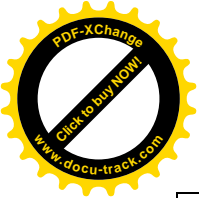


awareness at stage 1 compared to resolution of conflict at stage 1, self awareness at stage 1+2+3 was compared to resolution of conflict at stage 1+2+3. This suggests a statistically significant relationship but the relationships are around 0.5 which does not allow for any compelling claims regarding the correlation.

Supporting Qualitative Component

Once the quantitative research findings were compiled, the researcher found that the qualitative data accumulated served the Insights into Lifeskills Project in a less meaningful way and that the only question that provided useful information was the question concerning self-confidence. The study's main objective is to look for how the Insights into Lifeskills Project may empower individuals with choices about how to handle conflict in the workplace. One noteworthy observation from reviewing the volunteered qualitative data is that participants chose to utilize the Insights language of colors in many of their descriptions of personal conflict resolution. For example, when asked to describe and reflect on situational conflicts experienced in the workplace during the six week time period of the intervention, statements used were: "I knew that the fiery red would not work in this situation", "And by stepping into red I will be more confident", "I operated out of my blue quadrant", "I used more of my sunshine yellow...", "I needed to find a green", and "I need to be more of a blue." These statements indicate that participants' awareness around their behavior patterns relevant to developing healthy conflict situations include recognizing the many social selves rooted in conflict interactions. The pattern that emerged is that participants' perceived self-awareness served as a frame of reference for their conflict handling strategies.

Participant data collected from the voluntarily submitted qualitative feedback questions provides evidence that the intervention increases levels of confidence. Below is a summary of the qualitative participant responses collected which answered the question, 'How has the Insights model affected your self-confidence in handling conflict?'



"I had all the confidence in the world to handle this. Better understanding of the different 'caps'. I knew that the fiery red would not work in this situation.'

"Insights was useful as it made me understand his colour and made me think about handling the situation better."

"It has helped me more than I could ever dream of. Understanding the colour of the person with whom I had conflict with – hence my reasons to gather my thoughts before I approach the situation."

"[I am] more positive in getting to a resolution (use tools). I thought about this person and where she fitted in and how to respond (what colour)."

"It made me realise the benefits of using this approach and gave me the confidence to do it again."

"With Insights, I managed to stay calm, tried explaining my reasoning and needs. Asked another project team member to assist with reasoning and explaining the importance of *Program X's* (italics mine used to change organization's proprietary information) use. Avoided fiery red mode to complicate things. Ended up with a compromise which required more work from my part/project team but it worked."

"It was good that I waited before reacting."

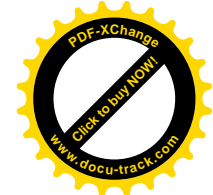
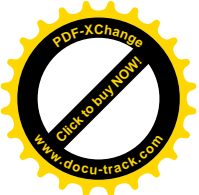
"My confidence is fairly high after the Insights training."

"It made me conscious that people are different and approach things from different angles. Had to step out of my comfort zone and handle the situation differently."

"It has opened my eyes to see that we can all operate in the different colour zones and therefore communicate to people in a way they want to be communicated to."

"It did not affect it much."

"I am a little bit more confident when dealing with conflict."

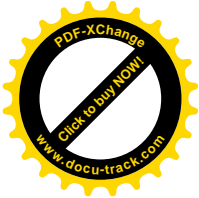
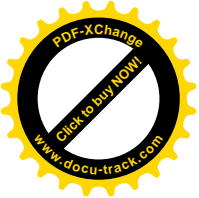


Summary of Baseline Results

Overall, lower levels of cooperative conflict related knowledge, attitudes and communication were observed among the twenty-seven participants. Particularly low levels of Essential 1, responding to conflict in the workplace proactively, indicate that these participants do not address conflict in a manner which seeks to create a healthy conflict situation. Little or no prior training of constructive conflict handling skills, a culture of avoiding conflict and the hierarchical environment in which they operate as a norm indicate that participants lack the fundamental resources and social support to practice cooperative conflict handling skills that bring positive opportunities for effective long-term solutions to conflict into the open. And the lower levels of self-awareness observed suggest that even those participants who may know the basics about communicating during conflict lack the critical skill of recognizing how their response to conflict might impact another conflict party. As evidenced in all cumulative baseline results, many emotional intelligence indicators may influence a professional's constructive conflict related knowledge, attitudes and interpersonal communication.

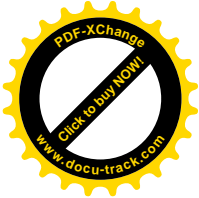
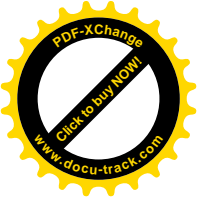
Summary of Post Result

The Insights into Lifeskills Project is one framework, one process that individuals in an organization are exposed which links the constructs of self-awareness and indicators of cooperative conflict as a way to empower individuals with choices about how to handle conflict in the workplace. Overall, examining and documenting post-intervention results revealed that the Insights curriculum had improved the participants' abilities to use their constructive conflict related knowledge, attitudes and interpersonal communication skills in a workplace setting. Post results construct an argument that individuals oriented to these constructs are better able to regulate conflict through self-awareness and cooperative conflict. Significant improvements in Essential 1, Essential 2 and Self-Awareness throughout the post-intervention data suggest the participants' experienced pronounced gains.



