

MANAGEMENT OF CHANGE AND
CONFLICT RESOLUTION WITHIN
STUDENT AFFAIRS
AT HISTORICALLY
WHITE UNIVERSITIES

by

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PHILOSOPHIAE DOCTOR (PhD) UP 2001

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WHITE UNIVERSITIES**

by

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DECLARATION OF ORIGINALITY

I Raletsatsi Ezekiel Moraka, declare that the thesis which I am submitting to the University of Pretoria for the degree Philosophiae Doctor (PhD) has not been submitted by me to any other university. It is my own work and information from other sources have been acknowledged.


R E Moraka

TO WHOM IT MAY CONCERN

This thesis has been language edited and alterations have been made where necessary. However, the ideas of the researcher remain.

Johann Muller
13 December 2000

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SUMMARY

Life is characterised by change, and most of the time there is some conflict. The two variables cannot be separated because there are different perceptions of change which bring about the emergence of different attitudes of people towards change. Some people will want change, some will not while others accept whatever comes their way. As a result, evolutionary and revolutionary types of change are experienced. Thus, as long as there is life, change and conflict will always be experienced.

Even in the non-democratic South Africa change was experienced through pain and suffering. Conflict which was characterised by hatred and violence became the order of the day. Finally, political change from a non-democratic to a democratic South Africa engulfed South Africa with the advent of justice and equality through the democratic, all-inclusive elections of 27 April 1994.

The process of break-and-make started. Change became intensified in all the spheres of life in order to redress the past. The transformation process affected all institutions.

Universities were no exceptions. They had to change. The first step in the direction of change was to open them to all races. Thus, the composition of student communities drastically changed. That implies that adjustments in cultures and traditions are unavoidable. New structures which are relevant to new student compositions have to be put in place. Students who own cultures and traditions at these universities and are still comfortable with them, will most likely resist change. On the other hand, those students whose cultures and traditions are not accommodated will push for revolutionary change. Consequently, the two opposing perceptions bring about conflict.

It is therefore essential to seek ways that could facilitate change and the effective management of conflict within student life. That becomes the challenge to the student affairs division since it has been established to create an environment conducive to learning despite transformational processes which often meet with vehement resistance.

This study is geared to outline in detail what change entails, changes that are experienced within student communities in universities, pitfalls experienced in change processes and how change can be effectively managed. Furthermore, since conflict can result from change processes, it will be addressed by way of establishing the causes thereof and detailing how it can be best managed.

OPSOMMING

Die lewe word gekenmerk deur verandering en meestal is daar 'n mate van konflik. Hierdie twee veranderlikes kan nie geskei word nie, want daar is verskillende persepsies oor verandering wat verskillende houdings daaroor by mense laat ontstaan. Sommige mense is ten gunste van verandering, ander nie en nog ander aanvaar enigiets waarmee hul gekonfronteer word. Die resultaat is dat evolusionêre en revolusionêre tipes verandering ervaar word. So lank as wat daar lewe is, so lank sal verandering en konflik dus ervaar word.

Selfs in die voor-demokratiese Suid-Afrika was verandering ervaar deur pyn en lyding. Konflik wat gekenmerk is deur haat en geweld het die norm geword. Uiteindelik is Suid-Afrika oorspoel deur politieke verandering van 'n ondemokratiese na 'n demokratiese bestel met die aanbreek van geregtigheid en gelykheid deur die demokratiese inklusiewe verkiesing op 27 April 1994.

Die proses van maak of breek het begin. Verandering is versnel op alle lewensterreine om die verlede reg te stel. Hierdie transformasieproses het alle instellings geraak.

Universiteite was nie 'n uitsondering nie. Hulle moes verander. Die eerste stap in daardie rigting was om universiteite oop te stel vir alle rasse. Derhalwe het die samestelling van die studentegemeenskap drasties verander. Dit impliseer dat onvermydelike aanpassings in kultuur en tradisies gemaak moet word. Nuwe strukture wat relevant is met betrekking tot die nuwe studente samestelling moet in plek gestel word. Studente wat kultuur en tradisies by sekere universiteite "besit", sal waarskynlik verandering teenstaan. Daarenteen sal studente wie se kultuur en tradisies nie geakkommodeer word nie druk toepas vir revolusionêre verandering. Gevolglik sal hierdie opponerende persepsies konflik teweegbring.

Dit is daarom essensieel om maniere te vind aan die hand waarvan verandering gefasiliteer en konflik effektief bestuur kan word binne die studentelewe. Dit is die uitdaging aan studentesake afdelings, want laasgenoemde is gestig om 'n omgewing te skep wat bevorderlik is vir studie ten spyte van transformasieprosesse wat dikwels teenkanting ervaar.

Hierdie studie is gerig daarop om in detail te beskryf wat verandering behels, watter veranderings ervaar word deur uiniversiteitstudente, probleemareas wat ontstaan tydens veranderingsprosesse en hoe verandering effektief bestuur kan word. Omdat konflik kan ontstaan in veranderingsprosesse sal dit aangespreek word deur die oorsake daarvan vas te stel en deur te beskryf hoe dit ten beste bestuur kan word.

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CHAPTER 1

NATURE AND SCOPE OF THE STUDY

1.1 Orientation

Change and conflict are features of the human environment. According to Sehgal (1991:6): "*Conflict is a theme that has occupied the thinking of man ever since the creation of universe.*" Conflict in particular is judged to be as old as human existence. However, the need for managing change and conflict effectively is more pressing and challenging than ever before. South Africa did not escape change. In addition to normal development and change that create conflict, e.g. technology, the major political change in South Africa creates more than the normal changes and conflict in society.

This could be attributed to recent political change in South Africa. All South Africans are today expected to live and share all the resources equally. However, the past has been different. Moraka (1997:1) indicates: "*For many years, until the 27th April 1994 when all inclusive democratic elections took place, South African communities were forced to live apart on the basis of colour, race and culture because of the previous laws of segregation.*" According to Cross, Mkwanazi-Twala and Klein (1998:3): "*South Africa was an extreme case where racial and ethnic differences were used to promote cultural pluralism and inculcate ethnic-nationalist identities.*" In addition, as pointed by Bradnum, Nieuwoudt and Tredoux (1993:204): "*Antagonistic racial attitudes have long been a central and determining feature of South African social history, leaving few aspects of human life unblighted.*" Thus things will not be as rosy as expected in the post apartheid South Africa because of hardened attitudes against racial integration.

A lot has still to be done to correct perceptions, hence the statement by Barr & Associates (1993:429): "*History would indicate that issues of race,*

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gender and cultural equality, and inclusion may well represent the most difficult challenges in human experience. Human beings of all cultures and all races tend to form a view of their world early in life, and some elements of that world view continue to influence their thinking and actions in spite of conscientious efforts to assimilate new information and experiences.”

In terms of the Constitution of the Republic of South Africa (1996:7), all South African citizens are equal before the law. However, that is the reality that has to be practically actualised in terms of equal provision of opportunities and facilities. In order to forge equality smoothly and successfully, the spirit of togetherness and an understanding that South Africans belong together have to be instilled into all South Africans. People, including students at universities, should come to terms with the fact that all resources have to be shared equally. However, according to Moraka (1997:36): *“Apartheid created two distinct worlds of students namely black and white.”* It therefore becomes problematic to integrate these cultures at universities, hence, Cross *et al.* (1998:3) indicate that South Africa is in the process of reconciling national unity and cultural diversity and further highlight the following obstacles: *“... (1) The presence of ethnic, linguistic or cultural minorities; (2) marked regional claim to autonomy or cultural identity; (3) the influx of migrants of heterogeneous cultural backgrounds; (4) socio-economic conflict arising out of unemployment or other socio-economic ills; differences of age group, gender, race and class...”*

Since students are members of various communities, which are affected by the above factors, they are also influenced by these factors. For instance, a student will identify with a specific student group that espouses and cherishes norms and values of a particular cultural group in society. They are subject to societal structural constraints and belong to various political organisations with specific ideologies. Hence, the existence of various student organisations. As a result, according to Cross *et al.* (1998:3) these differences *“... can often lead to social conflict or cultural*

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clashes between majority and minority groups, and the assertion by minorities of their will to preserve a separate cultural identity.”

Furthermore, all educational institutions are open to all races. As a result, student communities at universities become more culturally diverse. Student communities at universities are constituted by all kinds of people. This is not only the case with South African universities, but also in the USA as indicated by Barr *et al.* (1993:468): “*Students at institutions of higher education are increasingly diverse with regard to age, race, ethnicity, gender, disability, attendance patterns, and living arrangements.*” Furthermore, Hoard, as reflected in the *Pretoria News* of 21 July 1998, indicates that: “*South Africa is a microcosm of cultural diversity, which also is the case with the American society.*” As a result he suggests that multiculturalism be taught as a subject in universities so that students can be afforded an opportunity to learn much about others. According to Bodibe (1998:4) students are characterised by the following:

- Political precocity on the one hand and political naivety on the other.
- Students who are ‘have nots’ and those who are ‘haves’.
- Students who are poorly taught (no culture of teaching and learning) and those who were well taught.
- Students who are politically and morally arrogant and those who have a guilt to expiate.
- Students who are race conscious on the one hand, and those who are racist on the other. In between the two groups are students who are becoming deracialised and deracinated.

In fact, the type of students that are currently enrolled at historically white universities still reflect the unfortunate consequences of the legacy of the past which culminated in the emergence of the privileged and the underprivileged, and subsequently led to the existence of black and white worlds.

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The opening of universities to all races has the fundamental implication of changing the entire atmosphere of an institution in order for it to suit all students from various racial and cultural backgrounds. Thus, fundamental changes have to be effected. Hence, Bradnum *et al.* (1993:205) indicate: “*South Africa is presently awash with currents of change. This change is hugely significant in its political and social ramifications, and it turns, in the fundamental sense, on the undoing of attitudinal patterns.*” According to Barr *et al.* (1993:469) the provision of truly equal opportunities for a culturally diverse student community is essential. It will require an institution to adjust existing policies, practices and programs in order to meet contemporary student needs. It is further extremely important that students not be expected to adjust to the old policies because they were basically catering for a particular cultural group.

As is the case in other tertiary institutions, the change in universities is further complicated by the financial factor. According to the Star of 8 May 1998 “*South African universities find themselves in the throes of change and transformation as waves of subsidy cuts and students debts rush over them.*” Furthermore, according to the Sowetan (1999:10): “Universities are once again confronted with the problem of unpaid tuition fees. Three institutions, the Medical University of SA, Durban-Westville and Zululand are owed a total sum of R125 million.” Subsequently, the situation calls for rationalisation of activities within a university. However, the crux of the matter is the correction of attitudes that were dented by the legacy of apartheid. Processes of changing rules and regulations as well as structures, may be easily done, but human attitude formally based on segregation remains. It embraces stereotypes and prejudices. Processes of transformation within universities are also intended to change attitudes so that the new dispensation of equality may be embraced and supported by all students. However, an attitude may practically be changed with time because people need to observe, witness and be convinced of a new order before giving it their support. Naturally, there are those who are not rigid in their beliefs. They may, because of negotiations, accept and support change.

Events in education convey an explicit message that we are far from correcting attitudes. Thus, the question of harmonising various cultural groups within universities is intractable. The prevailing perception is that of a zero-sum struggle. Cultures are intent on preserving their norms, values and traditions at the expense of other cultures. That results in serious resistance to change, while on the other hand there are serious attempts to effect change. The end result may be conflict.

It is a fallacy to think that new legislation and structures can immediately change attitudes. Immense effort has to be exerted in the process, which will gradually attenuate perceptions of superiority and inferiority. That could ultimately enable all South Africans, including students at universities, to cross the rubicon, to accept the fact that the new democratic dispensation in South Africa has no any other secret agenda other than to accommodate all South Africans citizens equally.

There are various factors that can cause frustration and conflict. For instance, according to Fyfe and Figueroa (1993:27): "*Frustration, alienation, conflict and a possible threat to cohesion are more likely to arise not just from difference or pluralism, but from injustice, inequality, exploitation, restricted freedom, discrimination, inhumanity and the like.*" However, multiculturalism is considered the basic factor in this study because of recent political changes which require all South Africans irrespective of race, colour, or creed to have access to universities and to use all educational resources equally. As a result, it is not possible for universities not to be involved in processes of change because of changing student communities. Actually universities have to be agents of change. According to Kabagarama (1993:2): "*Education has always been and continues to be an avenue for change.*" But there is serious resistance to that. Hence, the government's concern as indicated in the *Pretoria News* of 25 July 1997: "*The White Paper expresses a serious concern at the evidence of 'institutionalised forms of racism and sexism' and evidence of violent behaviour on many campuses.*" In addition, according to the report of the *City Press* of 31 May 1998, the then Deputy President Thabo

Mbeki, indicated that the necessary progress in redressing the inequalities of the past has not yet been made because "... South Africa was a country of two nations, the one black and the other white."

Student affairs has to continue functioning within this context wherein changes are effected in terms of changing the demographics of student communities, putting up new structures and correcting perceptions and attitudes. It remains the responsibility of student affairs to create an environment conducive to learning amidst all the changes and conflicts. That is also the case in the USA, as indicated by NASPA (1998:1): *"Today's context for higher education presents student affairs with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern about the increasing cost of higher education, and criticism of the moral and ethical climate on campuses. Institutions of higher learning are also influenced by social and political issues, including multiculturalism, personal responsibility, and equal opportunity."*

A host of literature exists on the management of change and conflict. However, very little has been written on managing change and conflict within student affairs at universities. This is why this research project will focus on the change and conflict management at universities from the perspective of the student affairs division.

Managing change and conflict within student affairs is a delicate activity, particularly at South African universities. This can be attributed to the fact that, as stated by Du Toit (1995:212), tertiary educational institutions in South Africa started to admit all racial groups from 1991.

As a result, skills that will facilitate effective management of change and conflict resolution are essential. It is therefore essential that student affairs officers be exposed to such skills and be prepared for the challenge of managing change and conflict effectively.

1.2 Demarcation of the study area

The management of change and conflict in historically white universities is aimed at creating an atmosphere for students which is conducive to learning. According to Upcraft and Barr (1988:1) student affairs management is “... *the process of organizing available human and fiscal resources to meet institutional and program goals in an efficient, effective, ethical, and fiscally responsible manner.*” Thus, change and conflict management by student affairs divisions is aimed at enabling students to be successful in education.

Some management principles and functions are the same for the management of change and conflict at universities as they are for all other education institutions. As a result, the management of change and conflict within student affairs at universities is justifiably embraced in educational management because it has everything to do with education. Managing various cultural groups to co-exist peacefully will contribute immensely towards the success of education.

This research project focuses especially on management of change and conflict resolution within student affairs, at historically white universities in South Africa. The following universities have been identified as historically white: University of Pretoria (UP); Rand Afrikaans University (RAU); University of the Witwatersrand (WITS); Potchefstroomse Universiteit vir Christelike Hoër Onderwys (PUCHO); University of the Orange Free State (UOFS); University of Cape Town (UCT); University of Stellenbosch (US); University of Port Elizabeth (UPE); University of Natal (UN); and Rhodes University (RU).

However, only four universities, namely the University of Pretoria, University of the Orange Free State, University of Cape Town, and Rhodes University, constituted the sample. The first two, namely UP and UOFS represented the historically Afrikaans universities while the other two, namely UCT and RU, represented historically white English

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universities. This arrangement was prompted by time and financial constraints, as well as the intention to reduce the sample size in order to do the work more thoroughly.

Black students have, since the opening of these universities to all races, enrolled in large numbers. For instance, according to the audit by the Centre for Higher Education Transformation, as reflected in the *Sunday Times* of October 17 1999, the movement of African students to Afrikaans universities (UP, RAU, PUCHO, US, UOFS) grew by 1 117 percent and by 94 percent at historically white English universities (WITS, UCT, RU, UN, UPE). On the other hand, the number of African students at formerly disadvantaged universities (University of the North, University of Fort Hare, Medical University of South Africa, University of North-West, University of Transkei, University of Venda, University of the Western Cape, University of Zululand, University of Durban-Westville) dwindled by 9 percent and at UNISA by 11 percent. The audit further indicates that many black students are still enrolling in distance education programmes at these universities. According to the audit "... *the increased diversity has affected student life and politics.*" Thus, the above-mentioned universities have experienced, and are still experiencing, drastic change in terms of student demography. In view of the fact that white student traditions have been established over the years at the historically white universities, change has to be effected in order to accommodate other race groups. These institutions could not escape cultural conflicts. As a result, it has become extremely important to focus on what has to be changed and how to do it, and how to manage conflict.

Furthermore, this study will focus on multiculturalism which, according to Tulloch (1991:998) "... *refers to the constitution of various cultural, racial and ethnic groups.*" The co-existence of various groups in terms of culture, race and ethnicity necessitate constant assessment of inter-cultural relations because discrimination is likely to take place as groups may be tempted to contest for supremacy.

According to Neher (1997:6): *“Increasing diversity within organizations leads to questions involving discrimination on the basis of race, religion, sexual orientation, cultural or national origin, and presumed physical disability.”* That will also be the case within a student community. All these forms of discrimination and should be investigated by way of establishing causal factors, how they can be avoided and finally how communication and good relations may be improved. In order to be addressed properly, each of these forms of discrimination will require time. For instance, discrimination on the basis of religion will require a thorough study and research on the existing religions, the dominant religion, establishment of discrimination and what can be done to harmonise existing religions.

1.3 Problem statement

The study is based on the following identified problem which is best stated in the form of a main question and sub-questions:

1.3.1 How can change within student affairs at historically white universities in South Africa be effectively managed to the extent that cultural conflict within student communities is either avoided or effectively resolved?

1.3.2 In order to arrive at relevant and practicable solutions to the above main question, answers should be provided to the following sub-questions:

- What is the present situation in historically white universities in terms of the demographics of student populations, student leadership structures, student affairs personnel, life in the residences and language policy?
- What does management of change in historically white universities in South Africa entail?

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- How can conflict in historically white universities in South Africa be avoided or effectively managed?
- What are the views of various stakeholders in universities regarding change and conflict?
- What mechanisms can be employed for the smooth facilitation of change and effective management of conflict?

1.4 Hypothesis

Substantial consultation, communication, inclusive participation of stakeholders and racial representation within student affairs personnel corps may ensure successful processes of change and thereby avert or resolve cultural conflicts effectively.

1.5 Aim

The study intends to:

- 1.5.1 establish the impact of perceived threats and cohesion to the possibility of peaceful processes of change and the avoidance and/or resolution of cultural conflicts; and
- 1.5.2 provide strategies which can be employed for the smooth management of change and the avoidance and/or effective management of conflict in managing student affairs at multicultural universities, by way of:
 - sketching the current state of affairs of historically white universities in South Africa in terms of student demographics;
 - undertaking a literature study on change management at universities;

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- undertaking a literature study on conflict management at universities;
- providing guidelines for efficient and effective management of change and conflict.

1.6 Research methods

The following research methods will be employed in the process of this study: Literature survey and empirical research. The literature survey is intended to portray a global situation regarding the concepts of change and conflict. However, special attention will be paid to universities. Through the empirical research method, facts on current situations in historically white universities with regard to change and conflict in student affairs, as managed by student affairs personnel, will be established.

1.6.1 Literature survey

Primary and secondary sources will be consulted. This includes books, magazine and newspaper articles, reports, published and unpublished papers as well as legislation.

An extensive study of the above sources will contribute to determining appropriate definitions of various concepts such as change, conflict, multiculturalism and university. Furthermore, global perspectives on the following issues will be enhanced: what type of change should be effected within a given situation, who should be involved, how and when it should be effected, monitoring of a change process, how to establish whether there is conflict, who should be involved in a conflict resolution process, types of conflict, conflict resolution process and what should be done in case of a deadlock.

Consultation of the above sources will lay the foundation for the empirical research.

1.6.2 Empirical research method

The following strategies will be used: questionnaire, and autobiographic (personal experience).

The results of this research project indicate that the theoretical information alone cannot generate recommendations for the effective management of change and conflict resolution. Both theory and facts on the actual situation in universities will facilitate the formulation of recommendations for effective management of change and conflict resolution. As a result, empirical research methods are indispensable for this research project.

1.7 Research programme

This study comprises six chapters, which deal with the aspects as indicated in Figure 1.1:

- Chapter 1

The following aspects that form the basis of this study are discussed:

Orientation

The background of the study, which enhances the reasons that necessitated this study, is provided.

Demarcation

The study is about managing change and conflict within student affairs. As a result, motivation is provided as to the relevance of this study in educational management. Furthermore, information is provided regarding the following aspects: Problem statement, hypothesis, purpose of the study, research methods and explication of concepts.

- **Chapter 2**

The following aspects of change are discussed in this chapter:

- How people are affected by change.
- Change process.
- What or who causes change in universities.
- What causes resistance to change.
- How to minimise resistance to change

- **Chapter 3**

An in-depth literature study on the following aspects of conflict:

- Causes of conflict in universities.
- Types of conflict.
- Managing conflict in universities.

- **Chapter 4**

A scientific survey of management of change and conflict in universities will be conducted. To achieve this, empirical research methods will be employed. A questionnaire, structured interviews, autobiographies as well as critical and participant observation will be used.

- **Chapter 5**

In this chapter an analysis of the empirical research study is provided. A description as well as an explanation of the data, which is contained in Chapter 4, is provided.

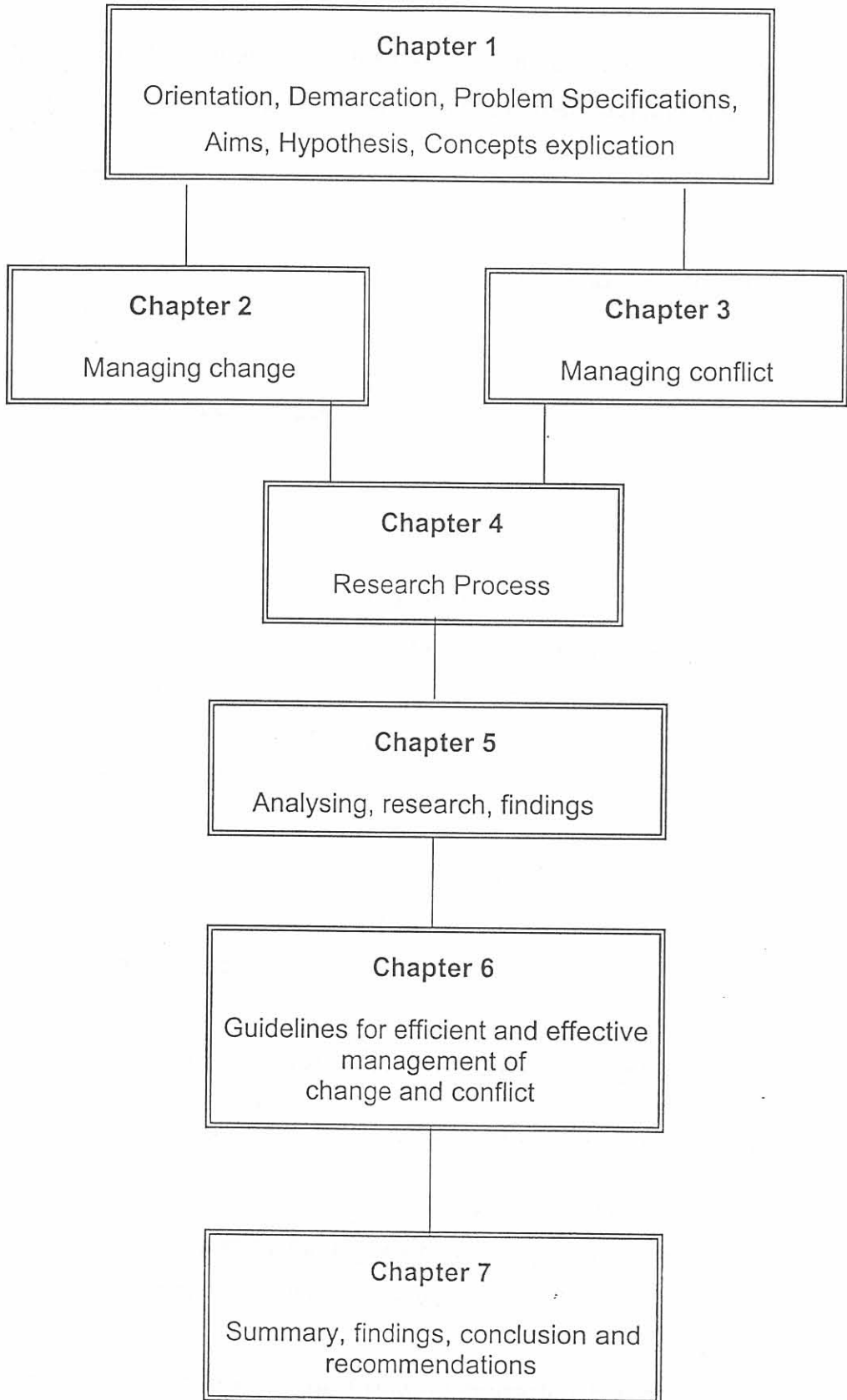


Figure 1.1: Study programme

- Chapter 6

Guidelines for efficient and effective management of change and conflict in universities will be developed on the basis of the research findings.

- Chapter 7

In the final chapter, summary, findings, conclusion and recommendations will be made.

1.8 Explication of concepts

1.8.1 Change

According to Sarien, Khandelwal and Sharma (1992:153): *“Change is a natural and universal phenomenon. In fact there is nothing which remains unchanged; whether climate, season, environment, culture and health, human nature and expectations as well as needs, all change over a period of time, the process being gradual in some cases and very fast in others.”*

Bennett, Crawford and Riches (1992:10) indicate that *“... change is about altering both practice and organization, and individuals’ perceptions of their roles and responsibilities.”*

According to Whitaker (1993:49): *“Change involves moving from a present state to a different future one.”*

Judson (1991:10) states that change is *“... any alteration to the status quo in an organization initiated by management, that impacts either or both the work and the work environment of an individual.”*

It is further important to note the following characteristics of change as highlighted by Bennett *et al.* (1992:111):

- need;
- clarity;
- complexity;
- quality; and
- practicality.

There may be various forms of change but according to this study two basic and fundamental forms of change, as provided by Dlamini (1995:39), namely evolutionary and revolutionary are noted. Burrell and Morgan (quoted in Donald & Lazarus 1995:53) refer to these forms of change as regulatory change and radical change.

Even though various definitions of the concept change are given, the process of doing things differently is generally considered to refer to change. Doing things differently enhances the development of new perceptions. Without changing old perceptions it may be difficult to realise new developments or they may not be realised at all. Thus, a paradigm shift is essential because the successful development of new attitudes, creation of new structures and policies and practical implementation thereof will depend thereon.

1.8.2 Conflict

According to this research study, both the concepts *change* and *conflict* supplement each other. One concept may lead to experiencing the other. For instance, in a situation where change is effected there are people who are for change and those that are against. For example, when student traditions are to be changed for the sake of establishing new traditions which will accommodate all students from various cultural and racial backgrounds, students that own the existing traditions may resist change. Consequently, conflict may be experienced as those that need change may also push for change. On the other hand, conflict may lead to major changes being effected.

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Donohue and Kolt (quoted in Holton 1995:5) define conflict as “... a situation in which interdependent people express (manifest or latent) differences in satisfying their individual needs and interests, and they experience interference from each other in accomplishing these goals.” According to Goldsmith (1977:29) conflict is “... the experience of pain or the threat of pain in interpersonal relationships” and “... the primary way of achieving intimacy.” Furthermore, according to Bercovich (1984:3) “... conflict denotes overt, coercive interactions in which two, or more, contending parties seek to impose their will on one another.” Sehgal (1991:3) indicates that: “Conflict is defined as a process which begins when one party (who may be individuals, groups or organisations) perceives that the other has frustrated or is about to frustrate some concern of his or hers.”

Conflict can either be positively or negatively experienced. It is possible for an individual, people or an organisation to benefit from conflict. According to Sehgal (1991:6): “Conflict is valued negatively in an organisation, if it becomes manifest and the goals and actions of subunits are blocked and frustrated. Conflict is valued positively, if individuals and groups are spurred by a spirit of healthy competition and are able to achieve both personal and organisation objectives.”

Various definitions on conflict are provided, but they all revolve around one thing, namely differences in perceptions and needs and ways that are used to satisfy the needs. Conflict is experienced in any given group of people, even though a group may be mono-cultural. Perceptions and needs can be expressed in terms of norms, values and traditions.

1.8.3 Communication

According to Neher (1997:18) communication entails sharing a fact, a feeling, an intention or a suggestion in order to act. Kabagarama (1993:28) refers to communication as “... the heartbeat of human interaction.” According to Walton (1994:29/30) all the elements that constitute culture,

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such as language, age, gender, race, education and experience, influence communication. According to Goldsmith (1977:30): "*Communication is really aimed at presenting ourselves and our ideas to others.*"

Taking the above definitions into consideration, communication would mean putting a message across. Communication is a process. Before attempting to transmit a message, a number of things should be done first. The message has to be clearly formulated and a well thought out method of verbal transmission (in the case of verbal communication) and appropriate body action (non-verbal communication) should be ensured.

1.8.4 Culture

Various definitions of the concept *culture* are provided below:

According to Moraka (1997:25) "... *culture is an identified common way of life. It embraces all the aspects of life such as language, gender roles, religion, behavioural norms and values.*"

Furthermore, according to Fyfe and Figueroa (1993:19): "*Culture refers to a system of values and to a conceptual system, to a system of behaviour and to a communication system, which have been socially constructed and are socially transmitted as part of a group's heritage and as the framework and medium of its life.*"

Walton (1994:7) states that: "*Culture is a pattern of values and beliefs reflected in outer behaviors.*"

According to Jensen and Chilberg (1991:362) culture is "... *a shared system for thinking, communicating, and organizing the actions of a group of people.*"

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Gudykunst and Kim (1984:212) indicate that culture "... defines an entire cognitive framework for its participants and thus carves out its own categories of understanding the external environment."

Cross *et al.* (1998:11) state that culture can be viewed as "... the vehicle through which social groups develop distinct patterns of life and express their social and material life experience. It is the way social relations within a group are structured and shaped, as well as the way this is experienced, understood and interpreted." Hence, the conclusion by Cross *et al.* (1998:11) that culture is "... the overall expression of the way of life evolved by a people in its attempts to meet the requirements of existence in its environment, that is, a people's social, political, economic, aesthetic and religious forms and modes of organisation which together, distinguish it from other people".

Furthermore, Cross *et al.* (1998:10) conceptualise culture as apolitical and political. The first perspective of culture as apolitical, acknowledges the differences in society. However, as indicated by Cross *et al.* (1998:10): "*It underplays divisions, conflict and exploitation and stresses harmony and stasis.*" Therefore, as indicated by Sole (quoted in Cross *et al.* 1998:10) cultures develop "... as a simple and unproblematic accretion of values and traditions by a type of 'group mind'."

Thus, any group of people, whether monocultural or multicultural, monoethnic or multiethnic may determine their way of life and as a result develop their own culture. Activities such as attitude towards other people, interests and ways of doing things, which will indicate who a person is and identify her/him with a particular cultural group, are in fact culture. Thus, culture introduces an individual, a group of people or a race because knowledge and understanding of aspects of culture is knowledge and understanding of a particular group or race.

However, more often culture is based on racial lines. Thus, in this case, culture becomes political. That can rightly be attributed to the historical

background of South Africa when people could not by law be integrated because of racial differences. According to Cross *et al.* (1998:127): “*Race is unquestionably the primary point of reference in South Africa. Through apartheid it has acquired an instrumental reality, particularly in the way it has organised and specified people’s day-to-day realities.*” However, it is important to understand that on the basis of the various definitions of the concept culture, people determine culture and it evolves from time to time. As a result, any group of people, irrespective of individual members’ racial or ethnic backgrounds, can start their own way of living, which amounts to their culture. For instance, the gay community has its own way of living despite the fact that they are from different racial and ethnic communities. Hence, according to Cross *et al.* (1998:10): “*The individual and society are seen as existing in an organic, reciprocal relationship.*”

According to Cross *et al.* (1998:10) culture cannot be neutral nor can it be separated from politics. As a result the more diverse our politics are, the more diverse cultures will be. It is true that political ideologies can determine a particular culture for people particularly when they are backed by statutes as was the case during the apartheid era. However, it is maintained in this study that since the dawn of the new era of democracy the trend will evolve from attaching culture to a particular ideology to understanding it as a way of life acceptable to any person irrespective of racial, ethnic, or ideological background.

Culture is a purposeful way of life, intended for the achievement of specific goals for a particular group of people. According to Walton (1994:8): “Any culture that is formed over time by a group of people has accepted behaviors, expected behaviors, and eventually, traditions.”

1.8.5 Diversity

Diversity, cultural diversity and multiculturalism have become buzzwords for students and academics.

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According to Arredondo (1996:15): "*Cultural diversity and multiculturalism are still viewed by many as references to ethnic and racial minority persons.*" These concepts explain differences that are based on group identity. Both concepts acknowledge the existence of cultures that are different. The acceptance and respect of cultures as they are is advocated.

However, cultural diversity enhances cultural groups which exist within a particular macro ethnic or racial culture. According to Walton (1994:21) cultural diversity enhances nationality/ethnicity, age, gender, race, religion, special orientation, physical abilities, where one lives, occupation, education and personality - for example: physically disabled, gay communities and gender. Thus, according to Arredondo (1996:15) "... *diversity refers to individual human differences.*" Smith (quoted in Brown & Bodibe 1998:4) defines diversity as "... *the variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural and religious heritages, from the difference in how we socialize women and men and from the differences that emerge from race, class, age, (sexual orientation), (national origin), and developed ability...*"

From the above definition of the concept diversity, the following aspects, which characterise diversity, arise:

- age;
- race;
- culture;
- economic situation;
- political orientation;
- language;
- gender;
- mindset;
- unions;

- ethnicity; and
- disability.

Basically, differences in opinions and the way of doing things as well as physical appearance bring about the existence of various groups. That is consequently, diversity. It is experienced within both monocultural and multicultural societies. According to Daniel (1994:14) "*Diversity thus goes beyond race, gender, age, physical attributes, language and nationality; it extends to education, personality, lifestyle, values and function.*"

1.8.6 Student affairs

Student affairs is often referred to as student services. Both concepts, as indicated by Moraka (1997:18) are synonymous and they mean "... *the provision of support services for students while attending at educational institutions.*" Present and future needs of students are integral components of student affairs. According to NASPA (1998:1): "*Creating learning environments and learning experiences for students has always been at the heart of student affairs work.*" Student affairs, has as its mission, to ensure academic success for students by promptly addressing obstacles in the lives of students. Hence, according to Rentz and Saddlemire (1988:18) "... *as an applied professional field, student affairs has been and probably always will be primarily concerned with immediate needs and current problems.*"

The role of student affairs will differ from one university to another, basically because of differences in backgrounds and mission statements. According to Barr *et al.* (1993:14): "*The most important factor that determines the shape and substance of student affairs is the mission of the institution.*" Even though different approaches may be adopted in student affairs, the primary aim, which is to serve the needs of students and to ensure the implementation of a university policy, remains. Student affairs has to ensure that university policies are not disregarded or

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contradicted in the process of addressing the needs of students because that may lead to chaos since such policies are meant for the welfare of students. Hence, as maintained by Moraka (1997:19), student affairs is best described by the fulfilment of the following needs of students:

- Admissions
- Registration
- Financial assistance
- Accommodation
- Intercultural interaction
- Orientation
- Health services
- Counselling
- Social services
- Student development
- Sport
- Discipline
- Disabled students

The role of student affairs can best be guided by principles of good practice in student affairs, as provided by NASPA and ACPA (1998:9):

- Engages students in active learning.
- Helps students develop coherent values and ethical standards.
- Sets and communicates high expectations for student learning.
- Uses systematic inquiry to improve student and institutional performance.
- Uses resources effectively to achieve institutional mission and goals
- Forges educational partnerships that advance student learning.
- Builds supportive and inclusive communities.

1.8.7 Student affairs management

General aspects of management will be applied in the management of student affairs. However, the focus will be on student activities, which have the academic activity as the first priority. According to Upcraft and Barr (1988:9) “... *management in student affairs consists of creating an environment where good people can do good work.*” Such an environment can best be created, they argue, through planning, supervising, organising, delegating, co-ordinating, evaluating and using resources effectively. In addition, taking into account the diversity of cultures within student communities, it becomes the responsibility of student affairs to harmonise various cultural groups and to create an environment wherein all students are equally treated irrespective of culture. The implication is therefore that student affairs management is a continual struggle for the creation of an atmosphere conducive to learning. Both policies of the university and the needs of students are taken into consideration in managing student affairs. According to Khock (quoted in Husen & Postlethwaite 1994:5797) “... *as an applied field of professional practice, student affairs is primarily concerned with the immediate needs and concerns of the institution and students.*”

The main emphasis of managing student affairs is to harmonise the needs of students with the policies of a university. As a result, the foundation of the management of student affairs will be laid by the following two basic assumptions as provided by Husen and Postlethwaite (1994:5797) “...*(a) the institution’s educational missions are pre-eminent; and (b) student life policies and practices should enhance and be consistent with the institution’s educational philosophy and purposes and promote attainment of students’ learning and personal development objectives.*”

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Upcraft and Barr (1988:10) identified the following factors, which influence student affairs management:

- **Organisational structure**

There are various structures including student structures within a university. A clear knowledge and understanding of all these structures, the substructures and who reports to whom is essential.

- **Decision-making**

Student affairs practitioners should be in a position to identify those persons who can influence decisions through consultation, compromise and co-ordination.

- **Goals**

The student affairs division should formulate goals which are congruent with the vision and mission of a university.

Efficiency and effectiveness in attending to student issues will, among others, depend on the following factors:

Firstly, partnership with students: Student affairs practitioners should manage the affairs of students in partnership with students. This type of partnership should be characterised by transparency, accountability, inclusiveness and consensus. Student affairs practitioners should constantly be in touch with students and obtain their views. The lack or absence of an appropriate partnership can have an adverse effect on the management of student affairs because students will not trust those who do things on their behalf without their involvement. A Student Representative Council (SRC) should be accepted and respected as partners not only with student affairs practitioners but with top management (Council and Rectorate) as well. It is essential to involve

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them in their capacity as elected leaders. That should be done for the purpose of inclusiveness and not because it is convenient and politically correct to do so.

Secondly, efficiency and effectiveness in managing the staff within the student affairs division. Student affairs, is a big division with a sizeable personnel corps. The members of staff have to be professionally managed to bring about efficiency and effectiveness within an institution. According to Upcraft and Barr (1988:39) “... *management starts with people, and managing them in a way that produces results is critical to a manager’s success of the student affairs enterprise.*” Positivity, which will bring about high staff morale, should be fostered because without it staff members may cause chaotic and disruptive situations, particularly when taking into consideration that student affairs is actually the pulse of a university. The satisfaction of students has to be guaranteed by all members of staff. This does not imply that staff members would always have solutions to the needs of students. It has mainly to do with the right attitude of attending to student needs. It becomes essential that members of staff be assisted where possible to have and maintain good human relations. Hence, Upcraft and Barr (1988:40) indicate that “... *getting the job done for students and the institution requires maintaining high staff productivity and high staff morale...*”

According to Upcraft and Barr (1988:40) the management of staff will include the following four steps:

- recruiting;
- orientation and training;
- supervising; and
- performance evaluation.

Only the recruiting and selection process will be discussed since it is very central and important for a multicultural university, particularly in the

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current transformational era in South Africa. There are different cultural groups within universities which are to be handled by staff members. As a result, the recruiting and selection process has to be multicultural in nature. Furthermore, people who are recruited and ultimately selected have to have an exposure in cultures other than their own and most importantly, they have to be accommodating of other cultures and respect them. Thus, according to Barr *et al.* (1993:9): “*Student affairs professionals are called upon regularly to articulate and help create the ideals of multicultural communities marked by respect, trust, and the comfort needed by students to optimize their academic priorities.*” Racist staff members will hamper the process of harmonising various cultural groups within a student community. It is therefore clear that the process of recruiting and selecting is not an easy one. Upcraft and Barr (1988:41) indicate that “... *diversity within the profession complicates the situation.*” The following steps, as indicated by Upcraft and Barr (1988:41) are important to be considered when recruiting and selecting:

- Know what the job is.
- Know what you are looking for.
- Act affirmatively.
- Check references.
- Develop a screening process that is clear to everyone.
- Make sure candidates are fully informed.
- Develop an interview plan.
- Share information and decide.
- Offer, negotiate the contract and hire.
- Inform successful candidates as soon as possible.

1.8.8 Multiculturalism

According to Tulloch (1991:998) multiculturalism refers to the constitution of various cultural, racial and ethnic groups within a society. According to Arredondo (1996:16) “... *multiculturalism refers primarily to culture,*

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ethnicity, and race.” Multiculturalism does not only acknowledge ethnicity, race and culture, it goes further to advocate positive and equal acceptance of others irrespective of their cultural, racial or ethnic background. Thus it is not permissible for a majority culture to seek to absorb minorities. That in it guarantees the protection of minority cultures.

1.8.9 University

The word *university* is derived from the Latin word *universitas* which means the *whole world*. That explains the universality of a university. According to Lockwood and Davies (1985:32) the nature of a university is twofold: Firstly, it is autonomous because of its key functions such as “...by the concept of academic freedom and the possession of distinctive competence in regard to the conduct of teaching and research.” Hence, Hodgkinson and Bloy Jr (1971:53) indicate that the university “... emerges as a place where any issue of human significance can be considered intellectually without limitation.” Secondly, the university is dependent on the society because of being “... accountable to, and economically dependent upon ... society.”

A university has the following fundamental tasks:

- Teaching

According to Lockwood and Davies (1985:31) the purpose of the university is the pursuance of teaching. Lipset and Altbach (quoted in Nkomo 1983:21) state: “*The university has the fundamental task of teaching complex skills in science, technology, management and administration; and to engender a capacity for leadership and responsibility...*” It is the responsibility and the task of a university to impart scientific knowledge, contact teaching and distance learning.

- Research

Nkomo (1983:23) indicates that "... *research and development would be key and strategic components in the university system.*" The search for knowledge is one of the core businesses of a university. Lockwood and Davies (1985:31) state that the university strives to serve society. According to Oosthuizen, Clifford-Vaughan, Behr and Rauche(1981:1) the word research does no longer mean "... *pursuing knowledge for the sake of knowledge, truth for the sake of truth, but now has an outspokenly pragmatic character and means the investigation of functional processes with a view to their practical application*".

- Social obligation

As indicated above, it becomes apparent that it is not possible to divorce a university from society. According to Lockwood and Davies (1985:31) the university is intended to serve society. A university prepares people out of the society for the society. That is the first relation between a university and society. The second, which is equally important, is undertaking projects within society. Therefore, keeping trend with the needs of the broader society is important for a university. Higgs (1991:165) indicates that in its service to society, a university has "... *to submit to constant critical scrutiny and review that society's institutions, policies, goals, value systems, and its self image (real and imagined)*".

Therefore, a university should be developmental, functionalistic and society oriented. Its activities should largely be determined by the needs of society. However, as indicated by Nkomo (1983:23): "Emphasis in each university, in each country, will vary in accordance with the socio-historical experience and national priorities." As a result, a university changes along with society. It should, as a result of its research processes, be involved in historical changes of society. It should play a leading and guiding role or otherwise it will render it irrelevant.

1.8.10 Multicultural university

According to Adler and Sue (quoted in Arredondo 1996:19): "*Multicultural organizations are entities genuinely committed in words as well as actions to diverse representation throughout the organization at all levels.*" Equal representation on the basis of culture, race and ethnicity is a requirement. A policy of an organisation should be in such a way that it ensures representation of present cultural groups, encourages occupation of positions and further protects and develops all stakeholders by way of empowering them.

A university in the context of South Africa, who has become known as the Rainbow Nation because of her diversity in culture, race and ethnicity, becomes multicultural provided its student and personnel communities are representative of the entire population of South Africa.

A multicultural university will have a multicultural student community. A multicultural student community refers to a student population which is constituted by various groups of students with different cultural, ethnic and racial backgrounds. They do not even know much about other people's cultures. They come from communities that are still far apart from each other. Differences in language, gender roles, religion and ways of worshipping in the case of those who belong to the same religion, behavioural norms and values, characterise a multicultural student community. According to King (1998:8) for student affairs professionals to play a relevant role in a diverse student community, the following issues have to be dealt with:

- Student affairs professionals need to become more culturally competent, to have the knowledge, skills, and attitudes needed to understand and work effectively with diverse groups of students.
- The profession needs to more aggressively recruit diverse students for professional preparation programs and to student affairs staff positions.

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Thus, student affairs professionals who serve the above-mentioned student community should be culturally representative as well, so that the various needs of all the cultural groups within a student community are catered for. The danger of a culturally unrepresentative staff could as well be the non-deliberate exclusion of activities of other cultural groups basically because of not being informed of such activities.

A multicultural university is also characterised by the provision of multicultural education which, according to Leicester (1989:26), is an anti-racist education. According to Bennett (1990:11): "*Multicultural education is an approach to teaching and learning that is based upon democratic values and beliefs, and seeks to foster cultural pluralism within culturally diverse societies and an interdependent world.*" To add to the above-mentioned aims of a multicultural education, Duhon-Sells and Pitts (1994:16) indicate the following as two major aims of a multicultural education, namely "... *to educate students so that they will acquire knowledge about a range of cultural groups and develop the attitudes, skills, and abilities needed to function at some level of competency within any different cultural environment... and to reform the total school environment so that students from diverse cultural groups will be able to experience equal educational opportunities.*"

As defined above, multicultural education is aimed at the total eradication of all forms of discrimination. It seeks to accommodate all cultural, racial and ethnic groups equally.

