Experiences of working at a construction project site in Cape Town as a foreigner to South Africa.

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DECLARATION

I, **Njamen Peggy Kengue Tchaptchet**, declare that the contents of this dissertation represent my own unaided work, and that the dissertation has not previously been submitted for academic examination towards any qualifications. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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ABSTRACT

The demand for project management specialists grows worldwide. Traditionally, certain industries have been more project-oriented than others. However, nowadays, organisations in both private and public sector have embraced Project Management as the ideal means of managing projects with the hopes of ensuring the intended benefit delivery. Project management is a skill that is in high demand in South Africa. Project managers play a vital role in the economic growth of a developing country. This has resulted in organisations investing considerable resources to ensure that they build the capacity needed to effectively manage projects.

South Africa is a diverse country in terms of age, culture, education, gender, race and religion amongst a group of people living or working together. Globalization has increased diversity within the workplace which is challenging and worsened knowing the country's history.

The attributes required to be a successful project manager include excellent interpersonal, communication skills, project management skills, adept problem solving and the ability to work well under pressure, whilst being highly adaptable and logical thinker. Confidence, strong negotiating skills and being able to motivate a team in order to achieve the goals is necessary; a project manager is a leader and a skilled delegator.

Managers have diverse team to manage which speaks to the need for people of the different social dispositions to be able to co-exist. In the workplace, there is generally an organisational culture that speaks largely to how things are done. The culture observed by the outside world is largely because of the coming together of all the different people, with different origins, different tastes and different objectives.

In this study, a construct was developed to identify the perceptions of the subordinates about the environment they work in and to identify the exact differences – things or behaviours that are perceived to be alien to their expectations.

Key Words: Diversity, Implicit harmony, Culture, Education, Religion, Gender and Age

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1.1 INTRODUCTION

Diversity is the presence (together) of people with observable differences including age, culture, education, gender, race and religion amongst a group of people living or working together. Technological advances and globalisation has converted the vast world as we know it to a global village (Ireland, Hoskisson and Hitt, 2009:7) bringing together people from all corners of the world. The universal nature of English as a language has helped to reduce communication barriers across the globe. Consequently people previously excluded from the English speaking environment (Carson, Madhok and Wu, 2006:1055-1077) because of languages like French, Portuguese and Spanish have adopted English as a language of international communication. The world is increasing becoming one (Byrnes and Aston, 2007:77-102), this has helped in the creation of a new world order dominated by the use of English as both a social and business language for many. The political unrest, in many parts of the world and the chronic poverty in many other countries has forced or promoted the movement of people to foreign lands, where English becomes the unifying means of communication. The movement of both economic and political refugees (Christensen, 2001:105-109) has resulted in these aliens looking for jobs and getting employed in environments different from their own. This has created a new hitherto unknown structural problem for many managers as the diversity brings about much of unanticipated need for adjustment. South Africa is not an exception to the new world order and these diversity problems are exacerbated by the presence of the history of apartheid which has not been adequately addressed. The diverse nature of the workplace is now worsened by the sudden entry of foreign components who did not subscribe to the struggle for emancipation.

1.2 BACKGROUND

Workplace diversity is defined as the differences between people ranging from among others, race, gender, education, religion and any other such things that make people different (Harvey, 2012: 51-55) and this encampuses the differences that people have. Too often these differences are visible and the people are clearly distinguished from each other by their colour, dress, their age, or their status in the organization. The visible differences may immediately feed into the stereotype that groups of people have about each other. These perceptions (Gibson, 2002: 77-89) inform the way people treat each other thereby creating impressions of intolerance and acceptance. As alluded to above, the major components of this demographic reality are distinguishable through age, culture, dress, education, language, race and religion.

1.2.1 Maturity (psychological)

One of the greatest differences of human beings in the society is the "generation gap" between the young and the old. Fortunately there is no particular age that can be referred to as a limit or ceiling to being young or old, age passes through a continuum. People are at different levels of the path from immaturity to maturity, and age is not a standard measure of where one is in the continuum. Talukdar and Das (2013:16) define psychological maturity as the ability of an individual to respond in an appropriate way to circumstances in the environment. This implies the ability to the individual choosing the correct time to say or do certain things dependent on the circumstances (Bruner, 1972:687-708). The circumstances and acceptability of the appropriateness is a function of the society and culture within which the individual lives. Bjorklund (1997:153-169) suggests that community has its own norms within which behaviour is classified as being mature or immature. These differences in both societal norms and the position of the immaturity to maturity continuum create differences that bring about diversity issues.

There is a noticeable shift from the individual's reliance on guardianship and the emergence of oversight (Johnson, Blum, and Giedd 2009:216-221) on the decision making processes as the individual becomes more mature. During the stages of immaturity the individual is involved in exploration and this may be considered a period of experimentation during which they learn from experience and the experienced.

Luna, *et al* (2001:786-793) concur and propose an evolutionary path into maturity with behaviour changing as the individuals become more exposed and experienced. Therefore the maturity of an individual is not exclusively cognitive, but as a result of lifelong emotional, social and moral development processes. This suggests therefore that the individual may pass through maturation stages that may have a kind of psychological conflict as they learn to reflect on pass performances. There are no pre-defined points for the stages that one passes through (Steinberg, 2007:55-59), but safe to say that certain stages may extend to adulthood.

1.2.2 Race (human categorization)

Human beings can be categorised or classified into groups depending on how they look physically. The first major classification may be based on gender (male or female) which are: visible features differentiating between the human beings, and indeed all animals on earth. The second categorisation involves the race. Race is classification based on physical or phonotypical traits derived from ancestry obviously based on the genotype (genetics). The Oxford Dictionary (2012) defines race as biological diversity in the human population showing major distinct physical differences. Race is "A population which differs significantly from other populations in regard to the frequency of one or more of the genes it possesses (Pigliucci and Kaplan, 2003:1161-1172). Race in this context is not discussed as a social construct but as a physical phenomenon distinguishing individuals according to clearly definable features (Anemone, 2011:1-10). It is these features that people see first before they start talking to or dealing with an individual.

Understandably all human beings belong to the same species, but they have distinct features that distinguish them from one another (Cartmill, 1998:651-660), race is more of a variety for the human race. It is the physical looks that become the social reality (Templeton, 2013:262-271) through which the human race is categorised and has real material effects in the lives of the people. The racial groupings have thus created groupings that have affected the disadvantaged racial groupings (Bamshad, Wooding, Salisbury and Stephens 2004:598-609). Thus socio-economic factors impact differently on people primarily because of their race and depending on where they are in the world. Racial discrimination is the reality that most people live under, since the other group may think of the other group as inferior. The presence of these racial

variations has resulted in tragedy (Keita, *et al* 2004:17-20) including slavery and genocide worldwide. In other countries law enforcement uses race to profile suspects and criminals leading to institutionalised stereotyping and social stratification.

1.2.3 Culture

There does not appear to be a clear cut definition of culture, and as such many definitions have been used to define the concept. The Cambridge English Dictionary (2015) defines culture as a way of life centred on the customs and beliefs of a community at a particular time or dispensation. Paul, Magee, Scerri and Steger (2015:53) refer to culture as a series of activities, beliefs, behaviours and values used by a people to give themselves some worth. Culture is the social aspect of a community which emphasises and displays the knowledge, art, morality, law and customs (Greenberg, Koole and Pyszczynski, 2013:17).) That governs the behaviour of a community. Culture gives the community, or their members the identity that makes them feel that they are human. The knowledge and the value systems are passed on generally through social interaction (Macionis and John, 2010:53) and may change or have variations with the passage of time.

The social interaction inevitably involves language which is used to communicate the value systems, beliefs and other important aspects of culture and traditional practices. There is a seeming relationship between cultures and their levels of civilisation or advancement in their education, sciences and arts (Velkley, 2002:11-30). This is complemented by the colonisation of those less developed and subsequently considered subserviant to the superior cultures. This may be interpreted to mean that certain cultural practices may tend to slow down development and thereby impact negatively on the cultural community. Chigbu, (2015:34-50) makes reference to the Nigerian culture and the impact on the development of Nigerian women in rural settings. By implication then, culture is not permanent and can be altered either through natural development or as a deliberate exercise. Cultural invention or culture repositioning (Chigbu, 2015:34-50) creates room for change of culture to suit prevailing circumstances, be they politically, legally, or technologically driven. In a sense this may bring about a degree of

cognitive dissonance to a people not sure of where they are going to and yet reluctant to leave or change from their valued way of life. Petrakis and Kostis (2013: 147–157) suggested two main cultural variables, namely; the efficiency orientation and the social orientation. This is explained in table 1.1 below;

Table 1.1 Cultural orientations that inform cultural thinking and behaviour

Variable	Explanation
Efficiency orientation	Efficiency orientation" of the societies focuses on cultural issues that relate to orientation towards performance, looks at prospects for the future, general self-confidence of the people and their assertiveness. These also embrace the power relations between subordinates and authorities as well as the degree of fear about the unknown - uncertainty avoidance.
Social orientation	Social orientation" concerns the way the people relate to each other and the way they interact as a people. The lifestyles of the people and their attitudes towards they deity and interdependency or the absence thereof. These can be seen in gender and gender relations including the gender roles together with gender egalitarianism, institutional collectivism and in-group collectivism.

Source: developed from Petrakis and Kostis (2013: 147–157)

The table above explains the main features that define culture and the different participants of the culture which inform behaviour. These behaviours form the character thereby displayed in the lives of these people including in the work environment. This work environment has many other cultural practices (multiculturalism) which each individual has to deal with on a one on one basis, as well as the manager needing to manage this unpredictable diversity.

1.2.4 Xenophobia

This is the fear of the foreign or strange to the ingroup against an outgroup because of perceived loss of identity or privilege because of presence of the outgroup (Bolaffi, .2003:332). The out-group is perceived to be taking opportunities for the ingroup, or is perceived to be esteemed highly to the disadvantage of the ingroup. This may also make reference to perceived interference with the purity of an ingroup, say a community and the fight is meant to preserve the purity of the community. Used interchangeably with racism sometimes, but xenophobia in the South African context is essentially local black against foreign black. According to Wimmer (1997:1)

xenophobia comes to be when people feel that their entitlement is given to other people who may not be the proper beneficiaries. Xenophobia is not a new phenomenon, the Greek reference to other nations as Barbarians is a typical example of xenophobia (Harrison, 2002:3). In South African the Boer wars were fought over the xenophobic attitude against the British and ended with looting of the British settlers shops and businesses (Giliomee, 2003:383). The Immigrants Regulation Act of 1913 was meant to exclude the Indians who were considered "undesirable" people by the government and the Township Franchise Ordinance of 1924 was designed to deny Indians access to the municipal franchise.

1.2.5 Gender

Physically identifiable and is characterised by its own prejudices and perceptions, be they founded or unfounded. It is these perceptions that create the reality that people live by, whatever they perceive is what they believe to be the reality. Gender is the differentiation between people into male or female (Udry, 1994:561-573). Differentiation into male or female (gender) is a natural process starting at conception with little or no control from the procreators, the parents. At birth, a range of differences exist between the masculine male child and the feminine girl child. These are essentially biological differences which in a sense complement each other in terms of the role played by both in future procreation. Both the biological and social structures (Haig,2004:78-96) pre-determine the gender roles, with some of the roles being biological exclusive and others as social constructs. There is a direct link between one's biological sex and the social roles expected by society dependent on the gender one is born with (Taifel and Turner 1986:7-24). This has created a social norm on the basis of which the society operates and lives. A perception is given that being a woman has more challenges (Terry and Hogg, 1996:776-793) as a category, and as a collective, women are therefore ascribed gender roles that they should play. This distinction is perceived generally to be restrictive in terms of functions and activities with most women wanting to play the role prescribed for men (Galdas, Johnson, Percy and Ratner, 2010:18-24). Globally the biological differences are accepted as factors that justify the social expectations defining what appropriate behaviour is. Warnecke, (2013:455-464) suggest that it is perceived that these social groupings create an imbalance in favour of men. The cultural and the religious structures also inform the

roles of the different genders and there is no uniformity on global practice on this issue. Sociologist suggest that gender is purely a social construct (Laurie, 2014: 64–78) insisting that gender roles have nothing to do with the roles that can be played by individuals. The workplace which has been predominantly male has to deal with the presence and aspirations of women wanting to do what is considered men's jobs. This brings about another dimension of diversity which has to be managed; legislati9on in South Africa proposes that women should be equitably represented in the workplace. Every manager then has to deal with this diversity on a daily basis.