Whereas baseline data indicated very low levels of participants' self-reported ability to address conflict proactively, post-intervention data suggests participants' knowledge and practice of this indicator increased during the course of the six-week intervention. Looking for self-reported observable shifts in participant behavior, an increase of 14% in Essential 1 illustrates participants' ability to grow from conflict education. This evidence provides support for Dweck's (1988) implicit theory. It also highlights the possibility that individuals can be taught to falter not in the face of conflict and instead courageously and constructively address such dilemmas (Deutsch, Coleman & Marcus 2006). South Africa, under normal circumstances, some might argue generates combative communication styles. Because of participants' favorable experience of the Insights into Lifeskills Project the Project's pedagogical practice can be offered for consideration to other reflective practitioners. Most importantly, those interested in empowering individuals with choices about how to handle conflict in the workplace may wish to integrate elements of this curriculum that enhances participant's ability to address conflict proactively.

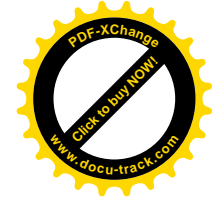
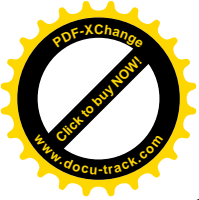
A 7.29% average increase in self-reported effectiveness for Essential 2 illustrates participants' willingness to acknowledge the paradox of appropriate conflict response approaches. And the higher levels of self-awareness observed suggests participants' awareness of their behavior patterns may be linked to a successful shift or influence a change in participants' conflict handling practice. Supporting Bandura's (1986) approach to personality and the role of self in regulating action, the use of Thomas-Kilmann's model as a primary tool for helping people become fully aware of how they habitually behave in conflict situations and what constructive behavior options are open was most probably the key element attributable to the increase observed for Essential 2. A focus on Thomas-Kilmann's conflict response strategies and choices of strategy use when confronted with a conflict dilemma appear critical to one's ability to acknowledge alternative approaches to workplace conflict. Essentially, the Insights into Lifeskills Project curriculum directly addresses Weitzman and Weitzman's (2006) findings that there is a serious need for conflict resolution training protocols to focus on the intra-decision-making processes of interpersonal constructive conflict. It really was



amazing to see the proverbial 'light bulb' go on for participants' when they began to uncover for themselves Schon's (1983) notion of 'reflection-in-action'. Findings herein represent the participants' ability to reflect on their own strategies and key theories implicit in a pattern of behavior. This in turn seems to indicate an empowering affect for viewing one's own self-constructed reality within a larger institutional context. Further supporting opportunity for individuals to design and implement new strategies of their own behavior.

As stated previously, any shift in self-awareness is considered positive for this study. The average increase of 14% in self-reported levels of self-awareness is directly linked to the average increase of 9.32% in participants' ability to effectively respond to conflict over the duration of the intervention clearly indicate that these two constructs can be learned and then practiced. This project creates a future project as a total quality learning tool for conflict training practitioners. If an organization wishes to see an organization-wide shift in favor of cooperative conflict handling practice, what would be the case if training interventions were repeated or reinforced each quarter annually *and* measured? Could the self-reported shifts continue to increase to levels of significance that would contribute to further understanding Cardno's (2007) explicit challenge of making conflict resolution possible at a highly practical manner throughout organization-wide levels?

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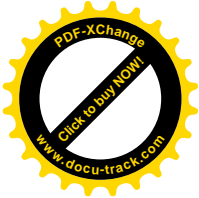
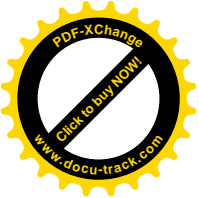
CHAPTER 5

CONCLUSIONS, CRITIQUE AND RECOMMENDATIONS

Chapter one presented an introduction to the Insights into Lifeskills Project, the context within which the volunteer case study organization exists as well as the broader need to pick up the academic lens and evaluate South Africa's business education curricula. Chapter two delves into how self-awareness is linked to the decline in destructive conflict management behavior, explores how the Insights curriculum uses a Jungian approach to interpersonal communication to educate professionals about conflict management skills, and researches the better pedagogy practices for understanding how a cooperative learning instructional design is best suited for use in the Insights into Lifeskills Project. Chapter two also introduces the core emotional competence indicators, the knowledge, attitude and interpersonal communication skills that serve to form the basis for the evaluation instrument. Chapter three introduces the nature of this study's methodology. And in the last chapter, the historical intervention is documented and the findings were presented at baseline, post-intervention and follow-up. Finally, this chapter evaluates the study's findings in more detail providing recommendations for future interventions and identifying areas for further research.