Thus, a multicultural university will reflect the following characteristics:

- multicultural education;
- multicultural student community; and
- multicultural personnel.

1.9 Summary

In order to achieve the purpose of this study, Chapter 1 has laid the foundation for the research. Attention was given to the following aspects:

- **Orientation of the study:**

The importance of this aspect lies in the fact that it provides information on the situation that necessitated this research. An understanding of what the research project will be about is also enhanced.

- **demarcation:**

It offers limitations that may be experienced and the field of study to which the subject under research belongs.

- **Study programme:**

An indication of how the research will be structured is provided. Thus the various chapters of the thesis are outlined.

- Further light is shed on the following aspects: Problem statement; hypothesis; purpose of the study; research methods; and explication of concepts.

The next chapter will focus on providing details on the aspects of change, such as what brings about change in universities, how change should be facilitated and how resistance to change can be minimised.

CHAPTER 2

MANAGING CHANGE

2.1 Introduction

Coetzee (1999:4) defines change management as: "*The identification of the gap between the present functioning of the organization and where the organization intends to move to in terms of its strategic plan, the closing of this gap through planned interventions and the effective management of resistance to change.*" Berger *et al.* (1994:7) explain change management as the continuous process of aligning an institution in terms of its strategy, operations, culture, and reward. Thus, change management actually means an assessment of the present system – its functioning and defects, the role-players involved; establishment of what the future should be like – where should an organization be taken to, or what should be done to correct the present system. The crucial step would be how the envisaged change should be effected. This step will include consideration of who should actually be involved, what should be done – is it going to be total eradication or modification of the present system? When should the change program be completed and how is it going to be monitored and evaluated? Beckhard and Harris (quoted in Coetzee 1999:7) provide the following aspects of change management:

- *The future state – where the leadership wants the organization to get to;*
- *The present state – where the organization currently is; and*
- *The transition state – the set of conditions and activities that the organization goes through to move from the present to the future state."*

In order to address the above aspects properly, the following questions should be answered efficiently:

- What needs to be changed?
- Why should it be changed?
- Who should be involved?
- How should it be changed?
- When should the process be accomplished?

It is important for change agents to provide answers to the above questions, as they will be able to distinguish means from ends or objectives. Means are actually meant for achieving certain objectives, which can be categorized as immediate and long-term objectives. Since there are a variety of means, it becomes essential that flexibility be observed in selecting or modifying the means. *“Such flexibility is best achieved when there is a clear separation in thinking between objectives and the methods for their accomplishment”* (Judson 1991:7). Flexibility will enable change agents not to confuse means with ends. When the latter cannot be avoided, change either becomes extremely difficult or it fails.

Agents of change within a university need to be flexible and objective from the outset. The agents need to be accommodative of new ideas and factors surrounding the envisaged change. It is flexibility and objectivity that will make the agents successful in identifying appropriate means and modifying them through the process of change, in case new developments require. Thus, transparency and honesty will be required throughout a process of change. The “do it my way” attitude should be avoided because it scares people away who are supposed to contribute towards a particular change. It makes them doubt the motive behind the change, sowing mistrust. Consequently, people resolve to oppose the change because they feel that

their integrity and security are threatened. It is important that managers do not resist modification of approaches to change.

Of the many essential aspects which should be taken into consideration in order to facilitate processes of change effectively, communication would be central because there is no way that people can be involved without interaction. There have to be facilitators who would shoulder the responsibility of bringing the necessary stakeholders on board. The intended change has to be communicated.

Finally, participants would have to participate from the initial stage of planning to the final stages of implementation, monitoring and assessment. This requires a well-structured form of communication. Furthermore, the following aspects of change should be considered:

- How people are affected by change. This will empower change-agents to expect and understand specific reactions in a particular change process. It will make it easy for change agents to deal with such reactions in a manner that would facilitate success of a change process.
- Factors that would cause change; and factors for successful management of change: The importance of knowledge of such factors is the fact that they can be used as leverage for influencing change processes.
- The change process – how to go about planning and effecting change, and how resistance to change can be minimized will be discussed as they generally manifest themselves in human life. The importance of exposure to how to manage a change process is the empowerment to bring about systematic and acceptable change. However, even though students are equally affected, focus will be placed on how they (students), in particular, are affected by change in multicultural universities. Managing change within a multicultural university would further be complicated by differences of culture and perceptions.

According to Donald and Lazarus (1995:54) change is complex and dynamic because "... *it is ongoing and often discrete in its effects.*" The buzzword used for change in South Africa today is transformation. As indicated by Dlamini (1995:39) transformation means *fundamental change*.

Ben Franklin (quoted in Judson 1991:1) said that death and taxes are certain in the world. Judson (1991:1) adds a third dimension which is also certain, namely change. According to Judson (1991:1): "*Changes have been, are and will continue to be an ever present feature of our lives. The process of life itself is continuous change.*" Change cannot be avoided. Hence, Allen (quoted in Nadler, Shaw, Walton & Associates 1992:247) indicates, "... *you have to change or you stagnate – and if you stagnate you die.*"

Universities are in existence because of people, i.e. those who qualified for admission to study (students), and those who qualified to manage, educate and provide support services to students. Obviously, since human life is characterized by change, universities are most definitely subjected to continuous change. South African universities are mostly affected by change because of the structured programs by government to transform higher education. Hence, according to the Education White Paper 3 (1997, paragraph 1.1) the major challenge facing higher education is "... *to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities.*"

The fact that new students are admitted every year is a factor that also guarantees continuous change. Thus, changes in the composition of staff, policies, structures, and curricula will always affect universities.

However, a university's needs for change may contradict individuals' needs. New policies and structures may be put in place for repositioning a university

within the changing South Africa. For the successful implementation of new policies, revitalized student and personnel communities are needed. However, as indicated by Judson (1991:1) individuals may need to maintain their integrity and sense of security by way maintaining the status quo. The implication would be vehement opposition to change. Thus, according to Judson (1991:1), "*... there is a fundamental conflict between any organization's need for change and our personal need for maintaining a sense of security.*" Cottringer (1997:6) states that "*... change is something we prefer to avoid whenever possible.*" It becomes essential therefore for management to resolve such clashes of interest so that meaningful change can be effected.

Effective communication is an important element in processes of change and successful resolution of conflict.

2.2 Communication

Communication is very important because it is acknowledged that it is not possible to efficiently and effectively manage change and conflict resolution without proper communication. It is further impossible to facilitate processes of change and to attempt resolving conflicts without well-planned and refined communication. As a result, outlining what communication entails is crucial for this study.

2.2.1 The importance of communication

The following factors best indicate the importance of communication in the management process:

- **Communication will determine the success of organizing**

Encouraging students from various cultural groups to pursue a common course, and to involve them in processes of change wherein conflict may be experienced, requires effective interaction. That can only be realized through effective communication. According to Neher (1997:20): "*Nearly all the activities that we associate with the existence of human organizations are communicative activities.*" The expected co-ordination of activities within an organization, including student affairs, can only be achieved through communication. Thus, communication is the fundamental principle of human existence. All human activities such as expressing feelings of love or hatred, bringing about change, conflict and the resolution thereof, planning and the execution of the plan are based on communication. For instance:

- How is it possible to think and reason together in order to plan without communicating?
- How does one organize, delegate and control without communicating?
- How does one set the processes of change in motion without communicating?
- How does one resolve conflict and bring about reconciliation without communicating?
- Without communication human action is not possible. Communication is indispensable for human survival. Human activities are in fact acts of communication.
- Communication provides insight into understanding how an individual or an organization operates

Besides belonging to a particular cultural, racial, ethnic or political group, students indirectly belong to other cultural groups because of attending lectures together, living in the same residences and participating in sporting activities. It therefore becomes necessary to study and understand forms of

communication in other cultural groups. Kabagarama (1993:29) avers that "... *it is important to recognize that people from different cultures communicate differently. In recognizing this fact, we come to understand each other better as we patiently listen to one another.*" This is possible only through communication.

- **Effective leadership can be realized through communication**

According to Neher (1997:21): "*A leader is an individual, usually designated to carry out some specific role within an organization that requires directing and controlling behavior of others.*" Student affairs officers are leaders in directing together with students the activities within student affairs. As a result they need good communication skills in order to direct processes of change and to resolve conflict within a student community.

- **Communication will determine sound decisions**

Dilenscheider (quoted in Neher 1997:22) points out that "... *effective managers rely more on influence than on authority to get things done.*" Furthermore, according to Neher (1997:22), decision-making "... *highlights abilities to work with other people in developing understanding of some problem that needs to be resolved, a problem that requires a decision.*" Thus, communication skills will be required for good decision-making. Consulting and brainstorming will generate good decisions.

2.2.2 Forms of communication

There are two forms of communication, namely verbal and non-verbal communication. In verbal communication language plays an important role. Thus, verbal communication is facilitated by spoken words.

Goldsmith (1977:31) defines non-verbal communication as "... communication through body movement, facial expression, posture, gesture, tone of voice, choice of words, sounds (such as laughing, crying, clearing the throat, etc.), touch, smell, dress, props and physical setting." De Vito (quoted in Brislin & Yoshida 1994:274) further defines non-verbal communication as "... communication without words." Non-verbal communication is very important in any culture as it facilitates communication. In a multicultural set-up, it becomes more critical, perhaps because of differences in languages and attitudes, which vary from one culture to the other. Even if you are quiet in the company of others, you are in fact communicating something to them.

As indicated by Goldsmith (1977:31), there are basically two aspects that are communicated, namely content, which is usually verbal and enhances facts, descriptions, directions, explanations and feelings; and relationship, which is often non-verbal and would expose the actual attitude of the communicator towards the receiver.

These forms of communication may supplement or contradict each other. For instance, as indicated by Kabagarama (1993:35), "*Someone who says 'I am fine', with a frown is in a different emotional state from someone who says it with a smile.*" Furthermore, when a person is frightened, he shivers, stammers and lacks words. When a person says I am sorry and there is no indication of feeling remorse, then there is contradiction.

2.2.3 Ensuring successful communication

As indicated above, communication is intended to convey a message. It is therefore necessary that certain measures be observed in order to ensure that a message is finally put across during communication. For instance, the recipient may wrongly receive a message. To guard against that the receiver has to confirm the assumption by repeating what was communicated and by

further asking for clarification whenever necessary. Secondly, extra information has to be acquired by way of asking open-ended questions such as Oh? How is it possible? Really? How often does that happen? Open-ended questions, according to Goldsmith (1977:32): "... can also be non-verbal, for instance, a questioning frown, or an 'Oh come on' look or a 'so what' shrug of the shoulders." Other examples of forced-choice questions are: "Do you mean _____? or Would you rather or _____? Who yelled at you more, your mother or your father?" Thirdly, the ability to give specific and non-judgmental feedback is essential. The fourth skill will be to listen attentively. Fifthly, understand the way that your body communicates. Is your stomach tight? What is the cause? How will that influence your communication?

The next skill, which is vital for effective communication, is openness. Withholding feelings such as hurts, disappointments and embarrassment could mar communication and destroy relationships. According to Goldsmith (1977:33) as a result of withholding feelings "... many relationships which could be productive and enjoyable gradually flounder and sink under the accumulated load of tiny annoyances, hurt feelings, and misunderstanding that were never talked about openly." Goldsmith further provides the following factors which will ensure that openness builds relationships rather than harm them:

- Openness must stem from a desire to improve your relationship with the other.
- Aim at creating a shared understanding of your relationship.
- Recognize that openness involves risk-taking.
- Although the discussion may become intense, spirited, angry, or tearful, it should be non-coercive and not an attempt to get others to change.
- Timing is important.
- Disturbing situations should be discussed as they occur.

- *Paraphrase the other's comments about you to make sure you understand them as he intends them.*
- *Use perception-checking responses to ensure that you are not making false assumption about the other's feelings.*

2.2.4 Intercultural communication

The above-mentioned skills of communication could be applied as well in communicating across cultures. However, more information regarding communication across cultures has to be sought in order that it supplements the above communication skills. It may not be a pleasant experience to communicate across culture because of cultural differences. Hence the perception that it may either be pleasant or painful to deal with people whose cultures are different. It would require adequate preparation for the experience in order to avoid misconceptions, (Kabagarama 1993:40).

Intercultural communication is aimed at facilitating the transmission of messages across cultures. It therefore means communication with people from cultures other than yours.

Kabagarama (1993:41) provides the following basic rule which would facilitate the understanding of other cultures and communication across cultures:

- *Getting acquainted.*
- *Asking the right questions.*
- *Handling visual images.*
- *Dealing with stereotypes.*
- *Getting started.*
- *Gaining entry.*
- *Establishing trust and co-operation.*

In conclusion, given the role of communication in human life, it is apparent that student affairs officers will most definitely need communication skills in order to ensure efficiency and effectiveness within the division of student affairs. Good communication skills are indispensable for effective management of change and conflict resolution. There are various ways through which such skills can be acquired, for example studying and attending workshops.

2.3 Sources of change

There are many different factors that would cause change. Such factors would vary from one situation to the other. Mink *et al.* (1993:57) distinguish between external and internal sources of change. Internal sources would include top management, the work-force, unions, supervisors, and students in the case of universities. On the other hand, external sources involve legislation, market demands, resources, politics, technology and social circumstance. The following are examples of both categories of sources of change, namely external and internal

2.3.1 Political change as an external source of change

Changes in the politics of a country affect all the spheres of life, universities included. Hence Phillips (1996:5-6) indicates that within the context of social change in South Africa, universities are faced with severe challenges that require urgent attention. For example, financial constraints – subsidy cuts by Government and limited resources to finance students; admission of more black students at traditionally white universities, which has the implication of a change in language policy, traditions, and staff compliment; and the preparation of staff for competition in the global education and economy.

2.3.2 Students as internal sources of change

Students may feel some discontentment and very disappointed with the present situation, inter alia aspects such as the language policy, representation within student structures and university governance structures, traditions in the residences and financial support.

These factors would motivate the student population to negotiate with the relevant internal structures. Various forms of pressure such as submission of memoranda, going public through news media, writing to the Commission of Human Rights and even to the Government, could be exerted.

2.4 People and change

2.4.1 Types of people

It is essential for change agents to know the types of people in processes of change. That will encourage appropriate approaches to change management. For instance, a particular type of people will determine the pace of change, whether it should be radical or not. Furthermore, the establishment of the type of people to be involved in a change process would assist change agents to obtain the relevant information, support and resources. According to Hamlyn (1996:22) in this changing world there are three categories of people, namely:

- **The drifters:** "... *those whose inability or unwillingness to change will render them absolute...*". In this regard, change is outrightly opposed basically because of people being comfortable with the status quo and who want it to be maintained. People in this category may resort to violent means of protecting what they have.

- **The survivors:** *“Making grudging attempts to adapt, they will claw onto what they have, losing a little ground perhaps, but certainly not making any progress. Life will be tough and fraught with tension.”* These are people who have a good grasp of bad practices that exist. They know that something is wrong and that other people are offended and hurt. It is obvious to them that such practices have to be stopped. However, because of benefiting in one way or the other from the situation, they do not want change. In such a situation evolutionary change is preferred because it takes time, and perhaps nothing is changed in the process. Delaying tactics such as instituting toothless structures and prolonging processes may be employed in order to stall the process of change.

- **The winners:** These are people who *“... have not only accepted change but who have welcomed it with enquiring minds and a determination to seek and harness its positive powers.”*

2.4.2 Changing people

People need to be changed in order to cope with change. Sometimes authority has to be used, particularly when dealing with drifters and survivors. In case of the drifters, old attitudes and old ways of thinking are not assets to change processes but may harm and delay change processes. According to Hamlyn (1996:22) a whole new way of thinking is needed in order to thrive in a change process. Doubts regarding changing people should be avoided. Change agents should positively embark on processes of changing people because it is possible. Hamlyn (1996:22) indicates that: *“Inherent, but often dormant, in each and every one of us is a gift of creativity which allows us to overcome problems, invent new ways of doing things, challenge conventions and move forward no matter what the rate of change.”*

Changing people will revolve around the following levels of change in people as provided by Sarien, Khandelwal and Sharma (1992:70):

- Knowledge changes.
- Attitudinal changes.
- Behavior changes.
- Group or organizational performances change.

Sarien *et al.* (1992:70) indicate that: "*Attitude structures differ from knowledge structures in that they are emotionally charged in a positive or negative way. The addition of emotions often makes attitudes more difficult to change than knowledge.*"

The type of knowledge a person gathers will, to a great extent, determine the ultimate attitude. It begins at early stages within the family, for instance, the informal education that is instilled within the child by parents. It goes through the human developmental stages, the type of peer group and its pressure and specific political ideology that a person affiliates to. Assisting such people to accept change would require an intense process of positively influencing attitudes. Such a process will be based on imparting knowledge.

Warner (1995:33) further suggests: "*To establish a culture where people mattered, where employees cared about relationships with each other, was regarded as the first stage towards the eventual transformation.*" Changing attitudes of people will enhance the transformation of traditions, which are being passed from one generation to the other. Sarien, *et al.* (1992:154) state that "... *traditionalism indicates faith or beliefs, passed on from generation to generation without questioning their rationality or validity...*". Changing traditions imply changing a group of people. According to Sarien *et al.* (1992:71) changing a group is more compounded because "... *at this level we are concerned with changing customs, mores and traditions. Being a group it*

tends to be a self-reinforcing unit and therefore a person's behaviour as a member of a group is more difficult to modify without first changing the group norms." Students who will be attached to certain traditions at universities will always be there just as is the case even with the broader society. Such students may not be prepared to accept change. They are actually the drifters. They are so attached to a particular way of living and are proud of it. They have turned themselves into protectors of traditions without questioning their validity and relevance to the present situation.

This process of changing people can be accelerated through changing their positions by giving them more responsibilities. The changing of student traditions and the entire university culture will further require the changing of beliefs and attitudes.

Student affairs professionals should always be aware of the fact that they are supposed to be role-models for students. Student leaders are also not exonerated from being exemplary. Student affairs professionals as well as various student leaders should actually be role models who are respected by students, by displaying the attitude of being concerned for others irrespective of culture, race, traditions or religion. As a result, the attitude of being concerned for others would prevail amongst student affairs professionals. Such a situation will generate trust between students and student affairs professionals. A relationship of trust may encourage students in general to be positive even in times of change.

Besides role-modeling, Warner (1995:37) points out the following aspects which can contribute towards changing beliefs and attitudes: communication, group discussions, one-to-one counseling and training.

2.4.3 How people are affected by change

John Adams (quoted in Judson 1991:15) indicates: "*All changes are irksome to the human mind, especially those which are attended with great dangers and uncertain effects.*" Coetzee (1999:4) states that reactions to change would range from accepting change and acknowledging forces of change to resisting change and disregarding forces of change. Change will always affect people either in positive or negative ways. Sometimes even change that was intended for the good may end up affecting people adversely because of lack of planning and consideration of those who will be affected by change.

Judson (1991:16) points out that change affects people in three distinct ways, namely:

- **Operational**

Change in this category enhances the changing of behaviour in performing work or any physical routine. Changing how people operate cannot just be done through instructions, because people's usual ways of operation, which they might be comfortable with, are affected. For instance, altering a tradition in which senior students welcome first-year students will require the involvement and co-operation of senior students.

- **Psychological**

Change touches on people's relationships and feelings to what they have been doing. As a result, various questions are stimulated when people are impacted by change. Judson (1991:18) indicates that such questions are based on personal concern regarding learning, competence, performance and fair treatment.

- **Social**

Judson (1991:18) states the social effects are "... *alterations that take place in a person's established relationship with others...*".

The way people are affected by change will go hand in glove with the way people will react to change. According to Judson (1991:47/8) people may either support or resist change, basically because "... *anyone's assessment of future status is influenced by fears, desires, suspicions and beliefs.*" As a result of fear people tend to protect the present status. Judson (1991:48) further indicates that resistance may take various forms and that a particular form will depend on "... *the individual's personality, on the nature of the change itself, on attitude toward it, and on forces deriving from the group and from the organization and its environmental context.*"

People may accept change in different ways. Judson (1991:53) highlights various forms through which change may be accepted:

- **Enthusiastic co-operation:** which occurs when change fulfills the expectations of those affected by it and even when there are few minor conflicts. A group may also positively accept change if the group's stability and integrity are preserved and/or if a group feels that it may be excluded from benefiting from change.
- **Co-operation:** people may decide to accept and co-operate, when cooperation is the only lesser of the evils through which stability and integrity may be preserved.
- **Fear of exclusion:** The fear of exclusion may encourage enthusiastic co-operation and active participation.

2.5 Factors for successful management of change

2.5.1 Approaches to change management

Huberman (quoted in Donald & Lazarus 1995:53) argue that “... *an interdisciplinary perspective of the change is necessary.*” Various approaches of managing change should be employed, and if necessary, at the same time. Both approaches, namely radical and regulatory initiatives should be appropriately employed. Situations that require change will differ in terms of the type of change and how it should be effected. It will only be after a thorough analysis of a particular situation that a specific type of approach can be adopted.

Burrell and Morgan (quoted in Donald & Lazarus 1995:53) suggest the following matrix for change management as indicated in Figure 2.1. The matrix is based on two major dimensions namely, the subjective-objective dimension and the regulatory-radical dimension.

The intersection of the two dimensions results in the following four paradigms of change: humanist, structuralist, interpretive, and functionalist.

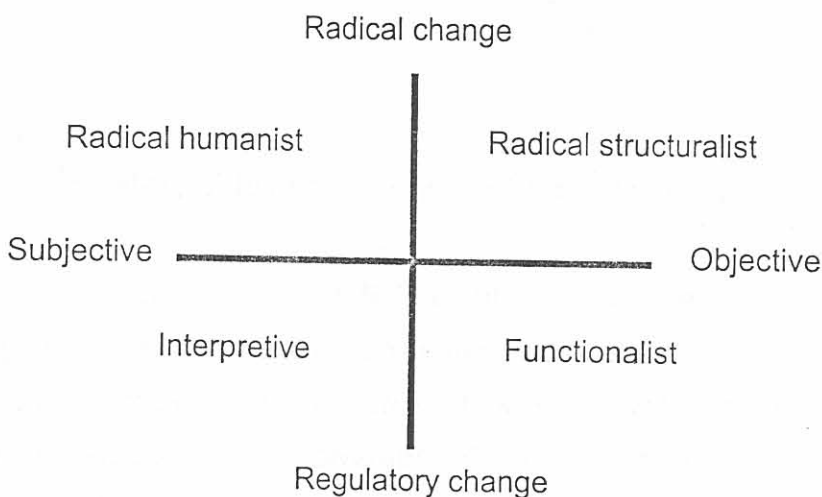


Figure 2.1: Matrix for change

Approaches to change may fall on either of the following sides: radical, regulatory, subjective or objective (Donald & Lazarus 1995:53). The various approaches will bring about different emphasis as indicated below:

- **Radical side (Radical humanist and structuralist positions)**

"... radical side (radical humanist and structuralist positions) emphasize the need for fundamental transformation and the role of conflict in the change process." Dlamini (1995:39) refers to the same approach when he mentions revolutionary change, which is concentrated on most in South Africa particularly by the historically disadvantaged because of the intention to break quickly and completely from the past structures and systems which were characterized by separation and racial hatred. For instance, at universities students have been in the forefront of the process of transformation. The students called for new democratic and representative councils, diversity in various management structures, full participation of students in governance structures, relaxation of admission criteria, free university education and provision of accommodation.

Such an approach to change, even though it might have some fruits, is often marred by disruptions because of different perceptions regarding what should be changed, how it should be done and when the change should be completed.

- **Regulatory side (Interpretive and functionalist positions)**

Donald and Lazarus (1995:53) highlight that the *"... regulatory side (interpretive and functionalist positions) focuses on improvements within a framework that itself is not questioned, and work within a consensus model."* Proper consultation and involvement of stakeholders are given priority. Inputs relevant to the change process from various quarters are seriously weighed.

The change program is shaped and directed by concerns and suggestion of people to be affected by change.

- **Subjective side (Interpretive and radical humanist positions)**

The subjective side (interpretive and radical humanist positions) emphasizes rationality and the ability of people to change themselves and the world (voluntarism). Therefore it becomes extremely important that people be educated about change so that they are empowered to handle it.

- **Objective side (Radical structuralist and functionalist positions)**

The "Objective side represents an emphasis on irrationality and external determinism, and therefore an emphasis on structural rather than personal change."

It is important to acknowledge the fact that every approach can be relevant and useful in a specific situation. For instance, as indicated by Donald and Lazarus (1995:54) a radical approach would become more appropriate in the case of an illegitimate and damaging system. However, in the case of developing and implementing a new system, regulatory measures would be indispensable.

An assessment of a situation should be made and thereafter a particular approach (or approaches) be adopted. At times more than one approach will be needed. Hence, Donald and Lazarus (1995:54) suggest that a "... *more complex, multi-layered and interactive view of the change process is appropriate.*"

There are more approaches that can be followed depending on a specific change program. The following three approaches, referred to as stages, by

Ackell (quoted in Barr *et al.* 1993:469) could also be used to advance change programs:

The laissez-faire stage

In this stage students are allowed to initiate change on their own without any organized administrative intervention. Barr *et al.* (1993:470) highlight that those students are given an opportunity to be as entrepreneurial and aggressive as they are like in their involvement.

In such a situation majority culture within a student community will reign supreme because it will dominate and prevail over the minor cultures. The mission and planning of an institution will also be based on the needs of the majority culture. Furthermore, according to Barr *et al.* (1993:470), "*No special support services are offered to nontraditional students, and no efforts are made to encourage them to participate in the life of the campus community.*"

The separatist stage

Barr *et al.* (1993:470) state: "*Programs and services continue to be geared for majority students...*" even though an institution may acknowledge the existence of minorities. In this stage the minorities are deliberately separated from the majority and are considered "lesser".

It is essential that students be treated equally, irrespective of being minorities. All students should be accommodated in all programs of an institution because, if that is not the case, minorities will be marginalised and not be an integral part of an institution.

The equity stage

According to Ackell (quoted in Barr *et al.* 1993:470-471): "*Equity entails an active use of the principles of justice and fairness to correct inequities in a system that de facto discriminate against one group in favor of another.*" A university will realize equity when all students are treated equally. All programs should be geared for all students and equally accommodate them.

The above approaches can be employed within two major frameworks, namely pro-actively or reactively. Coetzee (1999:5) explains the two frameworks as follows:

Reactive framework

- Based on intuition
- Limited view and understanding of situation
- Apply problem-solving methodologies to all situations
- Focussed on solving problems

Proactive framework

- Based on knowledge and information
- Broader view and understanding of situation
- Choice of intervention based on knowledge of situation and of available organizational development techniques
- Focussed on increasing organizational effectiveness and quality of work life.

2.5.2 Power tools for change

Participants in any change process, no matter how big the change, would need to be prepared in order to perform maximally. Preparation would, amongst others, include aspects such as knowledge on what is about to happen, the kind of support required and the available resources. These aspects are referred to as power tools because they are a means of empowering participants in processes of change. Without some form of authority a change process may be inhibited and authority may be procured through knowledge, support and resources. For instance, when racial corridors within the three affected residences of the University of Pretoria had to be terminated in 1999, a process of consultation with various stakeholders was begun. Students were informed about the decision of the University Council to terminate racial corridors with immediate effect. Reasons were also advanced as to why the change was to be effected. Students were afforded ample opportunity to state their views regarding the matter. Furthermore, the university management pledged its complete support for house management of the respective residences.

The importance of being empowered for a change process is further accentuated by Harvey and Brown (1996:73) by providing the following power tools for change: Information, support, and resources.

- **Information**

The first tool is to provide people with information or to educate people on how to gather information. This is essential because it would generate and enhance an understanding of why change is to be effected. Without understanding why the need for a change, people may not participate positively in a change process. They may tend to disrupt it. Meetings should

be arranged affording people an opportunity to brainstorm on the envisaged change.

- **Support**

A change program will need support from those in authority as well as all participants. Harvey and Brown (1996:73) indicate that support and permission to go ahead with a change process from the management of an institution are indispensable for a change program. Co-operation by peers and subordinates is of vital importance. For instance, if there were serious opposition by students in the case of terminating culture corridors at the University of Pretoria, the change would have been arduous and prolonged. Fullan (quoted in Fyfe & Figueroa 1993:15) corroborates that by indicating that: *“Successful change is brought about where there is a proper balance between pressure and support; where there is clear leadership, vision and support from senior staff; where thinking about the process of change matches the content of the change; and where all participants feel they are learning from the experience.”* Furthermore, if the envisaged change would cut across the organization, then collaboration with other departments would be required.

- **Resources**

The third tool would be the provision of resources such as funds, staff, equipment and material to carry out the project. For instance, if there is a need to train student leaders, will funds be available to bring in suitable trainers?

There are many other tools that can be used to facilitate a change process. For instance, Aylett (1991:160/61) offers the following tools:

- *Good communication*
- *Consultation*
- *Shared planning and decision-making*
- *Time to implement change*
- *A clear policy or sense of direction*
- *Adequate training*
- *Common understanding of the purpose, and process, of change.*

2.5.3 Forces of change

Forces of change can either be negative or positive depending on how they are being used.

Harvey and Brown (1996:156) offer the following forces of change: Advocates of change, degree of change, time frame, impact on culture and evaluation of change.

- **Advocates of change**

Harvey and Brown (1996:156) point out that "... *the most important factor is determining who will spearhead the change program.*" It may be the Vice-Rector: Student affairs, Dean of Students, Student Representative Council (SRC), internal consultant, external consultant or a working committee. Someone somehow, should initiate a change process. However, all stakeholders should be invited to plan the change process. It is at this early stage of planning that stakeholders should decide who should drive the process. For instance, if the Dean of Students determines some problems with the residence placement policy, she/he should initiate the process. Stakeholders such the division responsible for placement, SRC, and residence structures should be invited to a meeting. From there this forum would further decide on how the process should be driven.

- **Degree of change**

It is essential to investigate what type of change is envisaged. Is it a minor change such as the president of the SRC no longer having to report to the rector on every Monday but rather on Thursdays? Or is it a major change that affects the structure and the functioning of the SRC? Without ascertaining the degree of change a wrong or weak strategy may be employed. The need to establish the type of change is brought about by the fact that it is more difficult to implement major changes than it is with minor changes (Harvey and Brown 1996:156). Therefore, if a major change has to be engaged, more attention to communication, power tools and management of resistance should be given. Such an approach would assist in developing an appropriate strategy for managing change successfully.

- **Time frame**

The third factor is the specified period of change. It might be a period for gradual change or a period for abrupt change. According to Harvey and Brown (1996:156): "*In general the more gradual the change and the longer the time frame, the greater the chance of success.*" Whether change should be gradually or abruptly engaged will entirely depend on the type of change.

- **Impact of culture**

If the impact on the existing system and culture were great, people would seriously resist change. Students are also apt to fight in order to block change if they feel threatened by the intended change process. Hence Harvey and Brown (1996:156) point out that the implementation of a change program may be obstructed if the impact on existing cultural norms is greater than expected.

- **Evaluation of change**

A good system of evaluating the change must be developed.

In order to be strategic and successful in managing change, one should concentrate on the following aspects: The use of positive forces of change; providing enough time for planning and implementation; being cautious of the degree of change because people may be overwhelmed by too much change at a time.

2.5.4 Life cycle of change

The life cycle of change indicates what can be expected of various people from the beginning of a change process to the end. That would serve as a guide for change agents to identify behavior. They would, to a certain extent be able to develop suitable strategies for the advancement of change.

Harvey and Brown (1996:154/5) offer the following life cycle of change:

- **Phase 1**

In this phase few people understand the need for change and are positive about reforms. They represent a small fraction of the organization. As a result they may be forced to operate on the periphery and be ridiculed in order to force them to comply with the status quo.

- **Phase 2**

When a process of change advances positively it becomes possible to identify positive and negative forces with regard to change. In this stage, meaningful interaction by various stakeholders is realized because the

change process can be discussed, consequently more people comprehend the intended change because of understanding. Hence, Harvey and Brown (1996:154) indicate that: *“The threat associated with the change can be lessened because of increased understanding. In time the novelty and strangeness of the change tends to disappear.”*

- **Phase 3**

In this phase, both parties (the one that is for change and the one who is against it) have ascertained their positions. Both parties would aggressively advance their respective positions. It is possible that direct conflict would be experienced in this phase. Vehement resistance to change may be experienced. That suggests that forces that are for change should not underestimate resistance to change.

- **Phase 4**

If the outcome of the contest in phase three is such that supporters of change are victorious, then focus should still be placed on the remaining resisters of change. It is always possible that they may still mobilize enough support to gain the upper hand and stop the change. Therefore, in this phase, change agents should not relax and think that they are successful. Success in phase three actually calls for vigilance in taking the change process further. Lack of alertness at this stage may disrupt the change process.

- **Phase 5**

Harvey and Brown (1996:155) state: *“In the last phase the resisters to change are as few and as alienated as were the advocates in the first phase.”* However, it does not imply that conflict is totally absent. Conflict may be subtle and expressed through disagreements, questions or reluctance.

In as far as paragraphs 2.5.2, 2.5.3 and 2.5.4 are concerned, the following inferences may be drawn: Phases, power tools, and forces are aspects of change which are actually interwoven as they supplement each other. A specific phase of change would require particular power tools and forces. This kind of interdependence requires an understanding of the following: Firstly, the phase in which a change program is, and secondly, what the phase entails. Such an exposure and understanding would facilitate the right choice of power tools and forces.

2.6 The change process

Warner's model of change as reflected in Figure 2.2 provides more details as to the steps that should be followed when effecting change. This model will form the basis of the following description of a change process.

2.6.1 Stage 1: Involving key players

Involvement of key players forms the basis of a change process. This activity occurs in phase 6 of Warner's change cycle. However, it is maintained in this study that stakeholders should first be identified because their participation and contributions are essential at the beginning of a change process. Such an approach would also secure legitimacy and ownership of the change process.

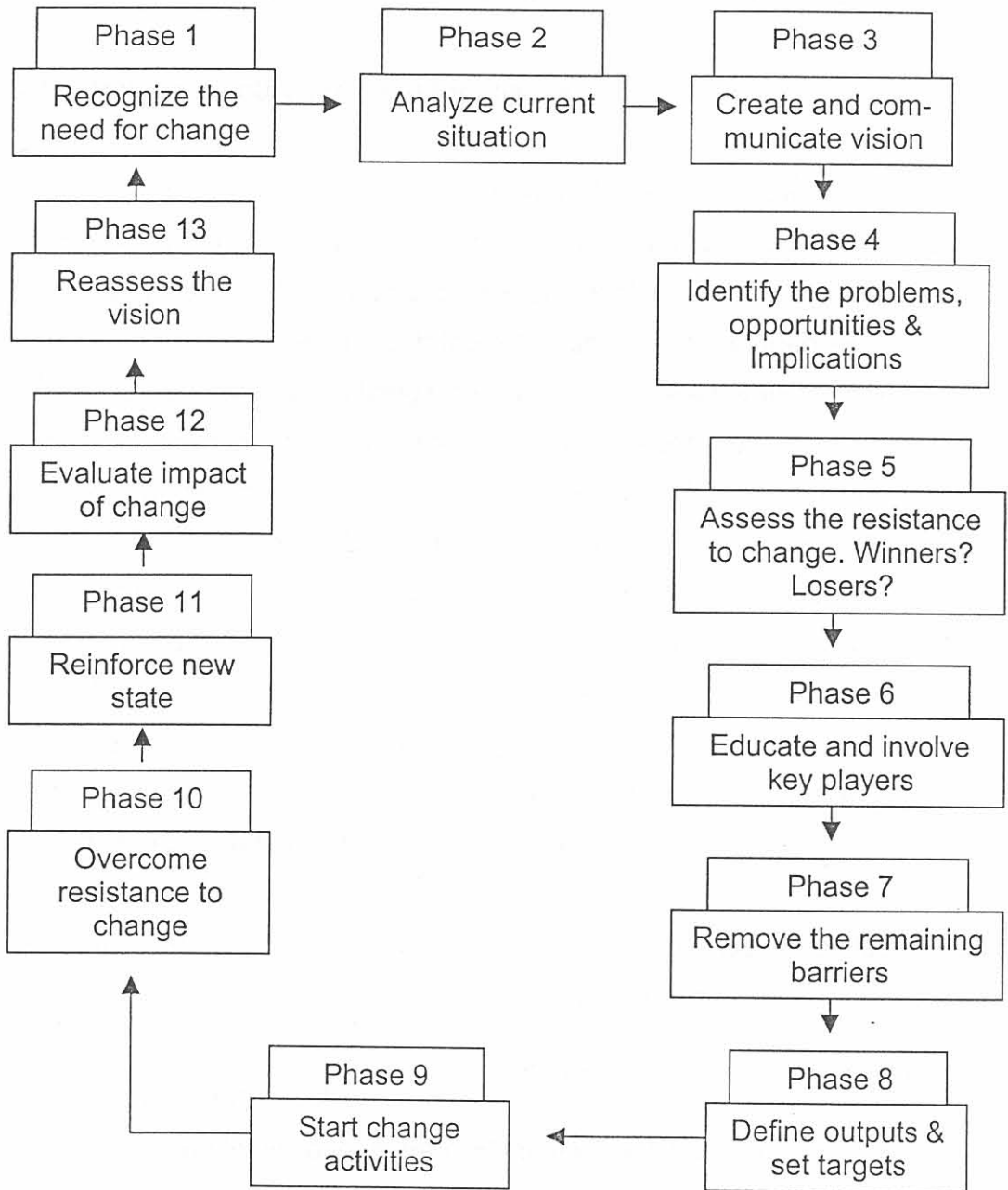


Figure 2.2: Warner's change cycle model

Stakeholders may have different interests. As a result, some of them may not see the need for change which leads to the second stage in which stakeholders should be assisted to recognize the need for change.

2.6.2 Stage 2: Identify the need for change

The actual change process would start with the acknowledgement for the need to change. It is critical to determine whether change is actually needed because a better understanding of the potential impact of the nature of change will be determined through the establishment of the need for change. In addition, the process of change becomes empowered when the need for change has been appropriately framed. In the process of determining the need for change, the extent of how this need would affect the institution should be established. Harvey and Brown (1996:46) indicate: "*Before a program of change can be implemented, the organization must anticipate the need for change.*" Participants in the envisaged change program should be identified at this stage. The participants will then be involved in the planning sessions of a change process. According to Coetzee (1999:11): "*Involvement and commitment are the first keys to successful change management.*" That will bring about ownership of the change process.

In order to determine the need for change, the following issues as identified by Mink *et al.* (1993:52) should be appropriately attended to:

- Define the change itself.
- Determine the levels and degrees of the envisaged change.
- Establish the sources of demand for change and verify their power.
- Examine the institutional culture.
- Ascertain possible choices.

Recognizing the need for change may not be an obvious activity because not everybody may readily accept that there is a need for change. At first a few people may recognize the need for a change. For example, in historically white universities black students who are still in the minority would want change. On the other hand, white students who are in the majority may not see the need for change, which will then require a strategy to assist them to realize the need for change.

Thus, at this stage both parties, particularly those that do not see the need for change, have to be supported in terms of the provision of more information. Resources that are required to facilitate the change process should also be utilized.

There are different factors which could possibly cause people not to want to recognize the need for change. Attitude would be one of such factors. It is important to acknowledge the fact that an attitude cannot just be changed at once. Constant attempts to change attitudes should be made at the beginning of a change process and should cut through the process of change.

Kurt Lewin (quoted in Sarien, Khandelwal & Sharma 1992:155-156) provides the following strategies which could intensify processes of changing attitudes:

- **Unfreezing process:** Sarien *et al.* (1992:80) highlight the aim of unfreezing as being to prepare and motivate people for change. Mink *et al.* (1993:63) state: "*In the unfreezing process, existing functional relationships are broken and habitual patterns of interaction are abandoned*". People are challenged to learn and are further encouraged to do whatever it takes to bring about change. People should, through this process, be enabled to transcend cultural boundaries in considering a change process. It should be possible for students (in the case of universities), to get rid of the old ways of doing

things so that they are ready for change. Individuals should be assisted in order to enable them to see or appreciate the need for change. Sarien *et al.* (1992:80) suggest that unfreezing can be realized through the following:

- Physically removing an individual/group from their accustomed routine, sources of information and social relationships.
 - Withdrawal of social support.
 - Using an individual's unworthy, demeaning and humiliating experience to motivate him/her to change
 - To reward those who are willing to change and to punish those who resist change.
 - Mink *et al.* (1993:63) add another dimension, namely that unfreezing can best be accomplished through the creation of an awareness of the need for change by contrasting the present and the envisaged future.
- **Changing:** An individual can be provided with new patterns of change if he/she is inspired to participate positively in a change program. That can be realized through identification and internalization of the driving forces and restraining forces, where an individual is placed in a new environment and is expected to learn to cope with it.

After the identification of the need for change, an examination of the categories namely individuals, groups, and the institution as a whole, which will be affected and the degree of change required should be made. According to Mink *et al.* (1993:55) the degrees of change will vary from slight to major at any level. It should further be determined whether the envisaged change requires a paradigm shift. If that is the case the mission, culture, and core business of the institution would be affected.

The successful identification of the need for change would, to a certain extent, depend on the establishment of the present and future states.

2.6.3 Stage 3: Determine the “as is” and the “to be”

Phases 2, 3, and 4 in Warner’s model are covered in this stage. This stage is actually a continuation of the effort to identify and recognize the need for change. Stakeholders continue to interact by way of brainstorming on the envisaged change. Data in respects of the envisaged change would be collected. It may also be described as the diagnostic stage which “... *is used to determine the exact problem that needs solution, to identify the causal factors in the situation, and to provide a basis for selecting effective change strategies and techniques*” (Harvey & Brown 1996:48). The current situation has to be closely assessed. The following questions should be posed in order to understand the present: What is it that has to be changed? Why should it be changed – In other words what harm does it cause in terms of development and advancement? Answers to such questions will expose the “as is”, which refers to the prevailing situation that should be changed. A clear understanding of the situation has therefore to be established.

The establishment of the “as is” will assist in determining the future, which is described as “to be”. People need to be convinced that there is something better than the present in the future in order for them to participate positively in the change process. Therefore, defining the future is extremely important. Hence, Mink *et al.* (1993:66) state: “*Perhaps one of the basic reasons many change programs fail, is that organizations do not define their future states properly or in enough detail, or in such a way that meaning is communicated effectively to people who are to make the change effort work.*” It is therefore crucial that the tension between the present and the future states must be effectively managed to support the change process. The definition of the future state entails the development of the following components of an

institution namely vision, mission, goals and values. Mink *et al.* (1993:67) provide the following advantages of defining the future properly:

- Pessimism is replaced with optimism.
- Individuals are able to visualize their own roles.
- The nature of projected changes is clarified.
- Uncertainty is greatly reduced.
- Management gets focussed on effectiveness.

Participants should at this stage develop strategies which would be employed to take the change process forward. The time frame (the period over which the change process should be completed) should also be agreed upon. Consequently, a vision that will guide the change process is created.

The successful establishment of the present and future states would then lead to the identification of obstacles.

2.6.4 Stage 4: Barrier assessment

Phases 5 and 7 of Warner's model are included in this stage. It is of course essential to identify obstacles to the process of change. Barriers such as financial constraints and people against change should be identified. Difference in opinions and interests may be experienced in stages 2, 3 and 4. Which lead to friction and serious conflict. The interaction would most probably expose those that are resistant towards change. A way of dealing with those that are against change should be developed. However, those that are against change should also be afforded ample time to state their case. Furthermore, other barriers should be removed.

If barriers were ultimately out of the way, it would mean that the majority is for change. Serious reinforcement in the form of empowering stakeholders to perform effectively should then be made.

2.6.5 Stage 5: Empowering key players

Key players should be educated by way of being provided with more explicit information. Phases 6 and 8 of Warner's model are incorporated. Information should be thoroughly explained and the roles to be played by various stakeholders be clearly defined and agreed upon. The product of the envisaged change should be very clear to all participants. The targets should be specified. The process of educating would also include the formulation of outputs. Participants should know and understand precisely what the result of a change process would be.

The above preparation would then lead to the start of the actual change.

2.6.6 Stage 6: Change action

The subsequent action that has to take place after diagnosing and all other preparatory measures have been put in place, will be practically implementing the change through strategies that are agreed upon. Phases 9 - 13 of Warner's model are covered in this stage. In this process a series of interventions should take place. For instance, measures to guard against resistance through out the process should be in place.

Reinforcements such as emotional, financial and moral support should be readily available. Rewards and incentives should also be in place. Leaders within an organization should take the lead in that regard. They are central in effecting change of beliefs and attitudes because they have the authority and the means to influence character.

The implementation of change would also encompass the evaluation of the impact of change. Thus, Harvey and Brown (1996:48) state: "*Once an action plan is implemented the next step is to monitor the results and stabilize the desired change.*" Intensive assessment of the strategies that are employed should be made and problem areas in the implementation stage be identified. Monitoring the process of the implementation of change is indispensable because if it is not done regression to a previous state may be experienced. It is at this stage that refreezing should be engaged. Refreezing is defined by Sarien *et al.* (1992:81) as: "*The process by which newly-acquired behaviour comes to be integrated as patterned behaviour into the individual's personality and/or ongoing significant emotional relationships is referred to as refreezing.*" In order to maintain the change and to avoid the fact that it is temporary, stakeholders who participated in the change process must be refreezed or restabilized. Refreezing is essential for encouraging stakeholders to uphold the sense of ownership of the change made so that they do not revert back to the situation before change, Mink *et al.* (1993:63). One strategy to accomplish refreezing will be by way of effectively communicating the desired outcome to participants. Recognition should also be provided to those who supported the process of change and turned it into a success.