1.2.6 Religion

Religion is belief in the existence of a deity (Kalmin, 1994: 155-169), and depending on the religion, the deity is believed to have created the people or at least the deity is a supernatural power that governs the life and wellbeing of the human beings. There are so many religions around the world with each one of them claiming to be the correct religion (Himma, 2000:1-33). Other religions propagate the differences of the people and the deity may belong to a specific people. Some of the major religions practicing in the world today are illustrated in table 1.2 below.

Table 1.2 Some of the prominent religions practiced across the world

Bhahai faith	Islam
Buddhism	Jainism
Classical Greek	Judaism
Christianity	Sikhism
Hinduism	Sufism

Source; researcher's construction

Globalisation and the increase in use of technology and modern transport have reduced the world to one big village (Meister, 2010:32-57) consequently people from all over the world find themselves in the same space. The tendency therefore would be that people live and work with people they have certain beliefs and attitudes about. Friberg, (2001:177-190) suggests that the most critical element would be

therefore the ability for these people with diverse views to accommodate and tolerate each other. The beliefs of these faiths are discussed briefly in table 1.3 below.

Table 1.3 Basic beliefs of the different major religions of the world

African traditional religion	Essential with no written dogma but believes in ancestral worship and may vary slightly between language groups. Its focus is on collectivism and practices social justice with the belief that God decides destiny.
Bhahai faith	Primarily urges the removal of religious intolerance and focuses on the presence of one God who has manifested himself to humanity through different messengers. It urges association with people of all religions and showing love to all including those that do not reciprocate the love. The religion is based on the power of progressive revelation and thereby includes all the known religions.
Buddhism	Teaches the goodness of all religions and encourages followers to learn the good of other religions because it is believed that all religions teach the same thing. It allows for people to follow different religions if they like the religion, and people from their different traditions should keep their traditions. Everyone's truth is found in their own religion and they can stick to their own religion.
Classical Greek	Essentially a conglomeration of all other gods from other faiths to form the classical Greek faith, part of whom was Roman paganism. The religion emphasises tolerance of other religions but practises deification of sitting rulers and thus tends to merge with political philosophies and leadership.
Christianity	Generally against religious pluralism and emphasises the God who is the creator of the universe and the ultimate provider of human life. It dismisses the presence of other gods and looks down upon most other religions. Generally focusing on the conversion of people from other religions as the duty and mandate of a follower of Christ. The religion is divided into many denominations with varying believers about some fundamental dogma.
Hinduism	Naturally pluralistic and believing that "truth is one" and believes in the never dying soul and incarnation of individuals who belong to different castes (classes). Propagates that all paths lead to the Almighty. The religion has no theological complexities that alienate other religions, believe that there is one God, and there are many paths to God. The religion is characterised by their strict vegetarian diet since the animals that are slaughtered for food may be fellow human beings incarnated in the form of those animals.
Islam	Acknowledges the diversity of languages and the impact it has on cultural views and beliefs, but believes in a monotheistic God called Allah. The religion teaches that Islam is the only true religion and is therefore to be followed by all people, even though there is the acceptance that there are as many parts to God as there are people on earth. Generally strict with its standards that must be adhered to at all times. The religion is characterised by the belief in the Jihaad (the holy wars).
Jainism	The basic principle of this religion is pluralism, suggesting that people perceive the truth differently by different people from different points of view. No one view or religion can claim to be the ultimate truth because understanding differs from people to people. The religion teaches that people remain where they are in their religion because that is how God has revealed himself to them.

Judaism	The religion teaches against polytheism, and believe the inclusion of all other gods is idolatry and should not be practised. Almost exclusively for people of the Jewish origin, the religion teaches about the coming Messiah and advocates for the keeping of the 10 commandments of the Torah (the first 5 books of the Bible), they do not believe that Christ was the Messiah and son of God, contrary to Christian belief.
Sikhism	The religion propagates the philosophy of many paths leading to the one God, the Almighty who is waiting to give salvation to those that follow the path of righteousness. They believe salvation is strictly following the written word as one understands regardless of their religion. They support all leading faiths, but they do not cut their hair from birth to death for both men and women.
Sufism	The religion accommodates all other religious philosophies, ideologies and theologies (e.g., Christianity, Judaism, Paganism, Platonism, Zoroastrianism, Buddhism, Hinduism, Sikhism, etc) and the leaders are considered to have divine revelations that they pass on to the followers continuously. Their focus primarily is about changing the world, changing yourself and preach a message of peace, love, tolerance, humanitarianism, psychologists, equality, pluralism, etc.

Source: author's construction from religious books

The vast differences in the teachings of the holy scriptures of the different religions may have a lot in common, but they have fundamental differences which may lead to conflict (Roof & McKinney, 1985:24-38),) The focus that the religious zealots have about the supreme correctness of their religion, creates a situation where the other religions are considered heretic. In most instances therefore toleration or moral relativism is practised in which it is believed that two or more religions mutually exclusive have valid truths. The workplace is therefore a complicated place socially because of the different religions, and the biggest problem has been for each individual to be accommodated as per their religion. Cole and Hammond (1974:177-189) suggest that the workplace is a place with religious pluralism. This has increasingly become the norm in societies and all social lives, there is always the presence of many people of different faiths. Consequently there is generally a high degree of tolerance for the sake of working together at the workplace, everyone has an objective there after all. Religious pluralism allows people to live together and merely practice religious tolerance (Zinnbauer and Kenneth, 2000:162-171) which is merely the absence of religious persecution. The levels of devotion to one's religion against the economic objectives may keep an individual at work in a place where they feel discriminated against. Discrimination may actually be practised unabated, and that is an issue of diversity needing attention by the manager (Silk, 2007:64-81).

1.2.7 Ethnocentrism

There is a seeming direct relationship between language and culture, specifically in the South African context. This divide is inevitably along racial lines, where language equals cultural grouping, people conveniently expect certain beliefs and values based on your racial outlook. Ethnocentrism is evidenced when one group of people makes their own culture (Terence and Sharma, 1987:280-289) values and beliefs a standard against which other groups are measured. This revolves specifically around the language spoken, behaviours and responses to certain situations, and too often religious values. Hofman and Kovaley (1989:84) opine that ethnocentrism eventually group or separate people into their subdivisions of unique cultural groupings that identify one group from another. People tend to differentiate between those that look and speak like them from those that do not (De Dreu, Greer, Van Kleef, Shalvi, and Handgraaf (2011:1262-1266) with the view that their own group is the reference group. This suggests that the group is the centre for everything and the rest are measured against the 'standard' group. Pride creeps in resulting in a sense of superiority over others (Hammond and Axelrod, 2006:926-936) and contempt of the other groups. This creates subordination by the other group or competitions for the superiority position causing divisions amongst the members in a workplace.

The effect of the culture during the upbringing stages tends to make people believe that people with different values and ethics behave inappropriately. When these are introduced to new cultural structures (Haviland, Prins, Walrath and McBride (2009:159) the tendency is to resist change depending on the circumstances of the group in relation to the other groups. It is always difficult to understand the other group from that group's point of view and leads to cultural conflict or intolerance. The problem of ethnocentrism stems from religious superiority, racial superiority, language superiority and any other factors where individuals feel better than the others.

1.2.8. Social constructs that impede uniformity

The foregoing differences between the different people found at the workplace today in South Africa create a dilemma for the manager hitherto unknown. With this small groupings and intergroup associations, the workplace is divided. Understandably some of the employees may not come up in the open for fear of victimisation, but the

average employee has their own values which they hold on to dearly. Many are suffering from cognitive dissonance as they are not sure what to do with their ignored values. Correct to say that the management still remains largely white after 23 years of independence in South Africa, and needless to say that it will remain like that for long. The current population distribution in the workplace is illustrated in the table 1.4 below.

Table 1. 4 Work population demographics for managers in the country

OCCUPATIONAL LEVEL	BLACK	WHITE	MALE	FEMALE
Top management	13	87	87	13
Senior management	19	81	80	20
Professionally qualified specialists in middle management	44	56	62	38
Skilled technical junior Management	2	18	60	40
Semi-skilled	82	18	61	39
Unskilled	98	2	71	29
Non-permanent employee profile	83	17	50	50

Source: constructed from Statistics South Africa 2014

The management in the private sector is largely white as illustrated above, and there appears to be no turning point yet given the situation on the ground. The arrival of more immigrants with a different way of life and perceptions of life and about this has simply complicated the diversity. To a large extent to would be expected that whatever is in the workplace has a Eurocentric approach since the owners and senior managers are white. The classification of the people at the workplace will become more complicated than before, but still has to be managed. Is it possible that people of different values, perceptions, beliefs and culture will feel treated equally to their satisfaction?

1.3 PROBLEM STATEMENT

Discussed above are a few selected causes of diversity, yet diversity in its broad sense goes beyond the colour of skin, religion, language, age and includes other factors like, the level of education, dress preferences, gender and even lifestyles. Because diversity is about demographics, it speaks to the need for people of the different social dispositions to be able to co-exist. In the workplace, there is generally an organisational culture that speaks largely to how things are done. The culture observed by the outside world is largely because of the coming together of all the different people, with different origins, different tastes and different objectives. The biggest problem is what the manager goes through to be able to keep every motivated, satisfied and willing to perform to their best. This research seeks to identify the difficulties that the different employees go through when they have to work with people diverse to them under a manager most probably diverse to them.

1.4. RESEARCH OBJECTIVES

Objectives are essentially the purpose for which the research is embarked on, in this research there are primary and secondary objectives.

1.4.1 Primary objectives

1. Seeks to identify the perceptions of the subordinates about the environment they work in.
2. Seek to identify the exact differences – things or behaviours that are perceived to be alien to their expectations.

1.4.2 Secondary objectives

1. Identify how the respondents think that they should be treated by their managers
2. Identify what the respondent think about the behaviour of their counterparts considering their expectations

1.5. RESEARCH QUESTION

What behaviours of your workmates (manager and employee) do you find apprehensive?

1.6. RESEARCH METHODOLOGY

The research methodology follows or is derived from the research design (Jowah, 2015:79) and the two are often confused when they are not the same. The research design is the road map, the path to be followed in this research, and this includes, namely; secondary data collection through literature research, deciding on the method to be used for the research, identification of the variables for the research, identification of the sample, deciding on how to sample the population, and deciding on whether the research will be qualitative, quantitative or using both methods. The research speaks to the "how" the research will be carried out, in this case a structure questionnaire with open ended questions at intervals will be used to collect the data. This approach will enable the use of both methods, qualitative (open ended questions) and quantitative questions (closed end questions) requiring specific data.

1.6.1 Target population

The target population will be the project practitioners, primary at the operational level where communication and performance is easily observable. The population targeted will be people of all demographics identified in the workplace.

1.6.2 Sampling

This was done randomly at the construction site aiming at as many people as are available, two construction sites were identified because they have diverse employees and the management was prepared to assist / provide permission for the survey. The respondents were randomly selected for the purpose, and to some degree, convenient sampling was used where random sampling could not work because of tasks the prospective respondents were performing.

1.6.3 Sample size

The total population of the sites is estimated at 102, the aim of the researcher is to reach to at least $^1/_3$ (33 people) of the population under survey. If opportunities allow a slightly higher figure may be used, it is understood that one third of the population will be large enough a sample for the purposes of this survey.

1.7 THE INSTRUMENT

The questionnaire will have three (3) sections, **Section A**, will refer require biographical information, specifically to qualify the candidates for the research. **Section B** will carry mostly Likert scale statements for the respondents to rate pre-determined statements coming from the literature review (secondary research), an option will be provided for the respondents to state any other information relating to the section where they are expected to rank. **Section C**, will be open ended questions only where the respondents are expected to discuss any issues they want to discuss within the scope of the as directed.

1.8 DATA ANALYSIS

The collected data will be edited, cleaned and the questionnaires coded before capturing the data on to an Excel Spread sheet. It is understood that this spread sheet is user friendly enough and will be able to assist in the construction of illustration needed to report the findings.