The investigation of how the Insights into Personal Effectiveness program can be offered as a targeted behavior program for an organization seeking to improve its employee's conflict handling skills has yielded important findings. The key aims of the Insights into Lifeskills Project have been attained:

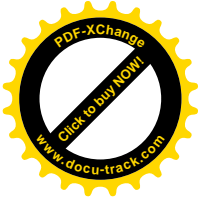
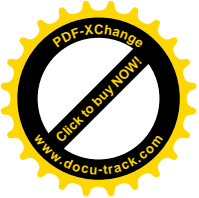
- There are indications of improved conflict handling skills as a result of the intervention.
- The intervention appears to facilitate an increase in self-awareness, a fundamental skill for empowering individual success.
- The Insights into Personal Effectiveness program has been refined and can now be offered as a targeted behavior program that infuses the constructs of self-awareness and constructive conflict for improving the critical life skills of conflict management in the general South African working population.



The changes to the Insights into Personal Effectiveness Program in the volunteer case study organization were received positively. The organization has requested continued implementation of the program and is now offering it to mixed groups not only teams. The organization's vision is hopeful. That is, enough workshop participants will become skilled in effective conflict management to begin to transition the organization's espoused theory into a realized constructive conflict theory of action providing practiced behavior and employee-participant role modelling as catalysts for organization-wide change. The experience of testing the pedagogical correlation between cooperative learning contexts, implementation of and measurement of global better practices for conflict training life skills courses is no doubt of value to the researcher and the project as a whole. The levels of self-awareness for the reflective practitioner of conflict training are a necessary bonus to this type of work.

Although it is problematic to base any research on self-reported questionnaire data (Cosier & Ruble 1981: 818), the significant positive findings of this research are important for understanding how we can move forward in the relatively new field of training people on how to handle conflict in the workplace. Notably, without a control group, there can be no certainty in attributing the change in knowledge to the training programme intervention. However, over the six week intervention, participants indicated that they continued to internalize the skills of productive approaches that allow conflict to be managed. Being aware of individual personality differences, affect and behavior during conflict are crucial indicators of professional success in any workplace setting:

'Understanding the dynamics of our personality can help us better express our own individuality, take charge of our learning and growth, and get ourselves out of the swamps and quick-sands of interpersonal relationships and life's challenges' (Berens 1999). Lindner (2000) states that: 'It is wise to recognize that everybody has 'hot buttons' that, if triggered, will stir up strong emotions such as anxiety, anger, rage, fear, depression, or withdrawal. It is valuable to know the other's hot buttons so as to avoid pressing them and it is important to know one's own hot buttons and how we tend to react when they are pressed, so that we can control our reactions in that event' (as cited in Deutsch,



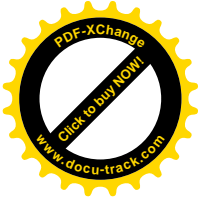
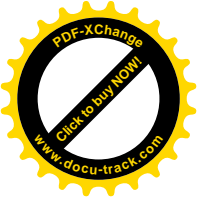
Coleman and Marcus 2006: 285). The post-intervention data indicates that the intervention does transition the participants' conflict handling skills to a more complex level than pre-intervention participant reports.

As discovered in the exhaustive literature review, the entire globe is grappling with the issues addressed in this study. No other research was found that specifically defines and measures conflict handling skills through the use of emotional competence indicators as they are explored in this study. Locally, the question of how do we facilitate a change from South Africa's social norm of handling conflict in a hierarchical fashion to empowering people to handle conflict in an open and honest manner in the workplace is much closer to being answered. Schon (1983) states:

'Professional practice also includes an element of repetition...Through reflection, [a person] can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice, and can make new sense of the situations of uncertainty or uniqueness which he may allow himself to experience' (p. 61). The emphasis on cooperative learning, creating an atmosphere of affirmation, targeting a small number of conflict handling skills, and developing two follow-up sessions providing participants' the opportunity to continually practice and reflect on their conflict handling practice may be relevant factors that contribute to the significant impact of the intervention.

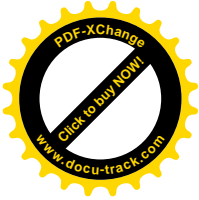
As indicated in the paired samples test, the intervention has resulted in significant positive differences in the participants' effectiveness in proactively addressing conflict, adopting a cooperative and assertive approach, listening to understand the views of others and seeking dual acknowledgement of one's understanding, seeking to understand the other parties underlying interests, free of one's biases and judgements, as well as increased self-awareness as a skill. Indications that the intervention resulted in sustained shifts in behavior among participants from the period of post-intervention to the six-week follow-up session are notable benefits.

However, the findings raise the question about how the intervention did not facilitate the participants' skill in conflict essential five, aiming to satisfy the needs and wants of all parties within



a conflict. The self-reported baseline data could classify participants' as generally uninformed, ill-equipped and non-communicative to take conflict management behaviors to an organizational leadership level. There is very little observable impact on this conflict management essential. The question of just how can the intervention be further refined to improve these results must be taken up. Or perhaps, the intervention as designed may be an erroneous place for such an indicator to be expected to show significant shifts. A positive or negative result can be taken not as a sign of failure, but rather as information relevant for improving future interventions that may adopt the use of the Insights into Lifeskills Project as a theory of action approach.