The evaluation exercise will give an indication of whether the change process has been within the set vision. According to Mink *et al.* (1993:166): "*Results should be continuously audited against plans and against evolving attitudes toward the desired future order.*" The assessment of the process of change is crucial in that easy as well as difficult steps will be identified. Such an exercise assists in future change processes by making it possible to be one step ahead in new processes of change. Evaluation would be facilitated by responses to the following questions as provided by Chang (1994:76):

- On what criteria is the evaluation based?
- Who will provide evaluation input?
- Who will review the results?
- How will the results be used to influence future changes?
- Who will monitor the desired outcome?
- How will new ideas and needs be incorporated?
- How will the need for continuous improvement best be communicated and encouraged?

The actual process of change is the culmination of various important exercises in which people who are to be effectively involved in a change process must be engaged. Such exercises would include insight into the following aspects: Communication, possible causal factors for change, how change would affect people and factors for successful management of change. Exposure to these factors would definitely reinforce an appropriate approach to managing change.

All stakeholders are involved right from the outset. Before contemplating any change program, the need for change should first be established. That is a vital step to take because the identified need would also be used to convince those that oppose change to see the necessity for change. Changing for the sake of just wanting to change without identifying the actual need will bring about serious conflict. Thereafter, an analysis of the current situation should be done. That will enhance educating participants on the vision of the institution, how the process of change will go about, identification of problem-areas and how to attend to such. In the process of implementing change, continuous monitoring should be embarked on.

Finally, it is important to note that a consultant may be utilized to facilitate change. It is not always the case that a consultant utilized to facilitate a change process. Situations will determine from time to time whether there is a

need for a consultant or not. According to Harvey and Brown (1996:47) a consultant may determine the probable success or failure of a change process. A consultant may be from within an organization (internal consultant) or from outside the organization (external consultant).

Harvey and Brown (1996:47) outline the role of the consultant as follows: *"The consultant attempts to establish a pattern of open communication, a relationship of trust, and an atmosphere of shared responsibility."* As a result, issues concerning responsibility, rewards, and objectives must be clarified, defined, or clearly stipulated in this stage.

2.7 Resistance to change

Mink *et al.* (1993:81) offer an appropriate relevance of dealing with resistance by indicating: *"Resistance to change probably points to situational factors that need to be explored. When we understand the source and characteristic of resistance, our chances of implementing a change successfully will improve."* Resistance to change will be experienced because change touches on established practices of people. Harvey and Brown (1996:160) rightly argue that: *"Since change always alters the status quo, the consultant should anticipate some resistance among members and plan for this eventuality in the change process"*. People would individually be affected by change because of their interests being threatened. Mink *et al.* (1993:54) point out that resistance would disclose personal concerns. Thus, resistance should be positively perceived to be a normal reaction of normal people in a changing atmosphere. Therefore, change agents should also focus on addressing personal concerns. Such an attitude toward resistance will ensure a positive attitude towards handling those that are opposed to change. Resistance should further be viewed as a tool that can be used to increase efficiency and effectiveness. As stated by Harvey and Brown (1996:163) resistance is a signal that something is not functioning.

Resistance to change can either be passively or actively experienced (Judson 1991:50). Indifferent behavior may be an example of a passive form of resistance. It is manifested through ignorance of the problem or focussing on something that is completely irrelevant to the problem and no interest or lack of interest and slowness in understanding a processes of change. Judson (1991:54) further states: "*Indifferent behavior can be a subtle form of resistance.*" For instance, the withdrawal of students from residence activities such as not attending house meetings as well as withdrawal from student structures such as the SRC (Student Representative Council).

Frustration, hostile feelings and aggressive behavior are the actual symptoms of resistance. The fact that resistance has to do with the feelings of people is corroborated by McLennan (1989:199) by indicating that resistance is an emotional process because of feelings that exist behind any form of resistance. Harvey and Brown (1996:154) attest that resistance to change "... *will be evident in individuals and groups in such forms as controversy, hostility, and conflict, either overtly or covertly.*" People become frustrated and consequently hostile and aggressive when their desires and needs are threatened by change. Students as people would also feel the same. They may direct their hostile behavior to student affairs personnel or top management, or deflect it elsewhere such as the destruction of property or disruption of lectures. Focus may also be placed on the person or structure that initiates change.

Besides the aggressive form of resistance, other forms of resistance such as withdrawal, absenteeism, transfer from one department to the other or leaving the organization may be experienced.

Chang (1994:91) points out that some form of resistance to change will always be there. However, understanding the reasons behind it will, to a certain extent, successfully accelerate change. It is therefore important, as

outlined in the following paragraph, to establish the causes of resistance and by so doing facilitate some strategies for dealing with resistance effectively.

2.7.1 Factors that may cause resistance to change

- Uncertainty regarding change

Change causes uncertainty because of a shift from the known to the unknown. Mink *et al.* (1993:82) indicate that people would be uncertain particularly regarding their future role and how they would be expected to conduct themselves. Uncertainty may be accentuated by being comfortable with the present way of doing things. Harvey and Brown (1996:160) further add that because of an attempt to avoid uncertainty, members within an organization may develop psychological resistance.

- Fear

Uncertainty about the future would generate fear within people, hence Harvey and Brown (1996:160) indicating that: "*A large part of resistance to change stems from a fear of the uncertain or the unknown.*"

Donald and Lazarus (1995:55) state that resistance can be generated from the fear of loss, such as loss of security, loss of professional identity, loss of autonomy and loss of role certainty. However, it should be noted that fear will always exist. Khan (1995:44) states : "*An obstacle such as fear of change stays more or less the same throughout the entire change process.*" Because of fear of the unknown, people usually prefer to cling to what they have, unless if what they have is unfavorable.

- **Disruption of routine**

Harvey and Brown (1996:160) argue that resistance would most definitely be encountered if habits and life patterns of people were disorganized.

Out of established habits and attitudes a person develops particular perceptions, which will have a bearing on any change process, either positively or negatively.

- **Loss of existing benefits**

Existing benefits would include social networks, positions and power as well as security. Change would be more readily accepted if those affected by it are ensured of benefiting from it. In addition, people should not feel pressured because they would feel emotionally disadvantaged and associate that state of mind with the change (Harvey and Brown 1996:161). This is corroborated by Mink *et al.* (1993:82) when indicating: *"To accept a change, people must view it as a personal gain."*

- **Conformity to norms and culture**

Harvey and Brown (1996:162) state that: *"Norms are the organized and shared ideas of what members of an organization should do and feel."* A set of particular norms lead to the emergence of a specific culture. Culture basically contains the way of life of a specific people and is therefore very important for them. Harvey and Brown (1996:157) indicate: *"Two major considerations in making changes in an organization are the degree of change and the impact on culture."*

In Figure 2.3, Harvey and Brown (1996:157) highlight the fact that as long as a major impact is made on the existing culture, a high form of resistance will

be experienced even though the change may be minor. Chances of success are great when the impact on culture is less even though major changes are effected. However, Harvey and Brown (1996:157) further indicate that the higher the impact of change on the existing cultures the greater the resistance to change.

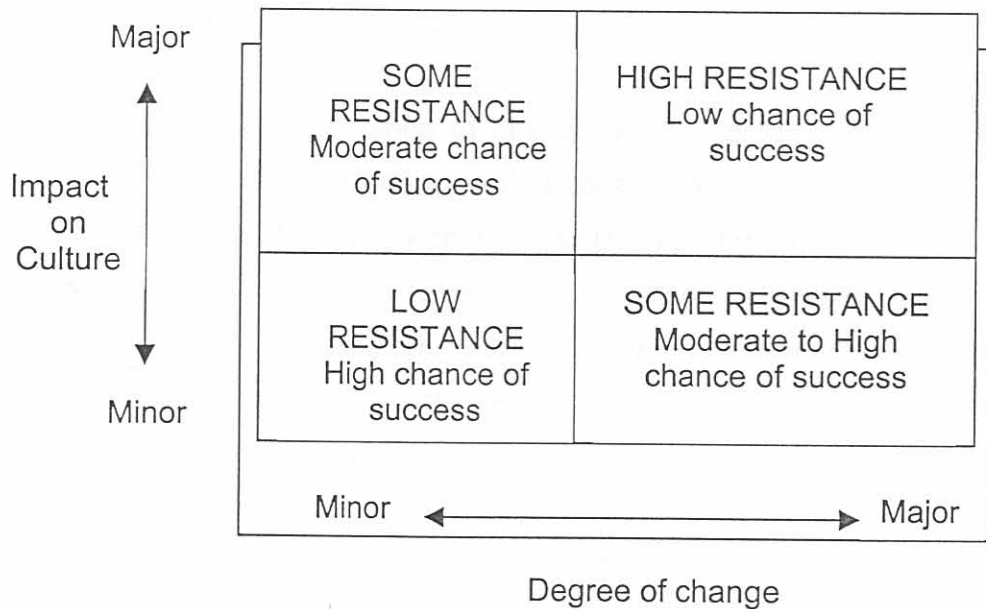


Figure 2.3: Change model by Harvey and Brown

The following additional causes of resistance are suggested by Mink *et al.* (1993:82):

- The purpose of the change is not made clear.
- Those affected by the change were not involved in the planning.
- The cost is too high or the reward inadequate.
- The vested interest of an individual or a sub-unit of the organization is involved.
- Lack of respect for and trust in the initiator.
- Satisfaction with the status quo.

- Change is too rapid.
- Past experience with change is negative.
- An honest difference of opinion.

It is strategic to know precisely what the causes of resistance are in order to develop appropriate strategies for minimizing and overcoming resistance.

2.7.2 Minimizing resistance to change

The act of minimizing resistance to change is vital for a change process because it will enhance the chances of successful management of change, (Harvey and Brown 1996:162). According to Donald and Lazarus (1995:54): *"Resistance dynamics are complex and subtle and, although it may be tempting to do so, are seldom resolved through simple confrontation."* Acknowledging the fact that resistance to change is inevitable is essential, because it will encourage change agents to seek strategies to deal with resistance. It is further important to acknowledge that resistance to change is predictable and that it cannot be suppressed (Harvey & Brown 1996:162).

However, it is essential that managers realize that resistance to change is not the fundamental problem on which to focus, but the symptom of the underlying problems. According to Judson (1991:78): *"To focus attention on the symptom alone will achieve at best only limited result"* (Judson 1991:78). It is therefore, important to look beyond the symptoms and focus on situational and environmental factors for effective management of change.

The following aspects could offer managers, including student affairs officers, good chances for influencing resistant behavior:

- **Understanding resistant behavior**

Observing and detecting resistance at an early stage will greatly assist in positively handling resistance. Paying attention to the non-verbal reaction of people with whom you communicate can ensure understanding resistance. Non-verbal behavior may express uneasiness such as the shaking of the head or the clenching of a fist. It may further express acceptance of what has been communicated, such as smiling or nodding the head. Another way of detecting and understanding resistance is through your own body. For instance, when you start feeling uneasy, bored, or irritated. Resistance can further be confirmed when a question or an explanation is repeated for the third time (McLennan 1989:200). *"In order to minimize resistance and maximize acceptance and support, managers must first understand the nature of resistant behavior, of resistant attitudes and feelings, and of the complex, dynamic relationships that exists between these and the several factors that influence them"* (Judson 1991:15).

- **Compulsion**

Compulsion could be used to influence resistant behavior for change. Harvey and Brown (1996:166) state that in order to force people to participate positively in a change process managers could use those implicit or explicit threats such as loss of jobs, loss of promotion or raises. According to Judson (1991:78) in its archaic form compulsion involves physical coercion, whereas in its contemporary form, it involves threats to the needs and goals of involved people. Authority and persuasion are the two methods that may be employed for the realization of compulsion. Authority can be used by threatening those who resist change with disciplinary action, suspension or expulsion from the institution. In this case the causes of resistance are not considered but the symptoms are addressed. Persuasion can take many

different forms which might either be real and right such as highlighting the true consequences for resisting change, or unreal and wrong like bribery.

When authority is intended to be used, the following factors as indicated by Judson (1991:79) should be taken into consideration:

- People can be influenced or controlled provided they depend on the Organization.
- The ability to exercise authority.
- Established cultural beliefs and norms.

- **Persuasion**

Managers/leaders do not have to use power as literally as they can because as indicated by Eccles (1994:35): *"The proliferation of specialist profession has created ever-growing sets of people who will commit themselves to goals that they accept, but who resist being pushed around."* It is true of students at universities. They want to be convinced to commit themselves to particular goals. In such a situation, persuading people would be very strategic.

Persuasion and rewards could be used to gain co-operation in a process of change. Judson (1991:81) indicates that successful persuasion *"...depends on one's ability to perceive a situation from the other's viewpoint."* A thorough analysis of needs and norms should be done. According to Judson (1991:101) a reward which is appropriate to a particular resistance can be a powerful lever to the higher-ups. However, to make use of this lever successfully, probable reasons for resistance and estimated losses and gains for those affected should be established. Rewards may be monetary, such as increases or non-monetary, such as inclusion in various forums.

- **Fear and Security**

Change agents need to be aware that people could be encouraged to accept change if they are ensured of their security. As a result, allaying fears of various stakeholders could help to remove serious resistance to change (Judson 1991:84).

When change has to be effected there are fears which can make people to resist change. For instance, students at universities will guard against any change because they are concerned with their security. Moraka (1997:128-129) lists the following fears amongst students, which are related to the question of insecurity.

Possible fears of black students

- fear of being assimilated into the white culture
- fear of being manipulated by whites
- fear of not being accepted by whites
- fear of being victimized

Possible fears of white students

- fear of the lowering of standards
- fear of losing their traditions
- fear of losing control of student activities to black students

However, if it can be guaranteed that such fears are groundless, people can freely and positively participate in a change process. Thus guarantees can be used as a lever to dispel fear and insecurity.

Donald and Lazarus (1995:55) suggest that these fears can be reduced by way of affording stakeholders some control over change processes through allowing them participation in decision-making processes.

- **Understanding**

Another lever that could be employed by change agents is to ensure that at least the majority of people understand the envisaged change (Judson 1991:85). In this instance it is important to provide answers to what must exactly be understood and who must understand. There are a number of aspects involved in a change process such as providing answers to the following basic questions:

- Who should be involved?
- Who is going to benefit?
- What has to be changed?
- How will change be effected?
- When should a change process be completed?

Judson (1991:86) stipulates precisely what must be understood:

- What specific long-term objectives are to be accomplished?
- What specific short-term objectives are to be accomplished?
- What need is there for these objectives to be accomplished and why?
- Why is there any need for change?
- What is to be changed?
- How is it to be changed?
- When is the change to be initially introduced?
- How long will it take for the change to be fully implemented and made operational?
- Who is to be involved?

- What will the situation be after the change?
- What are the potential benefits that might be gained from the change and who will benefit?"

Providing answers to the above questions will contribute to minimizing resistance to change. However, it should not just be answers which are characterized by greed and deception. The responses should reflect transparency, accountability and honesty. According to Judson (1991:109) such an understanding can only be secured if sufficient, factual and accurate information is provided.

- Time

Judson (1991:91) points out that time is an important as well as a controllable lever. He provides the following phases that are very distinct in times of change:

- the interval between the first inkling that a change is to occur and its actual start;
- the interval between the start of the change and the completion of its initial installation;
- the interval between the initial installation of the change and its institutionalization into day-to-day operations.

These intervals should not be understood in isolation because they are interwoven. It should also be determined how much time will be spent in each interval. It is in the first phase where more information and clarification should be provided regarding questions such as: Why the change? What sequence should the process of change take? What should be completed first? How long will it take for all involved to comprehend the change? When should the change process be completed? Who should be involved in the change

process? To what extent will they be involved? What are the implications of the actual change, particularly in terms of security and integrity? Insight has to be provided on many issues.

It is therefore essential not to rush over this stage. Judson (1991:91) indicates that in this stage "... *slow movement is less threatening than rapid progress.*" Judson (1991:113) furthermore remarks that: "*Management should use this interval as a lever to ensure that all involved attain maximum understanding of the change and its probable consequences.*"

- **Involvement**

To ensure involvement and active participation of all stakeholders in a process of change is a lever that can be effectively employed. People should not be scared away from a process of change, instead they should be encouraged to participate. It is basically through participation that people become involved. Allowing all interested parties to participate in a change process will enhance acceptance of the ultimate change. Harvey and Brown (1996:164) corroborate that by indicating that: "*An individual who has participated in the formation of a program has an interest and ownership in the program which is likely to lead to increased motivation and understanding.*" Delworth *et al.*(1980:463) further support the same opinion by stating that people are likely to support what they had created.

Change that affects students is successfully completed and implemented if students are fully involved from the outset. They should be part of the very first meeting where answers are provided to questions such as: Who should be involved? What is it that has to be changed? Why should it be changed? How should it be changed? When should it be accomplished? How will it be implemented? Who will monitor the implementation?

Involving all the stakeholders is essential because it makes a process of change and the outcome thereof legitimate and as a result acceptable to stakeholders. The maximum involvement of stakeholders will therefore minimize resistance to a great extent. Thus excluding others in a process of change will, as indicated by Delworth *et al.* (1980:463), bring about a situation in which processes of change, which would exclude people, will be met with vehement resistance.

- **Criticism**

The extent to which participants in a change process feel criticized is also another significant and controllable lever (Judson 1991:96). People involved may experience criticism, which may be levelled against the past or present situation. It is vital to know how to handle such a situation without jeopardizing the process of change. As indicated by Judson (1991:129) the past can be used positively and constructively in order to advance change. A change process should not be intended to destroy the past completely, but to make some adjustments where appropriate. There are always good practices of the past that can be of great use in the present. Such practices should be retained possibly with some adjustments. However, there could be certain bad practices which could still be detested in the present. Such practices need to be eradicated.

Furthermore, responding appropriately to criticism will require insight and understanding into the manner in which other cultures do things. For instance, in student affairs, knowledge of existing cultural groups within a student community is essential. Going further than just knowing how many cultural groups there are within a particular student community and establishing historical backgrounds, forms of communication, perceptions of change and how each group would be affected by the envisaged change, will contribute to overcoming criticism. According to Judson (1991:129):

“Anthropologists have long known that in order to work effectively with any group of people it is essential to learn their customs, ceremonies and symbols and their expected ways of doing things.”

- **Flexibility**

The other lever is the extent to which those involved perceive the change process to be open for modification. It should be avoided that people involved feel that the change process is inexorable and irrevocable indicates that change should be introduced as a trial effort so that stakeholders in a change process could feel that they are in control of the change process (Judson 1991:132). They should feel they can make contributions, which may be accommodated. A tentative approach should be adopted in order to ensure flexibility.

- **Understanding organizational culture**

Arredondo (1996:180) states: *“Change is naturally going to cause discomfort, but if a change leader does not know the culture and subcultures of an organization, she or he may misread or overreact to symptoms of discomfort. Some intervention may be necessary, but you have to know what to do and when.”*

Manifestations of an organizational culture within a student community would be the kind of social activities, sport, and religion they participate in.

- **Education and communication**

Making stakeholders realize that change is manageable will be the basic step toward enhancing positive participation. People will always reject change if they do not have full insight into a specific change. Therefore, before a

change process can be embarked on, concerns of those who will be affected by change should be addressed. In authenticating this opinion, Donald and Lazarus (1995:54) highlight: *“In order to develop readiness, or a ripe environment for change, clear points of focus need to be crystallized and broadly agreed upon by those affected.”* For instance, points of contradiction and conflict should be addressed. Lazarus (quoted in Donald & Lazarus 1995:54) indicates that the impetus for change can be strengthened by involving strategic people such as leaders, competent enthusiasts, and those who would benefit from the change. Without their support and ownership of the process, change would be sabotaged.

In addition, Harvey and Brown (1996:163) state: *“The uncertainty and fear of the unknown associated with change can be minimized by an effective communication program. The lack of reliable information leads to rumors and uncertainty. Information concerning the what and why involved in the change program should be provided to all organization members.”* Participants in a change program should be educated about the change itself, what the situation is, where the organization should move to and how that would be done.

Educating participants in the change program will enhance supporting them and thereby facilitating the process. According to Harvey and Brown (1996:165) another way of dealing with resistance is by reinforcing the process of change and supporting the participants in the change program. Formal and informal leaders should be supported to accommodate change by way of development.

The above-mentioned strategies which can be employed to overcome resistance are corroborated by Mink *et al.* (1993:83) who indicate that resistance can be overcome through:

- building trusting relationships
- communicating openly
- encouraging two-way feedback
- addressing individual concerns
- exploring readiness to change.

2.8 Summary

Important aspects that would facilitate the management of change processes have been highlighted in this chapter. For instance, communication as an indispensable aspect for change management and conflict resolution has been discussed. Furthermore, regarding change management, the following aspects have been addressed: Factors that would cause change, how people are affected by change, factors for successful management of change, the change process and resistance to change.

It is maintained in this study that attention to the above factors will facilitate effective management of change. Knowledge of the theoretical requirements of change management will enable agents of change to develop appropriate strategies for the advancement of change programs.

Since change can bring about conflict and vice versa, it is rational to explain what conflict entails. As a result, the following chapter will shed light on conflict management.

CHAPTER 3

MANAGING CONFLICT

3.1 Introduction

According to Barr *et al.* (1993:319) the tactic "*which relies on human resource management to restore organizational stability and direction, may be called conflict resolution.*" Organizations should constantly develop good measures of conflict resolution in order to bring about stability and progress. Thus, universities are not exceptions. The central function of a university would be to create a situation that is conducive to learning. In order to realize that, conflict resolution mechanisms should be in place. Cottringer (1997:6) indicates that productivity and success in life would be facilitated by the ability to resolve conflict. In addition, Tjosvold (1991:3) states that the ability to resolve conflict would be disrupted if conflict were poorly managed.

Wherever people are, conflicts will always be experienced. Even in a mono-cultural society conflicts are experienced. "*Conflicts are part of individual relationships and organizational development...*" (Cottringer 1997:6). Thus, given the diversity of cultures in universities, it is inevitable that conflict will be experienced amongst students. Conflict is part and parcel of human life. Hence, Sehgal (1991:5) states that human life cannot be free of conflicts and that it is not possible to have a conflict-free society. As a result, people should empower themselves to deal with conflict effectively.

"*Conflict is double-edged. It evokes images of fighting, hostility, and painful divisiveness, but also of people discussing issues deeply and honestly and creating a common ground*" (Tjosvold 1991:1). Conflict can either be advantageous or disadvantageous. Crawley (1992:10/11) indicates that

conflict can either become constructive or explosive, depending on how it is managed. It becomes constructive when people can exchange ideas, which ultimately bring about a workable solution. On the other hand, it becomes explosive when out of it, people experience violence and are affected by it. Conflict can build or destroy, depending on how it is managed. It is therefore appropriate as indicated by Sehgal (1991:38) that it is not true to say that:

- All conflicts are bad and wasteful of energy.
- All conflicts cause suffering and personal damage.
- All conflicts are destructive.
- All conflicts exist, because one party is at fault.

Bercovich (1984:7) echoes the same opinion by indicating that conflict is not only harmful and disruptive, it can also have "... *beneficial consequences – both latent and manifest – for the parties and the environment in which it occurs.*" In corroboration, Walton and Baron (quoted in Barr & Associates 1993:313) state: "*Conflicts arise regularly in any organization where people work and live together and may be destructive or constructive depending on the nature of the conflict and the way it is handled.*" For instance, when interests and feelings of conflicting student parties are ignored or suppressed, frustration and anger take over. Disputants at this stage no longer listen to reason. They will concentrate on the zero-sum approach to conflict and use force to reach their goal. Conflict may bring about serious fighting and divisions among people. To the contrary, it may involve people in genuine processes to establish common interests and solutions to a problem. Thus, conflict may, if properly managed, transform student life for the better because students may be involved in processes which will seek to establish common grounds that will enable various cultural groups to co-exist peacefully irrespective of their differences. Hence, Wedge (quoted in Avruch, Black & Scimcca 1991:3) states that conflict is "... *often an engine of desirable social change.*"

Sehgal (1991:38) further highlights that "... *conflict can be exciting, engaging, and organisationally significant.*" That can be realized provided that sufficient, appropriate and constant communication is effected. However, if poorly managed, conflict may encourage students to strengthen their respective cultural positions against others. Subsequently, an atmosphere which is not conducive to learning, will prevail. Hatred, hostility, fighting and divisions will characterize such an atmosphere. According to Tjosvold (1991:4): "*Poorly managed conflicts pose great hazards because they disrupt the ability to solve problems, including the ability to deal with conflict. In escalating conflict, people communicate in closed impoverished and biased ways. As a result they are unable to discuss the underlying issues and develop solutions to end the conflict. Ill-managed conflict attacks joint problem-solving and, thereby, the very essence of an effective organization.*"

It is of vital importance to take into consideration that successful resolution of conflict depends largely on attitudes of disputants. If disputants value their respective positions as more important than the envisaged outcome, the conflict may not be resolved. For instance, in case of cultural conflict between student groups, enmity and distrust will prevail if the involved students concentrate on their respective cultural norms and values without being prepared to compromise. In such a situation, according to Arrow, Mnookin, Ross, Tverky and Wilson (1995:28) "*The disputants may view their struggle as a 'zero-sum' game, one in which any gain achieved by the other side is perceived to be loss, of equal magnitude to their own side...*"

At times when a situation is too ghastly to contemplate, people would resort to avoid addressing it, with the hope that it will resolve itself. Avoidance at times may be caused by the lack of capacity to attend to the conflict. However, avoiding an existing conflict is not the answer. According to Tjosvold (1991:5): "*Avoiding conflict does not make problems disappear, but allows them to linger and fester, and then emerge in more divisive ways.*" It

should also be noted that avoidance should be applied for strategic purposes in case it is necessary. However, an assessment has to be made first. For instance, in the case of confronting an aggressive student in a mass meeting, one should be calm and after the meeting talk to the student on a one-to-one basis, either in one's office or any convenient place.

According to Barr *et al.* (1993:313): "*Managing conflict is a major function of student affairs administration.*" Holton (1995:79) states: "*Conflict is inevitable in higher education, where academic freedom is revered and free thinking is encouraged.*" The fact that conflict is inevitable cannot be refuted. However, that does not suggest that measures for the possible avoidance of conflict should not be instituted. Thus, managers should always strive to identify and understand conflict. According to Holton (1995:79): "*Lack of understanding of conflict leads to an inability to cope with it.*" Consequently, inability to manage conflict effectively leads to chaos.

It is further important to note that conflict will also create a platform for students to talk to one another. It will enable students to share their differences and commonalties from which an understanding can be developed. A practical example observed by the researcher, is when students of a residence at a particular university passed a motion of no-confidence against the chairperson of the house committee. In another a motion of no-confidence was passed against the entire house committee. Both situations were so serious that serious lobbying, which caused frictions amongst students, was done in both cases. However, because of the intervention by the Dean of Students, both incidents bore good fruits because students could sit and talk constructively. Suggestions were made and consequently efficiency and effectiveness of house committee management was reinforced.

It therefore becomes essential that aspects that will have an impact in the process of conflict resolution be scrutinized before the process of resolving a conflict can be started.

3.2 Resolution of conflict

Starting the process of conflict management will require the knowledge of the above-mentioned aspects and positive consideration of the golden rule of conflict resolution as provided by Tjosvold (1991:116):

- If you want people to listen to you, then listen to them.
- If you want them to take your perception, then take theirs.
- If you want others to compromise, then you compromise.

Sehgal (1991:36/37) provides the following hints for addressing a conflict:

- Identification of the conflict.
- Isolation of functional and dysfunctional aspects of a conflict.
- The application of direct confrontation design techniques.
- A larger (super-ordinate) goal should be preferred to local (group) goal if necessary.
- The size of resources should be increased if possible in the case of resources constraints.
- Letting a conflict cool off, if appropriate.
- Immediate intervention and explanation of the futility of disputing over minor differences.
- Compromising in a spirit of give and take may be resorted to.
- Any group in dispute may be persuaded by the manager to stop fighting in case it is pursuing a wrong issue.
- One group/party may be shifted or transferred.

The process of conflict management is categorized into three stages, namely: Identification and tracking of conflict; Identification of solutions; and Implementation of solutions.

3.2.1 Identification and tracking of conflict

Identification and tracking constitute the initial and crucial step in conflict resolution. Success or failure in conflict management will, to a great extent, be determined by this step. For instance, the process of tracking will enable participants to gather relevant information about the conflict. Azar (1990:32) avers that tracking is essential because it provides good timing for facilitative intervention and it also provides information about grievances, goals, concerns and interests of the disputants. This step will further encompass the following aspects: Is the right conflict identified? Is it timeously identified? Holton (1995:89) emphasizes that it would be easy to manage conflict with less expenses if it is identified earlier. The following six steps, as suggested by Holton (1995:83), should be observed in order to identify a problem:

- **Who is involved?**

Parties that are involved in the conflict and those that may be directly or indirectly affected by the conflict should be identified. It is also important to assess the relationship between the disputants, their motivations and their sources of power.

- **What is the conflict?**

In order to identify the conflict, answers should be provided to the following questions as stated by Holton (1995:83/4): What happened? What are the specifics of the conflict? All the details of the conflict such as: Who is involved? How did it start? Is it escalating or dying down? Without the specifics about the conflict, participants will run the risk of arriving at an unworkable solution.

- **When did it happen?**

Establishing the exact time of an incident could contribute to developing a solution.

- **Where did it happen?**

The location of an incident could assist in establishing circumstances that prevailed.

- **Any resolution attempts?**

Were any attempts made to resolve the conflict? In the case where attempts were made, what was the outcome? If nothing was done to resolve the conflict, what are the reasons?

- **What are the consequences of the conflict?**

What will happen when the conflict is resolved or not? The gains and losses should be considered.

Answers to the above questions will definitely highlight the nature of the conflict which in turn will help participants to engage in the resolution process with understanding.

Informal proceedings can also be employed for conflict identification. Burton (quoted in Azar 1990:23) in practice used the informal meeting of disputants, without an agenda, as the first step towards problem-solving. However, parties are informed prior to the meeting that the proceedings will be unofficial and that it is just an academic exercise. In such an informal meeting, disputants are offered an opportunity to explore the root of the conflict, the extent thereof and possible solutions to it. Facilitators, except when clarity is sought, make no interruptions.

Azar (1990:30-33) refers to the informal meeting as the forum, which is actually not a formal bargaining situation, but an opportunity to discover mechanisms which can be employed to resolve the conflict. The purpose of the forum is to enable positive communication between the disputing parties so that mutually acceptable solutions can be identified. The forum should also include participants who can take decisions or influence decisions. Without such participants, the forum process may bring about more frustrations and hopelessness to disputants. Therefore, it is on this basis that participants are encouraged to be open and candid, analytical and to search for commonalities and differences. According to Azar (1990:32) the forum process should last at least four to five days and should take place at a neutral and quiet place. Tables should be arranged in such a way that participants will be encouraged to participate. However, it should be noted that the use of a forum will be determined by the nature of the conflict.

Azar (1990:30) further indicates that it is possible and important to create an environment in which representatives of conflicting parties are afforded an opportunity to identify related needs and discuss, clarify and analyze them. In such an environment all parties concerned should be encouraged and guided to positively acknowledge the legitimacy of the needs and aspirations of their opponents. A party should not focus on itself but rather on its opponent's situation. That will enable them to understand their own situation in the light of what the opponent holds dear.

Talks in such an environment will need completely impartial facilitators, or as indicated by Azar (1990:30), "*honest brokers*". Azar (1990:30), further indicates that it is of vital importance for all the parties involved in a conflict to take the necessary risks. Such risks would include firstly, entering into informal discussions with the opponent, which is a serious risk because of the distrust which prevails and which makes chances of negotiating in good faith very slim.

The second risk is the alienation of delegates who may enter into unpopular agreements. However, according to Azar (1990:31): "*Effective mediation by a third party may help minimize the risks involved in establishing communication between the opposing parties.*"

Within a university context, student affairs officers can serve as honest brokers in conflict forums. For instance, the researcher has been personally involved as an honest broker in various instances wherein black and white students were at loggerhead. Since the residence management was also to a certain extent implicated, the researcher, as student affairs officer, had to intervene. A meeting that involved many students was therefore arranged. The outcome was that a forum that was constituted by representatives of the two groups was created. Ultimately the problem was resolved.

3.2.2 Identification of solution

An understanding of the conflict will contribute toward the development of an amicable solution. The process of finding a solution requires full participation of disputants as well as the mediator whenever a situation requires outside intervention.

Holton (1995:84) suggests the following process in identifying a solution:

- **Develop a positive attitude**

It is essential for the parties involved in conflict to develop an understanding which is necessary for them to work together. That will ensure a smooth process of conflict resolution. Therefore, an agreement on how to work together is of vital importance.

- **Establish ground rules**

Before the start of negotiations, knowing exactly what is expected of participants is required. For instance, ground rules may enhance the medium of communication. It is crucial to agree upon the language which is to be used as a medium of communication, particularly in multicultural student communities. Without agreeing on the medium of communication, talks may be disrupted from the outset. A negative start could have a negative impact on the whole process which will lead to the failure of conflict management.

- **Identify interests of the parties**

The disputants should know and be sure of what they want. Their interests should be tabled.

- **Develop alternatives**

The identification of alternative solutions will naturally follow after having acquired an understanding of the conflict. The alternatives have to be identified and discussed. Holton (1995:84) indicates that brainstorming is the best procedure to develop alternatives. However, the possibility of other methods which can facilitate the development of alternatives cannot be ruled out.

- **Identify criteria**

Holton (1995:85) emphasizes that criteria which will be used to determine a suitable solution should be formulated. The ideas that may emerge from the process of brainstorming can also help to formulate criteria. Criteria for

choosing an appropriate solution may be placed in either rational, logical or emotional categories. Criteria will include aspects such as:

- Time – When should the issue be finally resolved? When should a solution be implemented?
- Financial implications – In case of financial obligations for the implementation of a solution, financial resource which will be used should be determined.
- Legitimacy – Is the process inclusive to render the solution acceptable?
- Authority – will the authorities approve of the solution?

Holton (1995:85) outlines that criteria should be prioritized immediately after they have been developed because they would not necessarily weigh equally. The prioritized criteria should then be used to determine an appropriate solution.

3.2.3 Implement solution

This is the most crucial stage because if neglected it may render the whole process of resolving conflict futile. It is important that those involved in a conflict resolution ensure the implementation of the resolution.

The following strategies for the implementation of the solution are suggested:

- **Develop a plan of action**

A plan of action according to Holton (1995:85-86) includes the following:

- Who should do what – roles have to be clearly defined. In the case where outsiders are involved – how are they going to become involved?

- What exactly should be done?
- When should it be done?
- What are available checkpoints?
- When are the involved parties meeting?

Furthermore, a person should be appointed to mediate in case of differences during the implementation stage. According to Holton (1995:86): "*The plan of action should be written up and signed by all parties including the neutral third party if one is involved.*"

- **Determine how to handle conflict in the future**

A common way to deal with conflict should be developed for future purposes. All involved parties should follow-up the implementation of solutions. According to Azar (1990:37): "*Follow-up is also a way of learning to improve the model and for tracking of the conflict itself.*" It is essential that the parties that were involved and the mediator continue communicating after the resolution of a conflict. Talks should go on particularly around strategies of curbing conflict. Both the disputants and the mediator should ensure the implementation of identified solutions.

The strategies for conflict management that have been suggested above may be of assistance in resolving conflict. However, sometimes these strategies may fail, perhaps because of the inability to follow them to the letter. Lack of exposure to the procedures in conflict management could further exacerbate a conflict situation. In such a situation where conflict resolution procedures fail, mediation, negotiation or arbitration would be the alternative strategies for managing the conflict.

3.3 Negotiation/Arbitration/Mediation

According to Barr *et al.* (1993:321): "*In conflict resolution, student affairs administrators may approach a settlement through negotiation, mediation, or arbitration.*" The choice of one of the three approaches in resolving a deadlock would be determined by the kind of conflict. It therefore becomes necessary to define and distinguish between the three concepts, namely negotiation, arbitration, and mediation.

3.3.1 Negotiation

Authors provide various definitions of negotiation. However, these definitions mean the same thing, which is that disputing parties will agree that they need to sit and work out a solution to their differences. The following are examples of how the concept *negotiation* is defined:

Fowler (1990:3) understands negotiation as a process of interaction between two or more parties who agree that they need to mutually resolve their differences through argument and persuasion.

Riskin and Westbrook (1988:3) state: "*In negotiation, persons seek to resolve a disagreement or plan a transaction through discussion, which may include reasoned argument.*"

Singer (1990:17) highlights that negotiation is a process, which involves two or more people, entangled in a conflict, in discussions in order to find a solution.

According to Barr *et al.* (1993:321): "*Negotiation may be viewed as joint decision-making that brings about agreement through conference, discussion, and compromise.*"

The above definitions point to the following principles of negotiation which should be observed for effective negotiation, as suggested by Fowler (1990:2):

- Two parties with common interest.
- Different objectives.
- Parties opting for negotiation rather than coercion or arbitration.
- Persuasion for modification of original position is central.
- Hoping for an acceptable final agreement.
- All parties have power to a certain extent.
- Interaction is central.

Observation of the above-mentioned principles of negotiation would require a systematic approach to negotiation. An understanding of the stages of negotiation and the possible methods that can be employed will facilitate such an approach.

Fowler (1990:7) provides the following three stages of negotiation: Preparation, actual negotiation process and implementation.

- **Preparation**

The actual process of negotiation should be preceded by preparation. Preparing for negotiation will revolve around the following questions:

- What are the real issues?
- What parties should be involved?

In addition, as indicated by Fowler (1990:27), preparation would include the following stages: Firstly, subjecting oneself for critical scrutiny in order for the other party to understand you. That will entail, as highlighted by Arrow *et al.*

(1995:4), knowing a great deal about the evidence and arguments that support one's own position. Wrong information may be transmitted to the other party if there is no clear understanding of one's position. Disclosing the truth to the other party will facilitate a situation in which the parties involved understand each other. Secondly, it is essential to study the other party in preparation for negotiations. Avoiding what Arrow *et al.* (1995:4) refers to as optimistic over-confidence (which denotes the tendency not to care and not want enough information about the other side) will assist in facilitating the process of discovering others. It is essential for each party to know a great deal about evidence and arguments that support the position of the other side. That would assist in clearing the perception that the information that one has is perfect. Ultimately the possible bias which may be caused by lack of knowledge about the others and which may disturb negotiations may be cleared. The following questions would facilitate the gathering of information about the other party:

- What is the aim of the other party?
- What are the negotiation limits of the other party? Singer (1990:17) explains that as recognizing constraints. In any negotiation process there are limits such as the authority to conclude the final agreement. For instance, does the other party have the authority to finalize the agreement? Furthermore, some limits may encompass deadlines and budgets.
- Possible facts and arguments to be used by other party.
- Determination of underlying and untested issues or objectives (hidden agenda).

The third step would be the formulation of the objectives. The formulation of appropriate objectives would be facilitated by the adoption of the following approach to negotiation as stated by Bevan (1992:3) that is to attack the actual problem by separating people from the problem and to focus on interests and not positions. According to Singer (1990:18) establishing the interests of all parties to a conflict is a critical form of negotiating. That can be accomplished through separating interests and underlying needs from positions. The underlying needs of parties may be determined through providing an answer to the question. Why do I/we care about the issue? In formulating the objective the following three levels of negotiations as provided by Fowler (1990:19) should be taken into consideration:

- the ideal or best possible deal
- the expected settlement level
- the worst, though still just acceptable deal

- **The actual process of negotiation**

This process is characterized by genuine interaction which is intended to lead the disputants to an agreement about the outcome. It is important to decide on a particular method to be used. The collaborative/problem-solving method as outlined by Singer (1990:17) should be preferred to the competitive method. The competitive method, which may not assist the process of negotiation, employs the win-lose approach. Focus is placed on maximizing one's own gains at the expense of the other party. In such a situation, coercive methods such as threatening to terminate talks may be used. On the other hand, the collaborative/problem-solving method will guarantee successful negotiation to a great extent by promoting the interests of all parties. It is also referred to as win-win negotiation. All parties are assisted to meet their goals. According to Singer (1990:17) this method is extremely important particularly when negotiating parties will

still have to deal with each other in future. An ongoing relationship, which is based on trust, should be developed. This form of negotiation is also characterized by compromise. Parties should be able to give up in order to gain.

The negotiation process would follow the following six-stage pattern as indicated by Fowler (1990:8):

- Defining issues.
- Defining initial positions – what each party wants.
- Starting the argument in order to test initial positions.
- Exploration of possible outcomes.
- Firm proposals are suggested and deliberated upon.
- Defining an agreement, which leads to concluding negotiation.

The end-product of the above process of negotiation is the formulation of an agreement. An agreement should be properly formulated in such a manner that all parties understand it. It should be ensured that it becomes possible to practically implement the agreement. To corroborate that, Fowler (1990:9) states: *“Ill-defined agreements, or agreements which have paid too little attention to the practicalities of implementation, frequently collapse soon after they have been concluded.”* Therefore, an agreement should be written down. It should also include the implementation program. Singer (1990:19) further indicates that the parties should agree on standards, or neutral principles that would be used to govern their agreement. Thus, options should be created in order to satisfy everyone’s interests. The details of the agreement should be made available to all the stakeholders.

- **Implementation**

The final stage would be that of implementation. In the first stage preparation for the actual process of negotiation is being done. The purpose of the actual process of negotiation is to reach an agreement which will be acceptable to the involved parties. The achievement of an agreement will lead to the final stage of implementation.

Finally, it is of the utmost importance to consider the following points as indicated by Tjosvold (1991:114) in order to intensify the above strategies of negotiation in a multicultural situation:

- **Value diversity**

- *Set norms that conflict will occur and can be useful.*
- *Confront problems and communicate feelings openly.*
- *Try to understand the views and feelings of others.*

- **Seek mutual benefit**

- *Define the problem together.*
- *Understand the costs of fighting against the conflict and the benefit of resolving it.*
- *Focus on working together to manage the conflict for mutual benefit.*

- **Empower**

- *Show respect and acceptance of others as people.*
- *Use approaches that you want others to use.*
- *Use strategies of cost cutting, logrolling, and bridging.*
- *Reach an agreement.*

- *Take stock*

- *Reaffirm the agreement by implementing it.*
- *Evaluate the solution and look for ways to improve it.*
- *Celebrate successfully negotiating the conflict.*

3.3.2 Arbitration

When negotiation is about a voluntary interaction of parties who have mutually agreed that there is a need for them to interchange ideas in order to develop an agreement, arbitration requires a neutral person to take decisions for disputing parties. Riskin and Westbrook (1988:3/4) indicated that: "*Arbitration is used extensively in industrial labor relations and in commercial and consumer disputes. Negotiation is used in all manner of disputes and transactions and is common in everyday life.*" Various authors define arbitration as follows:

Webster (quoted in Brams 1990:64): Arbitration is "... *the hearing and Determination of a case in controversy by a person chosen by the Parties or appointed under statutory authority.*"

Singer (1990:27): "*Arbitration is the most popular form of private, third party Decision-making.*"

Riskin and Westbrook (1988:120): "*Arbitration is a form of adjudication in which the neutral decision-maker is not a judge or an official of an administrative agency.*"

Barr et al. (1993:321): "*Arbitration employs the selection or appointment of a third party to determine final resolution of a dispute.*" McCarthy (quoted in Barr et al. 1993:321) defines arbitration as "... *a quasi-judicial process in*

which the arbitrator listens to testimony and renders a decision based on this testimony.”

Arbitration should not be confused with adjudication. There is a clear distinction between the two concepts. While only a legal person facilitates conflict resolution in the process of adjudication, any person that disputants agree on would arbitrate. The following definitions of the concept *adjudication* clearly highlight the difference between arbitration and adjudication: Singer (1990:29) avers that the process of adjudicating brings about binding decisions through courts or administrative agencies as facilitators. In addition, Bevan (1992:11) describes adjudication as “...*dispute resolution by litigation, and it takes place in the High Court, County Court and various tribunals*”.

In the case of arbitration, disputants would agree that they have reached a deadlock and that as a result they need a third party to resolve their problem. According to Riskin and Westbrook (1988:3) it is a prerogative of the disputants to agree upon a third party and submit their dispute to her/him. In this case, the third party is empowered to take a decision on the issue. Or they may agree in advance to set aside certain aspects for arbitration. At times they may attempt to take up the issues, but in the case they reach a dispute, then arbitration would be opted for.

However, it is important to note as rightly indicated by Bevan (1992:7) that disputants would be bound by the decision of the arbitrator. Disputants will be required to submit their differences right at the beginning. An impasse is not accommodated in the process of arbitration. A solution is guaranteed and conflicting parties are obliged to comply with the resolution.