1.9 ETHICAL CONDIDERATIONS

This research is not to be carried on animals, and the will be no experiments of any form to be performed. Suffice to say that participants will be allowed to participate voluntarily, they will be able to withdraw from the survey at any point, and no personal and sensitive questions will be asked. Strict confidentiality will be practiced and no information will be given to any authority.

1.10 CHAPTER CLASSIFICATION

Chapter-1: This chapter is the proposal and the first introducing the proposed study, it is the initial literature review, problem statement, research objectives, and research methodology.

Chapter-2: This is the first chapter on literature review and it focuses on models and forms of cultural, religious and other conflicts.

Chapter-3: This is the second chapter on literature review and focuses on the management of diversity and conflict resolution.

Chapter-4: Research methodology clearly outlining the target population, sampling frame, sampling methods and size, the instrument, data collection, coding, editing and cleaning, capturing and the analysis for the collected data.

Chapter-5: Report of analysed data, report of findings, interpretation and comments on implications of the findings.

Chapter-6: Conclusions from the findings and the recommendations from the research findings.

1.11. CONCLUSION

The world continuously has people moving around for all sorts of reasons, primary on the African continent and specifically in South Africa these people are economic refugees. Some have skills and some come over to South Africa to study as a way for getting into the job market in the country. A few of the immigrants here are political refugees, namely the Congolese and the Somalis. South Africa already has its own diversities emanating from colonialism, and hence racial demographics is the reality on the ground. Add to this the large South African population of previously disadvantaged people who themselves speak different languages and belong to different subcultures. Large numbers of people from Asia and Europe have also come to the country as economic refugees, thus the workplace is a mixture of all these people. Consequently the different people have different expectations and have different objectives at the same workplace. This becomes a dilemma for both the management and the subordinates. As alluded to above, diversity is a result of the presence of people of different attitudes, race, level of education, religion and many other factors in the same environment. People tend to associate with those who are in agreement with them or those who look like them, inherited diversity. The genetic diversity will include among others, the colour of the skin and the gender at birth. Together with this, diversity may involve differences based on lifestyles one adopts, language one speaks, the religion one subscribes, dress preferences and culture you are exposed to. Some facts about diversity are;

➢ **Diversity is about demographics** – freedom of movement and staying where you want.

- **Diversity is about business profitability** – diversity increases productivity and profitability through synergy which leads to sustainable competitive advantages difficult to copy by the rivals.

- **Diversity is about norms and values –** applies to people's values, human rights, civil rights, etc.

- **Diversity is about accepting differences –** we are different but contribute different values to the business, diversity is about synergy

- **Diversity is not a once off event but a process –** it is a mixture of people allowing harmonious working together. Should start from young age or from class working together, it's a worthwhile process.

Unfortunately diversity cannot be wished away, and the mixing and movement of people has become a global reality, making it everyone's responsibility. The end product is the creation of a new workplace culture.

CHAPTER 2

MODELS AND FORMS OF CULTURAL, RELIGIOUS AND OTHER CONFLICTS.

2.1 INTRODUCTION

Culture is the complex whole in an individual who is part of the community which has acceptable forms of knowledge, belief, art, morals, law, custom and any habits accepted as the norm in that community (Velkley, 2002:11-30). These are shared by the society in general, and these social domains on the basis of which emphasis is put on the material expressions and practices. These are carried over and practiced over a period of time and can be used to identify a society. The Cambridge English Dictionary (2000) makes reference to culture as a "the way of life distinguishable from other cultures through the customs, beliefs and perceptions that the community has. Culture therefore can be thought of as a series of activities (Chigbu and Uchendu 2015:334-350), on the basis of which these members of this community see and interpret the worldview. Religion impacts greatly on the culture of people, though it might not totally obliterate the strong cultural views (Abratt, Nel and Higgs 2001:29-35), but it also informs people on norms which impacts on cultural views positively or negatively. Another critical element of culture is language, which provides the means of social interaction and the subsequent continuity in the cultural values. The ability of people to communicate in a particular language (Wray and Perkins, 2000:1-28) as they disseminate and receive knowledge (beliefs, values, customs) enables the humans to distinguish themselves from other groups. Social interaction is a strong and more effective way of keeping people together since they share values, beliefs and have acceptable norms amongst themselves.

2.2 CULTURAL FORCES

Hellriegel and Slocum (1996:85) define culture as shared characteristics involving language, religion and heritage which dictate the values and the behaviour of a group, thereby separating the groups into units.

These basic values (beliefs about a condition) become the starting point in the relationship between any two or more people. These beliefs are stable over time (Raven, 2000:1-48) since they are carried from generation to generation as a

heritage. The many values held by the people become a value system with multiple compatible beliefs which complement each other in the system. Four cultural forces are identified, these are namely; view of social change, time orientation, language and value systems. These are illustrated briefly in table 2.1 below.

Table 2.1 Factors of cultural forces that impact on the organisation.

Factor	Explanation
Social change	The cultural structure and the readiness of the culture to be influenced by external forces of by other changes around.
Time orientation	The importance of time as an asset for the performance of certain tasks and the extent to which time will be considered as a scarce resource.
Language	Language is accepted as the initial tool needed to bind people and enable them to identify with each other thereby increasing cooperation
Value systems	Cultural values affect how managers and subordinates perceive each other in the process of achieving tasks. Four value dimensions are identified, namely; power distance, uncertainty avoidance, individualism, and masculinity.
Religious beliefs	Possibly the single largest influencing factor on human behaviour and the easiest way possible to effect cultural changes.

Source: adopted from Hellriegel *et al* (1995:129)

Religion appears to be the most effective element in change of behaviour and attitudes of the society in general. It should be accepted however that it is a free will and should therefore not be enforced on an individual. It is equally evident that religion has so closely intertwined with the way people live to the extent that most value systems may be derivations from religion. Even those who are not converts will most likely come from a surrounding where culture and religion are inseparable. Of the factors listed above, the value systems is of primary importance in this study.

2.2.1 Value systems

Value system is a set of values held by an individual or a society which merely denotes the degree of importance with intentions to make the correct decisions. These are broad preferences (Hacker, 2011a:64-74) used by individuals or groups of individuals to decide on the right course to take if a decision is to be made. Consequently, values determine an individual's sense of right or wrong, and these values inevitably influence attitudes and behaviour. Atran and Ginges (2012:855-857) acknowledge the role played by religion in the molding of culture, suggesting that religion is a critical component of the cultural mix. If that be the case, it may be appropriate therefore to

hypothesise that since conviction in religion is an individual matter, there can very easily be incongruence between the cultural values and individual values. That is, though the members share common values (), the extent to which they are agreed on the values are bound to be different. The values held by individuals may be moral, religious or personal (Roth, 2013:249-265), but holding on rigidly to those values may lead to conflicts with other people with radical and divergent values. There is generally consistency in the values held by either individual or society and any changes are generally slow (Arto Tukiainen, 2011:102-111) especially for the society. Hofestede (2006) identified four cultural characteristics (value dimensions) which separate the different cultures, these are, namely; power distance, uncertainty avoidance, individualism and masculinity.

- **Power distance**

  According to Hofestede (2006:135), power distance refers to "the extent to which a culture accepts that power in organizations is distributed unequally. This associates with steep organizational hierarchies, with more autocratic leadership and less employee participation in decision making".

- **Uncertainty avoidance**

Hofestede (2006:135) continues to discuss that uncertainty avoidance refers to "the degree to which members of a society feel uncomfortable with risk and uncertainty. High uncertainty avoidance reflects in the high priority placed on rituals, routines, and procedures in organizations and society in general. Countries with low uncertainty avoidance tend to emphasize flexibility and informality rather than bureaucracy".

- **Individualism**

This refers to "the extent to which people are supposed to take care of themselves and be emotionally independent from others", Hofestede (2006:135).

- **Masculinity**

This is the "value attributed to achievement, assertiveness, and material success as opposed to the stereotypical feminine values of relationships, modesty, caring, and the quality of life", according to Hofestede (2006:135).

As alluded to above, behaviour is a function of culture, research has indicated the differences between different racial groups. Hofestede as cited by Jowah (2015:208-225) identifies some glaring differences between the Afro-centric and Euro-centric, these are illustrated in table 2.2 below.

Table 2.2 Cultural dimensions between Afro-centric and Euro-centric cultures

DIMENSIONS	AFROCENTRIC	EUROCENTRIC
Social orientation	Collectivism	Individualism
Power distance	Large power distance	Large power distance
Uncertainty avoidance	High uncertainty avoidance	Low uncertainty avoidance
Goal orientation	Quality of life (Femininity)	Career success (Masculinity)
Relationships and rules	Particularistic	Universalist
Degree of involvement and expression of feelings	Diffuse and effective	Specific and neutral
How status is accorded	Ascription	Achievement
Time orientation	Past, present, future (Synchronous)	Present as means for future (Sequential)

Source: Hofestede as cited by Jowah (2015:208-225)

The findings as recorded in table 2.2 the above surmise that the Afro-centric culture emphasises collectivism, *motho ke motho ka batho* (a human being is a human being because of other human beings). Working together and confiding in each other is a cultural norm for all practical purposes. This may explain the concept of *letsema* (taking turns to work together in each other's field or any tasks). It can be concluded with little error that working in teams comes naturally to the African. Another dimension stated is the general avoidance to take risks, this needs to be researched further to identify why it can be an African problem exclusively. This simply be because of high levels of illiteracy, absence of skills and the African's dependence on employment. Another of particular interest is one relating to ascription, in the African culture elders are respected first, in as much as there can be a more able young man.

2.2.2 Dynamic nature of culture:

Studies on cultural differences have focussed on many aspects like cognitive attributes (Morris & Peng, 1994:949-971) while some have identified negotiation styles (Gelfand & Dyer, 2000: 62–99.) as these display the cultural values around conflict solving. Erez (1997: 193–242) noted different culturally related approaches on the motivation of employees to perform. The researcher noted also that human resource management practices differed according to cultures globally. This clearly emphasised the importance of culture on the way people perceive life and thereby respond to it according. In other studies, Aycan, Kanungo, Mendonca, Deller, Stahl, and Kurshid, (2000:192-221) investigated the fit management practices of 12 countries and contrasted them to cultural characteristics between these countries, there was a large orientation towards culture in the management styles.

Culture is not static and can be influenced by many other factors, chief among them are education, inter-cultural interaction, technology, music and art. Most cultural values may largely depend on the circumstances that the people lived in at the time when that culture became practice.

Safe to say that culture is not written down somewhere thereby enabling a standard of practices, but that people of the same culture may interpret the practices differently. Besides, it can vary from age to age as it is not a holy book from which references are made from time to time. Panikkar (1991:252-299) suggests ways that may affect cultural changes, and these are listed in table 2.3 below.

Table 2.3 Factors that may cause culture to change.

Religion	growth,	development,
evolution,	involution,	renovation,
preconception,	reform,	innovation,
revivalism,	revolution,	mutation,
progress,	diffusion,	osmosis,
borrowing,	eclecticism,	syncretism,
modernization,	Indigenization	transformation
Education	Interaction	technology
Migration	Invasion	globalisation

Source: own construction adding on to Panikkar's (1991:252-299)

No one is born with culture, these values are passed on by parents and or society to an individual as they grow. The young are taught how to live and are taught the does and don'ts early in life, this becomes the norm by which they live. It is however possible to change some of the values individuals hold about certain things, at which point that can allow for change. Some changes come more as a voluntary exercise if the individuals appreciate certain values in other cultural structures. Too often, the cultural changes are forced on the individuals by the circumstances they find themselves in – living in a foreign country for instance.

2.2.3 Culture and human behaviour

Human behavior refers to observable physical actions and emotions that are displayed by an individual. There are traits that are specific to individuals that might be more consistent and take long to change. Some behaviours during the development of an individual from childhood to adulthood (Ryota and Rees, 2011) as the individual interacts with others as well seeing no value in those pursuits. The thoughts and feelings portrayed by the individual serve as a window to the psyche of the person enabling others to identify the person's attitudes and values. The appropriateness of a behaviour is a function of what is acceptable as social norm and is experienced through the entire life of an individual. The society in which an individual lives shapes the way the individual thinks (Ryota and Rees, 2011:35)) and there by molds the behaviour of an individual except where they rebel. The way the individual thinks can be noticed from attitude the individual has towards all forms of interactions they undergo in their life. Attitude merely shows the degree or extent to which individual considers the stimuli to be favourable or unfavourable. Tangney, Stuewig Mashek (2007:345) assets that the attitude will reflect on the way an individual would respond to certain circumstance and or situations, and attitude is a tool we carry along with every daily. The behaviour of an individual depends on the group(s) the individual socializes with and their ability to fit into that structure.