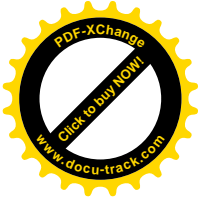
The dilemma of the poor self-confidence measures still remains for the researcher. The results measuring self-confidence were not exemplary nor of a statistically significant nature which raises the question as to why this is the case. How can future programming improve this critical outcome? All literature points to self-efficacy as a critical component to self-directed behavior change. It may very well be that the program failed in this area. It is also possible that the instrument needs to be refined if one takes into consideration the possibility that there was a significant improvement for Essential 1 and 2 which although not directly linked to self-confidence in this study's design seem logically connected. However, the importance of a sense of empowerment and social support is a pre-requisite for success in this area and so it is important to reflect on one noteworthy experience during facilitation. Reflecting upon participant reactions to the D4 Feedback Model that encourages open and honest feedback as an effective tool for handling conflict in the workplace, it was during these sessions where tension in the workshops was at the highest observable levels. Participants indicated that this model of feedback was not aligned to organizational wide norms. Until the organization's leaders begin to enact the organization's espoused theory of addressing conflict openly and honestly (no Executive Director took part in the Insights into Lifeskills Project), the participants' of the interventions will most probably experience lower levels of confidence when and if they continue to practice the skills transferred. This in turn may cripple any long term sustainable impact of the intervention.



Three problems existed with the original Insights curriculum that the Insights into Lifeskills Project attempted to remedy. First, it lacked explicit instruction in conflict handling skills. This was remedied by introducing the Thomas-Killman model and bringing conflict into the dialogue and activities of each module. Second, it lacked the follow-up activities necessary for effective transmission of knowledge. This was remedied by designing two follow-up sessions, the 3-week coaching session as well as the 6-week follow-up session. Third, it lacked an evaluative measure. This problem was addressed by developing and including the survey instrument to develop a way to understand whether the intervention resulted in improved professional learning.

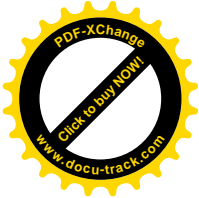
It is critical that future evaluations that intend to investigate how we might measure the impact of the Insights curriculum use a larger sample base. The small number of participants used for the Insights into Lifeskills Project made what might have provided compelling evidence impossible. The challenge of conducting field research in organizations will remain for those researchers who attempt to build upon this study. Unforeseen circumstances, shifts in organizational leadership, and levels of stakeholder involvement cannot always be controlled by a researcher. It is important that sample size commitments be considered before attempting to conduct the same measures with a minimum of forty participants desired for such a study to be successful in its attempt to reach statistically significant observations. Also, it is important to note that this research is based on the involvement of volunteer-based semi-structured teams. The curriculum itself would need to be formatively developed if it is offered to unstructured teams and mixed groups.

Educators have important roles to fill in South Africa's capacity building efforts. Interpersonal conflict is essentially the main problem employer's deal with in any institution due the deeply engrained culture of mistrust apartheid created. Even programs that are experiential or use cooperative learning approaches are new to most professional educational arenas as is evidenced by the reactions of participants that the Insights into Life Skills Program was the first of its kind they had ever experienced. Educators and facilitators have an opportunity to become increasingly familiar with the techniques offered through programs such as the Insights into Life Skills Project that



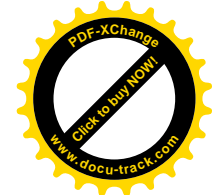
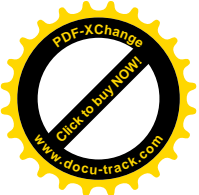
cultivate an affirmative belief for one's capacity to use one's personality style effectively and use one's interpersonal skills to overcome obstacles posed by the structures of the environment. The new dispensation for education (Bengu 1997) is in essence facilitative, incorporates group work, is self-esteem focused and integrates knowledge (as cited in Rooth 2000: 89).

There is a growing awareness of the need for training programs in South Africa that are cost effective and target interpersonal conflict. This study represents a launch-pad for further refinement into emotional competence indicators that can be offered to organizations. Considering the state of the global environment, organizations need educators to be able to design effective training programs with limited time and resources. This study found an overall lack of emphasis on conflict resolution in professional education curricula. Employees need conflict management skills to manage their internal functioning, make decisions, and work effectively in the ever-increasing team environment of today's organizations. The self-reported findings in this study provide base-line data for which future in depth studies may also be launched. Further work could be carried out to establish a pool of proven effective foundation conflict education programs to offer the various sectors in South Africa. Evaluation research is an important key to long-term program success. The still emergent field of conflict resolution training in business curricula will only mature to the extent that we begin to study and share broadly what works, what does not work, and why. Programs that search and find ways to include research as a component of an intervention are in a good position to move the field of professional conflict resolution training forward.