3.3.3 Mediation

The concepts *negotiation* and *arbitration* as explained in paragraphs 3.4.2 and 3.4.2, differ from mediation because mediation is about a third party who facilitates the resolution of the conflict. When it becomes necessary for a third party to facilitate the discussions during a negotiation process, then the process is called mediation. Mediation is considered when it becomes apparent to both parties that they have reached a deadlock. "*Mediation is an informal process in which a neutral third party helps others resolve a dispute or plan a transaction but does not (and ordinarily does not have the power to) impose a solution,*" (Riskin & Westbrook 1988:4). According to Mitchell (quoted in Bercovich 1984:13) third party intervention is required when:

- *a conflict is long, draw-out and complex.*
- *the parties have reached a deadlock with their own conflict management efforts.*
- *continuation of the conflict is seen as an exacerbating factor by all concerned.*
- *some communication or cooperation exists between the parties.*

Furthermore, mediation, which according to Barr *et al.* (1993:321) refers to third party intervention, is essential in conflict management. In corroboration, Bevan (1992:18) indicates that: "*Mediation is the use of a third party to help those in conflict to do things and reach agreement which, unaided, they may never do, or may do so much later in the conflict that each side will have suffered further harm.*" The following authors further provide an understanding of what mediation entails.

According to Gibson (1995:27) student conflicts can best be resolved through mediation by various authority figures on campus, including a dean of students. Waters (1995:74) indicates that: "*Mediation involves a neutral party*

(or parties...) who assists disputants in finding a mutually satisfactory resolution to their conflict." Bercovich (1984:9) conceives mediation as "... an aspect of a conflict management mechanism designed to arrest possible destructive consequences and inhibit a dysfunctional conflict cycle, as well as help the parties to find a proper, and satisfactory, basis for an agreement." Harbottle (quoted in Bercovich 1984:3) defines third party intervention as "... the intervention into a dispute of a person or an agency whose purpose is to act as an instrument for bringing about a peaceful settlement to that dispute, while creating structures whereby the foundations of a lasting settlement may be laid." Bercovich (1984:9) further indicates that mediation may be attitude-oriented or behavior-oriented. Thus, the type of third party intervention will differ from one situation to the other because both parties to a conflict, their interests, perceptions and expectations will determine that. According to Gibson (1995:27) mediation can be categorized into "... peer mediation, a campus mediator or mediation office, and mediation offered by student affairs." Thus it is important that student affairs professionals be trained in mediation.

A mediator, according to Bercovich (1984:13) is someone who would come from outside a conflict situation to intervene by way of assisting the disputants to resolve the conflict.

Thus, the process of mediation is characterized by the involvement of a third person/s or an agency in a conflict, which is protracted and cannot be settled because of differences between the parties to a conflict. The mediator should be neutral and not an accessory to any aspect of the conflict. The parties to a conflict should have trust and full confidence in a mediator. Trust is central because, according to Bercovich (1984:13): "A third party brings with it certain ideas, knowledge, and assumptions, as well as interests, all of which are designed to influence the likelihood of achieving a successful outcome." Without trust, disputants may not open up in the process of mediation. That

will most definitely have a negative impact on the process. The likelihood would be failure to resolve the conflict or the outcome may not last.

The relationship between a third party and parties to a conflict should be characterized by:

- Temporariness: The relation would exist as long as the conflict is not yet resolved.
- Trust: mutual trust should prevail between all the parties to a conflict and the third party.
- Preparedness by all the parties, including the mediator to resolve the conflict.
- Neutrality of the mediator.

The role of a mediator is further clarified. According to Arrow *et al.* (1995:41) a mediator can:

- facilitate proposals that are relevant to the goals and priorities of the disputants;
- encourage a problem-solving approach;
- neutralize tendencies of reaction devaluation;
- create deadlines, incentives, and other pressures that encourage concessions or compromise;
- help create trust and goodwill;
- dispel the idea of a zero-sum struggle; and
- help disputants to realize that mutual as well as opposing interests exist.

Singer (1990:20) further provides the following ways in which a mediator could facilitate the resolution of a conflict:

- by soothing ruffled feelings;
- by acting as a neutral discussion leader and ensuring that all the parties have ample opportunity to speak;
- by helping to distinguish interests from positions;
- by working with the parties to devise creative solutions for meeting their needs;
- by earning enough of the parties' trust that they will share confidential information about their interests and alternatives;
- by communicating selected information back and forth, often translating it from negative to positive language;
- by serving as an agent of reality, helping the parties to be more realistic about their alternatives to agreement;
- by keeping negotiation going when the parties are ready to give up;
- by acting as a scapegoat when things go wrong.

The role of the mediator can further be intensified through observance of the following stages of effective mediation as provided by Singer (1990:22):

- the encounter between the mediator and the disputants;
- the involvement of the mediator in setting ground rules for talks;
- agreeing on the agenda;
- establishing alternative solutions;
- evaluating the established alternatives in comparison with the parties' alternatives;
- reaching the final or partially final agreement and concomitantly developing a plan for the implementation.

In conclusion, student affairs should have mediation structures, such as the Dean of Students in place. It is not suggested that mediation will always be employed in conflict resolution, but only in situations where disputants cannot resolve the conflict, or where productive and healthy relationships between

parties in conflict have been disrupted. The disturbance of the confluence will result into a deadlock. When feuding parties have reached a deadlock, a third party intervention should be resorted to. It should also be borne in mind that not only mediation will be used. The circumstances will determine an appropriate strategy to be used, either negotiation or arbitration or mediation.

Finally, in the case of a deadlock, undesirable tactics to force the resolution of a conflict should be avoided because they have the capacity to intensify and prolong a conflict. Such tactics, according to Sehgal (1991:37), will include:

- *Manipulating a superior into working a conflict reducing decision.*
- *Changing the organisational structure.*
- *Strategy planning to disprove the other's case.*
- *Generating irrelevant data to prove one's own case.*
- *The maintenance of minimum possible contact.*

However, before any attempt is made to resolve conflict through the use of the above-mentioned strategies, insight into the following aspects, which would further empower the conflict manager as discussed in the subsequent paragraphs, should be acquired:

- results and types of conflict;
- causes of conflict;
- elements of conflict;
- approaches and framing a strategy;
- stages of conflict;
- levels of conflict;
- factors for constructive management of conflict.

3.4 Results and types of conflict

Knowledge, insight and understanding into the possible results of conflict and the types of conflict should be established. That will facilitate good skills for conflict management. Consequently, effectiveness in resolving conflict may be realized. The following results of conflict could be identified:

3.4.1 Results of conflict

It may seem that there are many different results of conflict. However, results of conflict can be categorized into two groups, namely positive (advantageous, beneficial, constructive) and negative (disadvantageous, harmful, explosive). A particular result of conflict will either be constructive or explosive.

Crawley (1992:10-11) further provides more information on constructive and explosive conflicts. Explosive conflict consists of the following components:

- Ingredients: Experienced differences in culture, norms and values, age, beliefs, gender.
- Combinations and conditions: According to Crawley (1992:10) this component denotes: *"The contact that people have, the structures that surround them and the environment in which they live and work."*
- The spark: This component refers to clashes that come up because of differences.
- The burning fuse: Crawley (1992:10) states that this component is: *"Smouldering of the conflict, including defensiveness, confusion, jockeying for positions, proliferation of issues and inability to find a resolution."*
- The explosion: People experiencing violence and being affected by it.

Constructive conflict will consist of the first three components as in explosive conflicts, namely Ingredients, Combinations and Conditions as well as the Spark. However, constructive conflict will, by way of involving all affected parties to a conflict resolution process and encouraging positivity of disputants, ensure that explosion is not experienced. According to Crawley (1992:11) it is very difficult to realize constructive conflict because of the pursuit of the interests of individuals and competition in life. That will also include the pursuit of group interests.

Despite difficulties in realizing constructive conflict, the reality is that it is realizable. Crawley (1992:12) indicates that it is necessary for people to be effective and not ineffective because of the perception of opponents as diabolical enemies. Such a perception leads to a situation where people become passive and condone wrong and unfair decisions. However, passiveness leads to frustration, which would surface elsewhere. In such a situation creativity is never thought of.

Constructive conflict requires activism, creativeness and effectiveness. For a person to be involved constructively in conflict management, a constructive attitude is indispensable. In order to develop a constructive attitude, introspection has to be made. You have to establish your being and attitude towards others. And as indicated by Crawley (1992:12) it is important to be able to balance knowledge about you and perceptions that emanate from it with those of others.

Furthermore, many different types of conflict which would either be categorized as constructive or explosive conflicts, appear in two forms, which according to Holton (1995:5), are: Firstly conflict can be manifest – which means it becomes public. In this case people are aware of the existing

conflict and they will speak out and challenge whatever situation through legislation, formal laws and public laws. Secondly conflict can be latent – that refers to hidden conflict. People who are affected may pretend to be happy because of various reasons, which may include fear of victimization.

Various types of conflict as indicated in the next paragraph bring about the above-mentioned results of conflict.

3.4.2 Types of conflict

It is crucial to distinguish between various types of conflict because that would enable conflict managers to develop an appropriate strategy to resolve conflicts. The many different types of conflict should be understood within the context of the results of conflict. That implies that despite the many different types of conflict, their results can, however, either be explosive or constructive. The following are examples of types of conflicts:

- **Interpersonal conflict**

Elsaye-Ekhouly and Buda (1996:72) state: "*Interpersonal conflict involves two or more individuals who perceive themselves as being in opposition to each other regarding preferred outcomes, attitudes, values and behavior.*" Furthermore, it is essential to differentiate between personal differences and task-related differences. However, as highlighted by Sehgal (1991:9) conflict, which is caused by task-related matters between two individuals, should actually be regarded as technical conflict rather than interpersonal conflict. Thus, task-related matters constitute a causal factor to conflict between individuals. Competition may also be the source of interpersonal conflict. When individual students compete for certain positions, the loser may mobilize students against the successful candidate. In addition, such conflicts can be attributed to various factors such as competing over resources or

control, culture differences, incompatible needs, different goals, antagonistic actions, personality clashes and unfairness in the application of resources. Furthermore, negative attitude toward the other person may also cause interpersonal conflict. Hence, according to Sehgal (1991:9): "*An interpersonal form of conflict occurs mostly due to personal dislikes or personality differences.*"

- **Intrapersonal conflict**

Van der Westhuizen (1991:304) explains intrapersonal conflict as the conflict that emanates from within the person and that it is intimately linked to his personality. This type of conflict is basically caused by conflicting alternatives within an individual. For instance, Sehgal (1991:8-9) offers the following examples of intrapersonal conflict: Firstly, approach-approach – Being attracted to two equally important and appealing alternatives. For example, choosing between accepting a lucrative offer, which will require terminating full-time studies, or rejecting it in order to complete studies. Secondly, approach-avoidance - Having a good job offer in a place where you cannot go. Thirdly, avoidance-avoidance - Being faced with two equally unpleasant alternatives, or, as connoted by Sehgal (1991:8), a person may be attracted to two equally appealing alternatives.

- **Individual-institutional conflict**

An institution like a university accommodates individuals from the broader society. Despite an individual belonging to a particular cultural group, he/she has his/her own individual expectations which may contradict those of a university. A university has basic rules and regulations that govern student life. When a student contravenes such rules, a conflict may likely arise. According to Van der Westhuizen (1991:305): "*When the ideals and aims of the two parties concerned differ greatly, an ideal climate for possible conflict*

is created." An example of such conflict is between students and lecturers. Both students and lecturers may cause such conflict. For example, if a lecturer announces at the beginning of a semester that there are too many students for this particular course. You may not be aware that it is extremely difficult. Please, ask student so and so, who is doing it for the third time.

- **Intergroup conflict**

A university comprises of various student organizations and societies. Various ideologies and beliefs characterize such organizations. In spite of their differences, they are interdependent and interrelated because of belonging to a university which has as its mission to educate all registered students irrespective of their cultural background. They all have to contribute to the existence of an atmosphere, which is conducive to learning.

However, conflict may arise between various student groups or between student organizations and management. For instance, in the residences racial conflict may be experienced because of the following background: Residences are central and very important for white students in particular. In the past when traditionally white universities were exclusively designated for whites, white cultures and traditions within these institutions developed and flourished over time. Residences were perceived as platforms from which white political persuasions and interests could be advanced. For instance, at the University of Natal, as indicated by Phillips (1996:114), various activists of NUSAS (National Union of South African Students) expressed the following perceptions of the university's residences prior to 1989.

Residences:

- are bastions of whiteness;
- accommodate typical stereotyped racist white South Africans;

- are the support base for Rag events and orientation week; and
- bond socially around beer clubs and rugby teams, parties, initiation rites, conformity, conservative and political views.

Thus, white cohesion was promoted by the above activities. Consequently that resulted in the development of a particular ethos. The influx of black students into these universities threatened the established ethos.

3.5 Causes of conflict

Lemmer and Squelch (1993:17) stress that cultural conflict is unavoidable particularly when the cultures of people differ. As a result, it is essential that precautionary measures be taken in order to deal with conflict effectively. Exposure to various causes of conflict would assist in managing conflict effectively. According to Bercovitch (1984:12): "*The causes of conflict may generally be found in (a) the individual organism, (b) the social system or environment, or (c) in the interactions between individuals and groups of individuals.*"

General causes of conflict will be investigated. However, focus will also be placed on specific causes of conflict within multicultural universities.

Gibson (1995:27) indicates: "*Students' exposure to academic stress, frequent challenges to their beliefs, fatigue, shared living quarters, and other trying facets of campus culture make interpersonal and group conflict an inevitable part of student life.*" It should be noted however, that even though there are various factors which cause conflict amongst students, the basic causal factors according to Gibson (1995:27) would be incompatible goals and needs and the use of scarce resources.

The following aspects are considered to be some of the causes of conflict:

3.5.1 Power struggle

In accordance with the researcher's experience as student affairs officer, various student organizations compete for control and governance of student activities. A majority culture may be unprepared to share power. It may as a result opt for cultural assimilation. The majority culture may want minor cultures to reject their cultural heritage – beliefs, norms and values - and disappear within the majority culture. In the process, serious conflict may arise.

3.5.2 Norms and values (traditions)

The established norms and values, which resulted in traditions in the traditionally white universities make it extremely difficult for equal accommodation of other races. The accommodation of other races in these universities presupposes the changing of expectations and roles in student communities which is a recipe of conflict.

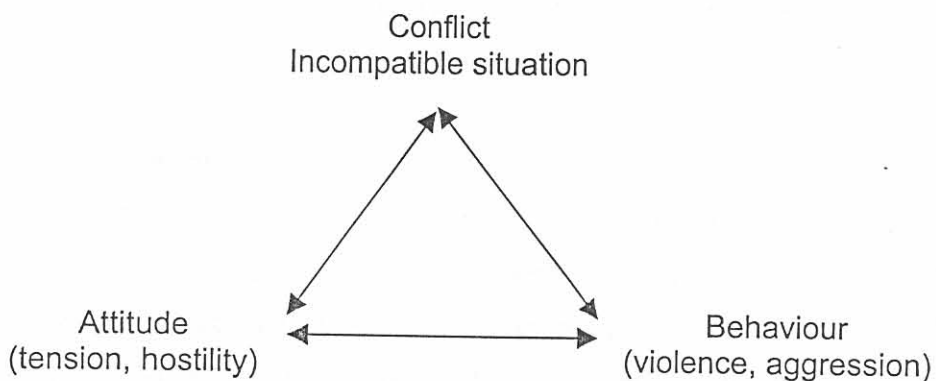


Figure 3.1: Galtung's conflict triangle

Galtung's conflict triangle (quoted in Bercovich 1984:6), as reflected in figure 3.1, expresses the fact that due to contradictory norms, values and traditions, obstructions occur. Consequently, negative attitudes that are characterized by anger, frustration, tension and hostility develop. These attitudes are publicly exposed through aggressive and violent behavior. In corroboration, Azar (1990:29) indicates that: "*Mutually incompatible goals among parties amidst a lack of coordinating or mediating mechanisms give birth to conflict.*"

3.5.3 Barriers

According to Arredondo (1996:179) within a culturally diverse organization there are three basic barriers which can cause conflict, namely the initiative, the organizational culture and human elements.

- **The Initiative**

An initiative within a culturally diverse organization is often viewed as something which will immediately address the needs of all people in the organization. Hence, according to Arredondo (1996:179): "*Viewing an initiative as a dumping ground for complaints or treating it like Aladin's magic lamp leads to major disappointments.*" An initiative should actually be perceived as a process.

- **The organizational culture**

An organizational culture within a student community would comprise of the kind of social activities, sport, and religion. Arredondo (1996:180) states: "*Change is naturally going to cause discomfort, but if a change leader does not understand the culture and subcultures of the organization, she or he may misread or overreact to symptoms of discomfort. Some intervention may be necessary, but you have to know*

what to do and when.” Manifestations of an organizational culture within a student community would be the kind of social activities, sport and religion.

- **The human elements**

Any process will be accepted by some and rejected by others. However, even those that may have accepted it may change as the process unfolds. The human elements are mainly based on a group's requirements. Even though it may start within individuals, they end up identifying with a particular group in which they have trust that it may cater for their needs.

Goldsmith (1977:30) offers the following additional factors that may possibly cause conflict amongst students in a multicultural student community:

- ignorance of differences;
- the perception that anger is only destructive;
- when students are neither allowed nor enabled to know, understand and care for one another;
- lack of information;
- when leaders are not role models for intercultural interaction;
- the absence of common language for communication;
- violation of confidentiality;
- when a cultural group is not affirmed to have some power and control over their own environment, for instance if access to certain facilities is denied to a particular cultural group;
- when the consequences of change affect students differently;
- personality clashes; and
- conflicting ideas, norms and values.

According to Sehgal (1991:22) “... *conflicting ideas or values stemming from differences in background skills or training produce unproductive relationships.*”

Identification, acknowledgement and understanding of the above causal factors of conflict provide the means to deal with conflict strategically. A positive attitude toward handling conflict by way of identifying appropriate factors for conflict management will also be promoted.

3.6 Elements of conflict

The processes of conflict management will, according to Cottringer (1997:6) involve the following basic preparations:

The assessment of critical elements of conflict, namely:

- **Issue elements**

In this case the importance of the issue at hand should be established. That is essential because the time and energy of participant in a particular situation may be wasted. For instance, if students are to be involved in resolving a particular conflict, the importance of the conflict should be established. Students themselves should be convinced that it is a worthwhile exercise to be involved in. The extent of the importance of conflict will determine the extent of the involvement.

- **Investment of the issue**

The investment of the issue should be determined. An answer should be provided to questions such as, is it really necessary to put effort, energy and time into a particular issue? Will students and the entire university

benefit from the exercise? Will the exercise contribute to shaping a better university for all?

Finally, Barr *et al.* (1993:322) provide the following factors which will bring about successful management of conflict:

- sensitivity to organizational culture;
- insight into internal and external forces including change;
- understanding of organizational behaviors;
- knowledge of organizational functioning;
- vision about the organization's future;
- the capability to plan for alternative futures;
- the talent to formulate unambiguous policies and procedures;
- the provision of leadership in implementing policies;
- a talent for personnel supervision and evaluation; and
- a respect for fairness.

3.7 Approaches and framing a strategy

3.7.1 Approaches

Bercovitch (1984:4-5) provides the following approaches to conflict:

- **Narrow approaches**

These approaches will firstly be motivated by an understanding of conflict as provided by Lewis Coser (quoted in Bercovitch 1984:4) that conflict is “... a struggle over values, entailing behavior that is initiated with the intent of inflicting harm, damage, or injury on the other party.” Secondly, adherence to the following characteristics of conflict phenomena as provided by Mark and Snyder (quoted in Bercovitch 1984:4):

- the existence of two or more parties;
- their interaction arises from a condition of resource scarcity or position scarcity;
- they engage in mutually opposing actions;
- their behavior is intended to damage, injure or eliminate the other party; and
- their interactions are overt and can be measured or evaluated by outside observers.

Conflict within this approach is characterized by coercion and it is further contrasted with co-operation.

- **Wider approaches**

Bercovitch (1984:4) highlights that wider approaches to conflict are essential because they will enable researchers to determine the relationship between social systems and social conflict, because they encourage the study of "... *those structures or situations which promote mutually incompatible interests and values.*" Thus, wider approaches focus on unearthing the latent and underlying ground motives – the root causes of the conflict. These approaches will expose perception of disputants, and that will facilitate conflict resolution. Hence, Bercovitch (1984:5) indicates that: "*Conflict can be most profitably examined only when we are aware of the different perspectives and the fundamental assumptions that dominate each perspective.*"

- **Subjective approaches**

According to Bercovitch (1984:5): "*Subjective approaches to conflict assert that, at the most basic level, conflict are about values and values are ultimately dependent upon perceptions.*" As a result, the end-result of

conflict will depend on the perceptions of disputants. However, it is most possible that contradictory perceptions may be changed into collaborative values, in the case of an effective third party intervention. Hence, as indicated by Bercovitch (1984:5): "*Subjective approaches to conflict are concerned with the parties' orientation and with devising tools and strategies for rectifying conflict-producing misperceptions.*"

- **Objective approaches**

These approaches attribute the existence of social conflict to incompatible goals. Bercovitch (1984:6) states an objective approach understand and defines conflict not according to the group's perception but according to how an individual objectively perceives it. Such an approach would focus on addressing contradictions within a social structure and the extent to which misunderstanding is caused by contradictions of this kind.

3.7.2 Framing a strategy

The following four basic strategies, as outlined in Figure 3.2, may be used in the context of the above-mentioned wider approaches to conflict:

- **Forcing/Acting**

The two concepts namely *forcing* and *acting* would imply the same activity, which is using one's own position of authority to resolve conflict. Production-oriented managers often use such an approach. According to Avruch *et al.* (1991:86): "*It involves competitive behaviors and the use of power to have one's position accepted, even if it means ignoring the other's concerns.*" Cottringer (1997:6) further indicates that acting is "... *exercising an authoritative position to resolve a conflict quickly and effectively without discussion or input.*" This strategy may be suitable for

urgent decisions or when unpopular decisions are required. However, one should not act without having weighed the consequences.

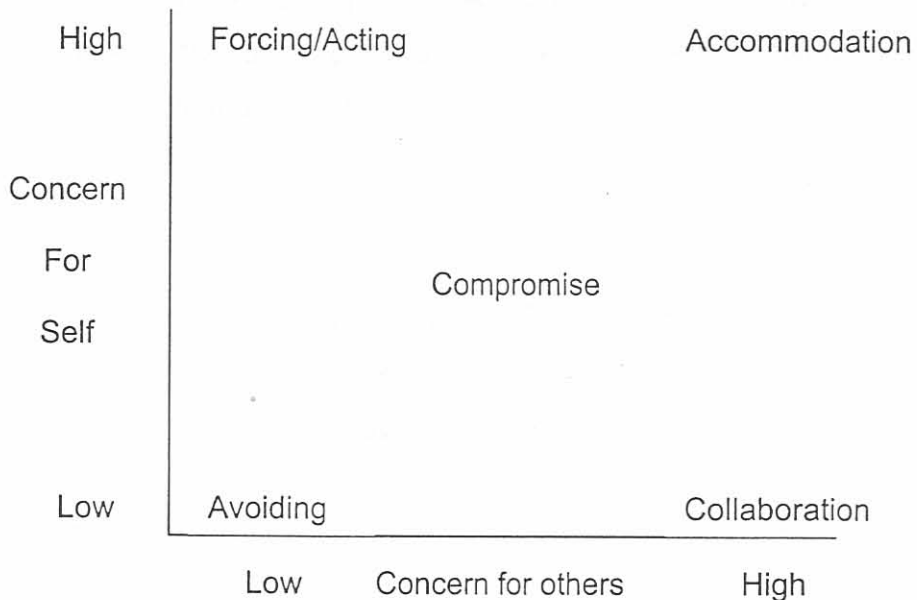


Figure 3.2: A two dimensional model of five interpersonal conflict management style (Avruch, Black & Scimecca 1991:87)

Hence Cottringer (1997:6) suggests that when you act, "... *anticipate any likely fallout and potentially destructive consequences beforehand and to have a contingency plan. Tell people calmly and precisely what you are going to do and why.*"

Accommodation

According to Avruch, Black and Scimecca (1991:86) as reflected in Figure 3.2 accommodation "... *represents overlooking or playing down the existing differences and trying to satisfy the other party's wishes.*" Cottringer (1997:6) states that accommodating "... *requires getting the*

other person to admit error either by confrontation of factual proof or the careful introduction of humor, and separating thoughts from feelings to allow objectivity to set in." Accommodating would enhance the exercise of giving in particularly when being wrong. Acknowledging one's own mistake would encourage the other party to be constructively involved in the process of conflict management.

- **Avoiding**

Avruch *et al.* (1991:86) indicate that avoiding is the style that reflects "... *low concern for self and others, takes the form of withdrawal, side stepping the issue, or shying away from its open discussion.*" According to Cottringer (1997:6) avoiding is "... *withdrawing, sidestepping, or postponing the issue.*"

It may be appropriately used in complex situations when all the facts cannot be established or when the issue "... *may just be symptomatic of something bigger...*" However, before an issue is postponed, the following aspects should be determined: the urgency of the issue – is it possible that it be postponed? What will happen when it is postponed? Are there any serious threats if the issue is postponed? Furthermore, according to Cottringer (1997:6) it is important to make disputants aware of the fact that they are being afforded an opportunity to cool down so that they can be objectively involved in the resolution of conflict.

- **Compromising**

It is explained as "splitting the difference". According to Avruch *et al.* (1991:86) in this case both parties give up "... *something in order to find a middle ground.*" Compromising can also be understood as adjusting which is defined by Cottringer (1997:6) as "... *splitting differences, exchanging*

concessions, and giving and taking to get to a middle ground with a positive outcome." It may be used for expedient and temporary settlements. Cottringer (1997:6) further indicates that adjusting "... often requires mediating the conflict with an impartial, objective third party 'referee' who identifies the pros and cons of all the giving and taking and gets opposing people or groups to buy into the exchanges and concessions." At the end it becomes important to summarize agreements, to recommit disputants and set a target date. All parties should feel that they are gaining something. A situation where a particular party turns to be the absolute loser should be avoided.

- **Collaboration**

Avruch *et al.* (1991:87) indicate that collaboration "... involves facing the conflict, bringing all pertinent issues and concerns out into the open, and as a result, reaching a solution that integrates the different points of view."

3.8 Stages of conflict

Sehgal (1991:41) and Holton (1995:80) describe the process of the unfolding of conflict as follows: The first stage, which is called antecedent conditions, enhances potential antagonism. There are factors in this stage that can possibly cause conflicts. The next stages would be perceived conflict and felt conflict. These stages enhance what people think and understand about the prevailing conditions, and what their feelings are towards these conditions. Action will result from the two stages. Hence, the next stage is called manifest conflict. It is in this stage that reactions in various forms, such as emergency meetings, demonstrations, boycotts, and violence will be experienced. The next stage will be conflict resolution. It will be followed by the final stage, which is the aftermath of conflict.

The following paragraphs shed more light on the above-mentioned stages of conflict:

3.8.1 Antecedent conditions

According to Holton (1995:81): "*Antecedent conditions are the characteristics of a situation that generally lead to conflict, although they may be present in the absence of conflict as well.*" Sehgal (1991:40) indicates that this stage "... *includes the potential antagonism.*" Sehgal (1991:5) further indicates that antagonism at this stage may be caused by scarcity of resources; heterogeneity of members and diversity of goals, values and perceptions; desire for more prestige and power over available resources and facilities; voicing of competing ideas; voicing of resentment; and personality differences and defects. Levinger and Ruben (quoted in Holton 1995:81) provide the following three types of antecedent conditions: (1) Physical context of conflict (site location, communication opportunities, time limits and so on), (2) Social context (number of disputants, openness of the conflict site to various observers or third party interveners, aspects of the disputants' relationship, individual expectations, personality considerations, and so on), and (3) issue context (the number of issues in dispute, their sequencing, packaging, and so on). If any of the antecedent conditions is ignored conflict may escalate. However, as indicated by Sehgal (1991:44): "*The antecedent conditions may or may not lead to cognition and personalisation of conflict.*"

3.8.2 Perceived or felt conflict

Filley (quoted in Holton 1995:81) distinguishes between perceived conflict and felt conflict, by defining perceived conflict as "... *a logically and impersonally recognized set of conditions that are conflictive to the parties;*" and felt conflict as "... *personalized conflict relationship, expressed in feelings of threat, hostility, fear, and mistrust.*" According to Sehgal (1991:43)

misunderstanding between individuals or groups causes perceived conflict. It may as well be caused by miscommunication, particularly in a multicultural university where other students may not understand the ways of communication of others.

It should also be noted, as stated by Sehgal (1991:44) that felt conflict is not automatically caused by perceived conflict. Feelings will actually influence perceptions of conflict. Sehgal (1991:44) states that in this level people are emotionally involved and feel threatened.

3.8.3 Action or manifest behavior

Sehgal (1991:45) indicates that: "*Manifest conflict means, that any of the several varieties of conflictful behaviour occurs (which includes an open aggression) in an episode.*" He further indicates that a behaviour is considered conflictful if it is perceived by some or all participants. For instance, at a university, a student's or a group of students' behavior may be considered conflictful if it amounts to disrupting an academic atmosphere. In the case of students at universities violent behavior manifests itself in the form of intimidating other students who may not want to engage in class boycotts, the burning of property, etc. Holton (1995:81) indicates that the result of perceived or felt conflict is action which may be based on concern for people or concern for production or concern for both people and production. According to Blake and Mouton (quoted in Holton 1995:81) there are five distinct styles of manifest behavior, namely avoidance, accommodation, collaboration, competition and compromise.

3.9 Levels of conflict

It is important to take cognizance of different existing levels of conflict and further distinguish between these levels. That will help conflict managers

decide on an appropriate approach of conflict. It is also important to attempt keeping conflict at a low level or to stop it before it becomes destructive. According to Holton (1995:81): "*The level of conflict also determines the appropriate resolution or management of the conflict.*" Therefore, having knowledge and understanding of various levels of conflict is indispensable for the effective management of conflict.

Holton (1995:86-88) refers to the following levels of conflict:

3.9.1 No conflict/Pseudo conflict

Holton (1995:87) defines pseudo conflict as "... *conflict that results from unsuccessful communication exchanges.*" No key differences in goals are experienced at this stage. However, in the case of a multicultural university, due the fact that there are different cultural groups within a student community, differences exist. It is therefore necessary that there be effective communication at this stage in order to realize productive conflict management.

Rhenman, Stromberg and Westerlund (quoted in Holton 1995:87) provide the following three causes of pseudo conflict:

- semantic difficulties;
- insufficient exchange of information; and
- noise.

Student affairs officers should be aware of this level of conflict so that they are always conscious of the importance of effective communication.

3.9.2 Latent conflict

Sehgal (1991:40) refers to the following types of latent conflict:

- **Competition for scarce resources**

When resources are fewer than participants, competition for resources will most definitely ensue. In the case of multicultural universities, such competition will quickly be construed as racism, particularly by a cultural group, which will loose in the process of competing.

- **Drives for autonomy**

Sehgal (1991:40) indicates that the need for autonomy forms the basis of conflict because one party may want to have exclusive control over a particular activity which might be regarded by another party as its own territory. For instance, in multicultural universities a major culture within a student community will be tempted to control all student activities. In the process minor cultures will object to that, consequently conflict may be experienced.

- **Divergence of subunit goals**

Different goals may make it impossible for different parties to reach consensus. The moment consensus cannot be reached because of different goals, then goals become a source of conflict. Holton (1995:87) points out that in this level of conflict, one person may, after having diagnosed a problem, believe that there are goal differences while on the other hand the other party does not share the same sentiment. It means that one party will believe that there are differences when the other party does not. In such a situation it is essential that the effective

communication that will facilitate intense interaction be effected. The likelihood is that the parties may successfully deal with the problem, provided that they are both convinced that some common ground does exist. In the case that fails, an intervention of a third party will be required.

3.9.3 Role conflict

According to Sehgal (1991:40): "*Conflict arises when the focal person receives incompatible role demands or expectations from other persons in his role set.*" People may expect more than a person can deliver. As a result, frustration on the side of the person in a particular position of delivery and anger on the side of those who await delivery may cause conflict. Again, if no clear distinction is made between the existing roles, role confusion may be experienced, leading to conflict.

3.9.4 Problem to solve

Holton (1995:87) states that at this level of conflict people are aware of issues that will need their authentic attention. They decide to set emotions aside and seriously address the issues for their own interests. The spirit of finding a solution prevails in this level. A third party may also be brought in to facilitate the process through guidance.

3.9.5 Dispute

The conflict at this level, according to Holton (1995:87), is need centered. Focus is placed on personal needs rather than the problem. Conflict at this level may be destructive. Thus, the involvement of a third party is indispensable. However, it should be a person who is neutral, not directly or indirectly involved. The most important step to take at this level is to help disputants to identify and to acknowledge the needs of others. In the process,

as indicated by Holton (1995:87), both parties should distinguish between facts that are based on emotions and objective facts. Then disputants should be guided to pursue the objective facts.

3.9.6 Help

At this level both parties acknowledge having failed to resolve the conflict and that they need a third party to intervene. The third party has to earn the confidence of both parties in order to realize effective intervention.

3.9.7 Fight or flight

Anger and emotions characterize this level. According to Holton (1995:88) the parties are not prepared to negotiate but to fight and destroy the opponent. Every party wants to emerge as the victor. In this case, intervention from outside has to be urgently employed. Furthermore, it is vital for the third party to hear individual sides first and understand the needs of both parties.

3.9.8 Intractable

At this level as indicated by Holton (1995:88), involved parties generally talk negatively about the conflict to anybody, including the press. Such a situation would also urgently call for the intervention of a third party who would be acceptable to all the disputants.

3.10 Other aspects for constructive management of conflict

Positive observance of the following factors will yield good results in a process of conflict resolution:

3.10.1 Understanding conflict

Holton (1995:79) recommends the understanding of conflict because it ensures positive management of conflict and the avoidance thereof. The fact that conflict is inevitable cannot be refuted. As a result, developing strategies for effective management of conflict is essential. Identifying and understanding conflict will be the starting point for effective conflict management.

3.10.2 Conflict-positive student affairs

It is important to turn student affairs into a conflict-positive division because such an attitude would empower them to manage conflict positively and effectively. According to Tjosvold (1991:11): "*Positive conflict is an ideal to which managers and employees of an effective organization must aspire.*" It would mean that all student affairs officers should use conflict to bring about unity amongst students. For instance, if there are serious differences between black and white students which result in conflict regarding the use of the TV-room, a meeting facilitated by a completely neutral party should be arranged. Students from both sides would actively state their case. An argument that is characterized by emotions and frustrations would ensue. In the process, students get more information about each others feelings. As a result they learn more about the others. Consequently, wrong perceptions about other people are cleared up and stereotypes are dealt with.

Tjosvold (1991:10) outlines characteristics of a typical conflict-positive organization as opposed to a conflict-negative organization:

Conflict-positive organization

- Group centred
- Meetings deciding on particular actions
- Open relationships encouraged
- Participative leadership

Conflict-negative organization

- Emphasizes individuality
- Written rules and procedures determining the what and how
- Impersonal relationships encouraged
- Non-participative leadership

Student affairs officers should have a constructive attitude towards conflict management. It is possible that conflict can bring about unity amongst students from different cultural backgrounds because it will enable them or force them to talk to one another. According to Tjosvold (1991:41/2) “... *the key to managing conflict is to discuss differences openly with the understanding that people have overlapping goals and are seeking ‘win-win’ solution.*”

The positive end-result of the process of interaction is the establishment of differences and commonality. Thus, developing positive attitudes towards conflict and the eradication of the fear of conflict will contribute to the development of unity within a culturally diverse student community.

However, to realize unity in time of change and conflict might be a very difficult exercise, one that seems to be impossible to students if the student affairs division does not reflect to be conflict-positive. For the student affairs division to become a conflict-positive team, the following four steps as suggested by Tjosvold (1991:12) should be taken into consideration:

3.10.3 Developing a positive shared conviction about positive conflict

All stakeholders should be educated about conflict and be made aware of the fact that progress can be made out of conflict. Such education regarding conflict will instill the importance of a positive attitude in conflict resolution in various participants. Negative attitudes will exacerbate the situation. It is therefore extremely essential that the feelings of disputants are established at the beginning of conflict resolution.

3.10.4 Acquiring a common knowledge base about managing conflict

Consensus on how the existing conflict will be handled should be reached before any attempt to resolve conflict is made. That would include aspects such as who should participate, what procedures will be followed, is mediation required, and the time-frame.

3.10.5 Working together for maximizing acceptance of diversity

Participants should be encouraged to be aware of the variety of people in terms of cultures, ideas, age, race, economic situation, political orientation, language, gender and disability. They should also be assisted to acknowledge the importance of being different because of enriching ideas which will be shared within a diverse group.

3.10.6 Managing anger

According to Tjosvold (1991:127) "*Anger is based in part on the experience of obstruction, but anger is more than frustration.*" Thus, obstruction will cause anger. Because of being angry, people resort to confrontational measures, which bring about conflict. Hence, Tjosvold (1991:128) indicates that: "*Anger brings about life to conflict and conflict to life.*" If anger is ignored or

suppressed, it brings about violence. Acknowledging the fact that in a conflict situation there is anger will contribute to managing anger constructively. Consequently, a positive impact will be made in conflict management.

3.10.7 Pitfalls to avoid

Tjosvold (1991:118) suggest the following pitfalls which should be avoided in conflict management:

- We don't have time.
- Assuming others' goals oppose yours.
- Using one strategy for all circumstances.
- It's your fault.
- Me...Me...Me.
- Us vs. Them.
- Either-Or.
- Got ya!

3.10.8 Inclusiveness, transparency and honesty

A broad spectrum of diversity in terms of race, class, ethnicity, gender, disability, age, sexual orientation and religion should be involved in a process of conflict resolution. A diverse group of people will need to trust one another so that progress can be enhanced. Openness and honesty will promote the element of trust. People should be exhorted to be involved in the process of conflict management without any hidden agendas.

3.10.9 Productive and healthy relationships

It is essential to note that the resolution of conflict will be easily facilitated by productive and healthy relationships between disputing parties. Productive

and healthy relationships between parties in conflict imply a situation wherein the parties are prepared and able to talk to each other. According to Sehgal (1991:37): "*Productive and healthy relationships between individuals and groups are characterised by authentic confluence or a meeting and functioning together.*" The disturbance of the confluence will result in a deadlock. When feuding parties have reached a deadlock, a third party intervention should be resorted to.

3.10.10 Positive attitude

The right attitude, which is characterized by warmth and consideration of other people's views, will contribute immensely towards resolving a conflict. Hamlyn (1997:20) indicates that it is important to develop a selfless attitude in order to be able to reach others. A selfless attitude means consciously forgetting about yourself, your ambitions and impressions and placing yourself in the position of the other person. According to Tjosvold (1991:2): "*Dealing effectively with conflict requires intellectual understanding, honest self-examination, reaching out to others, and mature management of feelings.*" Crawly (1992:16) advises that a manager should always maintain a "... *constructive attitude even when people are unreasonable, unreliable and combative, as they often are during conflicts.*" It may not be easy to maintain a cool position when others are aggressive. However, Crawley (1992:16) provides the following guidelines which may contribute to maintaining a constructive attitude under pressing circumstances:

- Be clear about what you see, how you judge, and how you react to people and situations.
- Understand and take charge of your own feelings and behavior.
- Step back and take a balanced view.
- Respond positively.

The four guidelines imply a balance between a manager and those that are involved in a conflict. The importance of this balance is that it may contribute to constructive conflict management

Assessing one's attitude in relation to the existing conflict is essential because that will help the establishment of an attitude, which will facilitate constructive management of conflict. Answers to the following questions raised by Crawley (1992:39) could help disputants and conflict managers to know exactly what their attitude is in relation to the existing conflict:

- Do you believe in win-win resolution?
- Are you like fire or ice?
- Do like to be in control and in charge?
- Are you prosecutor, rescuer or victim?
- What are your 'people hooks'?
- What are your 'situational hooks'?
- What are you good at and what would you like to change?

Furthermore, to handle conflict effectively will require of the disputants to avoid arrogance and close-mindedness. Such attitudes can be avoided if the following realities as indicated by Tjosvold (1991:3) are acknowledged:

- Conflict pervades organizational life.
- Poorly managed conflicts cost a great deal.
- No one wins when conflicts cost a great deal.
- It takes two to get tangled into conflict; it takes two to untangle.
- Conflict is not the problem; it is part of the solution.
- Diversity of opinion and information are mandatory to solve problems.
- Conflict reconciles opposing tensions and directions into workable solutions.

3.11 Summary

The following aspects of conflict have been dealt with in this chapter: Conflict resolution processes, types of conflict, causes of conflict, factors for constructive management of conflict, elements of conflict, approaches to conflict management, stages of conflict, levels of conflict, and other factors as indicated in paragraph 10 were highlighted. Insight and understanding of these aspects will facilitate constructive management of conflict. Furthermore, insight into the above-mentioned aspects would empower conflict managers to assess any conflict situation effectively. For instance, before any attempt to resolve conflict is made, an understanding of the type of conflict and the causes thereof is indispensable.

Therefore, an assessment before the actual engagement in resolving conflict is essential. That will facilitate the establishment of the type of conflict which in turn would lead to the development of appropriate strategies that can be employed for the resolution of the conflict.

Furthermore, the situation in resolving conflict was examined. It has been acknowledged that it is not always possible to resolve conflict successfully. As a result, the question of negotiation, arbitration and mediation were closely examined. The importance of mediation lies in the fact that even in the case of a deadlock there should be a way to resolve conflict. Involving a neutral third party has been indicated as a strategy to resolve deadlocks.

This chapter has laid the foundation of the practical assessment regarding the management of conflict by means of a literature review, i.e. what various authors believe regarding the management of conflict which would assist in establishing how conflict is being managed at historically white universities in South Africa.

CHAPTER 4

RESEARCH DESIGN

4.1 Introduction

The research methods that have been employed are explained in this chapter. Furthermore, a strategy involving scientific steps that would ensure the validity of the study which has been practically utilized to gather data, is also outlined.

The research project has been based on the hypothesis as outlined in Chapter 1, paragraph 1.4. The articulation of a hypothesis forms the basis of a research project. Hence, Hult (1996:66) indicates that "*Developing the hypothesis provides the key ingredient to structure all subsequent parts of the project: the questionnaire, the sample, the coding, the tabulation forms, and the final report itself.*"

A hypothesis is drawn with the intention of kick-starting a process of resolving a particular problem. For instance, in the case of this study, the identified problem as specified in Chapter 1, paragraph 1.3, is that in the face of accommodating other racial groups in historically white universities in South Africa, change in terms of the way of doing things is inescapable. As a result, conflict is experienced. It was therefore hypothesized that substantial involvement of relevant stakeholders through an efficient and effective communication system could help resolve the problem.

Hence, the purpose of the study, as indicated in Chapter 1, is to establish a strategy that would facilitate change processes in such a way that cultural conflict within student communities would either be avoided or effectively

resolved. That warranted a scientific investigation, consequently both a literature survey and empirical research methods became indispensable for this study.

A questionnaire has been employed with the understanding that it can either support or counter the hypothesis (Hult 1996:66). It was designed in such a way to elicit racial perceptions regarding the management of change and conflict resolution in historically white universities in South Africa.

4.2 Literature review

The literature review has been covered in Chapters 2 and 3. It provided the study with the background on change management and conflict resolution, particularly in a multicultural location. Furthermore, it was established that very little has been written on the concepts *change management* and *conflict resolution* in relation to student affairs in multicultural universities.

The results of the literature review highlight the fact that this study could not be undertaken and be completed without consulting related literature. A literature review is an integral aspect of the scientific approach in the physical, natural or social sciences. Borg and Gall (1989:116) state that it would be after the establishment of what others have done already and what remains to be done that an appropriate research project, which would contribute to the furtherance of knowledge, can be developed. A literature study actually forms the foundation of the rest of the study.

Borg and Gall (1989:116-117) highlight that the process of reviewing literature facilitates the rest of the research because the literature review:

- Provides the researcher with an exposure and understanding of the previous work.

- Ensures provision of the data used in previous research.
- Makes it possible for researchers to delve into the unexplored periphery.
- Facilitates the process of both limiting and defining the research problem.

In addition, Ary *et al.* (1990:67-68) emphasize that a literature review is important because a thorough review of related literature would:

- Make it possible for investigators to define the frontiers of their field.
- Assist researchers to place their questions in perspective.
- Enable researchers to limit their questions and to explicate the concept of the study appropriately.
- Afford researchers insight into the reasons for contradictory results in an area.
- Enable researchers to identify relevant and appropriate research methodology.
- Facilitate avoidance of unintentional replication of previous studies.
- Enable researchers to effectively interpret the significance of their research result.

The literature study was therefore conducted within the above context. Consequently, a foundation was laid and the study was enriched. The literature study also facilitated the pilot study and the formulation of the final questionnaire. It may be extremely difficult to formulate a questionnaire without background knowledge about the subject. Thus, Bausell (1986:8) indicates that the final formulation of a questionnaire will follow the literature review.

The literature study will always be important by providing what experts in particular fields have discovered as well as their viewpoints. In addition, as pointed out by Bausell (1986:9): "*A thorough knowledge of literature is useful*

for many extra-research purposes, including teaching, consulting and non-empirical writing." But as far as this research project is concerned, in addition to the literature study an empirical study (as indicated in paragraph 4.3 below) had to be employed in order to complete the research in order to establish current perceptions of people in student affairs regarding contemporary issues of change management and conflict resolution. For instance, literature is available on the management of change, conflict resolution as well as on various aspects of student affairs.