Tangney, Stuewig and Mashek (2007: 345-358) posit that at the centre of human behaviour is the "core faith" which can be anything from religion, politics, culture or personal belief. In general numerous factors impact on human behaviour, these are tabulated (table 2.4) below.

Table 2.4 Factors that influence human behaviour

religion	Culture	experience	respect
morality	fear of punishment	pride	absence of support
guilty	Shame	discomfort	reputation
reward	Conformity	age	powerlessness

Source: own construction

The core faith entails many other factors (some not listed in table above), too often most if not all of them will be working or putting pressure on the individual. Because culture is a result of socialisation largely, the culture impacts strongly on the behaviour of a person if they are to break away with traditional practice and belief.

2.2.4 Culture and conflict

As alluded to above culture is the driver of the human values which people identify themselves with and informs their behaviour. The difference in the culturally based belief systems on its own creates the gap which too often results in people not being comfortable with each other. The differences in cultural values are therefore interpreted differently (Kornblum, 2011:191) in other instances that are perceived to be antagonistic leading to violent behaviour in an effort to enforce one's cultural values. The expectations by individuals based on how they were brought up inform the tendency towards standardisation of behaviour. Jowah (2014:15) makes reference to the implicit theory of leadership, and by derivation, behaviour. Every individual has in their mind an expectation of how the other individual should behave (Andersen and Taylor, 2012:72). Failure for the other individuals to meet the implicit expectations makes them not fit to be, or seen as having bad manners, this leads to conflict. When this incongruence originates from cultural differences, the conflict is therefore referred to cultural conflicts. Kornblum (2011:195) defines cultural conflicts as a misunderstanding resulting from conflicting norms, the presence of which allows for "opportunities for deviance and criminal gain in deviant sub-cultures". The imposing of such values as are considered outside of acceptable norms will attract resistance leading to conflict. In concurrence Kuroda (2003:3-4) states that cultural conflict is a reality and originates from certain behaviours considered inconsistent with perceived

norms of the other individuals. The source of the conflict is the difference in their beliefs (Turner, 2005:87) thus it becomes hard to solve the problem without changing the beliefs which inform character and behaviour. The conflict can very easily be complicated or solved by religion or politics (Kuroda, 2003:3-4.), in such a way that the likelihood of the conflict intensifying increases with the differences in religious and political beliefs. Add language to this and there will be misunderstanding if the belligerents do not speak the same language (Grewe, 2005:10), let alone look different from each other phenotypically, which becomes racism. Sad, to say that, it goes beyond that to the extent that people who speak the same language, and share the same values differentiate according to their gender. Each difference between the people increases the gap between them, thereby making the diversity much more difficult to manage. Culture is embedded in the being and silently dictates to the individual what values are acceptable (Turner, 2005:83)) unconsciously shaping our perceptions about us and them. To the extent an individual holds on strongly to a cultural belief, culture may impact negatively in both, the creation of conflict or the solving of the conflict.

LeBaron (2013:15) identified four attributes of culture that give messages which shape the way we think, our judgments, and our understanding. These are listed in table 2.5 below.

Table 2.5 The attributes of culture

Culture is multi-layered	What is seen outside may not be a true reflection of the perceptions, attitudes, beliefs and values masked inside the visible features?
Culture is constantly in flux	Culture experiences shifts in perceptions, beliefs and values but moves slowly as it involves changes of the entire group with varying degrees of depth.
Culture is elastic	Not all members of the cultural group embrace the culture to the same extent and depth. Therefore the extent to which the cultural values are held depends on individuals and the extent of involvement.
Culture is hidden in the person	The depth of the cultural values is not easy to identify from inside because culture resides in the inside subconscious of the person.

Source: Adopted from LeBaron, (2013:15).

The unpredictable nature of culture and given that it is not founded on a holy script makes it vulnerable to external pressures. Unfortunately religion, education and globalisation (intercultural interaction) has brought about modifications to the cultural values, beliefs and practices (Margaret et al, 2013:p.72). Some of the changes have been directly a result of difference power levels sometimes inherent in a specific group. Power is the ability to influence and the different types of power have influenced differently breaking up (LeBaron, 2013:15).or diluting the rigidity of certain groups on to cultural practices.

2.2.5 Botho (Ubunthu)

The Sub-Saharan Africa which is largely black (African) has a cultural set of its own type generally referred to as ubunthu or botho in the South African context. The values remain the same largely across the country, but influence from different colonial powers has modified and distorted the values. Using Aquinas' (2009:370) definition of culture, as the set of customary beliefs, social forms, and material traits of a racial, religious, or social group, it is safe to say the behaviour of individual members is based on human knowledge. The behaviour of an African man or woman is based largely cultural values. The social life that individuals live, away from other groups of a different culture inform how these same people would behave outside of their cultural settings. Table 2.6 below identifies some of the conspicuous differences in social life.

Table 2.6 Differences between Afro and Euro centric social behaviours

ACTIVITY	AFRO-CENTRIC	EURO-CENTRIC
Marriage	Communal	By invitation
Celebrations	Communal	By invitation
Tasks	Communal	By invitation
Teamwork	Natural	Is organised
Leadership	Consensus	Individualistic
Association	Interdependent	Focused on self

Source: Jowah (2015: 208-225)

The workplace is simply a microcosm of the society in which the business exist regardless of the nature of the business. People do not leave their culture (character) behind when they go to work. The best that they can do is not to use their values and

give way to values from other structures, generally the owner of the business may be the decider.

Africans by their nature are gregarious as evidenced from the table above, thus when one gets married the community comes to celebrate without invitation. The same applies for funerals, the general tendency is to work together (teamwork), grieve together (funerals) and feast together (celebrations, weddings, ritual ceremonies) without official invitation. *Botho* values have changed drastically over the years and are currently hybridised with a few pockets of the original here and there. The causes for this hybridisation are many, and chief among them are, namely;

1. The elitist colonial mentality which did not value co-existence and focussed on material gains and exploitation of the continent.
2. The 'supremacy' attitude of the whites and their effort to destroy the African culture an inferior and primitive.
3. The Euro-centric education which despised anything African as backward and not acceptable in modern civilisation.
4. The colonialised minds of the "political liberators" who merely maintained status quo and neglected their own upbringing as awkward.

Intrusion from other racial groupings and social structures has inevitably diluted the practice of the culture as the followers of this culture appear to have experience cognitive dissonance.

2.2.6 Cognitive dissonance

Nelson (2006:19) defines cognitive dissonance as state of mental stress or discomfort when an individual has to simultaneously contend with two or more opposing views, values, ideas and or beliefs. Too often the action is required may contradict existing beliefs and or values. Cognitive dissonance refers to the presence of incompatible cognitions that which contradict the member's beliefs and attitudes (Gächter, Nosenzo and Sefton (2013:547-573). The presence of these contradictory issues at hand may result in mental stress experience as psychological discomfort. The individual makes efforts to reduce the discomfort. The response therefore would be to try and reduce the discomfort (Egan, Santos and Bloom, 2007: 978–983) by avoiding any new knowledge or situations that increase the dissonance. The individual has many options to combat this uncomfortable situation, withdraw from the situation (leave the job),

compromise (forego the cognition) and or fight within the system for recognition. (Lee and Schwartz, 2010:709; Zhong and Liljenquist, 2006: 1451-1452).

People seek for psychological consistency and try to draw congruency between their perceptions and expectations in the presence of the realities (Read, Vanman and Miller, 1997:26–53). Consequently people consistently try to align themselves to the reality, meaning they may have to forego some of their cognitions. For people to change from their belief or value systems, it is necessary for the individual to make their own choices based on their circumstances and the new information (Son Hing and Zanna, 2002:71-78). When people get engaged in conflict, they do not think about "their attitude." People act and or behave in a particular fashion because they are convinced that it is correct to do so. Petty, Briñol and DeMarree (2007:657–686) posit that for this reason, fitting into a different environment makes people wander somehow why other people don't see what they themselves see. There are many factors that make people go to look for a job, chief amongst them the desire to earn a living. This speaks to the self-awareness of the individual (Kataria and Regner, 2015:493-515) which may work to either change their belief system or tolerate the presence of others for the sake of their economy. It can be hypothesised that the individual member may, depending on a "cost benefit analysis" (Van Harreveld, der Pligt, and de Liver, 2009:45-61) the member undertakes.Thus an employee can continue to work in an environment very much against their own value systems, or a woman will stay in an abusive relationship as long as there is income.

Higgins (2000:1217-1230) proposed a "Self-discrepancy theory" which suggests that people have three levels of self. These are put in the table 2.7 below.

Table 2.7 Higgins' three levels of self

Level	Explanation
Actual self	Every individual believes that they possess certain attributes which makes up their basic self-concept.
Ideal self —	Every individual aspires and or hopes to have certain attributes towards which they are motivated to change
Ought self —	Every individual has ideal attributes that they believe they should have or possess (duties, obligations, responsibilities)

Source: own construction from Higgins theory (Higgins, 2000:1217-1230)

An individual will have their value of self, and may believe in their being able to do many other things or standing for certain principles. These constitute the basic self-concept of who they think they are, this is where the ego resides, and this constitutes the first layer. The second layer would be what they wish to be or wish they were, and this is generally reason for them to work to that aspired level. Increasingly people may aspire for other attributes as they interact with others, more knowledge and socialisation may enable them to tolerate different people or seek to change. This in a sense may reduce the extremities of the diversity and making them more compliant. It can be stated here that, though attitudes, beliefs and value systems are rooted in people's subconscious mind (Monroe and Read, 2008: 733–759), the individual may change their value systems over time.

2.3 CONFLICTS - CULTURE AND MANAGING

Conflict is a form of friction coming from disagreement or misunderstanding amongst group members. Mostly emanating from unacceptable actions or behaviour from other members, sometimes within and also from outside of the group. Generally intragroup interaction brings about disruption, conflicts generally follow a specific process starting with difference of opinion or the unavailability of resources. There are as many definitions of conflict as there people defining the word (Afzalur Rahim, 2010:15). A conflict can both be a situation or a type of behaviour of the people in conflict, but there are common elements in the definitions of conflicts, namely;

- there should be recognizable opposing interests between the parties to the conflicts
- There should be a belief from each one of the members that the other party is working against them.
- there should be a belief or conviction that the individual concerned is in the right and their action is justifiable
- there should be an understanding that the member had tried to avoid confrontation but feels that the other member is not cooperating

The process to a conflict shows that there is a degree of incompatibility between the belligerents proposed. Sad, to say that, some of the confrontation has more to do with personality conflicts than it has to do with genuine problems. Baron (1990: 197

216) proposes that conflicts can be intrapersonal, referring to an individual conflicted within herself / himself. This activity takes place between conscious individuals or groups get involved in mutually inconsistent acts (Fischer, 2012:1153-1173) concerning their needs and objectives. This results in the escalation of the disagreement characterised by the existence of conflict behavior, which may end up with the belligerents trying to harm one another. The conflict most difficult to manage is when the conflict involves and external out-group. The emotions against the group can be expressed verbally and non-verbally, depending on the stereotype content (Fischer and Ferlie, 2013; 30–49.) and power within each group. It can easily be a racial conflict where someone must be wrong if they belong to an opposing racial group. In the South African context, black means lazy and possibly stupid, and white means racist and depriving blacks of equal opportunities.

2.3.1 TYPES OF CONFLICTS.

Fischer and Ferlie (2013; 30–49) asserted that not all conflict is negative, they state that in certain contexts (such as competition in sports) conflict is mutually beneficial . This moderate conflict facilitates learning, motivation and understanding supported by tolerance of each other. However, there is mention of other three types of conflict (Jehn and Mannix, 2001:238-251) and these are, namely; content conflict, relational conflict and process / task conflict. The types are illustrated in table 2.8 below.