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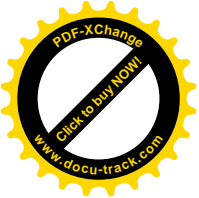
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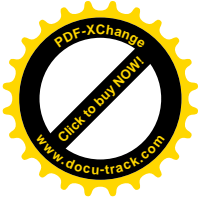
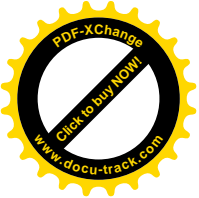
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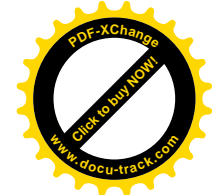
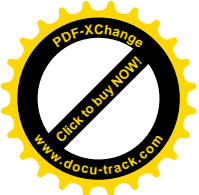
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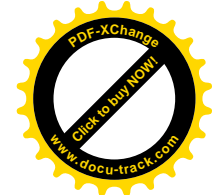
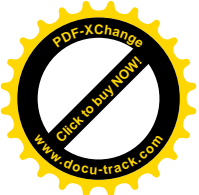
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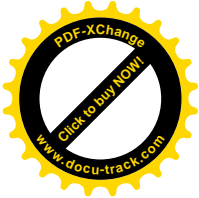
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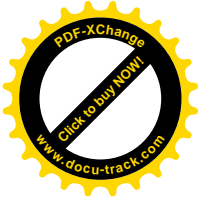
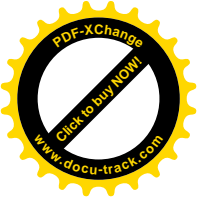
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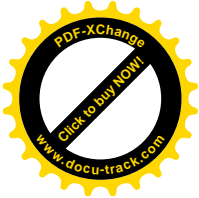
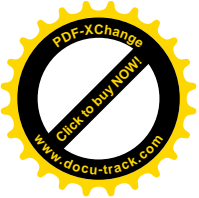
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APPENDIX 1 – SAQA (2006) REGISTERED UNIT STANDARD 9533



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Use communication skills to handle and resolve conflict in the workplace

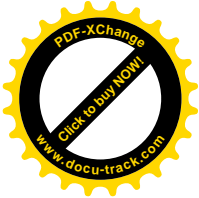
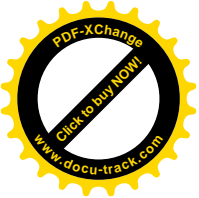
SAQA US ID	UNIT STANDARD TITLE		
9533	Use communication skills to handle and resolve conflict in the workplace		
ORIGINATOR		REGISTERING PROVIDER	
SGB Air-conditioning Refrigeration and Ventilation			
FIELD		SUBFIELD	
Field 06 - Manufacturing, Engineering and Technology		Engineering and Related Design	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered	2007-09-18	2010-09-18	SAQA 0160/05
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	
2011-09-18		2014-09-18	

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

Identify a conflict situation and communicate in such a way that the conflict can be resolved in a constructive manner.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING



ABET Level 4 Literacy.

UNIT STANDARD RANGE

Commonly occurring conflicts in the South African work situation.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Demonstrate an understanding of different conflict situations in the workplace

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Different conflict situations that occur in the workplace are listed.

ASSESSMENT CRITERION 2

2. Examples of conflict situations are given and the conflicts described.

ASSESSMENT CRITERION 3

3. Role-players in conflict situations are listed.

ASSESSMENT CRITERION 4

4. Reasons why conflict occurs are listed and discussed.

SPECIFIC OUTCOME 2

State and explain the difference between feelings and actual problem (contents)

OUTCOME NOTES

State and explain the difference between feelings and actual problem (contents) when dealing with conflict.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Behaviour of different people in a conflict situation is discussed.

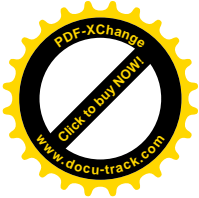
ASSESSMENT CRITERION 2

2. Own feelings when in a conflict situation is discussed.

ASSESSMENT CRITERION 3

3. Own behaviour when in a conflict situation is discussed.

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ASSESSMENT CRITERION 4

4. The process of reaction in a conflict situation to solving the problem is demonstrated through exercises.

SPECIFIC OUTCOME 3

Handle and resolve a conflict in the workplace

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Methods to resolve conflict are identified and explained.

ASSESSMENT CRITERION 2

2. Conflict situation and possible methods of resolving the conflict are demonstrated by means of a role-play.

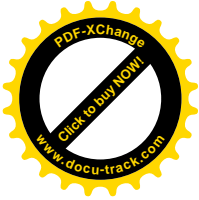
UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Any person wishing to be assessed against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA, who may appoint a moderator to be present at the assessment.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The difference between feelings and facts in a conflict situation, and an understanding of the need to deal with the feelings of the other person in order to handle and resolve the conflict.

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APPENDIX 2 – INSIGHTS SYSTEM FOUR COLOR MODEL OF EMOTIONAL COMPETENCE

Insights Color Energies

The Insights system summarizes the Jungian preferences as follows:

RED – [extraverted thinking] Competitive, demanding, determined, strong-willed, purposeful, driving

She is extraverted with high energy, She is action-oriented and always in motion. She is positive, reality-oriented and assertive. She is single minded as he focuses on results and objectives. She will approach others in a direct, authoritative manner, radiating a desire for power and control. Goal: Achievement.