The information contained in the literature cannot, however, ascertain the actual perceptions of the student affairs population regarding the management of change and conflict resolution in historically white universities in South Africa. It was therefore indispensable to conduct an empirical study in order to establish perceptions of various cultural groups regarding the management of change and conflict resolution. It is therefore appropriate to point out that the literature and empirical research methods supplement each other as far as this research project is concerned.

4.3 The empirical study

4.3.1 Orientation

As far as the empirical study is concerned, the final questionnaire (addendum 1) was used for data collection. As indicated by Borg and Gall (1989:418) the questionnaire and individual interviews are mostly used in the collection of data. However, the decision to only make use of the questionnaire was influenced by the purpose of the study as well as the nature and size of the sample as explained in paragraph 4.3.2.

In addition, the questionnaire was constructed within the following context as suggested by Hult (1996:66), namely that the basic purpose for using a

questionnaire is not only to gather facts but also to solve an identified problem. In addition, May (1993:65) states: "*The purpose of the questionnaire is to measure some characteristics or opinion of its respondents.*"

Experiences and perceptions regarding change management and conflict resolution in historically white universities in South Africa had to be established, particularly within the context of the changing South Africa. Thus, the use of the questionnaire was geared to resolving the problem as highlighted in Chapter 1 through establishing perceptions of relevant respondents regarding management of change and conflict resolution in historically white universities in South Africa.

Further motivation for the choice of a questionnaire is the following explanation of the importance of the questionnaire as provided by Ary *et al.* (1990:421):

- A questionnaire guarantees more confidentiality than an interview.
- Respondents may not be truthful in an interview because of fear of becoming unpopular or being victimized.
- The attitude of the researchers, which may either negatively or positively influence the responses, is not experienced when using a questionnaire.

More details on positive aspects about the use of a questionnaire are provided in paragraph 4.3.3 (c).

However, it is acknowledged that a questionnaire may not be perfect. One disadvantage as indicated by Ary *et al.* (1990:421) may be the misinterpretation of questions by respondents. Furthermore, when questionnaires are mailed, some of them may not be returned. Behr (1988:162) further corroborates that by stating: "*A serious disadvantage of questionnaires sent by post is the high proportion of non-replies.*"

Interviewing as a research method could also have been used. Behr (1988:150) states that *"The interview is a direct method of obtaining information in a face-to-face situation."* There is an interaction between the interviewer(s) and the interviewee(s) with the intention to discover opinions and experiences of the interviewee. Various authors highlight the importance of interviewing as a research method as follows:

May (1993:91): *"Interviewing can generate rich sources of data on people's experiences, opinions, aspirations and feelings"*.

Behr (1988:151): *"The research interview, though time consuming, as a rule expensive, and often difficult to arrange, is sometimes preferred to the written questionnaire, particularly where complex topics are involved, or where the investigation concerns matters of personal of a personal nature."*

Hult (1996:69): *"Interviewing as a research method provides rich and high-quality data"*.

Thus, interviews could have been relevant to a certain extent. The following advantages of interviewing as a research method, as provided by Hult (1996:68), further confirm the relevance and importance of this method:

- Allows flexibility because of possible interaction between the questioner and the respondent.
- Response rate is immediate because of knowing the answer immediately.
- It becomes possible for the questioner to gather both verbal and nonverbal clues.

Nonetheless, interviewing as a research method could not be used in this study because of various reasons. For instance, time as well as financial

constraints made it impossible to employ interviews. Time and financial aspects are considered by Hult (1996:68/9) as being primary constraints to employing interviewing as a research method. In addition, the universities involved are far apart from each other. Furthermore, it would have been extremely difficult to interview such a large number of students because students are involved in many other activities besides the academic work. Therefore, it became important to make use of a questionnaire in order to secure the required data from these institutions.

However, before the final questionnaire could be constructed, the following preparatory steps were taken:

4.3.2 Population and sample size

As indicated in Chapter 1, part of the aim of this study is to establish various individual views regarding the management of change and conflict resolution. Ten historically white universities were the target group for this research project.

The inclusion of every university was not automatic. The final inclusion of a university in the research process depended on whether it participated in the preliminary survey as explained in paragraph 4.3.4. According to the results of the preliminary study, only seven universities participated.

However, because of time and financial constraints only four of the seven universities which participated in the preliminary survey were considered for the final questionnaire. The intention is that four of the seven universities must be representative of the research population. Furthermore, besides time and financial factors, the rationale behind the reduction of the number of universities was that it would be easier to obtain the required information from

all the stakeholders at four institutions, rather than to try to secure it from all the institutions.

For the final sample of the institutions, the seven universities were further categorized into two groups – historically Afrikaans medium universities and historically English medium universities. As a result, of the four universities, the University of Pretoria and the University of the Orange Free State represented the Afrikaans universities. On the other hand the University of Cape Town and Rhodes University represented the historically English universities.

It should be appreciated that students are involved in many activities besides the academic activity. As a result, it may not be easy to obtain their co-operation in a research project that may not directly have an impact on their academic status. It was not possible to study the entire population of student affairs divisions at the seven universities because of time, financial constraints as well as the need for accuracy.

As a result, in order to determine the actual number of respondents, sampling was used. According to Bailey (1987:82) a sample is not a whole but an approximation of the whole. In order to achieve accuracy, sampling must be carefully drawn and must be unbiased. As indicated by Behr (1988:14) "*A biased sample is not representative of the population or universe and conclusions drawn from such a sample are subject to error.*"

The sampling method was preferred because of the following advantages (Bailey 1987:83-84):

- Sampling can be highly accurate.
- It saves time.
- It saves money.

- It may be more accurate because it achieves a greater response rate.
- It enables a researcher to keep a low profile.

In corroboration of the advantages of using a sample as indicated above, Brewer and Hunter (1989:100) aver that "*Sampling, furthermore, facilitates other kinds of precision. By studying a fewer selected units rather than the whole universe, one may put additional resources into sharpening measurement by acquiring more and also more accurate data about fewer units.*"

The object of the sample for this research is the student affairs divisions of seven historically white universities as indicated in paragraph 4.3.3 (b). In this case, deans of students, student affairs officers and students would constitute student affairs' population.

Consequently, a sample of the population of the entire student affairs divisions of the seven universities as reflected in Table 4.1 was decided upon. In order to ensure representation, focus was placed on ensuring that the sample is unbiased. Thus, random sampling was employed. It would not have been possible to employ random sampling if the entire population was not identified. It therefore became essential to determine the actual population for this study. There are many other role players in a university like sponsors and lecturers. For the purpose of the research, the sample as reflected in Table 4.1 was selected. The motivation is that the categories of people included in the sample may directly have the most important influence on change and conflict. Thus, they can contribute greatly to the management of change and conflict resolution in student affairs.

As a result, a preliminary survey reflected in paragraph 4.3.4 was conducted. It then became possible to determine the nature of the sample, which was further categorized as reflected in Table 4.1.

Table 4.1: Categories of respondents as reflected in the final questionnaire

Category	Number
Dean of Students	4
SRC President	4
SRC members	56
Residence Head (Female residence)	18
Residence Head (Male residence)	18
House Committee Chairperson (Female residence)	18
House Committee Chairperson (Male residence)	18
House Committee Chairperson (Mixed residence)	8
Male resident students	96
Female resident students	96
Male day students	104
Female day students	104
Total respondents	544

The categories of the respondents in this table represent the different groups involved with management of student affairs at universities.

The above numbers of respondents were further divided into smaller categories in order to ensure racial representativity as indicated in Table 4.2. The final number of respondents in the sample was determined after the results of the preliminary survey were determined.

Table 4.2: Racial categories of respondents

	Dean of Students	Residence Heads		House Committee Chairperson			SRC President	SRC Members								Total
		M	F	M	F	Mixed		Black		White		Coloured		Indian		
								M	F	M	F	M	F	M	F	
Rhodes	1	5	5	5	5		1	3	3	2	-	-	1	-	1	32
UOFS	1	5	5	5	5		1	1	1	4	4	-	-	-	-	32
UCT	1	4	4	4	4	4	1	3	2	1	2	-	2	-	-	32
UP	1	4	4	4	4	4	1	4	2	12	6	-	1	-	1	48
Total	4	18	18	18	18	8	4	11	8	19	12	-	4	-	2	144
Resident students																Total
	Black			White			Coloured			Indian						
	M	F		M	F		M	F		M	F					
Rhodes	6	6		6	6		6	6		6	6		48			
UOFS	6	6		6	6		6	6		6	6		48			
UCT	6	6		6	6		6	6		6	6		48			
UP	6	6		6	6		6	6		6	6		48			
Total	24	24		24	24		24	24		24	24		192			
Day students																Total
	Black			White			Coloured			Indian						
	M	F		M	F		M	F		M	F					
Rhodes	6	6		6	6		6	6		6	6		48			
UOFS	6	6		6	6		6	6		6	6		48			
UCT	6	6		6	6		6	6		6	6		48			
UP	6	6		14	14		6	6		6	6		64			
Total	24	24		32	32		24	24		24	24		208			
Total respondents																544

4.3.3 Pilot study

- Why the use of the pilot study?

A pilot study was conducted as preparation for the main study. The acknowledgement of the importance of the pilot study prompted the use thereof. A pilot study facilitates the development of a proper and sound research plan. When conducting a pilot study fewer subjects than in the main study, which would rarely exceed 20, are used, (Borg & Gall 1989:77). Furthermore, the pilot study which is referred to by Ary *et al.* (1990:109) as a trial run, would also assist in:

- determining the feasibility of the study;
- establishing the appropriateness and practicality of instruments used for data collection; and
- problems that would surface in the process of the pilot study may be addressed immediately, preventing some complications and delays in the main study.

Hult (1996:67) further highlights the importance of a pilot study when stating that: "*Questions should be pre-tested so that initial responses can be reviewed and the questions revised to eliminate any ambiguity prior to their use in the actual study.*"

- The respondents

The University of Pretoria was used for carrying out the pilot study. This university was chosen because of a logistical purpose. It was carried out with 31 respondents. The specific number of respondents was used because of the importance to have all categories of people who will be part of the research group represented. Furthermore, in order to guarantee a

representative outcome on the basis of race, it was ensured that responses are secured from the four main racial groups in South Africa namely Black, White, Coloured and Indian.

The respondents were categorized as follows:

Table 4.3: Categories of respondents

Category	Number
Registrar	1
Dean of Students	1
SRC President	1
SRC members	4
Residence Head (Female residences)	2
Residence Head (Male residences)	2
House Committee Chairpersons (Female residences)	2
House Committee Chairpersons (Male residences)	2
Female resident students	4
Male resident students	4
Female day students	4
Male day students	4
Total respondents	31

- **The structure of the pilot study questionnaire**

A well-structured questionnaire was used for the pilot study. Both open-ended and closed questions were used. The distinction between closed and open-ended questions is provided by Berh (1988:156): *“The closed question requires the respondent to place a tick, make a mark, or draw a line alongside one of several provided possible answers. The open form of a question*

enables the respondent to reply as he likes and does not confine him to a single alternative”.

Even though the researcher intended to use only closed questions in the main study, open-ended questions were employed in the pilot study in order to establish unanticipated answers. That is, aspects to be included in the final questionnaire for the main study. It became necessary to use open-ended questions in the pilot study because, as indicated by Bailey (1987:120): *“They can be used when all the possible answer categories are not known, or when the investigator wishes to see what the respondent views as appropriate answer categories.”*

However, only closed questions with response categories were used in the final questionnaire, because of the fact that the questionnaire would be self-administered. Fowler (quoted in Hult 1996:67) indicates *“... if one is going to have a self-administered questionnaire, one must reconcile oneself to closed questions, that is, questions that can be answered by checking a box or circling the proper response from a set provided by the researcher.”*

The decision to make use of closed questions was furthermore motivated by the following advantages of using such a method as provided by various authors:

Bailey (1987:118) highlights the following advantages of making use of closed questions:

- Standard answers which can be compared from person to person are achieved. That would be more appropriate particularly in the case of comparing perceptions of various cultural groups.
- Answers are much easier to be coded and analyzed. This point is corroborated by May (1993:78) when indicating that closed questions

“...limit the number of possible answers to be given and therefore can be pre-coded so that each answer may be given a specific number for the purpose of analysis.”

- Respondents are often clearer about the meaning of a question. The importance on clarity of questions is that appropriate and usable responses would be provided.
- It becomes easy for respondents to answer because they only have to choose a category.

Various authors are also positive about the use of closed questions, for instance:

Fowler (1993:82-23) further provides the motivation as to why closed questions should be preferred and confirms the above-mentioned advantages of using closed-ended questions:

- The respondent can perform more reliably the task of answering the question when response alternatives are given.
- The researcher can perform more reliably the task of interpreting the meaning of answers when the alternatives are given to the respondent.
- When a completely open question is asked, many people give relatively rare answers that are not analytically useful.

In addition, Bailey (1987:118) provides the following advantages of using closed questions:

- Answers thereof are standard and can be compared from person to person.
- Answers are much easier to code and analyze.
- The respondent is often clearer about the meaning of the question.

- Answers are relatively complete and a minimum of irrelevant responses is received.
- They are often easier for a respondent to answer because of only being required to choose a category.

May (1993:78) indicates that “... *the advantages of closed questions are that they are cheaper to use and analyse relative to open questions and they also permit comparability between people’s answers.*” In view of the fact that this research project deals with a multicultural situation where perceptions of people from various cultural racial groups are a factor, it became indispensable to use closed questions. This method would facilitate the process of coding which is, as pointed out by Moser & Kalton (quoted in May 1993:78), basically intended “... *to classify the answers to a question into meaningful categories, so as to bring out their essential patterns.*”

- **Results of the pilot study**

The following results were obtained through the pilot study:

- Unclear questions were identified.
- Unnecessary questions were pointed out.
- Unanticipated answers were discovered.
- It also became apparent that it was not necessary to include the category of ‘Registrar’ because of not dealing with student issues on the ground.

Consequently, the use of closed questions only became a practical possibility. Thus, the pilot study contributed to the finalization of the main questionnaire.

However, before the main questionnaire could be finalized, a preliminary survey, which is explained in the next paragraph, had to be conducted.

4.3.4 Preliminary survey

- Purpose

A preliminary survey was conducted before the main questionnaire could be administered. This survey was accomplished through university authorities during April 2000. A one-page questionnaire as reflected in Addendum 2 was used for this purpose.

The main reason for the preliminary survey was to determine the sample size for the main questionnaire. Hence, the necessity that all ten historically white universities in South Africa be subjected to the survey. In addition, the other reasons are as follows:

- To establish the current racial composition of students.
- To establish whether student affairs officers are currently racially representative.
- To determine the current extent of racial representation within student structures, such as Student Representative Councils (SRC) and Residence Committees.

- Results of the preliminary survey

The following ten historically white universities were involved: Rhodes University, University of the Witwatersrand, University of Port Elizabeth, University of the Orange Free State, University of Cape Town, University of Pretoria, "Potchefstroomse Universiteit vir Christelike Hoër Onderwys", University of Stellenbosch, University of Natal, and Randse Afrikaanse Universiteit. However, after several attempts, responses could not be secured from the University of Natal, University of Stellenbosch and Rand Afrikaans University. Thus, of the ten universities, seven responded.

The preliminary survey led to the following findings about the seven historically white universities that participated in the survey:

Table 4.4: When were Black, Coloured, and Indian students admitted for the first time?

University	Year
University of the Witwatersrand	1920
Rhodes University	1977
University of Port Elizabeth	1979
University of Cape Town	1980
University of Pretoria	1982
“Potchefstroomse Universiteit vir Christelike Hoër Onderwys”	1990
University of the Orange Free State	1994

- As reflected in Table 4.4, historically white universities started to admit students from other racial groups (Black, Coloured, and Indian) in as early as the nineteen twenties, specifically the University of the Witwatersrand. Whereas the admission of other racial groups at other historically white universities started in 1977 and the last was in 1994.
- According to the information as indicated in Table 4.5, White students are still in the majority. However, the numbers of black students have significantly increased at other universities.

The numbers reflected in Table 4.5, reflect the actual numbers of full-time students.

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- The general picture of the seven universities in terms of racial composition of student population reflects the following averages:

Total Black students	=	4110
Total White students	=	7547
Total Coloured students	=	698
Total Indian students	=	812

Table 4.5: Total numbers of students per race

University	Student numbers			
	Black	White	Coloured	Indian
Rhodes University	1039	2311	136	457
University of the Witwatersrand	6398	7982	371	2570
University of Port Elizabeth	2078	2927	740	256
University of the Orange Free State	4379	5475	395	99
University of Cape Town	6847	9178	2278	1437
University of Pretoria	7765	22379	270	866
“Potchefstroom Universiteit vir Christelike Hoër Onderwys”	620	7312	88	50
Total	29126	57564	4278	5735

- In most universities, with the exception of the University of Pretoria and the Potchefstroomse Universiteit vir Christelike Hoër Onderwys, white students are no longer in the majority.

In as far as student structures such as the Student Representative Council (SRC) and Residence structures are concerned, different situations regarding racial representation was obtained. Table 4.6 provides information regarding racial representation in the SRC.

Table 4.6: Racial representation in the Student Representative Council

University	SRC			
	Black	White	Coloured	Indian
Rhodes University	11	3	1	1
University of the Witwatersrand	13	1	0	0
University of Port Elizabeth	7	0	0	3
University of the Orange Free State	2	15	0	0
University of Cape Town	10	3	2	0
University of Pretoria	9	41	1	1
Potchefstroomse Universiteit vir Christelike Hoër Onderwys	2	16	0	0

Generally, in the composition of SRC-structures, racial representation has been achieved to a certain extent. Lack of racial representation in the SRC-structures at other universities could possibly be attributed to the small number of Coloured and Indian students as reflected in Table 4.5. For instance, Coloured and Indian students are not represented in the SRC at the University of the Witwatersrand, University of the Orange Free State and Potchefstroomse Universiteit vir Christelike Hoër Onderwys. However, it is important to note that at the University of Port Elizabeth White students are not represented in the SRC at all. Furthermore, White students constitute a very small minority in the SRC at Rhodes University, University of the Witwatersrand and the University of Cape Town.

Concerning the question whether residence student structures are racially representative, three of the seven universities, as pointed out in Table 4.7, indicated that student structures in residences are not yet racially representative. These are the University of the Witwatersrand, University of Pretoria and Potchefstroomse Universiteit vir Christelike Hoër Onderwys.

However, the University of the Witwatersrand indicated that there are no White students in the residences.

Table 4.7: Do resident student leadership structures reflect the racial composition of students?

Institution	Response
Rhodes University	Yes
University of the Witwatersrand	No
University of Port Elizabeth	Yes
University of the Orange Free State	Yes
University of Cape Town	Yes
University of Pretoria	No
Potchefstroomse Universiteit vir Christelike Hoër Onderwys"	No

The four universities that indicated that residence student structures are racially representative indicated that this was achieved through the democratic election process.

Table 4.8: Are student affairs officers racially representative?

Institution	Response
Rhodes University	Yes
University of the Witwatersrand	Yes
University of Port Elizabeth	Yes
University of the Orange Free State	No
University of Cape Town	Yes
University of Pretoria	Yes
Potchefstroomse Universiteit vir Christelike Hoër Onderwys"	No

Furthermore, according to Table 4.8, of the seven universities, it is only at two universities where student affairs officers are not racially representative.

The success of this process made it possible to evenly determine the number of respondents at each university for the final questionnaire, which is discussed in the following paragraph.

4.3.5 The final questionnaire

- Orientation

The final questionnaire (Addendum 1) was actually the end-product of the literature study contained in Chapters 1 and 2 and the pilot study. It was used as a tool to gather information related to change management and conflict resolution within the context of student affairs in historically white universities in South Africa. The administration of the final questionnaire will contribute to realizing the aim of the study as reflected in Chapter 1, paragraph 1.5. That would lead to the successful management of change and the efficient and effective aversion or resolution of conflicts in historically white universities in South Africa.

As a result, appropriate questions had to be formulated. It was ensured as suggested by Hult (1996:67) that the questionnaire is clear, direct and understandable to the target population. Obviously, if that is not ensured responses may not necessarily reflect the real perceptions of the respondents. Results and interpretation thereof may be wrong. Consequently, the problem may not be resolved. In order to ensure that suitable questions are formulated, the following guidelines as provided by Bailey (1987:108-115) were taken into consideration:

- The study should be relevant to the respondent.

In order to secure positive involvement of respondents, the study must be relevant to them. That can be done by way of explaining the purpose of the study to them.

- Questions should be relevant to the stated goals of the study.

Respondents will positively participate in a research project provided the purpose of the study is relevant to them. Consequently, it becomes imperative for questions to be relevant to the purpose of the study in order to ensure positively increased participation of respondents.

- Questions should be relevant to the respondent.

If questions are directed to two or more different populations, their relevance may not be the same.

- Double-barreled questions should be avoided.

It is important to avoid including two or more questions in one because it may not be easy to establish for which question the answer is. The respondents may also become confused.

- Questions should not be ambiguous.

Word selection in formulating a question is crucial because the use of difficult words will result in ambiguity.

- Using two or three words when one would suffice must be avoided.

Questions should be kept as short as possible. Words should be carefully selected to avoid double meaning.

- Questions that would lead to a specific answer must be avoided.

The danger of such questions is that the answers of respondents may be biased and a particular response is generated.

- Sensitive or threatening questions must be avoided.

Such questions will generate normative answers, i.e. that respondents may provide false responses for the sake of complying with their norms.

The following aspects served as the source of information as well as the foundation for the formulation of questions:

- Information provided by the literature study regarding change and conflict.
- Experience of the researcher as a student affairs officer and involved in processes of change management and conflict resolution.
- The pilot study.
- The preliminary survey on the current situation at historically white universities in South Africa.

- **The structure**

The questionnaire was divided into four categories, namely:

- Section A: Particulars of respondents

This section would ensure diversity as far as race and various categories of people within student affairs are concerned. Different perceptions from a diversity of people were crucial to ensure racially representative findings. Such findings would then lead to the formulation of recommendations, which would benefit the entire student population equally.

- Section B: Composition of student affairs staff

The intention with this section was to establish how respondents perceived the question of the racial composition of staff within student affairs. Reasons as to why student affairs staff should be racially representative or not, were to be established.

- Section C: Change

It was significant to establish how all the role players in universities perceived change and how they thought it should be managed.

- Section D: Conflict

Recommendations for efficient and effective management of conflict would also be reinforced by what people perceive as causes of conflict and how conflict could be resolved. As a result, this section was intended to establish views of people regarding conflict management.

The questionnaire was constructed in a manner that would guarantee confidentiality in order to ensure truthful responses. Furthermore, compliance with some of the ground rules for the formulation of a questionnaire was ensured. Such rules are indicated by Borg and Gall (1989:430-431):

- ensuring clarity of questions;
- stating short questions; and
- avoiding negativity and biased questions.

In addition, in order to guarantee consistent responses, it was ensured as highlighted by Fowler (1993:70) that:

- every respondent is asked the same set of questions;
- questions are adequately worded; and
- questions have the same meaning to every respondent.

- **Administering the questionnaire**

In view of the disadvantage that may be experienced when mailing questionnaires, the researcher physically took the questionnaires to the four universities, namely the University of the Orange Free State, University of Cape Town, Rhodes University and University of Pretoria. Appointments with the deans of students were secured. Arrangements were made to the effect that student groups as well as personnel within student affairs be organized in line with the categories reflected in Table 4.2.

It was, to a great extent, very easy to work with students and staff members at the residences. It was very difficult to work with the day students even though ultimately the efforts turned to be a success. The same arrangements to secure the involvement of day students were made at three universities with the exception of Rhodes University where the questionnaire had to be

left with the Deputy Dean of Students. Student leaders were made available. Student leaders made it possible for the researcher to meet students at various places of relaxation, including restaurants. It was time consuming and strenuous to explain the questionnaire to the various students and groups. But with the help of student leaders, the efforts paid dividends. Nonetheless, a 100% response could not be secured. The final response rate is as reflected in Table 4.9 below:

Table 4.9: Final response rate

Capacity	Number
Female Resident Students	101
Male Resident Students	83
Male Day Students	78
Female Day Students	71
SRC Members	37
Residence Head (Female residences)	21
House Committee Chairpersons (Male residences)	18
Residence Head (Male residences)	15
House Committee Chairpersons (Female residences)	15
Dean of Students	4
SRC President	3
Total	446

According to Behr (1988:162) the results of an empirical research study will lack validity if the response rate is below 70%. In such a situation, a follow-up study would be required. However, as far as this empirical research study is concerned, the response rate as indicated in Table 4.9 is 82%. Thus, the validity of the research study has been achieved.

The advantages of physically distributing the questionnaires have been experienced to be as follows:

- high response rate is guaranteed;
- respondents have an opportunity of asking for clarity in case of need; and
- the research process is expedited.

However, this method also has some hindrances. For instance;

- financial constraints;
- time limitation; and
- respondents not honoring appointments.

4.4 Summary

The above-mentioned methods that were applied for the gathering of information may not have been perfect. However, these methods ensured to a great extent that people responded which guaranteed the determining of particular perceptions regarding change management and conflict resolution at historically white universities in South Africa. The findings are further outlined in the following chapter.

CHAPTER 5

ANALYSIS AND INTERPRETATION OF DATA

5.1 Introduction

The results of the empirical research are outlined in this chapter. The empirical research has been conducted with the purpose of establishing perceptions of respondents about student affairs so that efficiency and effectiveness regarding the management of change and conflict resolution could be realized. The research was based on the hypothesis which has been formulated as follows:

Substantial consultation, communication, inclusive participation of stakeholders and racial representation within student affairs personnel corps may ensure successful processes of change and thereby avert or resolve cultural conflicts effectively.

The total sample was 544. However, only 446 respondents returned the questionnaires. Tables 1 – 28 in paragraph 5.2 (description of data) and paragraph 5.3 (explanation of data) below provide an impression of the reactions of the respondents.

5.2 Description of data

5.2.1 Introduction

The description of data provides the details of the respondents as well as the actual numbers of respondents per item. It should be noted that the number of respondents per item is not divided into racial categories, for instance White, Black, Indian, and Coloured. It reflects the perception of respondents irrespective of race. Racial categories will only be taken into consideration in paragraph 5.3.

5.2.2 Details of respondents

Table 5.1: Number of respondent per category

Capacity	Number	Percentage
Female Resident Student	101	22.6
Male Resident Student	83	18.6
Male Day Student	78	17.5
Female Day Student	71	15.9
SRC Member	37	8.3
Residence Head (Female Residence)	21	4.7
House Committee Chairperson (Male Residence)	18	4.0
Residence head (Male Residence)	15	3.4
House Committee Chairperson (Female Residence)	15	3.4
Dean of Students	4	0.9
SRC President	3	0.7
Total	446	100%

The categories in Table 5.1 are important in student affairs as they reflect stakeholders who should be taken into consideration in managing change and conflict resolution in student affairs. However, there would always be other stakeholders within and outside a university. For instance, within a university other stakeholders would include various cultures and student organizations and staff members. On the other hand, sponsors, financial institutions, alumni and government would be some of the stakeholders outside a university.

Table 5.2: Racial composition

	Number	Percentage
White	175	39.5
Black	123	27.8
Indian	80	18.1
Coloured	65	14.7

The numbers of respondents by race that are reflected in Table 5.2 provide a general picture of the actual racial composition of students in historically white universities in South Africa. White students are generally still in the majority as compared to other racial groups, namely Black, Coloured, and Indian.

5.2.3 Racial representation in student affairs

Table 5.3: Racial diversity within student affairs personnel corps

	Number	Percentage
Yes	358	84.8
No	64	15.2

In as far as cultural representation within student affairs personnel is concerned, only a few respondents were not sure. The majority (84.8%) indicated that the student affairs personnel corps should be culturally represented.

According to the findings of the preliminary study as recorded in Chapter 4, paragraph 4.3.4(b), student affairs divisions at five of the seven historically white universities are racially representative. Thus, it is only at two universities that student affairs divisions are not yet racially representative.

Table 5.4: Reasons for racial diversity within student affairs personnel corps

	Number	Percentage
Promote better relations	294	95.1
To ensure meeting needs of diverse cultural groups	277	93.3
Understanding diverse cultures	277	92.0
Effective communication	258	90.2
Legitimacy	176	69.3
Represent national demographics	157	61.6

The majority of the respondents highlighted the above aspects as reasons that necessitate racial representation within the student affairs personnel corps. The following aspects, which can be referred to as social reasons, namely to promote better relations, to ensure meeting needs of diverse cultural groups, understanding diverse cultures and effective communication are preferred as the reasons that necessitate racial diversity in the student affairs personnel corps. However, legislative or policy issues such as legitimacy and representation of national demographics are much less favored.

5.2.4 Change management

In paragraph 5.2.4 the attention will be focused on aspects such as the establishment of changes that have already taken place in student affairs, factors that will facilitate effective change management, attitudes of the four racial groups of students (White, Black, Indian and Coloured) towards change and how change could be efficiently and effectively managed.

Table 5 5: Basic aspects which had to be changed / adjusted immediately as a result of the diversity in culture

	Number	Percentage
Medium of communication	291	78.9
Student leadership structures	262	74.6
Social activities	236	69.4
Traditions	175	56.1
Sport	124	41.6

The aspects reflected in Table 5.5 are in general about student life. Diversity in culture brought about change to a certain extent in as far as the above-mentioned aspects are concerned. It should further be noted that aspects such as tradition and sport were not greatly affected. It is important to note that changes that had to be effected are on policy issues (communication and student leadership structures) rather than social aspects (social activities, traditions and sport). This is in contrast with the reasons in Table 5.4 where the social reasons were the most important reasons why the respondents think that change must occur.

Table 5.6: Changes within student affairs

	Number	Percentage
Student leadership structures	255	75.4
Admission requirements	245	74.9
Language policy	244	73.5
Staff composition	230	71.0
Social activities	162	53.8
Traditions	135	46.9

In the entire student affairs section, aspects such as social activities and traditions were not greatly affected, possibly because such aspects would, to a certain extent, depend on individuals' attitudes. Policy issues, however, such as leadership structures, admission requirements, language policy and staff composition were particularly changed. This contradicts the findings in Table 5.4 where social reasons are more preferred to policy issues. The difference may be that in Table 5.4 reasons for racial representation were required and in Table 5.6 respondents were asked to indicate changes that have taken place already.

Table 5.7: Factors that may facilitate successful change programs

	Number	Percentage
Effective communication	364	96.0
Clarity on the envisaged change	300	91.7
Inclusive participation in student activities	309	87.8
Exposure into other cultures	305	86.2
Bilingual language policy [Afrikaans and English]	246	73.4
Cultural representation in corridors in the residences	186	60.2

The above-mentioned factors are all important for the facilitation of change programs. However, it should be noted that effective communication is highly recommended. It is a clear indication that if effective communication is not realized, supposedly good structures and ideas might be rendered ineffective. The second reason needs effective communication to ensure that everybody knows about the changes.

Table 5.8: Aspects that could effectively facilitate communication across cultures

	Number	Percentage
Respect for other cultures	383	97.2
Equal consideration of various cultures' concerns	352	93.4
The use of the necessary medium of communication	324	92.8
Involvement of existing cultural groups in a process of change	296	87.6
Interest in other cultures	292	83.9

The above-mentioned aspects that could effectively facilitate communication across cultures are highly preferred.

Table 5.9: The attitude of White students towards change

	Number	Percentage
Prefer evolutionary change	218	76.8
Against change	201	60.2
Welcome change	173	54.1
Prefer revolutionary change	55	22.0

The above statistics provide an indication that White students would either prefer evolutionary change or be against change. However, there is also an indication that some of the white students welcome change.

Tables 5.10, 5.11 and 5.12 indicate the attitudes of Black, Coloured and Indian students respectively. Very few of the students are against change.

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That is contrary to the 60.2% of the White students who are against change, which could be as a result of White students being uncertain of the future as indicated in Table 5.47.

Table 5.10: The attitude of Black students towards change

	Number	Percentage
Welcome change	308	89.3
Prefer revolutionary change	194	72.9
Prefer evolutionary change	97	40.9
Against change	34	13.4

In as far as Black students are concerned, an indication of 89.3% of the respondents highlights that they (black students) welcome change. Furthermore, many of the Black students would prefer revolutionary change. Revolutionary change means promptly and radically effecting change, whereas evolutionary change is about effecting change gradually.

Table 5.11: The attitude of coloured students towards change

	Number	Percentage
Welcome change	307	88.5
Prefer evolutionary change	152	65.8
Prefer revolutionary change	93	43.1
Against change	46	19.1

The findings highlight that most of the Coloured students would welcome change or prefer evolutionary change. There are also those who would prefer revolutionary change even though they are few in number.

Table 5.12: The attitude of Indian students towards change

	Number	Percentage
Welcome change	281	86.2
Prefer evolutionary change	169	73.2
Prefer revolutionary change	66	32.0
Against change	49	20.6

As pointed out in Tables 5.11 and 5.12, Indian students like Coloured students would also welcome change, however they would prefer evolutionary change.

In conclusion, as far as the attitudes of the various racial groups in relation to change are concerned, Black students unanimously opt for revolutionary change. According to Dlamini, as indicated in Chapter 2 paragraph 2.5.1(a), Blacks would prefer revolutionary change because of the urge to want to break quickly and completely with the past and that they are the majority but less privileged. On the other hand Whites, including Coloureds and Indians would prefer evolutionary change. White students in particular feel that they are going to lose most of their privileges if there is too much change.

Table 5.13: Causes of resistance to change

	Number	Percentage
Negative attitude towards other racial groups	327	87.2
Fear of the unknown	298	85.1
Uncertainty	277	84.7
Poor communication	284	84.5
Lack of information about change	271	82.1
Established traditions	272	80.0
Not prepared to change	255	77.5
Lack of consultation	215	71.0
Confidence in the status quo	195	66.8
Selfishness	214	66

All the above aspects are considered to be causal factors for resistance to change. The difference is the extent to which they may cause resistance. Four of the first five factors have implications for communication. It may be an indication that there is not effective communication or that effective communication may assist breaking down resistance.

Table 5.14: Minimizing resistance to change

	Number	Percentage
Through ensuring understanding about change, for those involved	339	95.0
Through effective information communication	338	94.4
Through involvement of all stakeholders	315	89.7
Through guaranteeing security	244	79.7
Through persuasion	216	69.7
Through compulsion	75	26.3
Through bribery	27	9.3

As indicated in Table 5.14, compulsion may not help much in addressing resistance to change. Bribing in order to ensure successful change must not be considered. It is significant to note that there is a vast difference between 'persuasion' (69.7%) and 'compulsion' (26.3%). It is a clear indication that compulsion may not always be strategic to be employed for the management of change. Understanding change and communication are the most important aspects yet again, which emphasize the importance of communication.

Table 5.15: Are student leadership structures in the residences powered/trained to facilitate change?

	Number	Percentage
Not enough	239	58.7
Yes	93	22.9
Not at all	75	18.4

Only a few student leadership structures are being empowered to manage change and though it is not enough. However, the indication is that the majority of student leadership structures is not efficiently empowered.

Table 5.16: How functional are student leadership structures in implementing change?

	Number	Percentage
Not sure	204	47.8
Biased and ineffective	132	30.9
Efficient and effective	91	21.3

Most respondents are not sure about the role of student leadership structures regarding the management of change. Some feel that these structures are biased and ineffective. Only small percentages of respondents feel that student leadership structures are efficient and effective in managing change. That could most probably be attributed to the fact, as indicated in Table 5.15, that the training of student leaders is not enough.

Table 5.17: Factors contributing towards the efficiency and effectiveness of student leadership structures

	Number	Percentage
Effective communication	192	93.2
Respect for other cultures	184	90.6
Representation	161	83.0
Transparent procedures	145	81.5
Inclusive institutional policy	138	81.2

The above-mentioned factors that could contribute towards making student leadership structures effectively functional are greatly preferred as reflected

In Table 5.17. Communication is again indicated as the most important factor, as in Tables 5.5, 5.7, 5.13, 5.14 and 5.18.

Table 5.18: Causes of inefficiency and ineffectiveness of student leadership

	Number	Percentage
Weak communication	205	92.8
Lack of appreciation for cultural diversity	183	88.0
Stereotypes	184	86.8
Racist attitude	181	83.0
Not culturally representative	146	74.5
Enforcing historically white traditions	133	66.5
Exclusive institutional policy	114	64.4

The above aspects are considered to be the causal factors for inefficiency and ineffectiveness of student leadership structures. The functioning of student leadership structures should not be weighed in isolation. Various factors contribute to the functioning of student leadership structures. For instance, as highlighted in paragraph 5.2.4, certain major changes such as the medium of communication and the composition of student leadership structures were effected. Student leaders would be expected to be flexible in terms of the medium of communication. One important aspect would also be their attitude towards change and towards other cultures. If they are against change and do not have respect for other cultures, then they would most probably fail to serve students equally. Furthermore, the fact that student leaders are to a great extent not empowered to facilitate change, jeopardizes their chances of being efficient and effective. The attitude of people is very important as indicated in tables 5.13 and 5.18. This must receive attention from student affairs.

5.2.5 Conflict resolution

In this paragraph, attention will be given to determining the causes of conflict in the residences and on campus. Furthermore, attention will be given as to how conflict could be averted or be amicably resolved.

Table 5.19(a): Occurrence of racial conflict in residences

		Number	Percentage
Rarely	(at least once a semester)	149	40.5
Never		112	30.4
Often	(at least once a month)	55	14.9
Regularly	(on weekly basis)	52	14.2

Table 5.19(b): Resident and day students' responses to the occurrence of racial conflict in the residences

	Resident students	Day students
	%	%
Regularly	11.30	24.71
Often	17.51	15.29
Rarely	44.07	34.12
Never	27.12	25.88

In as far as the findings reflected in Table 5.19(b) are concerned, racial conflict is not prevalent in the residences. However, it is interesting to note that more day students than resident students point out that racial conflict occurs regularly in the residences. The difference could be that day students may not have full knowledge of what is happening in the residences. Alternatively, it could be that resident students are protective of their residences.

Table 5.20 (a): Causes of racial conflict in residences

	Number %	Percentage %
Negative attitude towards other cultures	261	85.3
Lack of appreciation for cultural diversity	247	84.6
Racist attitude	259	82.7
Not prepared to interact across culture	231	82.5
Stereotypes	240	80.5
Difference in culture	222	79.3
Poor communication	210	78.9
Lack of communication	208	78.8
Enforcement of historically white traditions	181	65.1
Exclusion of other racial groups in residence activities	179	64.2
Inflexible language policy	144	56.5

The above causal factors for racial conflicts in the residences are closely related to the information in Tables 5.13, 5.18 and 5.22. They are, to a certain extent, interwoven as the findings suggest. A negative attitude towards other cultures would be based on stereotypes which will lead to lack of appreciation for other cultures. Consequently, a racist attitude is developed.

Both resident and day students strongly feel that a negative attitude is central in as far as the causes of conflict in the residences are concerned. More day students than resident students feel strongly about racism as the cause of conflict in the residences. Day students reflect higher percentages than resident students in all the factors, except for difference in culture and poor communication.

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Table 5.20 (b) Causes of racial conflict in residences according to resident and day students

		Resident Students %	Day Students %
Negative attitude towards other cultures	Yes	86.52	92.68
	No	13.48	7.32
Lack of appreciation for cultural diversity	Yes	87.31	84.34
	No	12.69	15.66
Racist attitude	Yes	84.51	92.13
	No	15.49	7.87
Not prepared to interact across culture	Yes	83.97	89.04
	No	16.03	10.96
Stereotypes	Yes	80.15	84.71
	No	19.85	15.29
Difference in culture	Yes	83.70	80.56
	No	16.30	19.44
Poor communication	Yes	81.10	79.71
	No	18.90	20.29
Lack of communication	Yes	80.99	84.00
	No	19.01	16.00
Enforcement of historically white traditions	Yes	60.32	79.22
	No	39.68	20.78

Table 5.21: How often is racial conflict experienced on campus?

		Number	Percentage
Rarely	(at least once a semester/year)	186	44.7
Regularly	(on weekly basis)	96	23.1
Never		68	16.3
Often	(at least once a month)	66	15.9

As in the residences, racial conflict is rarely experienced on campus. There are however, different perceptions because there are those who highlight the fact that racial conflicts occur regularly. Furthermore, a small percentage indicates that racial conflicts never occur. When in Table 5.19(a) never = 30.4% and regular = 14.2%, in Table 5.21 never = 16.3% and regular = 23.1%. The implication is that there is more conflict on campus than in the residences.

Table 5.22 (a): Causes of racial conflict on campus

	Number	Percentage
Racist attitude	327	88.4
Lack of appreciation for cultural diversity	287	85.9
Stereotypes	285	83.1
Poor communication	212	73.9
Lack of communication	207	72.4
Language barrier	175	60.1

The above-mentioned factors are regarded as some of the causes of racial conflict on campus. It is furthermore important to note that race and culture issues are highly placed as the causes of racial conflict. The same applies to both resident and day students. There are no significant differences between the resident students' perceptions and those of the day students as indicated

in Table 5.22 (b). There is less difference between the perceptions of the day and resident students about conflict on campus than about conflict in the residences. This may be an indication that day students do not really have a full knowledge about activities in the residences. On campus the two groups are more on an equal footing about conflict on campus and therefore their perceptions are more similar. Attitude is still central and that is an indication that new and good policies may be in place, but if attitudes are not corrected, racial conflict would still be experienced.

Table 5.22 (b) Causes of racial conflict on campus according to resident and day students respectively

		Resident Students %	Day Students %
Racist attitude	Yes	90.32	90.55
	No	9.68	9.45
Lack of appreciation for cultural diversity	Yes	87.94	86.24
	No	12.06	13.76
Stereotypes	Yes	82.01	84.35
	No	17.99	15.65
Poor communication	Yes	77.31	74.47
	No	22.69	25.53
Lack of communication	Yes	76.47	67.71
	No	23.53	32.29
Language barrier	Yes	63.11	57.45
	No	36.89	42.55

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A number of causes for racial conflict may exist. It is important to seriously take into consideration every single identified cause of conflict.

However, according to the findings as indicated in tables 5.13, 5.18, 5.20 and 5.22, inefficient communication and a negative attitude towards other alignment races have emerged as major causes of racial conflict.

Table 5.23 (a): Aspects that can be used to minimize conflict in the residences

	Number	Percentage
Equal treatment by the leadership	326	97.3
Respect for other cultures	327	96.7
Create a consultative body (all cultures represented)	304	90.5
Run programs which will provide exposure to other cultures	284	90.2
Mixed social activities	293	86.9
Involvement of stakeholders in decision-making processes	254	86.1
Mixing students according to race on floors	167	55.7
Mixing students according to race in double rooms	117	39.7
Separate social activities	73	26.4
Separate residences	52	18.3
Separate lectures	27	9.5

Minimizing conflict in the residences would need a strategic employment of the above factors. However, factors which would promote separation such as separate social activities, separate residences, and separate lectures, are not preferred by majorities of all four racial groups. Respondents of all the races are further unanimous on all other aspects as reflected in Table 5.53,

except on the following: the majority (56.56%) of the White respondents are opposed to the idea of mixing students according to race on floors and in double rooms (81.51%) in the residences.

The majority of Indian respondents (65.45) is opposed to the idea of mixing students according to race in double rooms. The reason for the Indian position may be based on religious grounds while the White students may be motivated by attitude and the struggle for power.

Table 5.23 (b): Aspects that can be utilized for minimizing conflict in the residences according to resident and day students respectively

		Resident Students %	Day Students %
Equal treatment by the leadership		97.33	95.83
	No	2.67	4.17
Respect for other cultures	Yes	96.08	94.74
	No	3.92	5.26
Create a consultative body (all cultures represented)	Yes	91.50	92.31
	No	8.50	7.69
Run programs which will provide exposure into other cultures	Yes	88.03	91.95
	No	11.97	8.05
Mixed social activities	Yes	87.50	91.40
	No	12.50	8.60
Involvement of stakeholders in decision-making processes	Yes	76.92	93.75
	No	23.08	6.25

		Resident Students %	Day Students %
Mixing students according to race on floors	Yes	51.82	65.85
	No	48.18	34.15
Mixing students according to race in double rooms	Yes	39.53	49.40
	No	60.47	50.60
Separate social activities	Yes	22.40	27.27
	No	77.60	72.73
Separate residences	Yes	14.84	13.16
	No	85.16	86.84
Separate lectures	Yes	8.66	9.88
	No	91.34	90.12

There is no significant difference between resident and day students as indicated in Table 5.23 (b) regarding the above issue. There is, however, a statistical difference in as far as 'involving stakeholders in decision-making processes' is concerned. 79.92% of the resident students and 93.75% of the day students support the idea of involving stakeholders. Day students, more than resident students, feel strongly about the involvement of stakeholders. The difference may be because day students may not know the real issues or that resident students strongly feel that residences are autonomous and that they wish to have absolute control over the residences.

Table 5.24: Strategies to minimize conflict on campus

	Number	Percentage
One medium of communication in English	234	64.6
Separate lectures either in Afrikaans or English	186	55.5
One medium of communication in Afrikaans	21	7.6

The majority of respondents feel that the use of only English as a medium of communication could assist in minimizing racial conflict on campus. However, there is also a strong feeling that both Afrikaans and English be used as medium of communication. As indicated in Table 5.52 small percentages of White (11.48%) and Coloured (13.16%) respondents are in favour of the idea that only Afrikaans should be used as medium of instruction.