Table 2.8 Three types of conflict

Type of conflict	What it entails
Content conflict	content conflict can be beneficial, increasing motivation and stimulating discussion,
Relational conflict	**Interpersonal incompatibility,** where individuals disagree about one another, relational conflicts decreases performance, loyalty, satisfaction, and commitment, and causes individuals to be irritable, negative and suspicious
Or Task conflict	where individuals disagree about how to deal with a certain issue, disagreements in viewpoints and opinion about a particular task, encourages diversity of opinions,
Process conflict	and process conflict refers to disagreement over the group's approach to the task, its methods, and its group process

Source: Own construction from Sophia Jowett' (Jowett (2007:34).

Of particular interest is the relational conflict which can be as a result of phenotypical (physical differences) reinforced by pre-existing stereotypes about other people or groups. This involves differences in language, race, gender, education and many other distinguishing factors. Interpersonal conflicts can cause disruption of operations and may become physical, demotivating or may lead to unnecessary micro-management of each other. This conflict needs to be managed properly as it is a visible sign of the diverse nature of the people who are supposed to come together and bring synergy to each other.

2.4 CONCLUSION

The Cambridge English Dictionary (2000) refers to culture as "the way of life distinguishable from other cultures through the customs, beliefs and perceptions that the community has. As a result of the diverse workforce present within a company as a whole and a team in particular, various types and forms of conflicts arise. Indeed, three types of conflicts where distinguished (Jowett (2007:34) such as the relational conflict, Interpersonal conflicts and process conflict. These include cultural, religious and other conflicts.

CHAPTER 3

MANAGEMENT OF DIVERSITY AND CONFLICT RESOLUTION.

3.1 INTRODUCTION

Cross-cultural leaders need cultural intelligence or cultural quotient (Rockstuhl et al., 2011:825-840) to be able to manage people with different perceptions, values and beliefs. These diverse people work in the same organisation and are expected to work to achieve the organisational goals, albeit from different angles and with different individual objectives. Cultural quotient (CQ) has to be able to manage the different and yet specific learned norms, group's attitudes, values, and beliefs (Banutu-Gomez, 2014:1). Within any cultural group there are variances caused by levels and extremities depending on individuals, their experiences, objectives and the degree of response to the circumstances. There are vast differences among practitioners of culture differ in interpretation of those beliefs and values. Alves (2006:338-359) suggests marked differences between cultures, specifically pertaining to values, attitudes, behaviours of individuals. This divergence impacts on how the leader lead compared to how people want to be lead. There will be a serious contradiction of expectations since the followers have their own different prototypes of what constitutes good leadership (Jowah, 2014), whilst leaders have their own understanding of what effective leadership is. It can be surmised from the foregoing literature that leadership may need to be dependent on the circumstances (Toor, 2009:8-10) and the culture of the individual being led. The cultural diversity of the followers may require a leadership that can effectively oscillate between the different behavioural and contingency theories of leadership (Chinyio & Vogwell, 2007:6) to prevent conflict. The leadership style to be adopted will therefore depend largely on the power of the followers (Jowah, 2013:708-719) relative to the power of the leader. The management style in a workplace of high diversity may be determined by many factors too numerous to predict and control.

3.2 LEADERSHIP AND MANAGEMENT

Prewitt (2011:13) says leadership is the ability to influence others by setting inspiring examples for them, the followers.

The ability to influence people resides in the ability to have power which has to be relevant to the followers in that certain powers may not mean much to other followers. Because there are no cultural absolutes (Singh, 2013:47) people from the same cultural grouping may be influenced differently by the same action. Even though there are cultural values and beliefs shared about acceptable and unacceptable behaviour, the extent of rejection or acceptance may not be the same for two people from the same culture. Effectively influencing people may therefore have to look at possible motivating factors that may be common and may appeal to all employees. His involves motivating people to pursue goals which benefit the organization. He noted that, "leadership involves creating a vision of the organizational future, devising a strategy for achieving that vision, and communicating that vision to all members of the organization" (Prewitt, 2011:13). He believes that leaders are able to create change and set the direction for the organization and employees. In order to gain trust from people, leaders must use their collaboration and communication skills and abilities in order to be able to influence others.

Frost and Walker (2007:27-29) state that 'leaders are able to motivate different employees by promoting multiple cultural backgrounds and values in the organisation. Accepting that, there are differences amongst different cultural views and perceptions about many things resulting in different values, beliefs and experiences. An understanding of these differences may result in a positive approach to the way an individual may want to lead. There different approaches to effective leadership that inform the leadership traits found amongst the leaders. Lekganyane (2006:239) identified leadership traits and competencies which support the above skills for effective leadership focusing mainly on the construction sector of South Africa. According to Lekganyane the common traits in leadership are tabled in the table (3.1) below.

Table 3.1 Traits commonly found amongst leaders

• Ability to supervise	• Motivation:	• Integrity
• Flexibility	• Intelligence	• Ability
• Sensitivity to others	• Locus of control	• High energy
• Stability	• Self-confidence	• Dominance

Source: Lekganyane (2006:239)

To help an organisation establish the direction for the organisation effective context relevant leadership is required especially where there is diversity in the group. Effective leaders would need to be flexible and accommodate the differences between many project practitioners most of whom work in project teams. Price (2010:18) discusses that appropriate leadership in the construction industry results in self-managed teams and shared leadership among team members. It is important to keep the team intact if the performance of the teams would not be hampered by diversity problems. Toor and Ofori (2006:5) regard the leadership styles in the construction industry to be critical in relation to an ideal a leader's personality traits, the underlying motives, and a full comprehension of situational variables. According to Ofori and Toor (2012:7) the construction industry has a much larger need for leadership than any other field. This is because construction projects are large and very complex and they involve a grouping of specialized skills. These have become exceedingly multi-cultural thereby requiring increased amounts of multi-cultural tolerants and management skills.

3.2.1 Diversity as a strength

The inability of a leader to accept the multi-cultural diversity in the construction industry today results in serious problems in communication, co-ordination and the ability to manage such diverse teams (Kivrak, Ross, Arslan, and Tuncan, 2009:53).
As has been confirmed by research findings, diversity and managing cultural differences effectively enhance organizational effectiveness and provide organisations with strong competitive advantages. The world is increasingly becoming more diverse in many respects, chief among them are in gender, race, ethnicity and different levels

of education and age. The diversity of a workforce is noticed by the varieties of different backgrounds and experiences that will only stand to benefit the organization through a rich source of innovation and a productive workforce. Kivrak et al lists ten (10) benefits from multi-cultural and diverse teams as stated in the table 3.2 below.

Table 3.2 Economic benefits of diversity in the workplace

A diverse workforce drives economic growth.	The more people who enter the workplace the greater the resource for innovation and productivity and these count on the GDP.
Diverse workforce means a greater share of consumer market.	By bringing together individuals It is no surprise, then, that studies show diversifying the workplace helps businesses increase their market share.
Recruiting diverse more qualified workforce.	When companies recruit from a diverse set of potential employees, they are more likely to hire the best and the brightest in the labor market.
A diverse and inclusive workforce avoids employee turnover costs.	Failure to retain qualified employees results in avoidable turnover-and having a diverse and discrimination-free work environment helps businesses avoid these costs.
Diversity fosters a more creative and innovative workforce.	Bringing together workers with different qualifications, backgrounds, and experiences breeds creativity and innovation. Diversity is crucial to fostering innovation in the workplace.
Businesses need to adapt to our changing world	The economy will grow and benefit from these changing demographics if businesses commit to meeting the needs of diverse communities as workers and consumers.
Diversity in business ownership is the key to moving our economy forward.	The diversity of South Africa as a nation and that of the business owners in the country helps boost employment and to grow the country's ability to grow the GDP and the economy.
Diversity in the workplace creates a competitive economy	The increasing diversity makes South Africa become more competitive in the global economy through use of people's unique talents and contributions from diverse
Diversity in the boardroom is needed to leverage a company's full potential.	Diversity among board directors in organisations introduces are wealth of and breadth of expertise complemented by varied experiences that will make more companies more proficient
Diversity is a key aspect of entrepreneurialism.	People diversity encourages diversity in the type of entrepreneurship that diverse people bring into the economy of the country which allows for the promotion of the development of many varied skills.

Source: (Kivrak, Ross, Arslan, and Tuncan (2009:53)

In the construction environment, failure to manage cultural differences can cause serious problems such as delay of construction and decrease in productivity. Price

(2009: 36) notes that societies and organizations are increasingly becoming more diverse and the social identities of the leaders should reflect that diversity. Social identities of both leaders and followers significantly influence the behaviors in interpersonal domains and influence leader identity and their behaviors and leadership patterns. Kivrak, *et al* (2009: 55) identified a relationship between the cultural structure and the project outcomes, suggesting that there is a need for the leaders to understand diversity to be able to influence followers positively towards project execution proficiency. Shrivastava and Hinkes (2016: 4) posit that project execution success depends completely on how diverse teams are managed. If the leadership style used is not context relevant, then the likelihood is that the team performance may not be able to deliver the project in time because of low morale amongst team members. However, if the team is managed effectively, there is a likelihood of good team performance delivery the finished product in time. Lussier and Achura, (2010: 289) argue that diverse teams (culturally or otherwise) that are not managed properly will most likely suffer from intra-team conflicts, stalemate, lack of communication, an absence of collegiality, and ultimately lack of any team spirit. Diverse teams bring a diversity of knowledge and a rich pool of innovative resourcefulness and a multitude of both hard and soft skills that will aid the performance of the team. Good communication will also lead to team members having a deep understanding of each other, improved collegiality, mutual respect for each other and the differences, culminating in a healthy working relationship (Shrivastava & Hinkes, 2016:4).

3.2.2 Culture and leadership

Singh (2013:47) as alluded to above subscribes to the understanding that culture is not obsolute and is relative dependent on individuals and their personalities. The extent of the practice of one's culture has many factors impacting on it, chief among them are, namely; if the people around do not subscribe to that culture, if there are other alternatives and compelling circumstances, the personality of the individual and the extent to which the culture is valued. The importance of effective leadership in cross-cultural management has been emphasized in the literature (Nguyen & Umemoto, 2009:23-35). Increasingly more women occupy managerial and professional positions and foreigners seem to be moving up the management ladder in other sectors of the South African economy. The manager of a construction project whether white, coloured, black, female or foreigner needs to appreciate the cultural

diversity and manage it. There is a need to accept, accommodate and understand the different value systems and avoid ethnocentricism if the purpose of the manager is to pull the team together and succeed (Chuang, 2013:3). Most project execution failures in the multi-cultural teams is a result of the inability of the team to cooperate and pull together. Serkan and Kivrak (2009:53) attribute the failure of any such multi-cultural teams to the inability of the leader to pull the team together either because of the team leader's weakness or because there may be team members who are destructive. Lussier and Achua (2010:397) agree with this position and state that in spite of the good that can be derived from team diversity, diversity can also bring destructive elements that demoralise the workforce, increase turnover and introduce conflict if not properly managed.

In this globalised cross-cultural workplace, leaders need to be able to manage culturally diverse environments effectively and efficiently with a cultural intelligence or cultural quotient (CQ) soft skill (Rockstuhl *et al.,* 2011:825-840). Since CQ is closely linked to individual international experiences, global leaders must be aware and appreciate the diversity they face in leadership practices (Lovvorn and Chen, 2011:275-282). Effective leaders must be able to improve their competencies to manage the complexity of diverse people with an understanding and respect for the differences between the diverse workforce. There will be a need to make adjustments to leadership perceptions and styles to fit into the new situational variables (Byrd, 2007:275-279) if one is to be effective and successful. Cognisance must be taken of the differences of the work ethics, behaviours, communication styles, and management-labour relationships between South Africa and other countries in the region (Chuang, 2013:5). The history of the labour movement in apartheid South Africa resulted in radical employee friendly Labour Relations Act in South Africa not known by other countries.