GREEN – [introverted feeling] Caring, encouraging, sharing, patient, relaxed, amiable

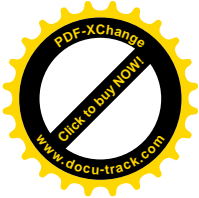
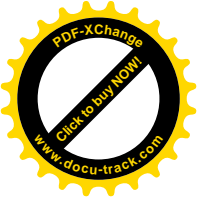
He is introverted. He focuses on values and depth in relationships. He wants others to be able to rely on him. He will defend what he values with quiet determination and persistence. He prefers democratic relations that respect the individual and are personal in style, radiating a desire for understanding. Goal: Being valued.

YELLOW – [extraverted feeling] Sociable, dynamic, demonstrative, enthusiastic, persuasive, expressive

She is strongly extraverted, radiant and friendly. She is usually positive and concerned with good human relations. She enjoys the company of others and believes that life should be fun. She approaches others in a persuasive, democratic manner, radiating a desire for sociability. Goal: Recognition.

BLUE – [introverted thinking] Cautious, precise, deliberate, questioning, formal, analytical

He is introverted, and has a desire to know and understand the world around him. He likes to think before she acts, and maintains a detached, objective standpoint. He values independence and intellect. He prefers written communication in order to maintain clarity and precision, radiating a desire for analysis. Goal: Understanding



APPENDIX 3 – INSIGHTS INTO LIFESKILLS G-WAVE MODEL HOMEWORK

INSIGHTS INTO LIFE SKILLS – G WAVE WORKSHEET -- HOMEWORK

In three weeks, you will present your G-WAVE Goal, what is working, and what isn't working. Be prepared to discuss your GOAL outcomes openly and honestly in order to gain the most value from the session.

What actions will YOU PERSONALLY take to help increase healthy conflict management in your team?

ASSIGNMENT DUE IN 3 WEEKS

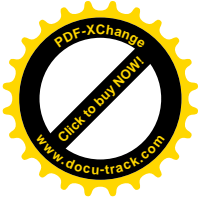
Step 1: Articulate and write down your Goal

Step 2: Connect with your Cool Blue Energy. Why? Establish reasons why this is important.

Step 3: Connect with your Fiery Red Energy. Actions. Write down actions needed to make it happen.

Step 4: Connect with your Sunshine Yellow Energy. Visualise. Imagine yourself having achieved your goal.

Step 5: Connect with your Earth Green Energy. Engage support. Identify who can help you achieve your goal.



APPENDIX 4 – SELF-REFLECTION IN CONFLICT RESOLUTION HANDOUT

Self-reflection in Conflict Resolution

Name one person with whom you have conflict?

Typically, how do you deal with conflict?

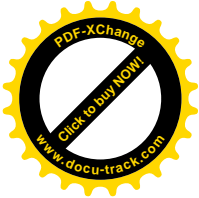
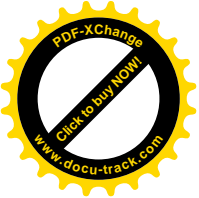
How effective has this approach been?

When other people in your team are in conflict, typically, what is your approach?

What are the similarities and/or differences between how you deal with your own conflicts and those of others?

What are the similarities and/or differences between how you deal with your conflict with the person you named above?

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APPENDIX 5 – INSIGHTS MODEL OF SIMPLY CONNECT WORKSHEET

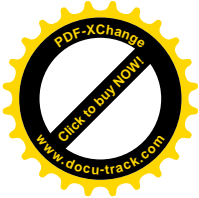
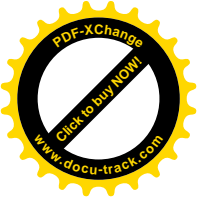
SIMPLY CONNECT WORKSHEET

CONSIDER : Reflect on an occasion where you did not connect well.

Q : Ask yourself, if I was in the situation again how might I have done it differently?

<p>Cool Blue</p> <p>Step 4 : Discuss the issues logically and rationally – reach agreement.</p>	<p>Fiery Red</p> <p>Step 3 : Be understood by the other person – tell them clearly and directly your point of view.</p>
<p>Earth Green</p> <p>Step 2 : Understand the other person – listen first.</p>	<p>Sunshine Yellow</p> <p>Step 1 : Engage empathically and establish a “win-win” partnership.</p>

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APPENDIX 6 – INSIGHTS D4 FEEDBACK MODEL

D4 Feedback Questions



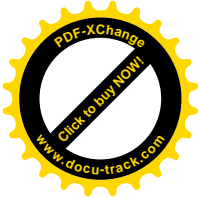
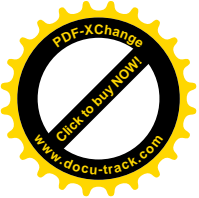
Step 1 Data
What are the facts?
What actually happened?
Be factual