Table 5.25: Prevalent forms of conflict

	Number	Percentage
Sharing of facilities e.g. Bathroom/TV room	235	73.4
Interaction in socials	218	70.1
Interaction in sport	140	49.6
Roommate relationships	123	45.1
Lecturers/student conflict	125	44.3
Interaction in academic situations	125	43.6

The sharing of facilities and interacting in social activities are considered as the prevalent forms of conflict. That could possibly be attributed to the conflict of interests. In addition, the fact that compulsion is not applied to the social aspects could also be a factor.

Table 5.26: The role of student affairs officers in conflict resolution

	Number	Percentage
Guide disputants to a decision	365	94.1
To formulate a decision for disputants	164	55.6
Determine the wrong party	95	33.1

The role of student affairs officers, according to the respondents, in processes of conflict resolution should actually be that of guiding and empowering disputants to come to a decision.

Table 5.27: Is the SRC trained to resolve conflict?

	Number	Percentage
Not enough	232	58.4
Not at all	106	26.7
Yes	59	14.9

According to the findings the SRC is not sufficiently trained to resolve conflict. That is in line with the findings in Table 5.15 which point to the fact that student structures are not empowered to facilitate change. Thus, attention should actually be given to the training of student leadership structures.

Table 5.28: Are the House Committees in the residences trained to resolve conflict?

	Number	Percentage
Not enough	207	53.5
Not at all	95	24.5
Yes	85	22.0

The same would apply to the house committees in the residences i.e. that they are not sufficiently trained to resolve conflict.

The involvement of stakeholders in both change management and conflict resolution processes is crucial, even though a number of resident students may not be keen on it. The university management has to ensure that stakeholders such as student affairs officers, SRC, and various racial groups are involved. That will embrace legitimacy and ownership of processes. In order to maximize stakeholder-involvement, efficient and effective communication should be ensured.

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The description of the empirical research findings as reflected in paragraph 5.2 has practical implications that could positively facilitate the management of change and conflict resolution in student affairs.

However, the description alone without a thorough explanation of the practical implication will not suffice to translate the above-mentioned information into strategies that could be used to facilitate change management and conflict resolution in student affairs. As a result, a systematic explanation of the data will be provided in paragraph 5.3.

5.3 Interpretation of data

5.3.1 Introduction

The explanation of the practical implications of the data will be based on empirically established prevailing perceptions *vis-à-vis* change management and conflict resolution in student affairs. However, reference to what the particular perceptions of the various racial groups (Black, White, Coloured and Indian) are, will be made from time to time. For instance the aspect of 'race' (V4) in relation to other variables will be taken into account. It is important and strategic to establish various perceptions so that appropriate approaches could be developed in change management and/or conflict resolution processes. However, this study will guard against overemphasizing race because the intention is to promote racial harmony. The explanation of data will revolve around the following aspects:

- Changes in student affairs
- Racial representation in student affairs
- Communication
- Attitude
- Involvement of student structures
- Management of change
- Conflict resolution

This study is based on the management of change and conflict resolution in student affairs at historically white universities in South Africa. As a result, an overview of changes that might have taken place is essential. In addition, racial representation in processes of change and conflict resolution is required. Furthermore efficient and effective communication is indispensable for successful change management and conflict resolution. However, there is no way that efficient and effective change and conflict management can be achieved without focusing on attitudes. Good policies may be in place but if attitudes are not right and are not promptly attended to, processes of change and conflict management may be disrupted.

The entire explanation of the results of the empirical study should be preceded by an outline of possible changes that have taken place according to the respondents. At the same time differences between races regarding these changes will be highlighted as student affairs will have to develop special programs because of the different views, reactions or attitudes of the different races. The information regarding changes that had to be effected because of the diversity within student affairs is reflected in paragraph 5.3.2.

5.3.2 Changes in student affairs

The aspects in Table 5.29 that are being discussed are drawn from Tables 5.5 and 5.6. As a result of the cultural diversity that was brought about by the admission of all other racial groups at historically white universities, particular changes were effected in order to accommodate them. The following aspects in accordance with reactions of the respondents were affected.

Table 5.29: Changes effected as a result of cultural diversity within student affairs

		White %	Black %	Indian %	Coloured %
Medium of communication	Yes	72.97	83.51	84.06	81.13
	No	27.03	16.49	15.94	18.87
Social activities	Yes	56.94	77.63	81.25	77.36
	No	43.06	22.37	18.75	22.64
Traditions	Yes	47.76	60.27	63.79	63.64
	No	52.24	39.73	36.21	36.36
Sport	Yes	30.53	56.25	42.86	50.00
	No	69.47	43.75	57.14	50.00
Student leadership Structures	Yes	81.08	64.94	80.33	69.39
	No	18.92	35.06	19.67	30.61
Admission requirements	Yes	80.69	72.22	73.77	60.87
	No	19.31	27.78	26.23	39.13
Staff composition	Yes	80.42	69.57	60.66	56.26
	No	19.58	30.43	39.34	43.75

Clear majorities within the four racial groups (White, Black, Indian and Coloured) are unanimous that the following aspects were changed:

- **Student leadership structures**

All racial groups had to be represented in student leadership structures as mono-cultural structures were not considered to be representative and as a result illegitimate. As a result, proportional representation was introduced.

- **Admission requirements**

Admission requirements were also adjusted in order to accommodate students from the previously disadvantaged education system.

- **Staff composition**

Staff members from specific racial groups namely, Black, Indian and Coloured were drawn in. Some of the reasons for that are as follows:

- to promote better relations;
- to ensure meeting the needs of diverse cultural groups;
- to facilitate an understanding of diverse cultures;
- to ensure effective communication;
- to secure legitimacy; and
- to be representative of the national demographics.

Furthermore, respondents of the four racial groups are agreed that the following aspects were also changed:

- **Medium of communication**

The findings here clearly indicate that communication is quite central. The medium of communication had to be adjusted to accommodate other racial groups. For instance, at universities where Afrikaans was the only medium of communication, English had to be introduced in order to accommodate those who cannot understand Afrikaans.

However, there are still a number of white students who feel that the above-mentioned aspect has not been affected at all. For instance, in as far as the medium of communication is concerned, 27.03% of the White students indicate that the situation did not change.

- **Social activities**

Regarding social activities, 43.06% of the White respondents (which is close to the majority) believes that social activities have not been affected by change. Clear majorities of the respondents from the other racial groups believe that the above aspects have been changed. The difference could be ascribed to the fact that these social activities are separately observed on a racial basis.

The only case where the majorities of respondents did not think that there were major changes are:

- **traditions; and**
- **sport.**

Regarding the question whether traditions were affected by change, the majority of White respondents (52.24%) believes that traditions were not affected by change at all. However, it is important to note that the number of those who believe that traditions were also affected by change is close to the number of those that say no. In as far as sport is concerned, the statistical difference is as follows: a clear majority of White respondents (69.47%) believe that sport was not affected by change. That could be attributed to the fact that sports such as rugby and hockey are still completely or predominantly white. In addition, the majority of Indian students (57.14%) feels that change has not been effected in sport. On the other hand 50.00% of the Coloured respondents indicate that sport has been changed.

Contradictions in the responses that have been noted above suggest that situations within the historically white universities have to cautiously and constantly be monitored in order to advance cultural diversity.

5.3.3 Racial representation in student affairs

In as far as the aspect ‘whether racial diversity is essential in the student affairs personnel corps’ is concerned (Table 5.3), 84.96% positively indicated that racial diversity is essential within student affairs personnel corps. It is further significant, as highlighted in Table 5.30, to note that all four racial groups are overwhelmingly unanimous in this regard.

Furthermore, the following questions that reflect the respondents’ responses with regard to racial representation are discussed.

Table 5.30: Racial responses as to whether the student affairs personnel corps should be racially representative

	White %	Black %	Indian %	Coloured %
Yes	87.35	82.91	85.33	81.97
No	12.65	17.09	14.67	18.03

Very small percentages reacted to the contrary, for instance Whites (12.65%), Blacks (17.09%), Indian (14.67%) and Coloured (18.03%). Even though those who feel that racial representation within student affairs is not necessary are few in number, it would not be strategic to ignore them. They constitute an important part of student affairs and should be cautiously educated about the importance of the racial representation of the student affairs personnel corps.

Thus, in educating people about the importance of racial diversity the following reasons, as indicated in Table 5.31, as to why racial diversity in the student affairs personnel corps is important, should be taken into consideration.

Table 5.31: Reasons as to why racial diversity is essential within the student affairs personnel corps

		White %	Black %	Indian %	Coloured %
Promote better relations	Yes	95.97	93.65	94.92	97.62
	No	4.03	6.35	5.08	2.38
To ensure meeting needs of diverse cultural groups	Yes	91.87	96.92	96.00	90.24
	No	8.13	3.08	4.00	9.76
Understanding diverse cultures	Yes	90.24	94.12	94.34	94.87
	No	9.76	5.88	5.66	5.13
Effective communication	Yes	91.06	91.53	86.27	91.43
	No	8.94	8.47	13.73	8.57
Legitimacy	Yes	66.06	80.00	69.57	63.33
	No	33.94	20.00	30.43	36.67
Represent national demographics	Yes	51.38	78.85	58.14	77.14
	No	48.62	21.15	41.86	22.86

The information from Table 5.4 is explained below with reference to the different racial groups. The majorities of all the four racial groups positively indicated that racial representation in the student affairs personnel corps will promote the following:

- Legitimacy of activities in student affairs, change and conflict management will be included.
- Effective communication will be ensured.
- An understanding of diverse cultures will be enhanced.
- Needs of diverse cultural groups will be promptly and accurately attended to.

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- Cross-cultural relations will be improved.
- Representation of national demographics.

However, it should be noted that in as far as the 'need to reflect national demographics' is concerned, differences between those who say 'Yes' and 'No' of both White (51.38% as opposed to 48.62%) and Indian (58.14% as opposed to 41.86%) respondents are not vast. It may be that this aspect is not seen as being important.

The importance of racial representation in student affairs is further highlighted by the following racial responses:

Table 5.32: Inclusive participation in student activities as a factor that would facilitate change

	White %	Black %	Indian %	Coloured %
Yes	79.14	97.78	95.65	82.35
No	20.86	2.22	4.35	17.65

With regard to 'inclusive participation in student activities', the majorities of all the four racial groups agree that representation is essential for the facilitation of change programs. For instance, 87.8% (Table 5.7) of the four racial groups agree to the question of representation. In view of the racial responses as recorded in Table 5.32, only a few of the respondents are not keen on representation, for instance Whites (20.86%), Blacks (2.22%), Indians (4.35%) and Coloured (17.65%). White and Coloured respondents are more against representation than Black and Indian respondents.

Furthermore, the involvement of existing cultural groups as an instrument to facilitate communication, has also been highly recommended by all four the racial groups as reflected in Table 5.33:

Table 5.33: Involvement of existing cultural groups as a means to facilitate communication

	White %	Black %	Indian %	Coloured %
Yes	79.86	94.05	92.06	95.45
No	20.14	5.95	7.94	4.55

Table 5.8 has been used in this regard. The majorities of all the four racial groups are positive about the involvement of the existing racial groups as a means to facilitate communication. However, White respondents are less positive.

Table 5.34: Representation as a factor that contributes towards efficiency and effectiveness of student leadership structures

	White %	Black %	Indian %	Coloured %
Yes	76.19	90.77	82.61	85.71
No	23.81	9.23	17.39	14.29

In addition, the findings as recorded in Table 5.34 highlight the fact that student leadership structures will be efficient and effective and not biased in facilitating change if they are representative of the existing cultural groups.

According to the information in Table 5.35 the majorities of three racial groups namely Black, Coloured, and Indian, regarding 'cultural representation on corridors in the residences, strongly feel that cultural representation should be taken as far as the corridors in residences.

Table 5.35: Cultural representation in corridors in residences

	White %	Black %	Indian %	Coloured %
Yes	46.62	71.62	71.19	68.29
No	53.38	28.38	28.81	31.71

Respondents (60.2%) as reflected in Table 5.7 believe that various cultural groups should be represented on corridors. The majority (53.38%) of the white respondents is opposed to the idea of cultural representation in corridors. However, 46.62% of the white respondents are positive about cultural representation in the corridors.

According to Table 5.36 only the majorities of three racial groups, namely Black, Coloured and Indian, agree that inefficiency and ineffectiveness of student leadership structures could be as a result of not being culturally representative.

Table 5.36: Not being culturally representative renders student leadership structures inefficient and ineffective

	White %	Black %	Indian %	Coloured %
Yes	48.39	82.26	91.67	93.94
No	51.61	17.74	8.33	6.06

A slight majority (51.61%) of White respondents feels that the lack of cultural representation is not the cause of inefficiency and ineffectiveness of student leadership structures in managing change.

The same applies in respect to the idea that the exclusion of other racial groups in residence activities may cause conflict. Table 5.37 sheds light in this regard.

Table 5.37: Exclusion of other racial groups in residence activities could cause racial conflict

	White %	Black %	Indian %	Coloured %
Yes	43.36	85.14	64.15	86.49
No	56.64	14.86	35.85	13.51

The majority (56.64%) of white respondents believes that the exclusion of other racial groups in residence activities is not the cause of conflict in residences.

However, as highlighted in Table 5.38, all four racial groups overwhelmingly agree that the creation of a consultative body wherein various cultural groups would be represented is one of the aspects that could be used to minimize conflict in the residences. That clearly spells out the indispensability of cultural representation within the entire student affairs division.

Table 5.38: Creation of a consultative body for the purpose of minimizing conflict

	White %	Black %	Indian %	Coloured %
Yes	82.71	91.76	97.01	100.00
No	17.29	8.24	2.99	0.00

The majority of the respondents across cultures have identified racial representation as an important factor for efficient and effective management of change and conflict resolution. The reasons as reflected in Table 4 provide a good motivation why racial representation is essential within student affairs. For instance, racial representation will promote good human relations. An understanding of various racial groups has to be secured in order to promote racial harmony as well as efficiency and effectiveness in

managing change and resolving conflicts. That can only be achieved provided that deliberate and well-planned intercultural interaction is effected. That should include both official interaction, wherein compulsion would be used if necessary and spontaneous interaction which is voluntary and evolutionary.

If racial representation has to be observed in the entire student affairs division, effective communication measures have to be in place. As a result, the next paragraph will reflect on what the actual findings are regarding communication.

5.3.4 Communication

The importance of communication is clearly stipulated in Chapter 2 paragraph 2.2. It is indicated that change programs and conflict resolution cannot be facilitated without effective communication across culture. Communication would basically determine the success of an organization.

The importance of communication as indicated above is further corroborated by the following findings: As reflected in Table 5.39, clear majorities of all the racial groups positively indicate that the intention to realize effective communication, is one of the factors that necessitate racial diversity in student affairs personnel corps.

Table 5.39: Diversity in student affairs will facilitate effective communication

	White %	Black %	Indian %	Coloured %
Yes	91.06	91.53	86.27	91.43
No	8.94	8.47	13.73	8.57

According to Table 5.5 the medium of communication is one of the aspects that had to be changed as a result of the increased diversity in culture. It is

placed at the top, which is a clear indication that respondents are convinced of the centrality of communication in managing change and conflict resolution in student affairs.

Table 5.40 highlights the fact that all the respondents agree. However, White respondents are few in number.

Table 5.40: Medium of communication is one of the basic aspects that had to be changed immediately as a result of the diversity in culture

	White %	Black %	Indian %	Coloured %
Yes	72.97	83.51	84.06	81.13
No	27.03	16.49	15.94	18.87

In addition, the majorities of the four racial groups regard effective communication as the principal factor that would facilitate successful change programs and is pointed out in Table 5.41. The majorities per racial group are as follows: White (95.03%), Black (98.84%), Indian (97.26%) and Coloured (92.86%).

Table 5.41: Effective communication as a principal factor which would facilitate successful change programs

	White %	Black %	Indian %	Coloured %
Yes	95.03	98.84	97.26	92.86
No	4.97	1.16	2.74	7.14

Respondents across cultures are again unanimous that the use of the necessary medium of communication would also facilitate communication across cultures. That is reflected in Table 5.42 below.

Table 5.42: Racial responses to the use of an appropriate medium of communication

	White %	Black %	Indian %	Coloured %
Agreed	93.24	95.35	87.30	96.00
Opposed	6.76	4.65	12.70	4.00

The necessary medium of communication would actually refer to a language that would be understood by all in a multicultural situation.

Communicating across cultures may be an unpleasant experience particularly when a person is not prepared for it. Hence, as indicated in Chapter 2, adequate preparation for communicating across cultures is essential in order to avoid misconceptions. For instance, acquiring knowledge on cultures of other people and determining their ways of communicating would be essential.

It is therefore important to seriously take into account factors that could facilitate the success of communication during processes of change and conflict resolution. Respondents' reactions on the basis of race are classified in Table 5.43 as follows:

The aspects included in Table 5.43 are drawn from Table 8. The clear majorities of all four the racial groups are in favor of factors that could possibly facilitate cross-cultural communication as indicated in Table 5.43. Therefore, the following aspects should be seriously taken into consideration in order to ensure efficient and effective communication:

- Respecting other cultures.
- Equal consideration of various cultures' concerns.
- The use of the necessary medium of communication.
- Involvement of existing cultural groups in a process of change.

- Showing interest in other cultures.

Table 5.43: Racial responses to factors that could facilitate effective communication across cultures

		White %	Black %	Indian %	Coloure %
Respect for other cultures	Agreed	95.03	98.98	100.00	96.61
	Opposed	4.97	1.02	0.00	3.39
Equal consideration of various cultures' concerns	Agreed	89.94	97.89	92.19	96.43
	Opposed	10.06	2.11	7.81	3.57
The use of the necessary medium of Communication	Agreed	93.24	95.35	87.30	96.00
	Opposed	6.76	4.65	12.70	4.00
Involvement of existing cultural groups in a process of change	Agreed	79.86	94.05	92.06	95.45
	Opposed	20.14	5.95	7.94	4.55
Interest in other cultures	Agreed	78.77	90.12	85.94	87.04
	Opposed	21.23	9.88	14.06	12.96

Respondents of all four the cultural groups, as indicated in Table 8, have highly placed factors that could successfully facilitate communication across culture. For instance, respect for other cultures is placed as priority number one as it will not be practically possible to involve various cultural groups in processes of change or conflict resolution if members of those cultural groups feel despised. Furthermore, if there were no interest in other cultures it would then be likely that their interests may not be considered. In addition, the necessary medium of communication may be in place, but if the other factors that have been alluded to above are not attended to properly, communication would still fail. It is therefore important to note that the

above-named factors that could make communication effective across cultures are interwoven. Success in the one will determine progress in the other. Therefore, these factors should be jointly investigated because if one factor is neglected the others will be adversely affected.

5.3.5 Role of student structures in processes of change management and conflict resolution

In Chapter 2 paragraph 2.6.1, the importance of including stakeholders in a change program is highlighted. It is not merely a matter of involving stakeholders but educating them as well as clearly spelling out their role. The involvement of stakeholders is the basis for successful change programs. As for student affairs, student structures would constitute one of the important categories of stakeholders. It is therefore important to take into account perceptions of the four racial groups, namely White, Black, Indian and Coloured regarding the involvement of student structures in processes of change management and conflict resolution, as reflected in Table 5.44. The aspects that are covered in Table 5.44 are considered as some form of involving stakeholders, either in processes of change management or conflict resolution. These aspects are drawn from various questions that addressed the following issues:

- facilitating a change program;
- making communication effective across cultures;
- determining the causes of resistance to change;
- minimizing resistance to change;
- causes of racial conflict; and
- minimizing conflict.

Effective involvement of student structures within a multicultural atmosphere would actually be determined by the extent to which individual students are involved. An understanding of cultures of other students by individual students would make it possible for the entire student structure to

comprehend perceptions of others correctly and to clear stereotypes. Individual students could be involved in various ways, for instance by way of affording them an opportunity to interact across cultures. Ensuring that various cultural groups are accommodated in double rooms and corridors could be one of the strategies that could be employed in order to ensure individual involvement.

Table 5.44: Racial perceptions regarding the involvement of stakeholders in processes of change management and conflict resolution

		White %	Black %	Indian %	Coloured %
Cultural representation in corridors in the residences	Yes	46.62	71.62	71.19	68.29
	No	53.38	28.38	28.81	31.71
Inclusive participation in student activities	Yes	79.14	97.78	95.65	82.35
	No	20.86	2.22	4.35	17.65
Involvement of existing cultural groups in a process of change	Yes	79.86	94.05	92.06	95.45
	No	20.14	5.95	7.94	4.55
Lack of consultation	Yes	66.92	77.61	68.97	73.81
	No	33.08	22.39	31.03	26.19
Through involvement of stakeholders	Yes	87.76	94.38	87.30	89.80
	No	12.24	5.62	12.70	10.20
Exclusion of other racial groups in residence activities	Yes	43.36	85.14	64.15	86.49
	No	56.64	14.86	35.85	13.51

University of Pretoria etd – Moraka, R E (2006)

		White %	Black %	Indian %	Coloured %
Create a consultative body (all cultures represented)	Yes	82.71	91.76	97.01	100.00
	No	17.29	8.24	2.99	0.00
Involvement of stake- holders in decision-making processes	Yes	82.93	95.95	79.63	85.37
	No	17.07	4.05	20.37	14.63

The concept *stakeholders* would, in this case, refer to the following groups:

- university management;
- student affairs officers;
- student representative council;
- house committee;
- residence head; and
- racial groups.

In as far as Table 5.44 is concerned the major racial difference between White respondents and Black, Indian and Coloured respondents is on two points. The first point of difference is on the question of whether cultural representation in corridors in the residences, as a form of involvement, could facilitate the change process. While the majorities of Black, Indian and Coloured respondents are in favor of cultural representation in corridors, the majority (53.38%) of White respondents, even though slight, is against the idea of racially mixing students in the corridors. Secondly, the majority (56.64%) of White respondents discards the idea that the exclusion of other racial groups in the residence activities could be one of the causes of conflict.

However, majorities of all the four (White, Black, Indian and Coloured) racial groups are unanimous that the involvement of student structures could

positively influence change management and conflict resolution. The rationale behind the importance of involving student structures is provided by the responses of the respondents as follows:

- Inclusive participation in student activities would positively influence a change program.
- Involvement of existing cultural groups in a process of change will ensure effective communication.
- Lack of consultation would be one of the causes of conflict.
- Through the involvement of stakeholders conflict could either be averted or minimized.
- The creation of a consultative body wherein all cultures are represented could assist in averting or minimizing conflict.
- Involvement of stakeholders in decision-making processes would minimize conflict.

The involvement of students cannot be isolated from emotions that may be attached to a particular change or conflict resolution program. Therefore, it is important to investigate into attitudes as highlighted in paragraph 5.3.6.

5.3.6 Attitude

When dealing with change and conflict, attitudes and emotions of people will be involved. For instance, as correctly pointed out in Chapter 2 paragraph 2.7.2(d) when students are involved in the process of change, they will have specific fears which will determine a particular attitude towards change. It is not possible to avoid such fears and attitudes because change or conflict either positively or negatively affects the lives of people. Attitude would, to a certain extent, determine the success of various aspects such as involving people, communicating, change management and conflict resolution. It therefore becomes extremely essential to determine the kinds of attitudes that might exist within student affairs.

In as far as the findings are concerned, the following facts regarding attitudes towards change and conflict were established: Firstly, as indicated in Tables 5.9, 5.10, 5.11 and 5.12 attitudes of the four racial groups with regard to change have been established. According to the research White students would either support an evolutionary type of change or be opposed to change. Such an attitude can rightly be attributed to the fact, as pointed out in Chapter 1 paragraph 1.1, that White students were more privileged and as a result would prefer to preserve their norms and values and control over what they strongly believe belongs to them, which is the historically white universities. They feel they would be losing something. To the other racial groups namely Black, Indian and Coloured, opposing change would be the last alternative. However, even though Indian and Coloured students are positive about the fact that change has to be effected, they would prefer a evolutionary change as against revolutionary change. While on the other hand, Black students are so keen for change to take place that they prefer revolutionary type of change. That can, as highlighted in Chapter 2 paragraph 2.5.1 (a), be attributed to the fact that the historically disadvantaged will opt for revolutionary change because of the intention to break completely with the unfortunate past.

Secondly, Table 5.13 further expands on attitudes and as indicated in it, “negative attitude” is considered as the first cause for racial conflict. The first three aspects, including the following factors, “unprepared to change” and “selfishness” reflect more of an attitude than anything else. It is evident that these attitudinal issues further affect change management and conflict resolution in the following areas:

- Facilitation of communication across culture – Table 5.8.
- Causes of resistance to change – Table 5.13.
- Ensuring efficiency and effectiveness of student leadership structures – Table 5.17.
- Causes of inefficiency and ineffectiveness of student leadership structures – Table 5.18.

- Causes of racial conflict in residences – Table 5.20.
- Causes of racial conflict on campus – Table 5.22.
- Minimizing conflict in the residences – Table 5.23.

Table 5.45 and Table 5.46 provide racial perceptions with regard to the above-mentioned aspects in relation to change management and conflict resolution respectively.

Table 5.45: Racial perceptions regarding attitudinal aspects in relation to resistance to change and inefficiency of student leaders

		White %	Black %	Indian %	Coloured %
Negative attitude towards other racial groups	Yes	76.28	96.84	92.54	96.30
	No	23.72	3.16	7.46	3.70
Unprepared to change	Yes	65.22	89.74	79.03	89.58
	No	34.78	10.26	20.97	10.42
Selfishness	Yes	53.90	83.56	60.34	81.63
	No	46.10	16.44	39.66	18.37

The majorities of all four racial groups agree that the attitudinal aspects, as reflected in Table 5.45, would disrupt processes of change if not attended to properly. Furthermore, a number of Indian respondents do not believe that being unprepared to change and being selfish could hamper a process of change. According to the White respondents, being not prepared to change and selfishness cannot be such a big problem in the process of change. The Indian respondents did not regard selfishness as major problem in change. These two aspects need attention because if the White and Indian students do not change their attitudes, it will be more difficult to implement change at universities.

Table 5.46: Racial perception regarding attitudinal aspects in relation to conflict management

		White %	Black %	Indian %	Coloured %
Negative attitude towards other cultures	Yes	74.19	97.50	91.53	85.37
	No	25.81	2.50	8.47	14.63
Not prepared to interact across culture	Yes	71.30	94.20	87.72	88.89
	No	28.70	5.80	12.28	11.11
Stereotypes	Yes	63.48	94.59	91.67	87.23
	No	36.52	5.41	8.33	12.77
Racist attitude	Yes	64.41	95.40	91.53	95.74
	No	35.59	4.60	8.47	4.26
Lack of appreciation for cultural diversity	Yes	71.55	94.44	91.23	97.73
	No	28.45	5.56	8.77	2.27

As reflected in Table 5.46, majorities of all four racial groups indicate that an attitude that is determined by the following factors can cause conflict in the residences (see Table 20(a)).

- Negative attitude towards other cultures.
- Unpreparedness to interact across cultures.
- Stereotypes.
- Racist attitude.
- Lack of appreciation for cultural diversity.

It is important to note that even though policies and regulations may be in place, if attitudes do not change, it may be extremely difficult to manage change and resolve conflict successfully. White respondents do not reflect

the highest percentages of the four groups. It means that to White respondents, these factors are not important contributors of racial conflict while to the other three racial groups these factors are very important. That is because they have been previously disadvantaged.

An attitude will, to a certain extent, determine a particular response to change management and conflict resolution. The response would either be positive or resistant to change and disruptive to conflict resolution processes. It is therefore important to look into what the respondents believe could be the causes of resistance to change. The responses of various racial groups regarding causes of resistance to change are reflected in paragraph 5.3.7.

5.3.7 Resistance to change

It is critical that agents of change are able to deal efficiently and effectively with resistance to change, which can either be active or passive. Thus, the first step to dealing with resistance to change would actually be the development of a positive attitude towards change. Such an attitude should acknowledge the fact that it is normal that resistance will always exist in any change program because change has to do with the feelings of people. McLennan, as indicated in Chapter 2 paragraph 2.7, establishes that resistance is an emotional course because of feelings.

As a result, focus should not be placed on whether resistance will be there, but on establishing the source of resistance. Therefore, establishing precisely what the causes of resistance to change are, would actually form the basis of dealing with resistance to change. Such an approach is corroborated by Mink *et al.* as quoted in Chapter 2 paragraph 2.7, when indicating that an understanding of the source of resistance to change would increase the chances of implementing change successfully. Thus, it became essential to establish what respondents of the four racial groups see as the causes of resistance to change. The information as recorded in Table 5.47 will form the basis of the discussion of the findings.

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It is clear as indicated in Table 5.47 that the majorities of all the racial groups are positive and agreed on all the above-mentioned factors that may cause resistance to change:

Table 5.47: Racial responses to causes of resistance to change

		White	Black	Indian	Coloured
		%	%	%	%
Negative attitude towards other racial groups	Yes	76.28	96.84	92.54	96.30
	No	23.72	3.16	7.46	3.70
Fear of the unknown	Yes	83.66	86.25	89.06	82.00
	No	16.34	13.75	10.94	18.00
Uncertainty	Yes	83.56	86.57	81.97	88.00
	No	16.44	13.43	18.03	12.00
Poor communication	Yes	82.31	85.92	87.69	84.00
	No	17.69	14.08	12.31	16.00
Lack of information about change	Yes	82.76	80.82	80.00	83.67
	No	17.24	19.18	20.00	16.33
Established traditions	Yes	79.19	73.68	79.69	91.67
	No	20.81	26.32	20.31	8.33
Not prepared to change	Yes	65.22	89.74	79.03	89.58
	No	34.78	10.26	20.97	10.42
Lack of consultation	Yes	66.92	77.61	68.97	73.81
	No	33.08	22.39	31.03	26.19
Confidence in the status quo	Yes	78.46	60.45	57.14	80.49
	No	21.54	39.55	42.86	19.51
Selfishness	Yes	53.90	83.56	60.34	81.63
	No	46.10	16.44	39.66	18.37

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The aspects in Table 5.47 have been drawn from Table 5.13. For the following factors, a fair number of the White respondents did not agree that the specific factor is a cause for resistance to change:

- Unprepared to change 34.78%
- Lack of consultation 33.08%
- Selfishness 46.10%

The selfishness of the White respondents may be linked to the attitude of the White respondents as indicated in Table 4.46. They do not see selfishness as a problem for resistance to change. If they are selfish, it will also be difficult for them to recognize that their attitude (Table 5.46) can cause conflict.

Furthermore, more than half of the Black and Indian respondents do not accept the following factors as causes for resistance to change:

- **Black respondents**
 - Confidence in the status quo: 39.55%
 - Selfishness 16.44%
- **Indian respondents**
 - Confidence in the status quo: 42.86%
 - Selfishness 39.66%

On the other hand, it is clear that the majorities of White, Black and Coloured respondents confirm that “confidence in the status quo” is a factor that can cause resistance to change. Regarding “selfishness” as a factor that could cause resistance to change, a number of both White and Indian respondents do not agree.

University of Pretoria etd – Moraka, R E (2006)

Racial groups differ in terms of the order of factors in importance. Therefore it is important to place these factors in order of priority for each racial group.

- **White respondents**

1	Fear of the unknown	83.66%
2	Uncertainty	83.56%
3	Lack of information about change	82.76%
4	Poor communication	82.31%
5	Established traditions	70.19%

- **Black respondents**

1	Negative attitude towards other racial groups	96.84%
2	Not prepared to change	89.74%
3	Uncertainty	86.57%
4	Fear of the unknown	86.25%
5	Poor communication	85.92%

- **Indian respondents**

1	Negative attitudes toward other racial groups	92.54%
2	Fear of the unknown	89.06%
3	Poor communication	87.69%
4	Uncertainty	81.97%
5	Lack of information about change	80.00%

- **Coloured respondents**

1	Negative attitudes towards other racial groups	96.30%
2	Established traditions	91.67%
3	Not prepared to change	89.58%
4	Uncertainty	88.00%

The order of importance regarding the above factors differs from one culture to the other. Black, Indian and Coloured respondents have regarded the factor “negative attitudes towards other racial groups” as the most causal factor for resistance to change. The difference in prioritizing these factors highlights the difference in historical backgrounds and differences in interests. The White respondents regard “fear of the unknown and uncertainty” as their most important reasons for their resistance to change. From their own perspective the Whites may “lose” the most in the change process. They are also uncertain as to where the change process is heading and how they would be affected by it. Hence, their resistance to change.

The three groups (Blacks, Indian and Coloured), reflect higher percentages than Whites. The implication is that they consider these factors as important factors that can influence the change process negatively.

An understanding of various racial perceptions regarding change is indispensable in managing a culturally diverse student community. That would enable change agents to develop approaches which could encourage various cultural groups to participate positively in change processes. However, that does not suggest that resistance will not be experienced. That is why it is of the utmost importance to have exposure to how resistance to change could be minimized. Racial responses as to how resistance to change could be minimized are provided in Table 5.48.

Some of the below-mentioned (Table 5.48) possible factors that could be used to minimize resistance to change have also been provided in the literature study. Thus, it is generally held that the above-mentioned factors could minimize resistance to change. In this paragraph, as indicated above, focus is placed on what the perceptions of various racial groups are regarding these factors.

Table 5.48: Minimizing resistance to change

		White %	Black %	Indian %	Coloured %
Through ensuring understanding about change for those involved	Yes	92.67	98.89	95.52	93.75
	No	7.33	1.11	4.48	6.25
Through effective information communication	Yes	92.86	97.62	93.75	94.34
	No	7.14	2.38	6.25	5.66
Through involvement of all stakeholders	Yes	87.76	94.38	87.30	89.80
	No	12.24	5.62	22.22	10.20
Through guaranteeing security	Yes	82.52	73.77	82.76	73.17
	No	17.48	26.23	17.24	26.83
Through persuasion	Yes	64.18	73.13	80.65	63.64
	No	35.82	26.87	19.35	36.36
Through compulsion	Yes	23.62	39.39	16.33	26.83
	No	76.38	60.61	83.67	73.17
Through bribery	Yes	9.92	3.57	12.07	9.09
	No	90.08	96.43	87.99	90.91

The four racial groups are unanimous on the following factors that could help minimize resistance to change:

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- **Through ensuring understanding about change for those involved**

As indicated in Chapter 2, paragraph 2.7.2 (e), the success of change will, to a certain extent, depend on whether the majority of people understand the envisaged change.

- **Through effective information communication**

The importance of communication is clearly highlighted in Chapter 2, paragraph 2.2.1. One of the aspects that makes communication to be basic in a process of change is the fact that obstacles to a process of change such as uncertainty and fear could be addressed through an effective communication program (Chapter 2, paragraph 2.7.2 (k)).

- **Through involvement of all stakeholders**

It is likely that people who participated in a change program would support the ultimate outcome (Chapter 2, paragraph 2.7.2 (g)).

- **Through guaranteeing security**

As indicated in the literature study, being insecure is one of the basic causes of resistance to change. Hence, the suggestion in Chapter 2, paragraph 2.7.2 (d) that in order to ensure positive participation, it is important to allay fears and to guarantee people security.

- **Through persuasion**

Chapter 2, paragraph 2.7.2 (c) confirms the need for persuasion. Persuading people by way of giving them more information and using rewards if necessary is essential for the success of a change program.

However, in as far as the last components in Table 5.48 are concerned, namely compulsion and bribery, the majorities of all the four racial groups do not approve of them to be used for minimizing resistance to change. It should, however be noted that despite the majorities disapproving of the use of compulsion to minimize resistance, the literature study reflects that compulsion is considered to be one of the important factors that could be used to minimize resistance to change. In Chapter 2, paragraph 2.7.2 (b) reflects that implicit and explicit threats could be used to compel people to participate in a process of change. For instance, students may be explicitly threatened with expulsion from the residences if they hamper change processes in the residences.

It is further essential to highlight how the four racial groups prioritize factors that would minimize resistance to change. These factors are prioritized as follows:

• **White respondents**

1 Through effective information communication	92.86%
2 Through ensuring understanding about change for those involved	92.67%
3 Through involvement of all stakeholders	87.76%
4 Through guaranteeing security	82.52%
5 Through persuasion	64.18%

- **Black respondents**

1 Through ensuring understanding about change for those involved	98.89%
2 Through effective information communication	97.62%
3 Through involvement of all stakeholders	94.38%
4 Through guaranteeing security	73.77%
5 Through persuasion	73.13%

- **Indian respondents**

1 Through ensuring understanding about change for those involved	95.52%
2 Through effective information communication	93.75%
3 Through involvement of all stakeholders	87.30%
4 Through guaranteeing security	82.76%
5 Through persuasion	80.65%

- **Coloured respondents**

1 Through effective information communication	94.34%
2 Through ensuring understanding about change for those involved	93.75%
3 Through involvement of all stakeholders	89.80%
4 Through guaranteeing security	73.17%
5 Through persuasion	63.64%

The factors “through effective information communication “ and “through ensuring understanding about change for those involved” are placed at the top as factors which could be used to minimize conflict. On the other hand, all four the racial groups regard “through persuasion” as the least of the important factors.

Knowledge of factors that would cause resistance to change as well as an understanding of how to minimize resistance to change is essential for effective management of change because that would enable change agents to develop appropriate strategies for effective change management. Such a strategy would include counteracting causal factors for resistance to change by establishing those factors that could actually facilitate efficient and effective change management. Hence, the importance of the outcome of what the involved racial groups perceive could facilitate change, as highlighted in Table 5.49 below.

5.3.8 What could facilitate change successfully?

Many ideas as to how change could be successfully driven are provided. That is also reflected in the literature study in Chapter 2. However, there is no prescription of specific factors that must be used to facilitate a particular change. Flexibility needs to be observed so that suitable strategies that could facilitate a change program are developed. Such strategies should take into consideration how resistance to change could be handled.

Therefore, the following factors that can facilitate change, drawn from Table 5.7, are additional to many others. These factors are further interpreted on the basis of racial responses as indicated in Table 5.49.

The majorities of the four racial groups are agreed on most aspects that in order to facilitate change successfully, the aspects as indicated in Table 5.49 should be taken into consideration. However, they differ in prioritizing the above aspects as follows:

- **White respondents**

1 Effective communication	95.03%
2 Clarity on the envisaged change	89.71%
3 Exposure to other cultures	81.25%
4 Inclusive participation in student activities	79.14%

5 Bilingual language policy
(Afrikaans and English)

75.35%

Table 5.49: Factors facilitating change

		White %	Black %	Indian %	Coloured %
Effective communication	Yes	95.03	98.84	97.26	92.86
	No	4.97	1.16	2.74	7.14
Clarity on the envisaged change	Yes	89.71	93.59	92.31	93.33
	No	10.29	6.41	7.69	6.67
Inclusive participation in student activities	Yes	79.14	97.78	95.65	82.35
	No	20.86	2.22	4.35	17.65
Exposure to other cultures	Yes	81.25	88.37	91.18	90.57
	No	18.75	11.63	8.82	9.43
Bilingual language policy (Afrikaans and English)	Yes	75.35	62.03	87.76	70.97
	No	24.65	37.97	12.24	29.03
Cultural representation on corridors in the residences	Yes	46.62	71.62	71.19	68.29
	No	53.38	28.38	28.81	31.71

• **Black respondents**

- 1 Effective communication 98.84%
- 2 Inclusive participation in student activities 97.78%
- 3 Clarity on the envisaged change 93.59%
- 4 Exposure to other cultures 88.37%
- 5 Cultural representation on corridors in the residences 71.62%

- **Indian respondents**

1	Effective communication	97.26%
2	Inclusive participation in student activities	95.65%
3	Clarity on the envisaged change	92.31%
4	Exposure to other cultures	91.18%
5	Bilingual language policy (Afrikaans and English)	87.76%

- **Coloured respondents**

1	Clarity on the envisaged change	93.33%
2	Effective communication	92.86%
3	Exposure to other cultures	90.57%
4	Inclusive participation in student activities	82.35%
5	Bilingual language policy (Afrikaans and English)	70.97%

There are particular responses that should be taken into account as far as Table 5.49 is concerned. Firstly, the respondents confirmed the importance of communication as a central factor in change management and conflict resolution. Even though Coloured respondents did not place it as priority number one, there is just a slight difference between this response and “clarity on the envisaged change”. Secondly, majorities of the four racial groups are unanimous that exposing people into other cultures is an essential lever that could be used to facilitate change. Exposure to other cultures can be equated with an activity of educating people by way of informing them. The activity of informing is considered in the literature study, Chapter 2, paragraph 2.5.2 (a) as one of the power tools for change. The importance of “exposure to other cultures” is the fact that more knowledge about others would be acquired. As a result, stereotypes would be cleared and an understanding of other people be established. Thus, mistrust may be cleared. Once that happens, people involved in change processes would

trust one another. It is for the stakeholders like student affairs officers, SRC, and House Committees to work out practical methods to expose students to other cultures.

The following activities are considered as some of the strategies that could be used to facilitate exposing students to other cultures:

- cultural representation on corridors in the residences;
- social activities; and
- tradition.

Thirdly, with regard to the above-mentioned strategies that can be used to facilitate exposure into other cultures, the following responses have been noted. Even though the majority of White respondents support the idea of exposure to other cultures, it does not support cultural representation on corridors in the residences which would facilitate cultural interaction. The majority of White respondents (53.38%), does not see culturally mixed corridors as an activity that could facilitate change. That contradicts the expectation of being exposed to other cultures. It is also equally important, as alluded to in Chapter 1, paragraph 1.1, to understand that two worlds of students, namely Black and White, were created by apartheid. As a result, a lot has to be done in order to bring the two worlds together. Enabling them to interact by way of mixing them in the residences could be one of the strategies that can be used in order to promote inter-cultural interaction. However, the fact that there is still a considerable number of White respondents 46.62%, who are positive about cultural representation on corridors should not be lost sight of.

Fourthly, in accordance with Table 5.6, change regarding social activities and traditions within student affairs was not effectively effected. Racial responses in that regard, as indicated in Table 5.50, are as follows. As far as the aspect "social activities" is concerned, Black and Indian respondents who indicated "Yes" and "No" are almost the same in number. On the other

hand slight majorities of both White and Coloured respondents indicated that social activities have been changed. Regarding the question whether traditions have been changed, clear majorities of both Black and Indian respondents pointed out that they have not been changed. The responses of Coloured respondents are almost equal. The majority of White students, however, indicates that traditions have been changed.

Table 5.50: Racial responses as to whether social activities and traditions within student affairs have been changed

		White %	Black %	Indian %	Coloured %
Social activities	Yes	57.14	50.77	45.76	58.54
	No	42.86	49.23	54.25	41.46
Traditions	Yes	56.39	36.84	29.63	51.22
	No	43.61	63.16	70.37	48.78

That implies that much still has to be done to encourage and enable students to co-exist peacefully irrespective of cultural differences.

Because of different beliefs and perceptions of life, a change program may cause conflict or vice versa. Thus, change cannot be investigated in isolation of conflict. It is therefore essential that views of various racial groups as regards conflict management be established. The paragraph 5.3.9 provides insight in that regard.

5.3.9 Conflict resolution

- Introduction

Conflict resolution is an essential process particularly in a multicultural situation. The art of specifically resolving racial conflicts within a multicultural university is fundamental. It becomes more important

particularly when taking into consideration, as highlighted in Chapter 1, paragraph 1.1, that multicultural universities in South Africa are still characterized by students from the privileged white world and the under-privileged black world. Thus, different interests may cause conflict.

It is therefore indispensable to establish appropriate strategies which could be used to resolve conflict. This cannot be done in isolation of what the four racial groups perceive about conflict. Hence, the analysis of racial responses to the causes of conflict as reflected in Table 5.51 below.

- **Causes of racial conflict in the residences and on campus**

The aspects that are being explained in terms of racial responses as reflected in Table 5.51, are drawn from Table 20. Furthermore, these aspects are in line with the aspects that are recorded in Table 22.

Table 5.51: Causes of racial conflict in the residences

		White %	Black %	Indian %	Coloured %
Negative attitude towards other cultures	Yes	74.19.	97.50	91.53	85.37
	No	25.81	2.50	8.47	14.63
Lack of appreciation for cultural diversity	Yes	71.55	94.44	91.23	97.73
	No	28.45	5.56	8.77	2.27
Racist attitude	Yes	64.41	95.40	91.53	95.74
	No	35.59	4.60	8.47	4.26
Not prepared to interact across cultures	Yes	71.30	94.20	87.72	88.89
	No	28.70	5.80	12.28	11.11

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		White %	Black %	Indian %	Coloured %
Stereotypes	Yes	63.48	94.59	91.67	87.23
	No	36.52	5.41	8.33	12.77
Difference in culture	Yes	81.82	65.00	85.96	82.50
	No	18.18	35.00	14.04	17.50
Poor communication	Yes	71.43	78.33	90.57	84.21
	No	28.57	21.67	9.43	15.79
Lack of Communication	Yes	75.00	77.05	83.02	85.00
	No	25.00	22.95	16.98	15.00
Enforcement of historically white traditions	Yes	49.11	81.16	69.49	80.56
	No	50.89	18.84	30.51	19.44
Exclusion of other racial groups in residence activities	Yes	43.36	85.14	64.15	86.49
	No	56.64	14.86	35.85	13.51
Inflexible language policy	Yes	38.53	74.58	65.38	72.73
	No	61.47	25.42	34.62	27.27

Before an explanation of the findings is given, an overview of how the causes of conflict are prioritized by the four racial groups, is provided.