Anbari, et al (2009:1) pointed out in their research that project managers in today's multicultural workplace frequently encounter cultural differences which either enhance or interfere with the successful management of the project execution process. A good understanding of the cultures represented may be a good starting point for any manager who seeks to be effective. It is therefore important to understand the various dimensions of culture. Nazarian and Atkinson (2013:1) discuss that the leaders must have an understanding of the employee's culture as it contributes to an employees'

behaviour and perception in the work environment. The impact of culture on leadership style a leader uses is very important in developing countries as management techniques and theories are transferred from developed countries. Anbari, et al (2009:3) identified the various categories that the dimensions of culture can be put into:

- Relations between people – collectivism vs individualism
- Motivational orientation – masculinity vs femininity
- Attitudes towards time – short term vs long term orientation
- Control – internal control vs external control
- Socio-cultural dimensions – paternalism vs fatalism
- Context – the information surrounding an event
- Convergers and Divergers – Convergers are action oriented events and divergers prefer reflection and observation

The dimensions above are intended to aid the leader in the management of culturally diverse teams in the execution of projects. These dimensions are intended to clarify cultural differences and facilitate their understanding to enhance project team performance. Jogulu, (2010:2) posits that the interdependent relationship between leadership styles and cultural foundations cannot be ignored or underestimated as these inform and influence leadership styles through a complex set of behavioural processes. Kivrak, *et al* (2009:57) found out that all managers surveyed pointed out the critical important of understanding, respecting and appreciating different cultures in order for employees to perform well in construction projects. The location of the project was identified as a key factor in the role and style of the managers and it was clear also that there should be an acceptance by stakeholders on the importance of regional cultural differences even in the same country. Hofstede and Hofstede (2005:259) identified explicit differences between cultures, particularly in terms of the values, attitudes and behaviours of individuals, and this divergence has implications for leadership in organizations According to Jogulu (2010:3) being receptive towards cultural sensitivities which may be radically different from one's own values and beliefs, is crucial for leadership effectiveness. (Hofstede and Hofstede (2006:259) published a study comparing cultural differences that have a directly impact on the behaviour of both leaders and followers based on the Afro-Euro centric tendencies.

Small power and distance cultures believe that roles and responsibilities can be changed based on individual effort and achievement, and that someone who today is my subordinate, tomorrow could be my superior (Hofstede and Hofstede, 2006:259). Yet, Jogulu (2010:4) clarifies that in high power distance cultures, societal status, titles and positions are highly regarded because they dictate the way others and behave towards you. The cultural characteristics Hofestede (2006) pointed out according to four value dimensions are as follows:

- **Power distance**

According to Hofestede (2006:135), power distance refers to "the extent to which a culture accepts that power in organizations is distributed unequally. This associates with steep organizational hierarchies, with more autocratic leadership and less employee participation in decision making".

- **Uncertainty avoidance**

Hofestede (2006:135) continues to discuss that uncertainty avoidance refers to "the degree to which members of a society feel uncomfortable with risk and uncertainty. High uncertainty avoidance reflects in the high priority placed on rituals, routines, and procedures in organizations and society in general. Countries with low uncertainty avoidance tend to emphasize flexibility and informality rather than bureaucracy".

- **Individualism**

This refers to "the extent to which people are supposed to take care of themselves and be emotionally independent from others", Hofestede (2006:135).

- **Masculinity**

This is the "value attributed to achievement, assertiveness, and material success as opposed to the stereotypical feminine values of relationships, modesty, caring, and the quality of life", according to Hofestede (2006:135).

Managers are directly and interactively involved with employees, therefore their leadership ability demands sensitivity to others (Lekganyane & J Oosthuizen, 2006). "Leadership styles and actions differ across cultural and organizational boundaries and because of huge differences, there needs to be leadership abilities and knowledge

that move across the cultural and organizational boundaries to assist in growing the organization", (Prewitt, 2011:16). Price (2009:2) found that most construction companies perceive leadership in the construction industry in South Africa to be a mixture of transactional and transformational leadership but is more transactional by nature. His research also indicated with a strong positive correlation between management and employees that a transformational leadership style is preferred. Chuang (2013:4) believes that different leadership styles and management approaches must be applied depending upon group dynamics and circumstances. Group dynamic is the key for cultural innovation (Ragir & Brooks, 2012). However, team size can affect group dynamic, as well as leadership. For instance, a formal or autocratic leadership is needed for direction when the group size is large (Chuang, 2013:4).

In accordance with different cultural expectations, different cultural groups have different expectations of leadership, and this can affect the behaviours of employees and managers. It is critical that employees are aware of their leaders' appreciation for individual cultural differences without personal bias (Nguyen & Umemoto, 200:23-35). "By using a multi-disciplinary approach, leaders are able to understand the communities where the organization is present and have the ability to work with and motivate people in the different cultures", (Prewitt, 2011:14). He also believes that, "by addressing the cultural component of leadership, leaders will be able to understand and apply difference culturally relevant leadership behaviours and skills". Organizations need specific leadership development approaches for effective leadership and organizational performance (Amagoh, 2009:989- 999). To keep pace with the rapidly changing environment, leaders need more interpersonal skills to meet current and future challenges. Chuang (2013:8) identified the following essential leadership skills that leaders should possess:

a) **Develop self-awareness**

This refers to identifying self-strengths and -weakness. According to Chaung (2013:9) it is important for the leaders to understand their individual reactions to situations and approaches to decision-making. Knowing self-limitations (i.e., strengths and weaknesses) and behavioural patterns can help the leaders perform more effectively in cross-cultural settings (Frost & Walker, 2007:27-29). Another aspect of this section

refers to appreciate individual differences. Chaung (2013:10) believes that to better understand cross-cultural issues; international leaders should learn each employee's demographics and appreciate the diversely valuable inputs they bring into the workplace.

b) Understand cultural stereotypes

It is important for leaders to be objective in leadership practice without making assumptions. Leaders also need to lead by example to let employees believe ethical behaviours (e.g. respecting the difference of others and avoiding personal bias) are seriously emphasized in the organization (Roy, 2012: 56-66).

c) Gain and offer supports

Chaung (2013:14) pointed out that leaders must develop a support system. He continues to discuss that being more visible and accessible to employees can enhance the manager-employee relationship, create a positive organizational climate, and increase overall productivity.

d) Build effective communication skills

Okoro (2012:130-138) says that "leaders also need cross-cultural negotiation skills to maintain international competitiveness". He mentions that "leaders need to be able to ask questions and exchange messages effectively because diverse personalities and characteristics can easily cause misunderstanding and misinterpretations".

e) Create appropriate motivational techniques

In an increasingly competitive economy where talent is crucial to improving the bottom line, pooling from the largest and most diverse set of candidates is increasingly necessary to succeed in the market. During a study on the Hispanics working in the USA, cultural barriers were considered to be one of the treatable root causes of the diversity leading to cultural conflicts amongst the construction workforce. Al-Bayati and Abudayyeh (2016:35-47) suggest that cultural issues were one out of seven factors that may cause conflicts in construction workplaces in the USA. Lavy *et al.* (2010:20) stated that 37.3% of U.S. A. companies involved in construction did not have strategies to understand and manage the cultural diversity

caused by the employment of Hispanic workers. This was too high a figure considering the influx into the USA of the Hispanics and the levels at which they are employed in America. Chan et al. (2016:70) identified some of the strategies used by culturally sensitive organisations who recruit migrant workforce. Suggestions included among other things;

1. Providing safety training to the migrant labour in their mother tongue,
2. Providing opportunities for the migrant workforce to be managers,
3. Providing government support to the migrant workforce in construction, and
4. Managing the cultural diversity by getting everyone involved in the process.

Inevitably, there is a need to study and to understand the background of these migrant employees if the organisations are to be effective in managing workplace diversity in construction (Flynn 2014: 13). This suggests that a lot more study needs to be done to address the nature and influence of cultural issues in this fastest growing sector of the USA economy.

3.2.3 Universal cultural barriers at construction sites

The effective management of any people requires therefore that the project leaders must necessarily understand the cultures of the workforce they have recruited (Ling *et al,* 2013:35). A multi-cultural workforce may be perceived in the positive sense because of the wealth of resourcefulness that can be derived from these different role players. If cultural diversity is managed properly it can assist in improving the much need workplace relationships marred by cultural differences (Phua et al. (2011:20). In concurrence with this Loosemore et al (2012: 1-11) argued that a culturally diverse workforce if properly managed may considerably improve organisational productivity, impacting positively on creativity and innovation. Frontline construction supervisors need extensive training to improve their awareness of the cultural diversities of the employees seen in the differences of the value systems, belief systems which need to be put in line with organisational goals (Al-Bayati *et al.* 2016). The authors considered the introduction of the concept of Active Cultural Differences (ACD) and how these affect final construction product (productivity, completion time, cost, safety and quality). A focus on ACD and not cultural differences is expected to improve the work situation at construction sites with many culturally different people. A model of cross cultural communication framework is illustrated in figure 3.1 below.

Figure 3.1 Framework of migrant labour reduced conflicts characteristics
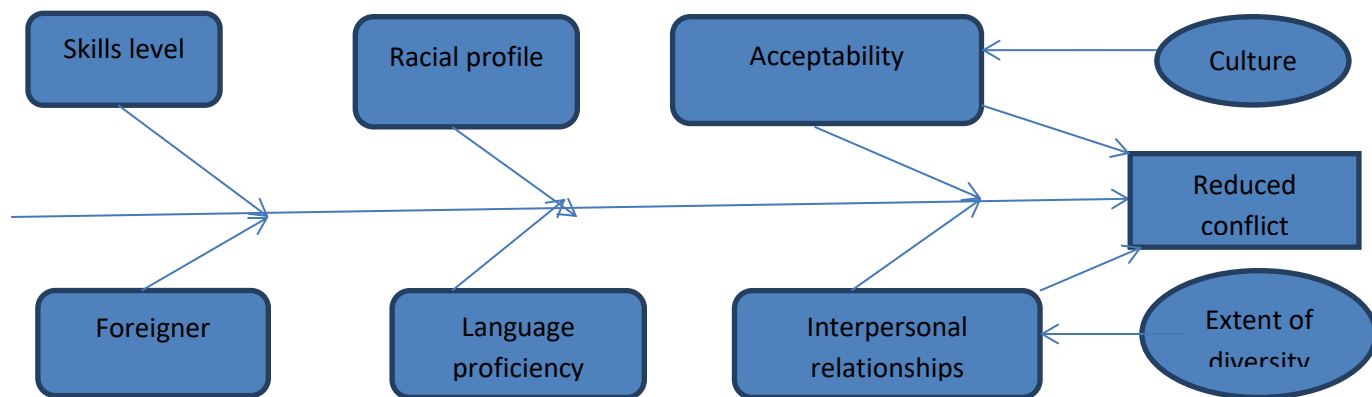
Source: own construction

The acceptability of the individual of a foreign origin may depend largely on what unique skills they bring to the organisation. The higher and more unique the skills, the more power (ability to influence) and the less resistance they may experience. It is sad to say also that in the South African context, race is an important factor in acceptability in that whites will always be treated differently even if they were foreigners. The major difference also comes from the fact that the level of occupation is race dependent – whites will almost certainly always have a supervisory position at the very least. The less the skills one has the higher the chances of one working at low levels and the higher the chances of experiencing diversity problems.

Extensive studies have been carried out to find solutions to the problems that the workplace faces in this ever-changing and ever globalising business terrain. Numerous models have come into existence leaving more questions that need answers and providing many answers to questions that had not been asked. One such model seeking to address or educate management on diversity management is the GCG strategy on diversity management, this is illustrated in figure 3.2 below.