Step 2 Depth of Feeling
How do you feel?
Focus on bodily sensations and emotions

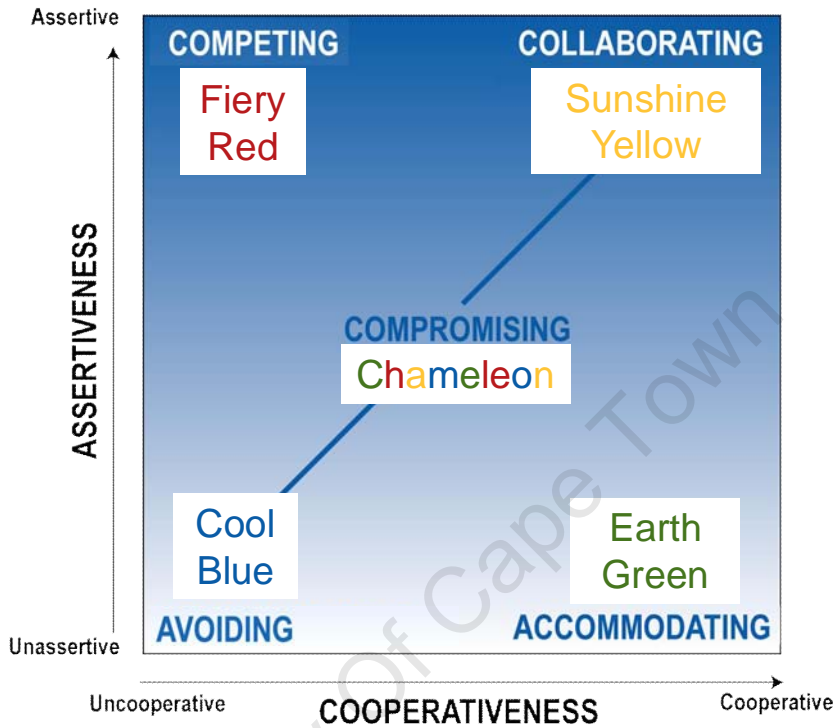


Step 4 Do
What do you suggest they DO?
What DID you actually do?
Focus on actions taken and actions required

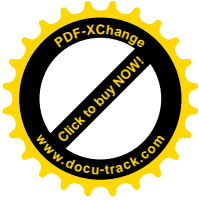
Step 3 Dramatic Interpretation
What thoughts and possibilities are racing through your mind?
Go Up Your Ladder and share your inner talk.
Ask interpretive questions.



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APPENDIX 8 – GROUP COACHING QUESTIONS HANDOUT

Group Questions

What emphasis on handling conflict did your goal hope to impact?

What kind of tasks does this goal require of you?

How much time do you think/feel this goal will take/has taken you to achieve?

What are some of the feelings you experienced while working with your goal?

What are some of your strengths you drew upon to make a difference to conflict in your team?

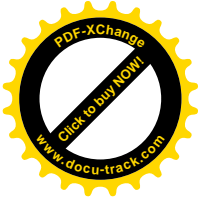
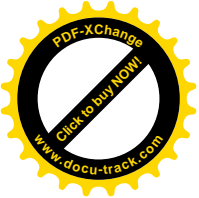
As you engaged in this activity, what value did it create for you?

If you did not engage in this activity in the manner intended (GWAVE), did you attempt to salvage some personal value from any type of participation?

What particular insights did you gain from this exercise about handling conflict?

What did not happen?

What further support do you need to further integrate your learning of the Insights model of handling conflict?



APPENDIX 9 – D4 INDIVIDUAL FEEDBACK HANDOUT

D4 FEEDBACK MODEL _____(NAME)

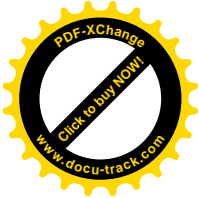
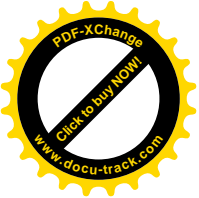
Note one conflict situation that you personally experienced over the past 2-3 weeks at work: _____

Please tick one statement below

____ This conflict involved one other individual

____ This conflict involved a group of people

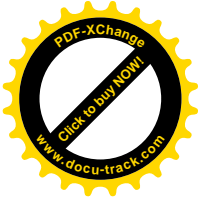
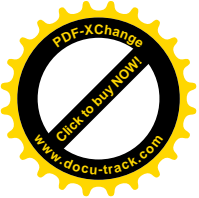
<p>Step 1: DATA</p> <ul style="list-style-type: none"> • Can you say in detail what sequence of events happened? • What are the facts? • What actually happened? • How did you respond? • How did the other(s) respond? 	<p>Step 4: DO</p> <ul style="list-style-type: none"> • What actions did you take after this conflict situation occurred that relate to the Insights model? • What further training (if any) do you need for the Insights model to help you with handling conflict?
<p>Step 2: DEPTH OF FEELING</p> <ul style="list-style-type: none"> • How did you feel? • How has the Insights model affected your self-confidence in handling conflict? • How, if at all, did your knowledge of the Insights model support you to respond to this conflict using your colour strengths / blind spots? 	<p>Step 3: DRAMATIC INTERPRETATION</p> <ul style="list-style-type: none"> • Did this conflict situation have any significant impact in your everyday life? • Could you imagine handling this same situation again – what would / might you do differently?