- **White respondents**

- | | | |
|---|---|--------|
| 1 | Difference in cultures | 81.82% |
| 2 | Lack of communication | 75.00% |
| 3 | Negative attitude towards other cultures | 74.19% |
| 4 | Lack of appreciation for cultural diversity | 71.55% |
| 5 | Poor communication | 71.43% |

- **Black respondents**

1	Negative attitude towards other cultures	97.50%
2	Racist attitude	95.40%
3	Stereotypes	94.59%
4	Lack of appreciation for cultural diversity	94.44%
5	Not prepared to interact across cultures	94.20%

- **Indian respondents**

1	Stereotypes	91.67%
2	Negative attitude towards other cultures	91.53%
2	Racist attitude	91.53%
3	Lack of appreciation for cultural diversity	91.23%
4	Poor communication	90.57%
5	Not prepared to interact across cultures	87.72%

- **Coloured respondents**

1	Lack of appreciation for cultural diversity	97.73%
2	Racist attitude	95.74%
3	Not prepared to interact across cultures	88.89%
4	Stereotypes	87.23%
5	Excluding other racial groups in residence activities	86.49%

For White respondents the differences in cultures and lack of communication are more important while attitudinal factors are more important for the other three racial groups. The response “difference in cultures” of the White respondents may also be linked to attitudinal factors, although they do not have other attitudinal factors lower down the list.

As reflected in Table 5.51, majorities of the four racial groups are agreed on the following factors that could cause conflict in the residences:

- **Negative attitude towards other cultures**

In as far as Table 5.20 and Table 5.22 are concerned, respondents placed “negative attitude towards other cultures” at the top of the causes of racial conflict. However, as far as racial responses are concerned, this aspect is placed priority number one by Black respondents only. However, it is still highly regarded by two other racial groups. That is a clear indication that as long as attitudes of students still reflect past tendencies of separation, more conflict would still be experienced. For instance, White students would still like to dominate and they do not want change (Table 5.9), while on the other hand Black students would be aggressive and violent because they indicated in Table 5.10 that they want revolutionary (quick) change for fear of being assimilated into the white culture. It is therefore important that attitudes be constantly addressed.

- **Lack of appreciation for cultural diversity**

It is quite interesting that majorities of all the four racial groups are adamant that lack of appreciation for racial diversity is one of the causes of racial conflict. That reflects on the entire situation of South Africa. The peoples of South Africa have not yet realized the importance of celebrating the diversity within the country. South Africans are still grappling with the idea of peaceful co-existence even though different.

- **Stereotypes and Racist attitude**

The result of lack of or wrong information about others is the development of stereotypes. Thus, stereotypes are wrong or distorted perceptions about other people. Unfortunately, students as members of the broader society have specific stereotypes. Stereotypes would

then lead to a racist attitude, which will in turn lead to the unfair treatment of a person on the basis of race.

- **Not prepared to interact across cultures**

When stereotypes and a lack of appreciation for other cultures dominate people, they would not want to interact with people from other cultural backgrounds. Thus, there is a tendency amongst students to only be involved in activities within their respective cultural groups. Hence, as indicated in paragraph 5.3.7 above, the importance of assisting them by way of enabling them to mix in corridors and to participate in social activities together.

- **Difference in cultures**

Difference in cultures is also pointed out as one of the factors that would cause conflict. It should be noted that it is only the White respondents who indicated a high priority for this aspect even though other racial groups indicate the importance thereof. That could be attributed to the historical factor that it became normal for the entire South African community not to live together because of differences in cultures. As indicated in Chapter 1, paragraph 1.1, historically two worlds (one black, the other white) emerged because of the laws of separation. Unfortunately that is still the case today. This is also reflected by the reactions of the responses by confirming that difference in cultures is one of the factors that would cause conflict, particularly in the residences.

- **Poor communication and lack of communication**

The above-mentioned factors that could cause conflict would not give communication a chance. As long as are people are negative towards one another and there is no mutual respect and trust, effective

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communication will not be effected. People would either communicate poorly or a lack of communication will be experienced. That is the unfortunate situation which is still prevailing at historically white South African universities.

As far as the following factors are concerned, unanimity could not be reached:

- **Enforcement of historically white traditions**

Clear majorities of the three racial groups, namely Black, Indian and Coloured are agreed that enforcing historically white traditions irrespective of the change in student population would cause conflict. On the other hand, a slight majority of White respondents (50.89%) does not accept that the enforcement of historically white traditions could cause conflict. That implies that White students in this specific category would opt for the promotion of white traditions over above other traditions.

The contradiction here indicates that there is a problem to attend to. However, it should further be noted that a fair number of White respondents (49.11%) are agreed that the enforcement of historically white traditions would definitely cause conflict.

- **Exclusion of other racial groups in residence activities**

The majority of White respondents (56.64%) is opposed to the fact that excluding students of other cultural groups from residence activities is a recipe for conflict. Such a standpoint would promote separate residence activities, separate corridors and ultimately separate residences. Once that happens, intercultural interaction will not be given a chance. Consequently, misperceptions about others are not cleared. As a result, mistrust and hatred will prevail.

- **Inflexible language policy**

Once again the majority of White respondents (61.47%) believe that an inflexible language policy will not cause conflict. An inflexible language policy will not accommodate other students in a process of communication. For instance, at a historically white Afrikaans university, Afrikaans is the only medium of communication. Those who do not understand it are automatically excluded. In such a situation miscommunication and mistrust will prevail.

Some form of intervention is indispensable in view of the differences indicated above. Such an intervention could be made through educating stakeholders within student affairs by making them aware of changes that have taken place and the fact that things can no longer be done like in the past. Hence the need to strategize on how to minimize conflict as indicated in the next paragraph.

- **Minimizing conflict**

Strategizing on how to minimize conflict is indispensable for efficient and effective management of student affairs. As indicated in Chapter 3 conflict can either be constructive or destructive. Thus, the observance of factors that could help make conflict constructive could advance successful change management.

Therefore, it is of the utmost importance to establish perceptions of various racial groups regarding the medium of communication as an aspect that can be used to minimize conflict as tabulated in Table 5.52 and other factors that could contribute to minimizing conflict as indicated in Table 5.53.

Table 5.52: Medium of communication as an aspect that can be used for minimizing conflict

		White %	Black %	Indian %	Coloured %
One medium of communication in English	Yes	42.22	91.74	62.12	69.39
	No	57.78	8.26	37.88	30.61
Separate lectures either in Afrikaans or English	Yes	69.59	31.43	55.88	47.83
	No	30.41	68.57	44.12	52.17
One medium of communication in Afrikaans	Yes	11.48	3.23	0.00	13.16
	No	88.52	96.77	100.00	86.84

Table 5.52 offers the following statistical agreements and differences regarding a medium of communication. The majority (91.74%) of Black respondents strongly feel that English should be the only medium of communication. Majorities of both the Indian (62.12%) and Coloured (69.39%) respondents also support the idea of English being used as the only medium of communication. The White respondents do not accept that English should be the only medium of communication. However, there is a slight difference between those who are in favor of the idea that English be used as the only medium of communication (42.22%) and those who are against (57.78%). It is further interesting to note that White and Indian respondents opt for separate lectures either in Afrikaans or English, whereas Black and Coloured respondents are against separate lectures. All the four racial groups overwhelmingly dismiss the use of Afrikaans as the only medium of communication.

The following possible practical implications emerge from the findings as recorded in Table 5.52. Firstly, that English be used as the only medium of

communication. Secondly, that separate lectures, either in Afrikaans or English, be given.

Furthermore, there are many other factors that can be used to minimize conflict, as indicated in Table 5.53. These factors are drawn from Table 23. Respondents, according to race, differ as far as placing the aspect in the order of importance as follows:

Table 5.53: Factors for minimizing conflict

		White %	Black %	Indian %	Coloured %
Equal treatment by the leadership	Yes	96.24	97.80	98.44	97.73
	No	3.76	2.20	1.56	2.27
Respect for other cultures	Yes	97.06	96.65	92.54	100.00
	No	2.94	2.35	7.46	0.00
Create a consultative body (all cultures represented)	Yes	82.71	91.76	97.01	100.00
	No	17.29	8.24	2.99	0.00
Run programs which will provide exposure to other cultures	Yes	82.54	92.50	98.36	97.78
	No	17.46	7.50	1.64	2.22
Mixed social activities	Yes	73.85	93.02	95.65	97.96
	No	26.15	6.98	4.35	2.04
Involvement of stakeholders in decision-making Processes	Yes	82.93	95.95	79.63	85.37
	No	17.07	4.05	20.37	14.63

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		White %	Black %	Indian %	Coloured %
Mixing students according to race on floors	Yes	43.44	68.92	60.00	61.90
	No	56.56	31.08	40.00	38.10
Separate social activities	Yes	40.34	16.67	18.97	8.11
	No	59.66	83.33	81.03	91.89
Separate residences	Yes	33.06	6.15	10.17	5.41
	No	66.94	93.85	89.83	94.59
Separate lectures	Yes	13.33	7.69	6.67	5.26
	No	86.67	92.31	93.33	94.74
Mixing students according to race in double rooms	Yes	18.49	64.56	34.55	62.50
	No	81.51	35.44	65.45	37.50

• **White respondents**

- | | | |
|---|--|--------|
| 1 | Respect for other cultures | 97.06% |
| 2 | Equal treatment by the leadership | 96.24% |
| 3 | Involvement of stakeholders in decision-making processes | 82.93% |
| 4 | Create a consultative body (all cultures represented) | 82.71% |
| 5 | Run programs which will provide exposure to other cultures | 82.54% |

• **Black respondents**

- | | | |
|---|--|--------|
| 1 | Equal treatment by the leadership | 97.80% |
| 2 | Respect for other cultures | 96.65% |
| 3 | Involvement of stakeholders in decision-making processes | 95.95% |

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4	Mixed social activities	93.02%
5	Run programs which will provide exposure to other cultures	92.50%

• Indian respondents

1	Equal treatment by the leadership	98.44%
2	Run programs which will provide exposure to other cultures	98.36%
3	Create a consultative body (all cultures represented)	97.01%
4	Mixed social activities	95.65%
5	Respect for other cultures	92.54%

• Coloured respondents

1	Respect for other cultures	100.00%
1	Create a consultative body (all cultures represented)	100.00%
2	Mixed social activities	97.96%
3	Run programs which will provide exposure to other cultures	97.78%
4	Equal treatment by the leadership	97.73%
5	Involvement of stakeholders in decision-making processes	85.37%

The majorities of the four racial groups are unanimous that observance of the following factors would contribute to minimizing conflict, although they differ about the priorities with regard to the different factors:

- Equal treatment by the leadership
- Respect for other cultures
- Creation of a consultative body wherein all cultures are represented

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- Running programs which will provide exposure into other cultures
- Encouraging mixed social activity
- Involvement of stakeholders in decision-making processes
- Separate residences
- Separate lectures

The respondents differ as far as the following factors are concerned:

- **Mixing students according to race on floors**

The majority (56.56%) of White respondents does not perceive the mixing of students on the basis of race in corridors as a factor that could help to minimize conflict. The implication is that students should be accommodated separately. That would actually perpetuate a situation wherein students would remain strangers to one another. However, 43.44% of the White respondents believe that giving students a chance to interact, by way of mixing them in the corridors, will assist in minimizing conflict. It should also be noted that quite a number of Black, Indian and Coloured respondents are not keen about making floors racially representative.

- **Mixing students according to race in double rooms**

A clear majority (81.51%) of White respondents is not in favor of the sharing of double rooms on racial basis. In corroboration, more than half (65.45%) of the Indian respondents are against the idea of making double rooms racially representative. On the other hand, Black and Coloured respondents are in favor of the idea.

An act of developing strategies in order to minimize conflict is proactive. That could effectively facilitate a process of channeling conflict to become constructive so that parties involved could consequently benefit from it.

Facilitation of change programs could also be accelerated by a strategy that can be successfully employed to minimize conflict.

5.4 Summary

This chapter has been based on the empirical research. The data that has been gathered through the empirical research was tabled and further explained.

The following important aspects have been attended to in this chapter:

- Description of data

The details of the respondents such as capacity and racial affiliation were outlined. Furthermore, perceptions of respondents regardless of race, concerning the following aspects, were established:

- Racial representation in student affairs
- Change management
- Conflict resolution

- Interpretation of data

The interpretation of data has been based on perceptions of the respondents regarding issues that are related to the management of change and conflict resolution. Furthermore, these perceptions were categorized on the basis of the four racial groups namely White, Black, Indian and Coloured.

For instance, changes that respondents perceived to have taken place or not in student affairs were established. Perceptions on issues such as communication, the role of student structures in

processes of change, attitude, change management and conflict resolution were interpreted.

Finally, this chapter forms part of the first five chapters that would enable the research project to formulate the summary, conclusion and recommendations in the next chapter.

CHAPTER 6

EFFICIENT AND EFFECTIVE MANAGEMENT OF CHANGE AND CONFLICT RESOLUTION IN STUDENT AFFAIRS

6.1 Introduction

There are certain outstanding aspects that emerged particularly in the analysis of the results of the main questionnaire.

The following important aspects were identified as key factors with regard to change and conflict management in the literature study and the empirical research. These aspects, namely communication, attitude, change processes and dealing with resistance to change, and conflict resolution processes will receive further attention in this chapter.

Being involved in change management and conflict resolution, the function of a change agent is a management function. That suggests that change agents and conflict managers should be exposed to management aspects, namely planning, organizing, guiding and controlling. It is essential to be skilled in these management aspects because the success of any institution depends on efficiency and effectiveness in these aspects. These management aspects are further indispensable when addressing issues of communication, attitude and actual processes of change management and conflict resolution. In change management and conflict resolution, thorough planning and the organizing of activities and the roles of stakeholders are needed. Giving guidance to stakeholders is essential because not everybody may have insight into change and conflict management. The last activity would be control and that involves evaluating the whole process and determining the weak and strong points of the process.

A brief outline of what each management aspect entails follows:

- **Planning**

Planning is central for any activity to take place meaningfully, efficiently and effectively because it is through the exercise of planning that answers to the following questions are provided:

What is happening?

What is it that is supposed to happen?

How should it be accomplished?

Who should be involved?

Which resources are needed?

What resources are available?

Thus, planning is future-oriented. It focuses on setting goals for an identified activity.

- **Organizing**

The activity of organizing revolves around the intention of realizing the set goals of planning. Organizing looks into relevant structures, modalities, resources and people for particular tasks. It will make it possible for various stakeholders to be involved in different non-conflicting roles, which are aimed at achieving a particular goal.

- **Guiding**

Guiding is intended to help and support participants in a particular activity to achieve their goal. Guiding is characterized by the provision of advice, motivating participants and overseeing the whole process. The following

aspects are central for realizing efficient and effective guidance: Building relationships which are characterized by empathy, and ensuring effective communication.

- **Controlling**

The central activity in control is evaluation, which is aimed at ensuring the success of a process. The following steps will complete a process of evaluation: Monitoring by collecting information related to a specific activity, analyzing the information and judgements being made and reviewing strategies and decisions made. Through the process of control, successes and failures will be identified, subsequently corrective measures may be taken. Thus the management aspect of control regulates, guides and measures activities of a particular process.

Management expertise, including the above aspects, will be needed for the effective implementation of the guidelines on change management and conflict resolution.

As reflected in Chapter 1, change and conflict will continue to be an integral part of human life, thus universities will continue to experience change and conflict. It emerged in this study that communication is central in the management of change and conflict resolution, hence, the importance of investigating how communication could be efficiently and effectively implemented.

6.2 Communication

6.2.1 Introduction

According to the literature study and the findings of the empirical study, communication has emerged to be central in human activities. For instance, according to the respondents, communication has been placed at the top of a basic list of aspects that had to be changed as a result of the diversity in culture. Communication promotes peaceful co-existence, harmony and interaction. That will secure knowledge and understanding about others. Effective communication determines the success of an organization. All human activities, such as expressing feelings of love or hatred, bringing about change, conflict and the resolution thereof; planning and the execution of the plan are based on communication. Thus, human activities are in fact based on communication, for instance:

- How do people think and reason with one another without communicating?
- How is it possible to set processes of change in motion without communicating?
- How is it practically possible to plan, organize, delegate and control without communicating?
- How is it possible to resolve conflict and bring about reconciliation without communicating?

The answer to the above questions is that it is humanly not possible to be engaged in any activity without communicating. As a result, it is important to

look into how to ensure efficient and effective communication in processes of change management and conflict resolution in multicultural student affairs.

The following aspects should be taken into consideration for efficient and effective communication in multicultural student affairs:

- Language,
- Factors for successful communication, and
- Communication model.

6.2.2 Language

The importance of communication dictates that an appropriate medium of communication be employed (a language that is understood by all in a multicultural situation). An appropriate language should be used in verbal communication and also in written notices. In case of failure to communicate through a language that the intended receivers of a message understand, miscommunication will be experienced.

Therefore, the language policy of a multicultural university should be appropriate to its student population. Despite the fact that South Africa at the moment has constitutionally eleven official languages, it is nationally the practice that both Afrikaans and English are the media of instruction. It is therefore fundamental to make even use of both Afrikaans and English at multicultural universities where they are offered as media of instruction. It becomes obligatory to use both Afrikaans and English when it is required by the composition of a student community.

6.2.3 Effective communication across cultures

Cross-cultural communication means communication with people from other cultures. It can either be verbal or non-verbal, which is very important for any organization. Therefore, efficient and effective communication within multicultural student affairs is indispensable.

Before contemplating on a particular strategy of communicating effectively across cultures, the following factors that could facilitate effective communication during processes of change management and conflict resolution should be seriously taken into consideration:

- **Respecting other cultures**
- **Equal consideration of concerns of various cultures**
- **The use of an appropriate medium of communication**
- **Involvement of all stakeholders in processes of change management and conflict resolution**
- **Showing interest in other cultures**
- **Awareness and understanding of the following elements of cultural identity:**
 - Language
 - Behavioural norms
 - Learning styles
 - Family and kinship patterns
 - Gender roles
 - Views of the individual
 - Historical awareness of a cultural community
 - Religious/spiritual beliefs and practices.

- **The reality regarding cross-cultural communication**

- It is impossible to avoid communication. Every human behaviour communicates a particular message
- Communication does not necessarily mean understanding. It is not obvious that what one communicates is understood because understanding depends on interpretation. Two persons may interpret the same message differently. Therefore, always be mindful of how your message is interpreted. This can be done by asking questions.
- Communication is irreversible. Communication cannot be taken back. It can be explained, clarified and restated, but it cannot be wiped out, although we may sometimes wish that it could. Therefore, always being cautious about what is intended to be communicated is essential. Communication occurs in context, i.e. situations and circumstances would determine the form of communication.
- Communication is a dynamic process. It is not static and passive, but rather it is a continuous and active process without beginning or end.

- **Barriers to communication across cultures**

- Fear:

Insufficient knowledge regarding other people and how they communicate cause fear of communicating.

- Focusing on similarities

Focusing on similarities may be because of lack of knowledge about other cultures. Important differences may be missed if focus is only on similarities, which will encourage a major culture to resort to assimilation.

- Ethnocentrism

Ethnocentrism is a tendency of judging other cultures by the standards of one's own culture. That is actually displaying superiority over other cultures and seeing and judging them in terms of one's own standards.

- Stereotyping, prejudice, and racism

Stereotyping refers to an act of judging others on the basis of inaccurate or wrong information. As a result, stereotyping will lead to inaccurate perceptions and judgements. The end-result thereof is entrenched prejudice, consequently racist behavior is developed.

- **Further hints for effective intercultural communication**

- Acknowledge and accept multiculturalism

An attitude of this nature will assist one to contribute positively towards the promotion of harmony within a culturally diverse organization.

- Preparing for the experience of meeting with people from other cultures

The reality that historically white universities are multicultural and that there is no way cultural interaction within student affairs could be avoided, should be accepted. Such a positive attitude would enable people to prepare themselves for the experience of meeting with people from other cultures.

- Dealing with stereotypes

Stereotypes can be dealt with by way of sincere self-examination. Furthermore, searching for knowledge about others by asking the right questions and getting acquainted with them, can also contribute to dealing with stereotypes.

- Value and protect cultural differences

Cultural differences should be valued and protected because culture is the heritage of a particular people. It would be tragic for people to lose their heritage and identity. Thus, attempts to “make others like us” should be completely avoided.

The information contained in paragraphs 6.2.2 and 6.2.3 is extremely important as it addresses issues of attitude towards other cultures. It is therefore indispensable for the practical application of the model for communication as reflected in paragraph 6.2.4.

6.2.4 Communication model

The proposed model for communication should be understood in terms of hierarchical and integrated collaboration. The two should not be seen as different and separate forms of communication. They are two in one, supplementing each other. The employment of the two would facilitate effective communication as follows:

- Hierarchical co-operation

Hierarchical co-operation as indicated in Figure 6.1, explains the fact that structures for communication will be in place in accordance with

their various responsibilities, areas of performance and the authority that might be attached to the position. The implication would be that a staff member at a lower position would have less authority than the one in a higher position, for an example a vice rector will have more authority than a dean of students. The type of authority will determine the type of decisions one can take.

Furthermore, hierarchical co-operation as reflected in Figure 6.1 implies that student leadership structures are important and should be taken into consideration in a communication structure. Student leaders have some form of authority. As a result, students should be encouraged to make use of student leaders. However, a student should not be forced to use student structures in case there are good reasons. When hierarchical co-operation cannot for some reason be employed, integrated co-operation is implemented.

According to this study hierarchical co-operation cannot be completely avoided because of its importance which is outlined as follows:

- It distinguishes responsibilities

In a work environment every employee should know precisely what her/his role is. Role description is important because it avoids confusing responsibilities and ultimately clashes erupting basically because of operating haphazardly without boundaries. Thus, hierarchical co-operation will inform staff members of their respective responsibilities and the amount of authority attached to the position of authority.

- It saves time

A student may be referred from pillar to post if she/he does not approach the right person for help. The right person would be the one who has the authority to decide on a specific issue. Thus, knowing whom to approach is important. Hierarchical co-operation will assist in this regard.

- It will provide insight in understanding how an organization operates

It will be through this form of hierarchical co-operation that students will be provided with an insight into how student affairs in particular functions. Students in a residence would know that in case of any problem in the residence, they should approach the head of the residence first. In the case of dissatisfaction then a senior person to the head may be approached.

- Integrated co-operation

Integrated co-operation as reflected in Figure 6.2 implies flexibility in communication procedures as outlined in the paragraph on hierarchical co-operation. It implies accessibility of all authorities and it promotes attending to issues jointly when circumstances require. Integrated co-operation should not be seen as an alternative of hierarchical co-operation. It becomes an extension of hierarchical co-operation by supplementing it. Under normal circumstances an issue should be referred to the correct person to handle. However, in the case where an issue is reported at a higher level where it was not supposed to have been reported, but it has been established that it is sensitive and needs urgent attention, it could be handled jointly by the authorities concerned. Integrated co-operation could also assist in a situation where junior authorities are ineffective.

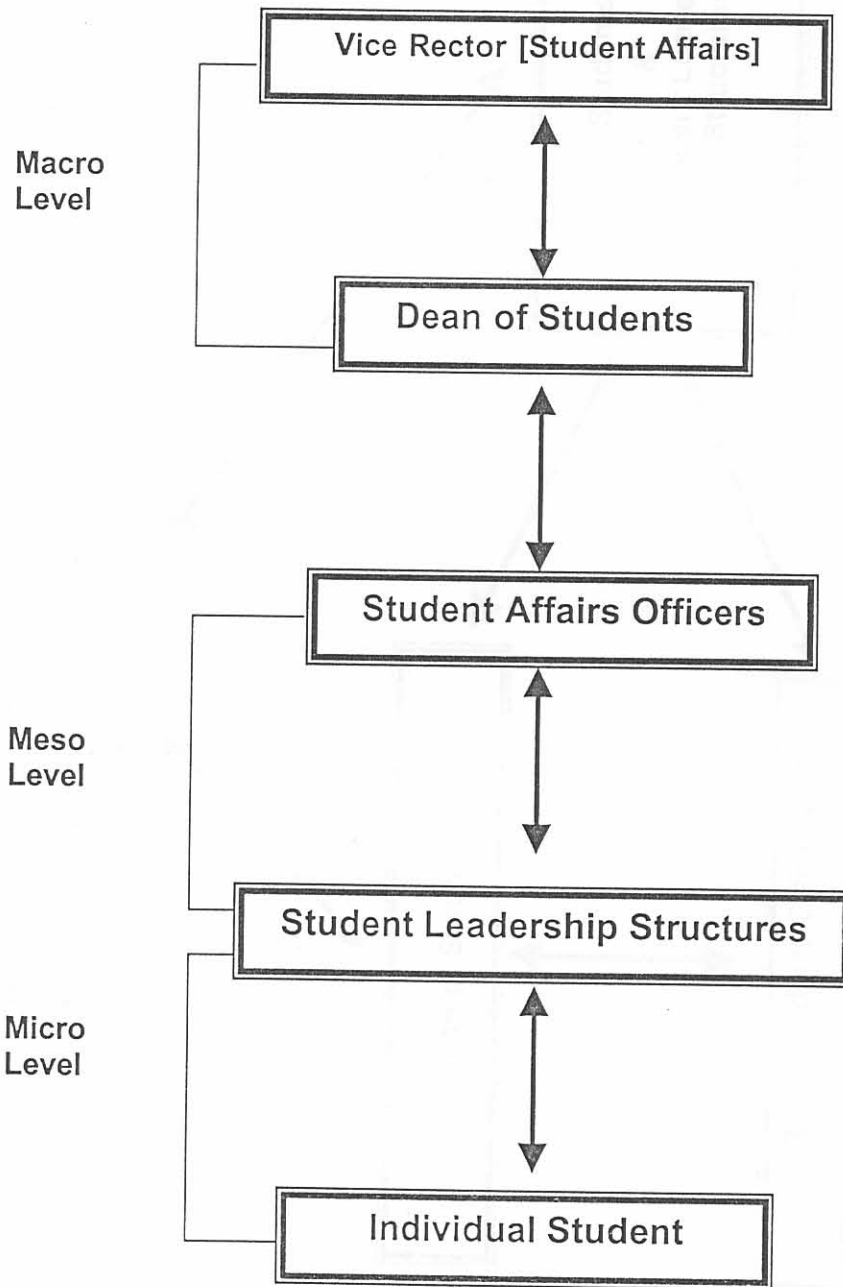


Figure 6.1: Hierarchical co-operation

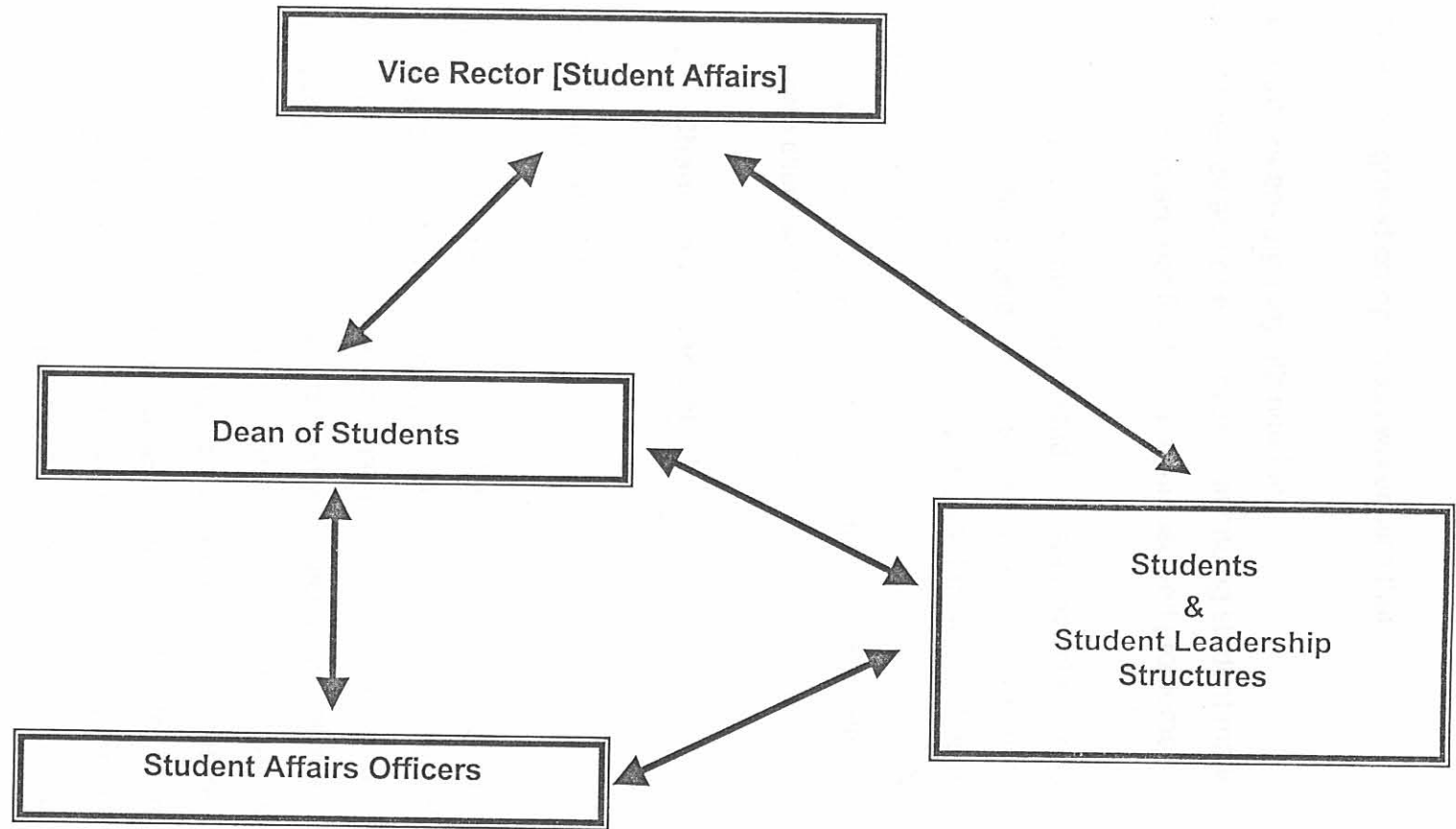


Figure 6.2: Integrated co-operation

Thus, integrated co-operation will ensure that:

- matters are urgently attended to;
- efficiency and effectiveness in attending student matters is observed;
- students are not frustrated by unresolved problems.

In conclusion, a positive attitude of staff members regarding the use of both hierarchical and integrated co-operation is essential. For instance, when an issue has to be jointly attended to, effort should not be wasted on questions such as “Why was it not reported to me?” This method of communication should be seen as a tool that can efficiently and effectively promote client-satisfaction and consequently promote stability.

6.3 Change management

6.3.1 Introduction

Managing change can either be exciting or laborious, depending on strategies that are employed. It is therefore essential that thorough preparations be made to make a change program exciting. Such preparations should include firstly, an acknowledgement of the fact that resistance to change will be experienced and that the only difference will be the extent to which it may be experienced. Therefore, being prepared to deal with resistance to change is the right attitude because approaching a change program with an illusion that people will merely accept change could frustrate and disrupt the entire change program. Secondly, a strategy and procedure of driving a change program, as reflected in Figure 6.3, should be used.

6.3.2 Managing resistance to change

The management of resistance as indicated in the model is placed in the center and it is cyclic just as the entire process of change. It suggests that

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resistance should be continuously addressed by way of continuous provision of information and education on aspects of change and by the inclusive involvement of stakeholders. Thus, increased understanding of every activity should be ensured. Continuous monitoring of resistant behavior will further determine approaches (radical, regulatory, subjective, or objective) of involving stakeholders. Even though the outcome of the contest between supporters and resisters of change may be that supporters of change are victorious, continuous focus should be placed on the resisters of change.

Furthermore, in the process of continual management of resistance to change, the following aspects as indicated in Chapter 2, paragraph 2.7, should be taken into consideration:

- **Factors that may cause resistance to change**
 - Uncertainty regarding change
 - Fear
 - Disruption of routine
 - Loss of existing benefits
 - Conformity to norms and cultures

- **Factors that could minimize resistance to change**
 - Understanding resistant behavior
 - Compulsion
 - Persuasion
 - Fear and security
 - Understanding
 - Time
 - Involvement
 - Criticism
 - Flexibility

- Understanding organizational culture
- Education and communication

6.3.3 Cyclic change management model

The change management model, as reflected in Figure 6.3, is referred to as cyclic because one stage is dependent to the other until the goal of change, which is successful implementation of change, is attained. Thus, various activities, from the first stage to the last stage, will depend on the success in the previous stage. It means therefore that failure in one stage will lead to failure in the other, subsequently the whole process would collapse. For instance, determining the present situation cannot be properly completed if the correct need for change is not identified, clarified and agreed upon. The successful identification and clarification of the need for change can be made only if relevant stakeholders are identified.

In addition, the cyclic nature of this model points to what can be expected from various stakeholders from the first stage to the end. Thus, throughout the stages of change, change agents would identify behaviour and identify negative and positive forces with regard to change. Furthermore, types of people as reflected in Chapter 2, paragraph 2.4.1, whether the drifters, survivors or winners would be identified.

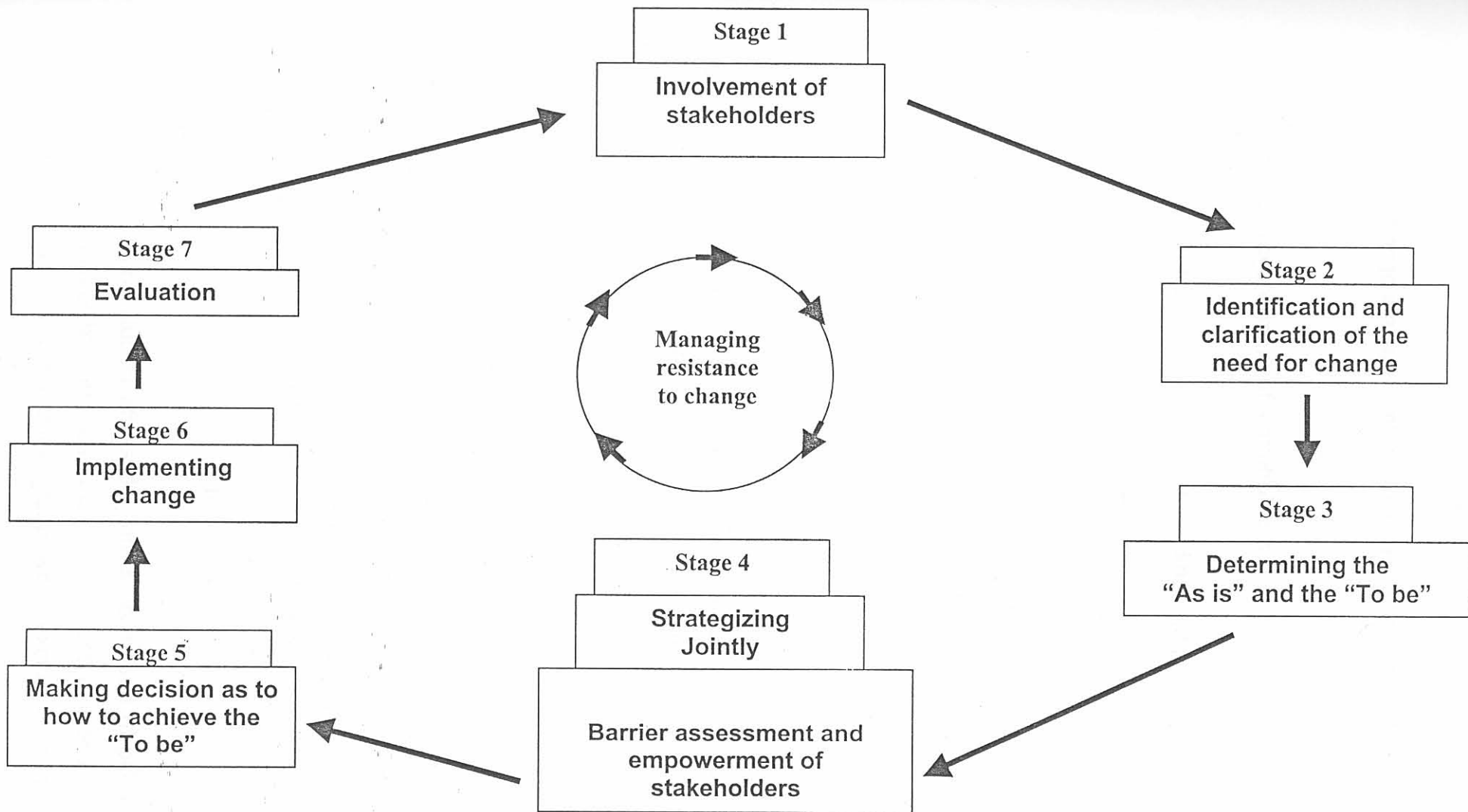


Figure 6.3: Cyclic change management model

The cyclic change management model is explained through the following seven stages:

- **Stage 1: Involvement of stakeholders**

It is important for change agents to acknowledge the fact that the involvement of stakeholders is the fundamental principle of the management of a change program. The concept *stakeholder* refers to persons or groups of people who would be affected by change, either directly or indirectly. The following reasons justify the involvement of stakeholders as the foundation for efficient and effective change management:

- Ensuring legitimacy

It is crucial that those who would be affected by it in one way or another accept a change program. A change program should be considered genuine. That can only be achieved through the involvement of stakeholders.

- Ensuring ownership of a change program

Ownership of a change program would be encouraged through the involvement of stakeholders at the beginning of a change program. It is important to assure stakeholders that they have started the change program and that they are shaping and directing it by way of contributing to determining the whole process of a change program.

- Ensuring the accommodation of diverse perception

A multicultural student affairs division is comprised of people from diverse cultural backgrounds who are different in many respects. Thus, if a particular cultural group were excluded in a change

program, the perceptions of those who belong to this specific cultural group would definitely be missed. The likelihood would be an inappropriate outcome of a change program. Therefore, it is essential that all stakeholders be involved in a change program so that the product of such a change program can be applicable to the entire student affairs division.

It may not be possible to identify and involve all relevant stakeholders at the beginning of a change program. However, it should be ensured that a session or two is spent with those who could be identified to further identify other role-players. It should be first ascertained whether participants are satisfied regarding who should be involved before a change program is advanced.

After the identification of stakeholders, the second step of a change process, which is the identification of the need for change, can be embarked on.

- Stage 2: Identification and clarification of the need for change

In any situation where change is being effected, not everybody would understand the need for change. That is so because of different perceptions of life, which are based on different cultural backgrounds. Thus, stakeholders will have different interests. As a result, stakeholders should be assisted to recognize and accept the need for change. In cases where after having tried various methods, some students still do not see the need for change, compulsion may be employed to ensure that change is effected.

The process of identifying and clarifying the need for change should be done within the framework of a university policy. That means that the need for change should not contradict a university policy.

The completion of an activity to identify the need for change would require thorough investigation of the present situation. That will then lead to the third stage which deals with determining the present situation and what the future should be like.

- Stage 3: Determining the “As is” and the “To be”

This stage is diagnostic. Through it, the current situation “As is” and the future situation “To be” are examined. In the first instance, the current situation has to be meticulously examined. Thus, establishing “where we are” should be done before attempts to move into the new future “where we want to be” are made. That could be accomplished by asking the following questions:

- What is happening?
- What is it that has to be changed?
- Why should it be changed?

The establishment and understanding of the present situation will facilitate the determination of the future situation. The definition of the future as far as change is concerned, entails an outline of what has to be done in order to correct the present. Furthermore, the “To be” explains where and how the future should be. It is further important to note that the more clarity on the “To be”, the more stakeholders would become positive to participate in the process of change.

After the establishment of the prevailing situation and the identification of aspects that should be changed, all stakeholders should further strategize jointly for action.

- **Stage 4: Strategizing jointly**

Strategizing jointly for action implies an acknowledgement of the need to change as a result of having diagnosed the present situation. In addition, that would imply that there is a consensus that the present situation poses a problem, as a result, something has to be done in order to correct it. Therefore, on the basis of this understanding, strategies, which would make it possible for the achievement of the "To be", are jointly developed.

In the first instance, barriers such as financial constraints, clarification of roles and those who still resist change should be identified and be dealt with urgently so that the process of change could be advanced. The clearing of obstacle to the process of change should be followed by the empowerment of stakeholders. The empowerment could take many forms but the following are considered to be fundamental:

- Educating key players by way of providing them with more information.
- Information should be properly explained.
- Roles of stakeholders should further be appropriately defined and be agreed upon.
- Outputs and targets should be specified.
- A vision should be completed.

- **Stage 5: Making decisions**

The activity of decision-making is crucial, because if wrong decisions are made at this stage, then wrong decisions will be implemented. Consequently, the entire process of change fails.

The following questions will facilitate correct decisions which should be taken in this stage:

- What should be done to redress the present?
- How would that be done?
- Who is doing what?
- When should it be completed?

This activity of making decisions requires that stakeholders be continually provided with emotional, moral and material support. Rewards in the form of acknowledgement should be in place. Thus, in this stage, intensive intervention will be required.

Success in this stage will lead to the next stage of practically effecting change by way of implementing decisions that have been taken.

- Stage 6: Implementing change

Stages 1-5 are actually preparatory steps towards implementing real change. Real change would be the product of the process of change from stages 1-5. The concept *product* implies the decisions that are taken to address the present in order to achieve the future.

In the implementation of change it should be ensured that all stakeholders are involved. It is also crucial at this stage that involved parties become well informed about what the implementation stage entails. More education on the implications of the implementation of change is essential. More information and further clarification of issues could ensure the success of refreezing, which is a process of internalizing and personalizing newly acquired behavior. Through refreezing change may be maintained and an attitude of viewing change as temporary and that it would be possible to revert to the past, will be addressed. In addition, through refreezing stakeholders would be encouraged to positively accept and own the change so that they do not revert to the past. Thus, efficient and effective communication is indispensable.

Furthermore, implementation requires monitoring. Without thorough monitoring an implementation process, regression to a previous state may be experienced. A structure which would be responsible for monitoring the implementation of change should be constituted. That should be the responsibility of all the stakeholders to ensure that such a structure is constituted. Such a structure should be legitimate to all stakeholders, thereby making it acceptable to all concerned.

- Stage 7: Evaluation

Before change is implemented, stakeholders become involved in various stages (stages 1-5) wherein decisions that would facilitate the crucial stage of implementing change are taken. It is therefore vital that the decisions that were made regarding change be taken into consideration during the implementation of change.

The evaluation exercise during the implementation stage would make it possible to find out whether the process of implementation has been within the framework of the decision taken or not. Through evaluation the easy and difficult steps, weak and strong points, successes and failures of the entire change process are identified. The evaluation exercise should be based on the following questions:

- What criteria are used for evaluation?
- Who will do the evaluation?
- How long should it take to evaluate?
- What is going to be done with the results of evaluation?

In conclusion, it is apparent the evaluation exercise will compel the stakeholders to converge again in stage 1 to interpret the results of evaluation and to decide on a way forward.

The other most important aspect as far as change process is concerned, is the management of resistance to change. The following paragraph sheds light on that aspect.

Managing change would therefore require a great deal of planning and particularly the involvement of relevant stakeholders. It should not be a decision of an individual to decide on who has to be involved. It has also been noted that resistance to change will be experienced. Resistance will have some form of conflict, thus it is important to ensure that change and conflict are not handled apart from each other because they are interwoven since one would lead to the other. Paragraph 6.4 provides guidelines on how conflict can be managed.

6.4 Conflict resolution

It is indicated in Chapter 1, paragraph 1.1 that two worlds exist in multicultural universities in South Africa. One world is constituted by students from the historically privileged White race and the other by students from the historically under-privileged Black race. Conflicting perceptions and interests will therefore prevail in such a situation. Hence, as highlighted in Chapter 5, difference exist with regard to various change aspects between White respondents and the other three cultural groups, namely Black, Indian and Coloured. For example, the majority of White respondents are against cultural representation on corridors in the residences while majorities of respondents from the other three cultural groups (Black, Indian and Coloured) are for it (see Table 5.35). In addition, regarding conflict management, White respondents differ from respondents from the other three cultural groups (Black, Indian and Coloured) on prioritizing the causes of racial conflict in the residences (see Table 5.51), and on the medium of communication (see Table 5.52). These are but a few examples drawn from Chapter 5 that indicate prevailing diverse perceptions.

Thus, in a situation as described above, conflict would more often be experienced. Therefore it is essential to identify strategies of averting as well as resolving cultural conflicts efficiently and effectively. Any strategy employed to resolve conflict in a multicultural university should take into consideration the various racial perceptions regarding conflict resolution and the centrality of communication and involvement of the affected parties (Chapter 5, paragraph 5.3.9). As far as communication is concerned, it should be ensured that an appropriate language of communication is employed at the beginning of the process of conflict resolution.

Thus, the following guidelines on conflict resolution as indicated in Figure 6.4 are based on the literature study and the findings of the empirical study. The following six stages of conflict management will provide an explanation of the guidelines on conflict management.

6.4.1 Stage 1: Involving affected parties

Whoever would be responsible for facilitating the resolution of a conflict must ensure that all the affected parties are equally involved. The conflicting parties and those that may be directly or indirectly affected by the conflict should be identified. It is further important to assess the relationship between the disputants and their motivations and sources of power.

Equal involvement of disputants to a conflict resolution process requires that parties to a conflict be involved right at the beginning of the resolution of a conflict and be afforded similar chances of participation. Ensuring that the parties to a conflict are involved is the first and fundamental step in a process of conflict resolution.