Figure 3.2 Model of diversity management strategy

Diversity Strategy: GCG Model

❖ 10 Constituency Groups representing all Merck
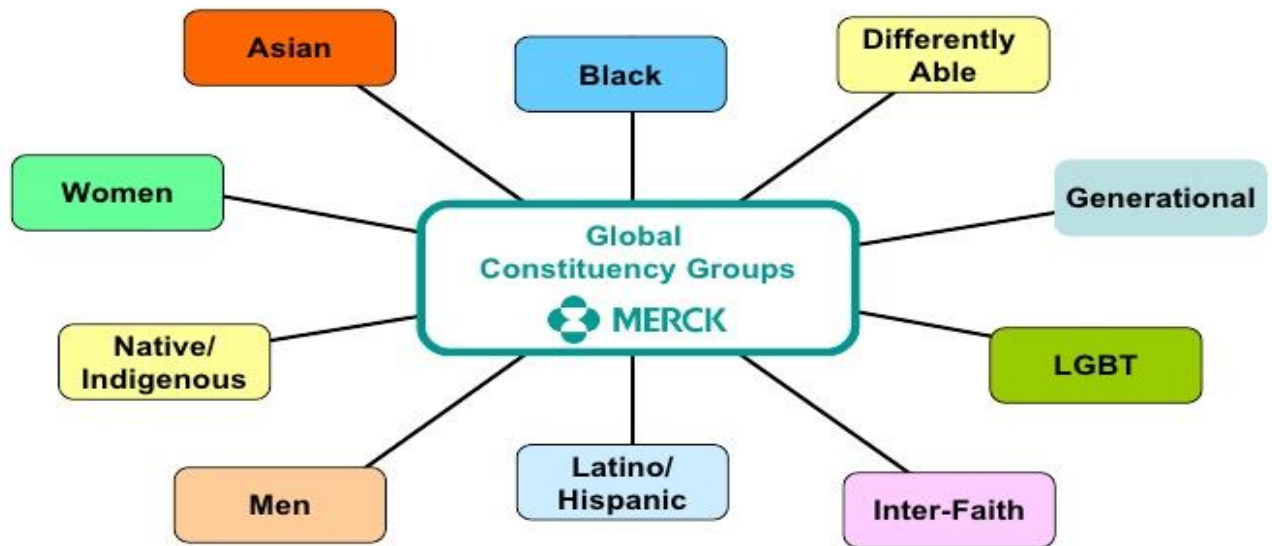
Source: Mercks GCG diversity management model

The GCG model shows a broader view of diversity within which cultural diversity is a component, nevertheless, there is a lot of overlapping cultural undertones that affect the concept of managing diversity. Diversity management is represented here in its entirety representing the most common sections of the society as found in the workplace. These are race, religion, sex, education and culture as the basis on which people behave or hold values, beliefs and practices. An effort to accept and value diversity inevitably brings together the understanding of cultural values held by their respective people, counts on the positive opportunities and the need for effective leadership. Figure 3.3 illustrates what elements of these three subheadings are to be understood and practiced if there will be effective leadership.

Figure 3.3 Model of diversity management strategy

Source: Kathleen Iverson, "Managing for Effective Workforce Diversity," *Cornell Hotel and Restaurant Administration Quarterly* 41, no. 2 (April 2000): 31-38.

1-36   Figure 1.7

Source: Kathleen, I (2000:1-36)

Culture is as an underlying element of the human life is the basic policy on which people choose to behave, it dictates to them how to practice, how to leave, and form character. There is a strong link between culture and language since language is the media through which all communication and knowledge is imparted. Any effort therefore to bring together people of divergent values, beliefs, and attributes needs effective communication channels. It is a known factor that approximately 80% of the manager's role involves communicating at different levels and coordination of the work through proper communication is indispensable.

3.3. CULTURAL CONFLICT

Cultural conflict is a type of conflict caused by "differences in cultural values and beliefs that place people at odds with one another (Turner, 2005:87). This is a result of expectations of particular behaviour based on the differing cultural backgrounds are

at odds with each other and too often incompatible. Generally culture is deep seated and defines individuals and gives them a sense of belonging (Grewe: 2005: 10), and politics seems to fuel the cultural differences, too often turning violent. As such cultural conflicts may be difficult to resolve, admittedly they depend on the level of operation, the experience and other factors to do with the position of authority and the amount of power (influence) the individual may have. Depending on the level, these differences may be manifested in the form of xenophobia or other forms of expressions relating to unacceptability. Too often some people are merely tolerated (where they have power) even though they may not be wholly accepted. William (2011:191-205) citing Michelle LeBaron makes reference to culture as "underground rivers" that impact on the relationships that people develop and this shapes the perceptions, attributions, judgments, and ideas of self and other. These are the basis of conflict or agreement between any two people of different cultures, these also manifest themselves in the behaviour of the followers. Because of the impact of culture on human behaviour, it can be hypothesised that conflicts coming from cultural differences are inherently complicated. Some critical elements of culture are;

1. Firstly culture is multi-layered making it difficult to use the outside appearance to have a given character and behaviour of an individual.

2. Secondly culture is consistently in flux and is subject to dynamic unpredictable changes from the accepted or known forms and practices.

3. Thirdly culture is elastic and is not practicable by an individual since culture is a way of life reciprocated by those who live that culture.

4. Fourthly culture is below the surface meaning it is buried in the "inside" of the practitioner and is difficult to understand its depth from what is seen from outside.

5. Fifthly culture informs the practitioner in all the aspects of an individual's life in the social, religious and business settings that the individual finds themselves in.

The workplace consist of different people each striving to reach their own goals and objectives with some of these contrary to organisational objectives. Conflict as defined by Henry (2009:16-24) is the occurrence of disagreements between individuals stemming from differences in interest, ideas about values, beliefs, operational

methods, and sometimes purely personalities. Beheshtifar and Zare (2013:400-407) suggest that conflicts take place between employees operating in the same space or department who are incompatible for whatever reason. Khan (2014:1-11) concurs with that view and says a conflict is where two or more individuals working together appear to be incompatible. Conflict is considered a symptom of a problem that needs attention, the manager must deal with the causes of conflict positively to benefit the organisation. Conflicts may be categorised into different types and chief among them would be, namely; cultural conflicts, religious conflicts, professional conflicts, or interpersonal conflicts. Patton (2008:1-10) suggests that conflict as a process may not always be negative, but that there is a need to separate genuine from illusory conflicts. The resultant conflict can always be traced back to the way an individual perceive things, and generally perceptions are actually the realities that people live by. The dominate factors that are present with most definitions is the aspect of different needs, goals or interests. Another factor that is dominant in the definition is the perceived or real interference from one individual to another (Saeed, Alams, Ul-Haq, Niazi, 2014:2014-225).

Graph 1:Dealing with conflict in the workplace

Do you have to deal with conflict in the workplace ?

Series1, No never, 0.8, 1%
Series1, Yes always , 5.9, 6%
Series1, Yes frequently , 31.5, 31%
Series1, Yes ocasionaly , 61.7, 62%
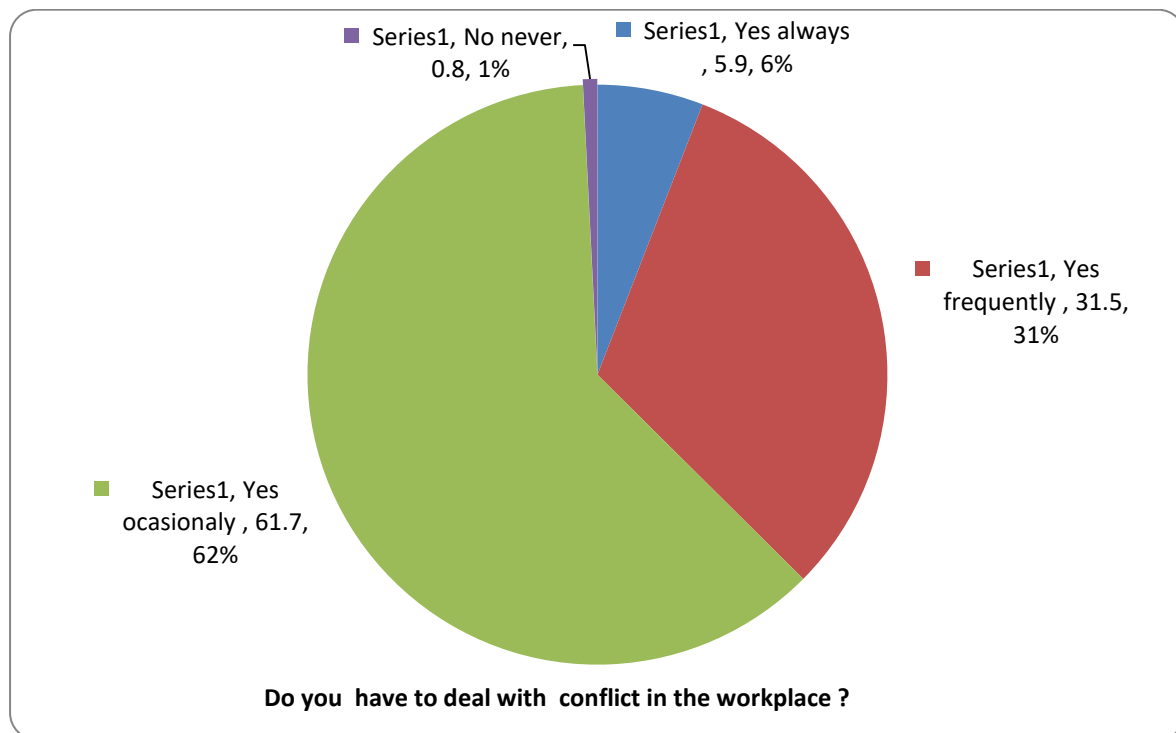
Source: Psychometrics, conflict study 2009

Huan and Yazdanifard (2012:141-155) posit that inaccurate and poorly communicated information is a frequent cause of conflict. The problem occurs when the information that is communicated is perceived differently by individuals in a team. In addition, personality traits like perfectionism and compulsiveness are some of personality traits that cause irritation and disagreements between individuals in their place of work. Van Tonder, Havenga and Visagie (2008:374) say that the vast differences in knowledge, beliefs, values, competition for position, personal dislikes, differences in perceptions and differences in goals. Barrister, Lyiola and Osibanjo (2014:74) states that conflict can be caused by a variety of factors like different viewpoints on gender, age etc. however conflict can further be classified as functional and dysfunctional conflict. The factors that can prompt dysfunctional conflict are as follows:

- Differences in opinions, personalities, knowledge, education, and experience;
- Diversity based on characteristics such as age, ethnicity, gender, etc.
- Different methods of achieving goals amongst employees
- Differences in personalities and people annoy each other.
- Biases against different groups of people.
- Issues, actions, or comments that cause stress.
- Interpersonal skills and verbal and/or written communication capabilities.
- Unique subcultures that establish "us vs. them" situation

Functional conflict has the positive approach and these include;

- Awareness of both sides of issues
- Improvement of working conditions
- Accomplish solutions working together
- Boosting morale if solution is found
- Allows for innovations and synergy
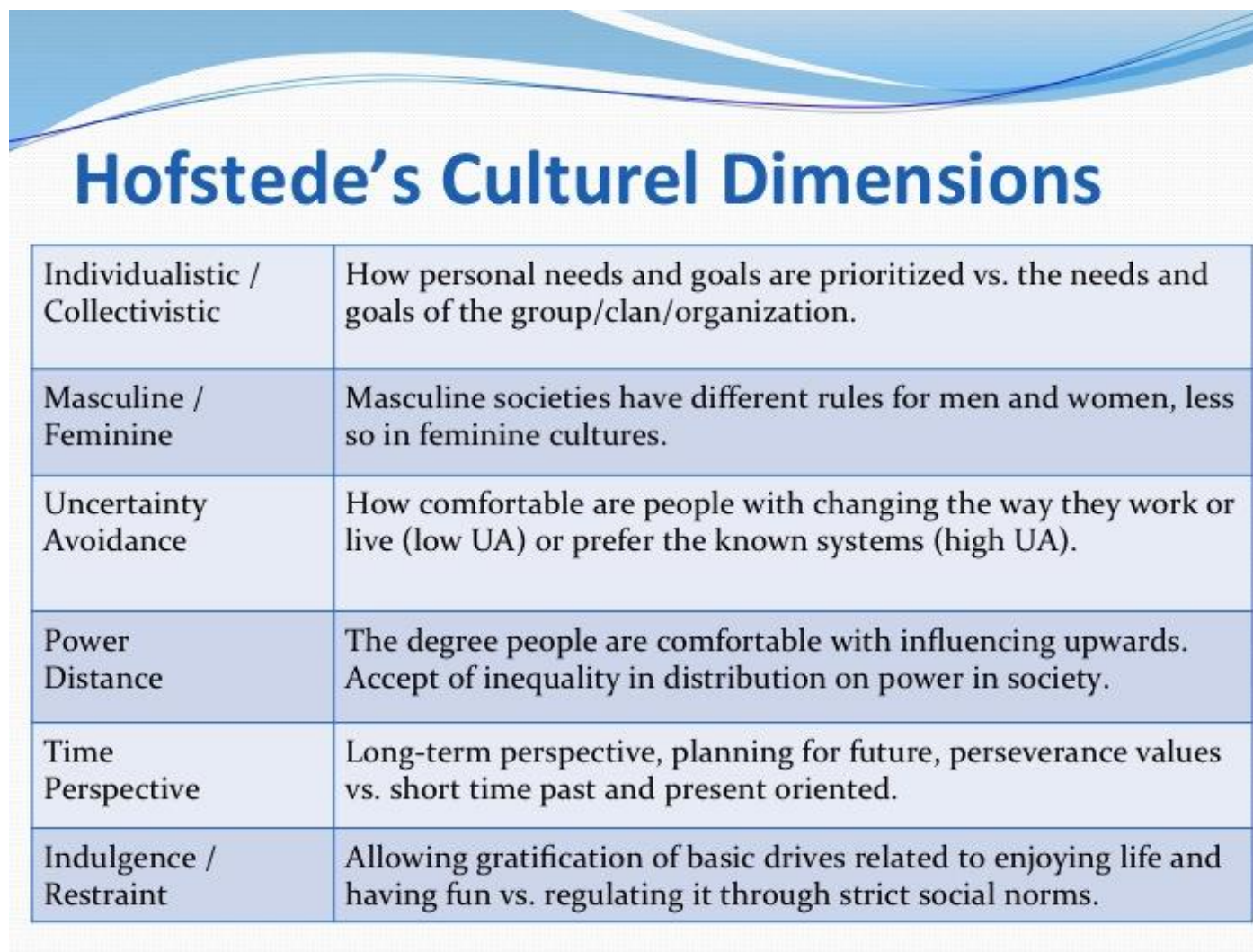
Dysfunctional conflict and the negative results that include;