APPENDIX 10 – QUANTITATIVE SURVEY INSTRUMENT

A COPY OF THE INSIGHTS INTO LIFESKILLS EVALUATION FOLLOWS THIS PAGE AS A SEPARATE ATTACHMENT TO THE DOCUMENT.

University Of Cape Town



SELF EVALUATION
INSIGHTS INTO LIFE SKILLS

APPENDIX 10 – QUANTITATIVE SURVEY INSTRUMENT

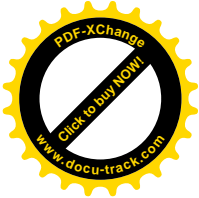
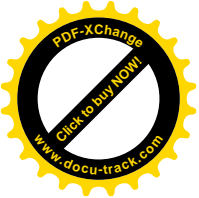
All of the questions on this survey ask for your own perceptions or reactions – so there is no right or wrong answer, nor is any one response expected to any question.

ALL OF YOUR RESPONSES WILL BE KEPT CONFIDENTIAL. ANY INFORMATION LINKING YOUR NAME OR OTHER IDENTIFYING INFORMATION WILL BE REMOVED AS SOON AS THE DATA ARE PROCESSED. THE MOST VALUABLE ANSWERS YOU CAN GIVE WILL BE HONEST, CANDID ONES.

You, of course, are free to decline to answer this questionnaire. However, I hope you will be willing to complete the entire survey, as the quality of the research will be improved if your responses are included.

THANK YOU IN ADVANCE FOR YOUR TIME.

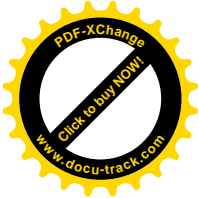
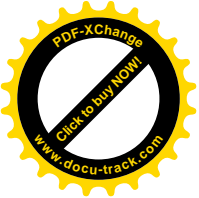
Researcher: DIXIE FREITAS
Contact: 082 964 4035
Email: Dixie@fairbanks.co.za
Degree: MASTER'S EDUCATION CURRICULUM STUDIES
Year: 2008-09
Revision: 2009-12-02



SELF EVALUATION INSIGHTS INTO LIFE SKILLS

The following questions are designed to help you evaluate how effective you think you are when you deal with conflict. There is no right or wrong answer. **Handling conflicts** with other people includes things like how you settle arguments or disagreements, and how you communicate with people when you are having problems in the relationship or group. Consider your own experiences with handling conflict in the workplace and rate your level of effectiveness for each statement.

	Ineffective	Rarely Effective	Fairly Effective	Highly Effective	Extremely Effective
Q13. I am willing to address conflict openly with others.	[] 5	[] 4	[] 3	[] 2	[] 1
Q14. I encourage others to face their conflicts head on.	[] 5	[] 4	[] 3	[] 2	[] 1
Q15. I take steps to bring conflicts within a group into the open for discussion.	[] 5	[] 4	[] 3	[] 2	[] 1
Q16. I am confident in stating my opinions when resolving conflict with others.	[] 5	[] 4	[] 3	[] 2	[] 1
Q17. I strive to meet the other's needs in resolving conflict with others.	[] 5	[] 4	[] 3	[] 2	[] 1
Q18. I encourage others to be confident in expressing their views when resolving their disputes.	[] 5	[] 4	[] 3	[] 2	[] 1
Q19. I encourage others to be cooperative in resolving their disputes.	[] 5	[] 4	[] 3	[] 2	[] 1
Q20. When I listen to others' points of view, I aim to understand their perspective.	[] 5	[] 4	[] 3	[] 2	[] 1
Q21. I encourage people in listening to each other respectfully.	[] 5	[] 4	[] 3	[] 2	[] 1
Q22. I support the group to reach a mutual understanding.	[] 5	[] 4	[] 3	[] 2	[] 1
Q23. When I make a conscious effort to understand the other party's point of view, I try not to take sides.	[] 5	[] 4	[] 3	[] 2	[] 1
Q24. I encourage the group to suspend their own judgments.	[] 5	[] 4	[] 3	[] 2	[] 1
Q25. I encourage the group to form an objective understanding of different views.	[] 5	[] 4	[] 3	[] 2	[] 1
Q26. In resolving conflict, I aim to express my own needs and wants so that they are fully understood.	[] 5	[] 4	[] 3	[] 2	[] 1
Q27. I aim to ensure that group conflicts are resolved with a mutually satisfactory outcome.	[] 5	[] 4	[] 3	[] 2	[] 1



SELF EVALUATION
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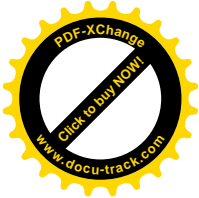
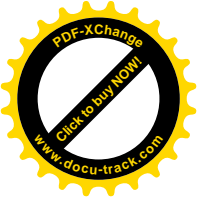
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Researcher: DIXIE FREITAS
Contact: 082 964 4035
Email: Dixie@fairbanks.co.za
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