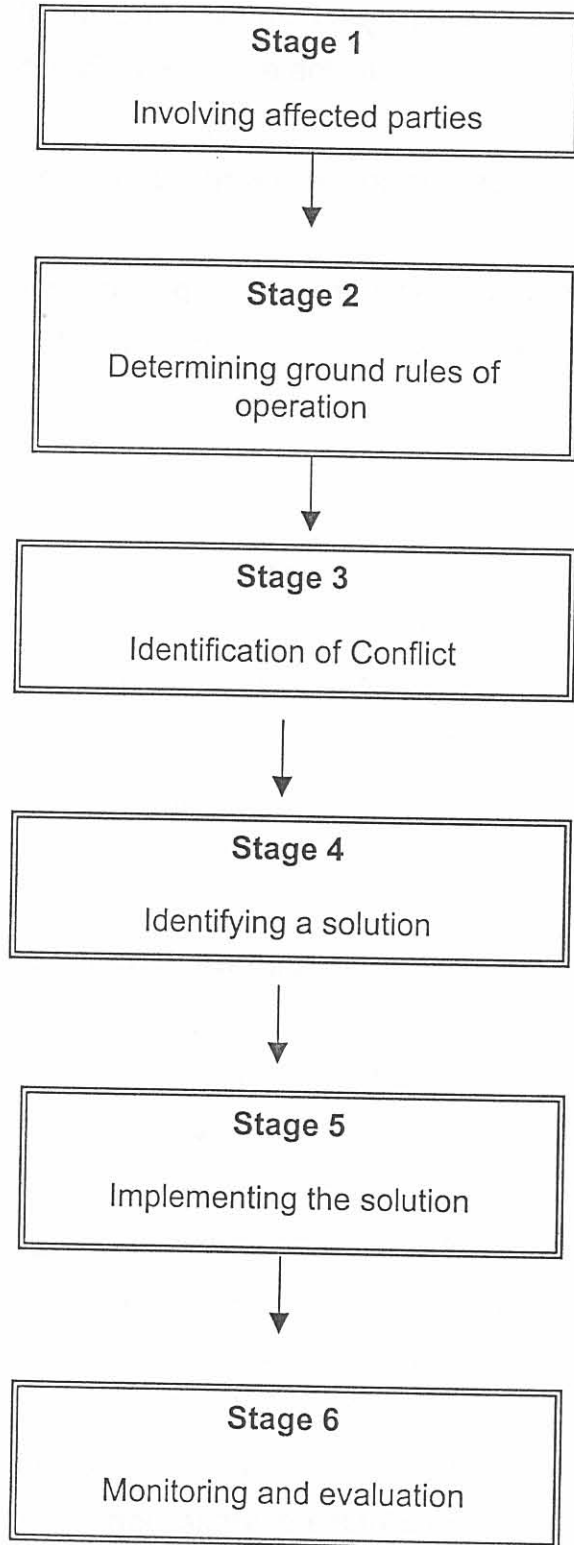


Figure 6.4: Conflict management model

The successful identification and involvement of disputants will lead to the next stage, which is the identification of the actual conflict.

6.4.2 Stage 2: Determining ground rules of operation

It is important that an understanding of how the whole process of conflict resolution will be conducted be reached. The following aspects should be clarified and agreed upon:

- Who will facilitate the process.
- A positive attitude towards the process of conflict resolution is established. Such an attitude includes an acknowledgement of the fact that a problem exists and that it needs to be resolved. Therefore, an agreement on how to work together should be reached.
- An agreement on the medium of communication to be used.
- A neutral place for meetings and the duration of the meetings.

6.4.3 Stage 3: Identification of conflict

In this stage, relevant information about the conflict should be gathered. The crucial aspect in this stage is whether the right conflict has been identified and whether that has been done promptly. In order to identify the right conflict, grievances, goals, concerns and interests of the disputants should be taken into consideration. That can only be done provided that disputants are fully involved in a process of conflict resolution.

Therefore, fully involving disputants in an exercise of identifying conflict is central. As a result, it becomes necessary to establish once more who the involved parties to a conflict are.

The involvement of all disputants would facilitate appropriate response to the following basic questions in identifying conflict:

- What happened?
- When did it happen?
- Where did it happen?
- Who is involved?
- How did it start?
- Is it escalating or dying down?
- Were any resolution attempts made?
- What are the implications of the conflict?

Thus, responses to the above-mentioned questions could assist in identifying what the real conflict is. After the identification of the conflict, it would then be necessary to discuss possible solutions to the conflict. The next paragraph sheds light in that regard.

6.4.4 Stage 4: Identifying a solution

Involving all disputants as well as identifying and understanding the conflict will assist in identifying an appropriate solution to the conflict. Again, as in the first stage of conflict resolution, this stage would require full participation of disputants. A positive attitude would also be required. Disputants should be genuinely prepared to identify an appropriate solution. Furthermore, the interests of the disputants should be taken into consideration. The following steps should be followed when identifying a solution:

- Develop alternative solution

Alternative solutions should be identified and discussed. Brainstorming could be one of the effective methods to be used for identifying alternative solutions. Finalizing the choice of a solution would, to a certain extent, depend on the following criteria.

- **Setting of criteria**

The following criteria against which a solution should be developed should be taken into consideration: Time – when should the solution be implemented? Financial implications – in case the implementation of the solution has some financial implications, it should then be determined whether funds are available; Legitimacy – it should be established whether the solution is acceptable to all parties; Authority – the policy of the institution should be taken into consideration and be established whether the authorities would approve of the solution.

Ultimately, a preferred solution will be weighed against the criteria and should it be found to be suitable, then it can be implemented.

6.4.5 Stage 5: Implementing the solution

In this stage the implementation of the identified solution is executed. This stage is crucial because failure in it will render the whole process futile. Again, disputants should fully be involved in the implementation of the solution. The implementation will be based on the following aspects:

- **A plan of action**

A plan of action, which will be based on the responses of the following questions, as raised by Holton in Chapter 3, paragraph 3.2.3, should be developed: Who should do what? What exactly should be done? When should it be done? What are available checkpoints? When are the involved parties meeting?

In conclusion, the implementation of the solution would require that the whole process of implementation be monitored.

6.5 Summary

This chapter provided guidelines that could be of use in attempts to manage change and conflict resolution efficiently and effectively. The guidelines revolve around the following aspects:

- **Communication**

The 'language policy' as an aspect which could determine an appropriate medium of communication, has been discussed. Aspects that could either inhibit or facilitate effective communication across culture have been pointed out. In addition, a communication model for efficient and effective communication has been outlined.

- **Change management**

An indication as to how resistance to change could be managed has been highlighted. Both factors that could cause resistance to change and those that could minimize resistance to change have been outlined. In addition, a cyclic change management model has been developed.

- **Conflict resolution**

The results of the empirical research regarding conflict management have been briefly highlighted. Furthermore, guidelines on how conflict could be resolved have been provided.

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

The success of managing student affairs will depend on the positive involvement of stakeholders, particularly student affairs officers and students. However, the efficient and effective management of student affairs cannot be realized in isolation. A university is composed of many structures such as:

- The Council
- Top management (Rector, Vice Rector/s, and Registrar)
- Senate
- Faculties
- Academic Departments
- Support services divisions

Therefore, the integration of activities of these different categories is essential for delivery. In addition, people from different cultural groups, as is the case with student affairs, will depend on one another. Irrespective of a student community being constituted by people with diverse cultural backgrounds, interdependence cannot be avoided. Students need to know and understand one another in order to co-exist peacefully. There is no way an understanding can be reached if strangers remain strangers. Furthermore, if there is no functional interaction through various forms of communication, stereotypes may be perpetuated since an opportunity for clearing misperceptions is not created. Such an interaction can always be created if students would accept the fact that they need one another and that they have to communicate.

However, interdependence within a university cannot be confined to a student community. All the structures and people at a university need one another. A university would definitely succeed, provided people from various cultural backgrounds and various structures in a university function as a unit. In such a situation the management of change and conflict resolution could be efficiently and effectively realized.

As indicated in the previous chapters, the management of student affairs is not a one-man show, nor is it the responsibility of a particular group. It is the responsibility of all stakeholders. However, student affairs professionals should be accountable for what happens within student affairs. That should be the case since they are professionals and responsible for making student affairs a success. It is therefore expected of them to assist students in the practical implementation of a university policy. They should further facilitate the development of new policies. Managing change and facilitating resolution of conflicts would also be their prime responsibilities.

Continuity of practices that are of benefit to an institution is of vital importance. Thus, in the face of student leaders completing their studies and disappearing into the broader society, student affairs professionals will play an important role in assisting new structures and student leaders. They therefore constitute an important component that would facilitate continuity and development of new policies.

It is not implied that student affairs professionals are expected to do everything. Indirectly they are, because in case of need they will have to make use of consultants.

Furthermore, it is essential that a blind approach in managing change and facilitating conflict resolution be avoided. Acquiring knowledge about a culturally diverse student community is indispensable. As a result, the following aspects should be critically and objectively investigated. That could, in one-way or the other, facilitate efficient and effective

management of change and conflict resolution within the framework of managing change and conflict as provided in Chapter 6.

In order to provide practical suggestions which will promote efficiency and effectiveness in change management and conflict resolution in student affairs, a summary and findings of the study is given, followed by recommendations.

7.2 Summary

An indication of what has been achieved as a result of the research project is provided in this paragraph.

7.2.1 Chapter 1

In Chapter 1, the foundation of the study is laid through the accomplishment of the following activities:

- Orientation

In the orientation, the South African national situation regarding intercultural relations is outlined. That is done within the context of the changing South Africa. Focus is also placed on the fact that these changes bring about racial tension, which results in racial conflict. The student affairs situations within universities are discussed within this context. To qualify the exposition of the situation, perceptions of various authorities are reflected.

- Demarcation of the study area

The study has been embraced in education management because of its nature which treats the management of change and conflict resolution in student affairs at the historically white universities in South Africa. It is therefore part of the management of the entire field of student affairs.

Furthermore, the study is multicultural because of the culturally diverse nature of the research population.

The problem statement was explicitly stated in the form of a question: How can change within student affairs in historically white universities in South Africa be effectively managed to the extent that cultural conflict within student communities is either avoided or effectively resolved?

Subsequently, a hypothesis and aims that would guide the research were formulated. The research methods that would be employed were also outlined. Finally, key concepts of the study were explicated.

7.2.2 Chapter 2

Chapter 2 reflects on the literature study with regard to the management of change. Insight into change management facilitated the formulation of relevant questions that were included in the questionnaire. In addition, information regarding the following important aspects which should be considered when dealing with change, is provided:

- **Communication**

The importance of communication as well as its various forms is given. Hints as to how to ensure efficient and effective communication are provided. In addition, intercultural communication is specifically highlighted because of the nature of the study, which addresses culturally diverse student affairs.

- **Sources of change**

The establishment of the exact source of change would contribute to the development of an appropriate strategy to deal with change. Therefore, both internal and external sources of change are indicated. The following

examples of internal and external sources of change are provided: students and political change in the country.

- **People and change**

Knowing the type of people your are dealing with in a change process would be strategic. Thus, in a change process, the following types of people would be experienced: The drifters, the survivors and the winners. Strategies of how to change people were further established. The process of changing people will require knowledge on how people are affected by change. Thus, the fact that people can either be operationally, psychologically or socially affected by change is validated.

- **Factors for successful management of change**

It has been established that besides communication, there are several other factors that would facilitate efficient and effective management of change. The approaches to change management, power tools for change, forces of change and the life-cycle of change are important and must be taken into consideration when managing change.

- **The change process**

The following steps that should be followed when managing change are highlighted within the framework of Warner's change cycle model:

- Identification and involvement of key players
- Identifying the need for change and clarifying it
- Determining the "as is" and the "to be"
- Barrier assessment
- Empowering key players
- The change action

- **Resistance to change**

It is established that resistance to change will be experienced because of the fact that change touches on the established practices of people. Resistance can either be passive or active. The following aspects are identified as focal points in dealing with resistance to change:

- **Factors that may cause resistance to change**

- Uncertainty regarding change
- Fear
- Disruption of routine
- Loss of existing benefits
- Conformity to norms and culture

The following factors that may assist to minimize resistance to change must be borne in mind, namely understanding resistant behaviour, compulsion, persuasion, fear and security, understanding, time, involvement, criticism, flexibility, understanding organizational culture, education and communication.

7.2.3 Chapter 3

Chapter 3 entails the management of conflict. The following aspects are discussed:

- **Resolution of conflict**

Detailed information on how to practically resolve conflict is provided. Various activities of resolving a conflict are categorized as follows: Identification and tracking of conflict, identification of a solution and implementation of the solution.

- **Causes of conflict**

Guarding against only addressing symptoms of conflict without paying attention to the actual cause, is crucial for efficient and effective management of conflict. It is therefore important to consider, amongst others, the following causes of conflict: power struggle, norms and values (traditions) and barriers.

- **Approaches**

Developing an appropriate approach to a particular conflict is essential because a wrong approach may exacerbate the conflict. Thus, taking into consideration the following approaches could possibly contribute in developing the right approach: Narrow approach, wider approach, subjective approach and objective approach.

- **Framing a strategy**

A process of conflict management should always include an aspect of framing a specific strategy for the resolution of the conflict. Attention is placed on the following strategies: Forcing/Acting, accommodation, avoiding, compromising and collaboration.

- **Stages of conflict**

Conflict resolution is a process, which has particular stages. The following stages, which are important to be taken into consideration, are identified: Antecedent conditions, perceived or felt conflict and action or manifest behavior.

- **Levels of conflict**

An understanding of the following levels of conflict would assist in developing the right strategy and an appropriate approach: No

conflict/pseudo conflict, latent conflict, role conflict, problem to solve, dispute, help, fight or flight and intractable.

- **Types of conflict**

It is indispensable to identify and understand the types of conflict because that could facilitate the development of an appropriate strategy to resolve a conflict.

The following types of conflict that could possibly be experienced in student affairs are identified: Interpersonal conflict, intrapersonal conflict, individual institutional conflict and intergroup conflict.

- **Negotiation/Arbitration/Mediation**

A resolution of conflict may be achieved through negotiation, arbitration or mediation. The choice of the use of one of the above-named strategies would depend on the type of conflict. As a result, the concepts '*negotiation, arbitration and mediation*' are defined.

7.2.4 Chapter 4

Chapter 4 provides information on the methods of research employed in the research project. Motivation as to why particular methods of research are used is also provided.

The literature review has been used with the intention of providing the study with the background knowledge of change management and conflict resolution.

A questionnaire is employed for the purposes of establishing views of respondents from the four racial groups (Black, White, Coloured, and Indian) regarding change management and conflict resolution. The

establishment of such views would assist in promoting efficiency and effectiveness in managing change and conflict.

7.2.5 Chapter 5

In Chapter 5 the findings of the empirical research are outlined. The description of data, which highlights the responses of respondents in general without taking race into consideration, is provided. That is followed by the interpretation of data, which provides racial responses to change and conflict aspects. In this chapter, differences between the four racial groups (White, Black, Indian and Coloured) are established.

An outline of the findings as recorded in Chapter 5 is provided as follows:

- **Changes in student affairs**

The majority of the four racial groups agree that the following aspects were changed: student leadership structures, admission requirements, staff composition, medium of communication and social activities. However, the majority of the white respondents uphold that aspects such as traditions and sport were not affected.

- **Racial representation in student affairs**

The majority of the four racial groups have confirmed the importance of racial representation in the student affairs personnel corps. The following reasons for racial representation have been indicated: To ensure efficient and effective communication, promotion of good human relations and to secure an understanding of various racial groups.

- **Communication**

Clear majorities of all the racial groups highlighted the following: Firstly, the need for efficient and effective communication necessitates racial

representation in the student affairs personnel corps. Secondly, communication is the principal factor that could facilitate successful change programs. Thirdly, the use of the necessary medium of communication could facilitate communication across culture.

- **Roles of student structures in processes of change management and conflict resolution**

The majority of the four racial groups (White, Black, Indian and Coloured) are unanimous that student structures should be involved in all matters affecting students. Such an involvement would ensure effective communication and the positive involvement of students in processes of change and conflict management.

- **Attitude**

According to the findings, White students would either support an evolutionary type of change or be opposed to change. Black students prefer revolutionary change while Indian and Coloured students are positive about change but would rather prefer evolutionary change to revolutionary change.

- **Resistance to change**

All four the racial groups are agreed on the following factors as the causes of resistance to change: Negative attitude towards other racial groups, fear of the unknown, uncertainty, poor communication, lack of information about change, established traditions, not prepared to change, lack of consultation, confidence in the status quo and selfishness.

Furthermore, respondents are unanimous on the following factors that could assist in minimizing resistance to conflict: Ensuring understanding about change for those involved, effective information communication,

involvement of all stakeholders as well as guaranteeing of security and persuasion.

- **Change management**

The majority of the four racial groups are agreed that the following factors may positively contribute toward efficient and effective management of change: Effective communication, clarity on the envisaged change, inclusive participation in student activities, exposure to other cultures, bilingual language policy (Afrikaans and English) and cultural representation on corridors in the residences.

- **Conflict resolution**

The majority of the four racial groups are agreed on the following factors that could cause conflict in the residences: Negative attitude towards other cultures, lack of appreciation for cultural diversity, racist attitude, not prepared to interact across cultures, stereotypes, differences in culture, poor communication, enforcement of historically white traditions, exclusion of other racial groups in residence activities and inflexible language policy.

- **Minimizing resistance to change**

The medium of communication as an aspect that can be used to minimize conflict has been the first one to be considered. All four the racial groups dismiss the use of Afrikaans as the only medium of communication. The majority of Black, Indian and Coloured respondents prefer the use of English as the only medium of communication. On the other hand, the majority of White respondents is against the use of English as the only medium of communication.

Furthermore, the majority of the four racial groups are unanimous that the following factors would contribute to minimizing conflict: Equal treatment by the leadership, respect for other cultures, creation of a consultative

body wherein all cultures are represented, running programs which will provide exposure to other cultures, encouraging mixed social activities, involvement of stakeholders in decision-making processes, separate residences and separate lectures. However, it important to note that the respondents differ as far as the following factors are concerned: It is only the majority of the White respondents that is against the mixing of students according to race on floors. Furthermore, as far as the mixing of students according to race in double rooms is concerned, the majority of both the White and Indian respondents are opposed to it. However, Black and Coloured respondents are in favor of the idea.

7.2.6 Chapter 6

Chapter 6 provides guidelines for the management of change and conflict resolution. The guidelines are based on the information that has been gathered through the literature study and the empirical research. Information regarding a strategic and effective way of communicating is provided. Furthermore, models of how change and conflict could be efficiently and effectively managed are provided and explained.

7.2.7 Chapter 7

Chapter 7 provides the summary, findings, conclusion and recommendations.

7.3 Conclusion

The research project has been based on a particular identified problem as far as managing change and conflict in student affairs at historically white universities is concerned. The identified problem statement, as reflected in Chapter 1, which has been stated in a question form, is as follows: "How can change within student affairs at historically white universities in South Africa be effectively managed to the extent that cultural conflict within student communities is either avoided or effectively resolved?" The

problem revolves around the fact that political changes in the country made it imperative for historically white universities to admit students from other racial groups, thus student communities became multicultural. That precipitated particular changes which would affect established traditions in order to accommodate other racial groups. Such changes brought about resistance to change and cultural conflict.

In order to address the above-stated problem, the following aspects, which facilitated the research process, were clarified in Chapter 1:

- The hypothesis
- The aim of the study

The hypothesis: Substantial consultation, communication, inclusive participation of stakeholders and racial representation within the student affairs personnel corps may ensure successful processes of change and thereby avert or resolve cultural conflict effectively.

As far as the hypothesis is concerned, the findings, as recorded in Chapter 5, confirm the following aspects to be central in change management and conflict resolution:

- Involvement of stakeholders;
- Effective communication; and
- Racial representivity.

According to the findings the majority of all the four racial groups are unanimous that efficiency and effectiveness in the management of change and conflict resolution will depend on the extent that stakeholders are involved. In addition, good communication is indispensable for the realization of maximal participation of stakeholders. Furthermore, the racial representation of the student affairs personnel corps is essential because, as indicated by the findings, it will promote an understanding of various

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racial groups and thereby ensure racial harmony as well as efficiency and effectiveness in managing change and conflict resolution.

The aim of the study: The following aims, related to the stated problems, were formulated:

1. to establish the impact of perceived threats and cohesion to the possibility of peaceful processes of change and the avoidance and/or resolution of cultural conflicts.
2. to provide strategies which can be employed for the smooth management of change and the avoidance and/or effective management of conflict in managing student affairs in multicultural universities.

Regarding the first part of the aim, the following perceptions surfaced: It was established through the questionnaire that amongst the factors that caused resistance to change and conflict were fears of all four the racial groups, namely White, Black, Indian and Coloured. To a certain extent every race was threatened by the envisaged changes. White respondents in particular are uncertain about the future because of the belief that what belongs to them, such as traditions, are being changed. That is the fundamental reason why White students would either be against change or prefer evolutionary change. Thus, being uncertain about the future makes people to develop negative attitudes towards change. That results in behaviours that cause conflict, which also becomes extremely difficult to manage because of the mistrust that prevails.

In order to eradicate the mistrust, student affairs officers must relentlessly create an environment in which racial interaction will take place. People must get to know and understand one another. White students should also be involved in and be assisted to see the benefits of change. Such an approach contributes to addressing attitudes of White students.

The following sub-aims, related to the stated sub-questions of the problem statement, intend to:

- Sketch the current state of affairs at historically white universities in South Africa in terms of student demographics

It has been established that White students are still in the majority. However, the number of students from Black, Indian and Coloured racial groups is on the increase. It has been further established that racial representation in the SRCs has been achieved to a great extent. However, in as far as residence structures are concerned, racial representation is still lacking at some universities as indicated in Chapter 4. Furthermore, of the seven universities, only two do not have racial representation in the student affairs personnel corps. In spite of the racial composition there are not many incidents of conflict on the campuses or in the residences.

- Provide a literature study on change management at universities

According to the information contained in Chapter 2 the sub-aim was achieved through the establishment of the following aspects which are to be considered important for the efficient and effective management of change: Communication, factors that would cause change, how people are affected by change, factors for successful management of change, the change process and resistance to change.

- Provide a literature study on conflict management at universities

The attainment of this sub-aim provided insight into the following aspects of the conflict resolution process: conflict resolution processes, types of conflict, elements of conflict, approaches to conflict management and stages of conflict.

- Establish by means of the questionnaire strategies for efficient and effective management of change and conflict resolution

The questionnaire was used for gathering information on the various perceptions regarding change management and conflict resolution. As indicated in Chapter 5, various perceptions regarding the management of change and conflict resolution were secured. For instance, the respondents highlighted the importance of racial representation in student affairs and student leadership structures, effective communication, causes of resistance to change and how conflict could be efficiently and effectively managed.

- Provide guidelines for efficient and effective management of change and conflict

The last sub-aim was achieved through the development of guidelines as contained in Chapter 6. Strategies are provided as to how change and conflict could be efficiently and effectively managed. These guidelines are based on the literature study and the results of the empirical study.

For example, the fact that the attitudes of students towards change would differ from one racial group to the other would require efficient and effective consultation by way of involving all stakeholders and effective communication across cultures. As indicated in Chapter 6, effective communication across cultures would entail respecting other cultures and the use of an appropriate medium of communication. Furthermore, as highlighted in Chapter 6, a communication model which is intended to involve all the stakeholders in change management or conflict resolution has been developed.

Having established that perceptions regarding the management of change and conflict resolution are polarized on the basis of race, it becomes necessary to devise strategies that could be employed in the management

of change and conflict resolution. Chapter 6 provides a change management model and a conflict management model.

7.4 Recommendations

On the basis of the information that has been gathered through the literature and empirical studies recommendations could be formulated.

Focus should be placed on the following aspects in order to promote efficiency and effectiveness in managing change and conflict resolution in student affairs at multicultural universities:

7.4.1 Development of efficient and effective communication system

- Using the right language for communication

It is important that both Afrikaans and English be used as media of instruction at universities where the student population would require it. In paragraph 5.3.9 c, it is pointed out that the majority of Black, Indian and Coloured respondents prefer the use of only English as a medium of communication. On the other hand, White respondents prefer the use of both English and Afrikaans. However, the fact that White Afrikaans speaking students attend in great numbers at some of these universities, require careful consideration of the continued use of both Afrikaans and English.

The use of the right medium of communication could contribute in averting the following problems which may be experienced if the language used is not understood by the recipient:

- Miscommunication
- High failure rate
- Obstruction of intercultural interaction

- Prevailing of mistrust

- **Structures of communication**

In addition to the use of the right language, good communication procedures and structures as highlighted in Chapter 6 should be in place. For example, the hierarchical and integrated forms of communication procedures should be strategically employed. It is advisable to focus more on the hierarchical form of procedure because it promotes order and co-operation. However, when required by circumstances, the integrated form of communication may be employed.

It should be noted that the right communication procedures and structures may be in place, but if the right medium of communication is not employed, efficient and effective communication will not be realized.

7.4.2 There must be racial representation in the student affairs division and the entire personnel corps of the university

Racial representation in the staff complement is necessitated by the following reasons, which are supported by all the four racial groups (White, Black, Indian and Coloured), as reflected in Chapter 5, table 5.31:

- ensuring efficient and effective communication;
- ensuring the legitimacy of activities;
- facilitating an understanding of diverse cultures;
- ensuring prompt and accurate attendance to the needs of diverse cultural groups;
- improving cross-cultural relations; and
- providing a reflection of national demographics.

In addition, a staff which is racially representative, would serve as a model for the student community. The necessity of promoting racial integration

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and interaction across cultures would be demonstrated to students by a racially representative staff. Thus, racial representation in staff is fundamental for the promotion and advancement of racial integration in the student community.

However, in the process of making a staff racially representative, guarding against tokenism is crucial. Placing people in positions where they would not necessarily be productive for the sake of wanting to appear to be racially representative, will be a terrible mistake. Consequently, students would not respect such appointees. As a result, the good intention of promoting racial integration would be defeated. Therefore, qualified people and those who could be identified as having the potential to perform in certain areas should be appointed.

7.4.3 Racial representation in all official aspects of student life

Official aspects of student life would include aspects such as placement in the residences, residence activities, community involvement, fund-raising projects, entertainment and sport.

The inclusive participation of the various racial groups in activities such as the above-mentioned could expose students to other cultures. Interaction of some sort would definitely take place and understanding others could be facilitated in the process. However, students may not be aware of the importance of participating together in various activities. As a result, a deliberate plan to afford students an opportunity to participate together should be put in place.

7.4.4 Dealing with attitudes

In an environment where change and conflict management is experienced, the attitudes and emotions of people would be affected because traditions would be affected. Thus it becomes crucial to pay special attention to

dealing with attitudes in order to have positive stakeholders involved in either the change or conflict process.

For example, in as far as the findings in paragraph 5.3.6 are concerned, White students would either prefer evolutionary change or be against change because of the fear of losing what they believe belongs to them. On the other hand, Black students are eager to see change taking place and would therefore prefer revolutionary change.

In such a situation, focus should therefore be placed on helping stakeholders understand the need for change and the importance of resolving conflict amicably. Ensuring effective communication and making relevant information available could contribute to addressing attitudes. Furthermore, racial representation in the various organs of a university could also contribute to addressing the issue.

7.4.5 Multiculturalism awareness training

An attitude is born out of experiences. Certain perceptions that would develop into stereotypes shape an attitude. Thus, in addition to the strategies for dealing with attitude as indicated in paragraph 6.4.4, exposing students and staff to other cultures could assist in clearing stereotypes.

In this era where multiculturalism has manifested itself as a reality in all the aspects of life, recognition and acceptance of the diversity of cultures should be central in any formulated policy. Furthermore, an institution should develop programs which would promote and facilitate cultural interaction and integration.

Therefore, first-year students (students from high school) at a university, should follow a course on multiculturalism in order to empower students with an understanding of other cultures. Understanding the patterns of interaction, values and cross-cultural communication of other cultures is

important. Students should be encouraged to be knowledgeable regarding the diverse cultural heritages of a university. Knowledge and understanding of other cultures would facilitate adaptability. Adaptability in this context refers to the preparedness to accommodate cultural aspects of other cultures by way of suspending some of the old cultural practices. It is central particularly when it comes to intercultural interaction, which, if successfully realized, would make multiculturalism an enjoyable reality.

An ideal starting point would be that even before a person can be enrolled with any university, she/he should be exposed to cultural heritages of the country because universities reflect the cultural heritages of the country. Thus the process of developing young people to adulthood in the primary and high school should include some form of exposure to the cultural heritage of South Africa.

Development of such an attitude by an institution would actually empower student affairs professionals to protect both major and minority cultures. In addition, the major culture will not be tempted or be given a chance to take advantage of the minor cultures and oppress them. Interaction amongst students would also be promoted. As a result, chances for the clearing stereotypes would be created.

7.4.6 The adoption of change and conflict management strategies

The strategies as outlined in Chapter 6 could serve to facilitate change management and conflict resolution or could provide guidelines for successful change management and conflict resolution.

7.4.7 Empowerment of student leadership in terms of change management, conflict resolution, multiculturalism and other diversity issues

Student leaders should be subjected to training in the above-mentioned issues. Other aspects that could be identified as relevant for the

empowerment of student leaders in a particular environment should also be taken into consideration.

A follow-up on the training is essential. An assessment of the effectiveness of the training should be made. The effectiveness of the training could be measured through the assessment of the practical operation of student leaders. Some form of performance management has therefore to be applied.

7.4.8 Empowerment of student affairs officers in terms of change management, conflict resolution, multiculturalism and diversity issues

Student affairs officers should be continuously trained in regard to all identified issues which would promote efficiency and effectiveness of change management and other student affairs services. The training can be accomplished through the following ways:

- conferences and workshops of professional bodies;
- internal workshops on identified issues; and
- further relevant studies.

It is further suggested that the following key aspects as far as student affairs officers are concerned, be taken into consideration in order to improve efficiency and effectiveness of student affairs services:

- Knowledge about student services -

Knowledge about student affairs and the historical background thereof is essential. Having acquired such knowledge, one will be able to realize the importance of student affairs for the entire university. Secondly, the historical background would enlighten student affairs professionals about the central role of student affairs, which is to take care of the needs of

students and harmonize the various cultural groups within a student community. That will further promote a sense of responsibility and loyalty to the profession. The end-result of the acquirement of such knowledge could help student affairs professionals to become proud of their role within a university and as a result develop positive attitudes in dealing with students, not to be impatient, but to treat all students and attend to their needs equally, irrespective of color, race or creed.

The needs of students would, amongst others, include the following:

- Admissions
- Registration
- Financial assistance
- Accommodation
- Orientation
- Counseling and social services
- Health services
- Intercultural interaction
- Student development
- Sport
- Discipline
- Special needs for disabled students

- **Skilled in research**

Student affairs officers would, through research skills, be able to formulate questions that would stimulate answers, which would bring about the development of the student affairs profession as well as the establishment of student needs. The establishment of the actual needs of students will generate the relevant services. As a result, efficiency and effectiveness of student affairs services would be realized.

- **Competence as a planner**

Planning is central for any activity. Therefore, student affairs professionals should be good planners in order to prevent confusion and the reaction of students. Equally important is the ability to organize. Planning should be characterized by long term (3-5 years) and short-term (yearly) goals. The short-term goals should be directed toward facilitating the achievement of long-term goals and should be geared towards the delivery of high quality programs and service.

Therefore, they should be engaged in thorough planning as to how the attitudes of students can be positively influenced and what form of communication could be employed for a particular change program or conflict resolution to succeed.

- **Be a visionary**

Student affairs officers should be able to project the future and plan for it. Commitment in serving students will enable student affairs officers to visualize the future and plan accordingly. A vision of student affairs programs should characterize student affairs. The following factors should be taken into consideration when organizing student activities:

- Diversity issues
- Effectiveness
- Integration with other institutional functions
- Clear line of communication
- Flexibility

The vision of a student affairs officer should include the intention to promote the following aspects:

- Proportional racial representation on student structures;

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- Respect for cultural differences;
 - An ongoing dialogue on cultural diversity which should permeate the entire student community;
 - Workshops on multiculturalism;
 - Paying attention to issues of cultural diversity when reading newspapers;
 - Management by wandering around (walking around) student enters and establishing what they think;
 - Visit churches where some students do attend;
 - Attend sporting activities; and
 - Organize a cultural diversity day.
- **Be strategic leaders**

Strategic leaders who will be able to handle transformation are essential. Thus, a strategic student affairs officer should be a leader who;

- is ready to handle change;
- acknowledges that change is there, and is positive towards it and is competent to deal with resistance, hostility and confusion inherent in a change process. Competence in this regard could be enhanced by positively accepting that resistance to change can be destructive but that it is also possible to turn resistance into renewal not antagonizing resisters of change, instead, developing strategies that can help transform them;
- is able to deal with intangible, subjective and ambiguous issues and feelings. In order to handle such feelings, patience, maturity and the ability to take the long view of things would be indispensable;
- appreciates the legitimacy of various reactions to the change process; and
- is prepared to create new opportunities for the abilities that are revealed in the process of change.

7.4.9 Institutional policy

A policy of an institution should categorically state its stance regarding diversity and cultural diversity in particular. Ambiguity will not help because students would always be suspicious and develop stereotypes and ultimately mistrust towards the management of an institution.

7.5 Summary

This chapter provided a summary of the work that has been accomplished by means of this study as well as an indication of how the aims were achieved. In addition, recommendations that are based on what has been accomplished through the research have been formulated. Thus the literature study, the results of the empirical study and the final recommendations could contribute in ensuring efficiency and effectiveness in student affairs regarding the management of change and conflict resolution.

Finally, further investigations could be made in the following areas in order to promote efficiency and effectiveness in the field of university management and governance:

- The composition and functioning of the Student Representative Council and student leadership structures in the residences.
- Strategies that could be employed to promote racial integration and racial harmony.
- How traditional students and staff members could be assisted to cope with change.

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**QUESTIONNAIRE:
MANAGEMENT OF CHANGE AND CONFLICT RESOLUTION**

Student: R E Moraka – Student number 9615131

PhD. Study with the University of Pretoria

**Topic: MANAGEMENT OF CHANGE AND CONFLICT RESOLUTION
WITHIN STUDENT AFFAIRS AT HISTORICALLY WHITE
UNIVERSITIES.**

INSTRUCTIONS FOR THE COMPLETION OF THE QUESTIONNAIRE

- Your co-operation in answering all the questions honestly and to the best of your ability is greatly appreciated.
- The questionnaire is anonymous and information will only be used for the development of strategies that could be employed for change management and conflict resolution as they relate to student affairs at universities.
- Mark with an "x" to indicate your preference/s

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Respondent number

STUDENT

V1 1-3

Card number

V2 1 4

SECTION A: PARTICULARS OF RESPONDENT

Capacity

V3 5-6

Dean of Students	1
SRC President	2
SRC Member	3
Residence Head (Female Residence)	4
Residence Head (Male Residence)	5
House Committee Chairperson (Female Residence)	6
House Committee Chairperson (Male Residence)	7
Male Resident Student	8
Female Resident Student	9
Male day student	10
Female day student	11

Race

V4 7

Black	1
White	2
Coloured	3
Indian	4

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SECTION B: COMPOSITION OF STUDENT AFFAIRS STAFF

1 Is racial diversity essential within the student affairs personnel corps?

Yes	1
No	2

V5 8

2 If yes, in question 1, why?

	Yes	No
Legitimacy	1	2
Effective communication	1	2
Understanding diverse cultures	1	2
To ensure meeting needs of diverse cultural groups	1	2
Promote better relations	1	2
Represent national demographics	1	2

V6 9

V7 10

V8 11

V9 12

V10 13

V11 14

SECTION C: CHANGE

3 What were the basic aspects which had to be changed /adjusted immediately as a result of the diversity in culture?

	Yes	No
Medium of communication	1	2
Student leadership structures	1	2
Traditions	1	2
Social activities	1	2
Sport	1	2

V12 15

V13 16

V14 17

V15 18

V16 19

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4 What changes have been effected within student affairs?

	Yes	No
Language policy	1	2
Admission requirements	1	2
Traditions	1	2
Student leadership structures	1	2
Social activities	1	2
Staff composition	1	2

V17	<input type="checkbox"/>	20
V18	<input type="checkbox"/>	21
V19	<input type="checkbox"/>	22
V20	<input type="checkbox"/>	23
V21	<input type="checkbox"/>	24
V22	<input type="checkbox"/>	25

5 Which factors may facilitate successful change programs?

	Yes	No
Clarity on the envisaged change	1	2
Effective communication	1	2
Cultural representation in corridors in the residences	1	2
Exposure to other cultures	1	2
Bilingual language policy [Afrikaans and English]	1	2
Inclusive participation in student activities	1	2

V23	<input type="checkbox"/>	26
V24	<input type="checkbox"/>	27
V25	<input type="checkbox"/>	28
V26	<input type="checkbox"/>	29
V27	<input type="checkbox"/>	30
V28	<input type="checkbox"/>	31

6 What could make communication effective across culture?

	Yes	No
The use of the necessary Medium of communication	1	2
Involvement of existing cultural groups in a process of change	1	2
Equal consideration of various cultures' concerns	1	2

V29	<input type="checkbox"/>	32
V30	<input type="checkbox"/>	33
V31	<input type="checkbox"/>	34

For office use only

	Interest in other cultures	1	2	V32	<input type="text"/>	35
	Respect for other cultures	1	2	V33	<input type="text"/>	36
7	What is the attitude of white students towards change?					
		Yes	No			
	Against change	1	2	V34	<input type="text"/>	37
	Welcome change	1	2	V35	<input type="text"/>	38
	Prefer evolutionary change	1	2	V36	<input type="text"/>	39
	Prefer revolutionary change	1	2	V37	<input type="text"/>	40
8	What is the attitude of black students towards change?					
		Yes	No			
	Against change	1	2	V38	<input type="text"/>	41
	Welcome change	1	2	V39	<input type="text"/>	42
	Prefer evolutionary change	1	2	V40	<input type="text"/>	43
	Prefer revolutionary change	1	2	V41	<input type="text"/>	44
9	What is the attitude of coloured students towards change?					
		Yes	No			
	Against change	1	2	V42	<input type="text"/>	45
	Welcome change	1	2	V43	<input type="text"/>	46
	Prefer evolutionary change	1	2	V44	<input type="text"/>	47
	Prefer revolutionary change	1	2	V45	<input type="text"/>	48
10	What is the attitude of Indian students towards change?					
		Yes	No			
	Against change	1	2	V46	<input type="text"/>	49
	Welcome change	1	2	V47	<input type="text"/>	50
	Prefer evolutionary change	1	2	V48	<input type="text"/>	51
	Prefer revolutionary change	1	2	V49	<input type="text"/>	52

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11 What causes resistance to change?

	Yes	No
Fear of the unknown	1	2
Selfishness	1	2
Uncertainty	1	2
Lack of consultation	1	2
Poor communication	1	2
Negative attitude towards other racial groups.	1	2
Lack of information about change	1	2
Confidence in the status quo	1	2
Not prepared to change	1	2
Established traditions	1	2

V50	<input type="checkbox"/>	53
V51	<input type="checkbox"/>	54
V52	<input type="checkbox"/>	55
V53	<input type="checkbox"/>	56
V54	<input type="checkbox"/>	57
V55	<input type="checkbox"/>	58
V56	<input type="checkbox"/>	59
V57	<input type="checkbox"/>	60
V58	<input type="checkbox"/>	61
V59	<input type="checkbox"/>	62

12 How can resistance to change be minimized?

	Yes	No
Through compulsion	1	2
Through persuasion	1	2
Through involvement of all stakeholders	1	2
Through guaranteeing security	1	2
Through ensuring understanding about change, for those involved	1	2
Through bribery	1	2
Through effective information communication.	1	2

V60	<input type="checkbox"/>	63
V61	<input type="checkbox"/>	64
V62	<input type="checkbox"/>	65
V63	<input type="checkbox"/>	66
V64	<input type="checkbox"/>	67
V65	<input type="checkbox"/>	68
V66	<input type="checkbox"/>	69

13 Are student leadership structures in the residences empowered (trained) to facilitate change?

Yes	1
Not enough	2
Not at all	3

V67	<input type="checkbox"/>	70
-----	--------------------------	----

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14 How functional are student leadership structures in implementing change?

Efficient and effective	1
Biased and ineffective	2
Not sure	3

V68 71

15 If the student leadership as indicated in question 14 was efficient and effective, what could be the factors contributing towards that?

	Yes	No
Representation	1	2
Effective communication	1	2
Inclusive institutional policy	1	2
Transparent procedures	1	2
Respect for other cultures	1	2

V69 72

V70 73

V71 74

V72 75

V73 76

1 Respondent number

V74 1-3

2 Card number

V75 2 4

16 If the student leadership as indicated in question 14 was inefficient and ineffective what are the causes?

	Yes	No
Not culturally representative	1	2
Weak communication	1	2
Exclusive institutional policy	1	2
Enforcing historically white traditions	1	2
Stereotypes	1	2
Lack of appreciation for cultural diversity	1	2
Racist attitude	1	2

V76 5

V77 6

V78 7

V79 8

V80 9

V81 10

V82 11

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SECTION D: CONFLICT

17 How often is racial conflict experienced in your residences?

Regularly (On weekly basis)	1
Often (At least once a month)	2
Rarely (At least once a semester)	3
Never	4

V83 12

18 What could be the cause of racial conflict in residences?

	Yes	No
Lack of communication	1	2
Poor communication	1	2
Inflexible language policy	1	2
Enforcement of historically white traditions	1	2
Exclusion of other racial groups in residence activities	1	2
Negative attitude towards other cultures	1	2
Not prepared to interact across cultures	1	2
Stereotypes	1	2
Difference in cultures	1	2
Racist attitude	1	2
Lack of appreciation for cultural diversity	1	2

V84 13

V85 14

V86 15

V87 16

V88 17

V89 18

V90 19

V91 20

V92 21

V93 22

V94 23

19 How often is racial conflict experienced on campus?

Regularly (On weekly basis)	1
Often (At least once a month)	2

V95 24

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Rarely (At least once a semester/year)	3
Never	4

20 What may be the cause of racial conflict on campus?

	Yes	No
Language barrier	1	2
Lack of communication	1	2
Poor communication	1	2
Stereotypes	1	2
Racist attitude	1	2
Lack of appreciation for cultural diversity	1	2

V96	<input type="checkbox"/>	25
V97	<input type="checkbox"/>	26
V98	<input type="checkbox"/>	27
V99	<input type="checkbox"/>	28
V100	<input type="checkbox"/>	29
V101	<input type="checkbox"/>	30

21 Which aspects can be used to minimize conflict in the residences?

	Yes	No
Mixing students according to race on floors	1	2
Mixing students according to race in double rooms	1	2
Create a consultative body (all cultures represented)	1	2
Separate residences	1	2
Separate lectures	1	2
Involvement of stakeholders in decision making processes	1	2
Equal treatment by the leadership	1	2
Respect for other cultures	1	2

V102	<input type="checkbox"/>	31
V103	<input type="checkbox"/>	32
V104	<input type="checkbox"/>	33
V105	<input type="checkbox"/>	34
V106	<input type="checkbox"/>	35
V107	<input type="checkbox"/>	36
V108	<input type="checkbox"/>	37
V109	<input type="checkbox"/>	38

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Run programs which will provide exposure into other cultures	1	2
Mixed social activities	1	2
Separate social activities	1	2

V110 39

V111 40

V112 41

22 How can conflict be minimized on campus?

	Yes	No
Separate lectures either in Afrikaans or English	1	2
One medium of communication in English	1	2
One medium of communication in Afrikaans	1	2

V113 42

V114 43

V115 44

23 Prevalent form/s of conflict

	Yes	No
Roommate relationships	1	2
Interaction in socials	1	2
Interaction in sport	1	2
Sharing of facilities eg. Bathroom/TV room	1	2
Lecturers/student conflict	1	2
Interaction in academic situation	1	2

V116 45

V117 46

V118 47

V119 48

V120 49

V121 50

24 What should the role of student affairs officers in conflict resolution be?

	Yes	No
To formulate a decision for disputants	1	2
Determine the wrong party	1	2
Guide disputants to a decision	1	2

V122 51

V123 52

V124 53

Addendum 2

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25 Is the SRC trained to resolve conflict?

Yes	1
Not enough	2
Not at all	3

V125 54

26 Are the House Committees in the residences trained to resolve conflict?

Yes	1
Not enough	2
Not at all	3

V126 55

3 Total number of multi residences

4 Total number of single residences

5 Total number of gender mixed residences

Management of change and conflict resolution within Student Affairs in historically white universities.

PhD study with the University of Pretoria: Student R E Moraka – Fax no. 012 362 5172

Name of University:

1 When did you start to admit black students [African, Coloured, Indian]

1	9		
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2 Total number of resident students

	Male	Female
Black		
White		
Coloured		
Indian		

3 Total number of male residences

--

4 Total number of female residences

--

5 Total number of gender mixed residences

--

University of Pretoria etd – Moraka, R E (2006)

6 The number of day students

	Male	Female
Black		
White		
Coloured		
Indian		

7 The number of SRC members

	Male	Female
Black		
White		
Coloured		
Indian		

8 Does resident student leadership structures reflect the racial composition of students?

Yes	No

9 If yes, was it through [You may indicate more than one]

Proportional representation	1
Co-option	2
Democratic election	3

10 Are Student Affairs officers [personnel] racially representative of the student population?

Yes	No

Thank you very much for your co-operation