- Threats are used to force compliance
- Conflicts are based on satisfying self
- The unwillingness to listen to the other view
- Generally meant to be a winner take all

3.3.1 Conflict management

The management of conflict in an organisation, specifically so because of the effect of conflict in the functioning of teams is critical for effective project management. De Dreu and Weingart, (2003:741-749) postulate that management of conflicts seeks to limit the negative aspects of conflict and in the process increase the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting (Ra him, 2002:208). Whatever effort is made in an effort to be an effective manage must go with the understanding of the six main characteristics of population groups (cultural groups).Hofstede identified these six as tabulated (table 3.3) below.

Table 3.3 Cultural dimensions of character to be managed

Hofstede's Culturel Dimensions

Individualistic / Collectivistic	How personal needs and goals are prioritized vs. the needs and goals of the group/clan/organization.
Masculine / Feminine	Masculine societies have different rules for men and women, less so in feminine cultures.
Uncertainty Avoidance	How comfortable are people with changing the way they work or live (low UA) or prefer the known systems (high UA).
Power Distance	The degree people are comfortable with influencing upwards. Accept of inequality in distribution on power in society.
Time Perspective	Long-term perspective, planning for future, perseverance values vs. short time past and present oriented.
Indulgence / Restraint	Allowing gratification of basic drives related to enjoying life and having fun vs. regulating it through strict social norms.

Source: Hofstede *et al.* (2010:76).

These dimensions assist in the understanding of the main different cultural diversities that the manager needs to understand the people's cultures and thereby influence the thinking and actions of the employees. There is a need for the project leader to fully embrace the differences and direct them towards creativity, innovation, solution resources and improve performance and productivity.

Another cause of conflict identified in the workplace is the conflict that exists between employees of different ages.

The generational gap or generational conflict mainly exists due to different character traits, value systems and behavioural patterns. According to Deyoe and Fox (2011:1-16) the generational conflict that is experienced is due to the behaviour of the younger employees that is disliked by older employees. As times changes people tend to adopt certain behavioural traits hence there will always be differences between young and older employees. Older employee's perceptions and stereotyping of younger employees tend to result in conflict. Omisore and Abiodun (2014:118-137) states that conflict can arise as a result of structural or personal factors these factors are listed and explained as follows, :Structural Factors

(i) **Specialisation;** If the majority of the workers within the organisation become specialist it can lead to conflict. The reason for this statement is because workers that have little knowledge of each other's job responsibilities can result in unrealistic deadlines being given .The unrealistic deadline is given as a result of not knowing how much time is needed to complete the job.

 (ii) Resources; The sharing of resources may also result in conflict hence the scarcer the resources the greater the chance for a conflict situation. The conflict mainly happens because each person wants access to the resource. Resource scarcity leads to a conflict because each person that needs the same resources necessarily undermines others who pursue their own goals. Limited resources may include money, supplies, or information.

(iii) **Goal differences;** The likely hood that conflict may appear due to when two or more departments have incompatible goals. The goal of a computer salesperson may be to sell many computers as fast as possible. The manufacturing facility may,

however, be unable to meet the sales person's promises. In this case, conflict may occur as two persons have different goals

(iv) **Interdependence of departments:** The possibility of conflict has a tendency to increase with the level of task interdependence.

When a person has to depend on someone else to complete his/her task, it becomes easier to blame a co-worker when something goes wrong.

(v) **Power relationships:** In many organisations there is an underlying tension between managers and employees because most people do not like being told what they have to do. In many organizations, managers have privileges which are seen to be unfair this can cause conflict in the form of disagreements. Strict managers often have conflicts with their employees to get or to increase their power.

(vi) **Roles and expectations:** Every employee has one or more role in the organisation, these roles include such elements as job title, description of duties, and agreement between the employee and the organization. Manager– subordinate conflict can result when the subordinate's role is not clearly determined and each party has a different understanding of that role

(vii) **Jurisdictional ambiguities**: When the lines of responsibility in an organisation are uncertain, then jurisdictional ambiguities appear. Employees tend to pass unwanted responsibilities to another person when responsibilities are not clear. Ambiguous goals, jurisdictions, or performance criteria can lead to conflict.

Figure 3.4: The main causes of conflict

The main causes of conflict .

- Personality clashes /warnings
- Poor leadership from the top of the organisation
- Lack of honesty and openess
- Stress

Series1, Personality clashes /warnings , 86

Series1, Poor leadership from the top of the organisation, 73

Series1, Lack of honesty and openess , 67

Series1, Stress , 64

Series1, Clash of values , 59
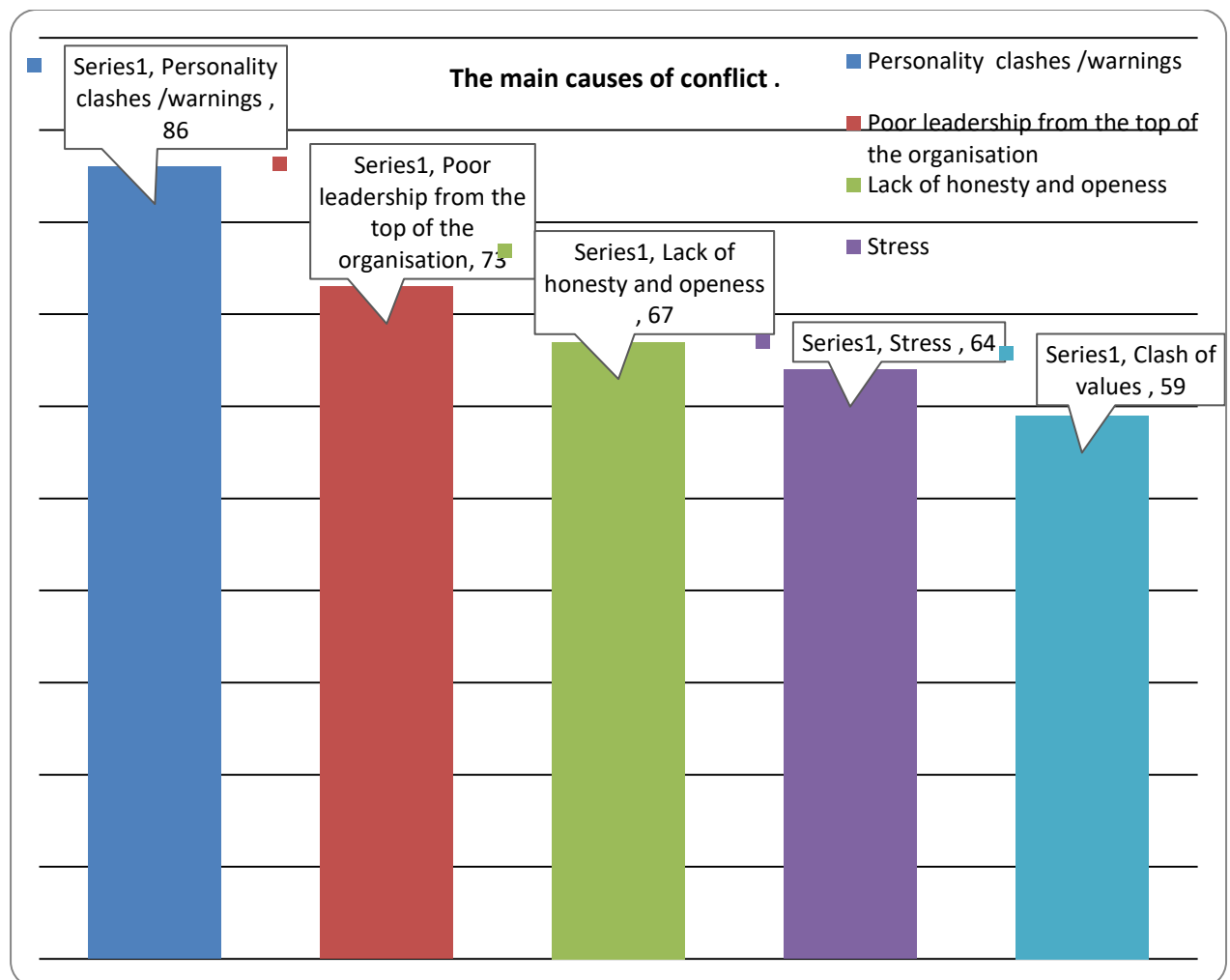
Source: Psychometrics, conflict study 2009

According the above mentioned source the main cause of conflict as ranked by the study is personality clashes. The study also shows that clash of values between individuals seem to be ranked the lowest of the causes that was identified in the study.

3.3.2 Interpersonal conflict

Interpersonal conflict can be defined as negative interactions between members in the workplace .The level of interaction vary from momentary interaction to extreme level of physical violence. The definition further encapsulates the interference of attainment of individual goals due to the interpersonal conflict that is experienced. Interpersonal conflict at work has been related to various behavioural, psychological, attitudes and physical health outcomes. For example evaluating the behavioural aspects of

interpersonal conflict at work is associated with counterproductive work behaviour and absenteeism and reduced job performance (Kaur, 2014, 20-34).

According to Riaz and Junaid (2011, 600-611) conflict threatens self-esteem and negatively impacts the physiological well-being of individuals. The researcher further differentiates between interpersonal conflict experienced between colleagues and superiors, indicating the causes of this type of conflict. The interpersonal conflict that is experienced between colleagues is mainly due to personal outcomes such as self-esteem and emotional exhaustion. Interpersonal conflict that is experienced with is mainly due to organisational outcomes such as job satisfaction and turnover.

Interpersonal conflict focuses on interaction of worker within the workplace. The two factors that form part of interpersonal conflict are as follows:

Personal; No two individuals are the same therefore when two individuals are brought together with different qualities and attributes. Interaction between different individuals with different attitudes values and needs; can produce conflict behaviour and also has an impact organisational performance.

 Functional; Each individual has a role which sets out what is expected and sets of behaviour associated with the position .Role specifications tend to be incomplete and not clear .Individuals tend to feel dissatisfied with their position as they aspire for an higher position (Zafar,Ashfaq and Imran,2014:1-15).

3.3.3 Organisational conflict

 The cause of organisational conflict can be   the result of various factors. Spaho(2013:103-118) states that the causes of conflict is the result of characteristics of factors like organisational design ,limited resources and organisational systems such as compensations and decision making. Furthermore he identified the following as factors that can be a result of conflict in an organisation:

- Interdependence of activities to be carried out: This occurs when an employee can't start his activity because the other member has not completed his or her activity.
- Differences in departmental culture and incompatible goals.   The different departments may each have an different way of doing things which include

differences in working manner ,goals and culture . The differences that exist amongst the various departments may result in conflict between the different departments.

- Sharing limited resources: The organisation have different resources which include information technology, human resources, financial resources etc. The insufficiency of resources indicating that departments have to share resources may be a cause of potential conflict.

- Compensation system: The compensation system has a direct result on people's behaviour, their satisfaction and their feeling for justice and equality. The dissatisfaction amongst employees because of their salaries is a common causes of conflict in many organisations .it is difficult to measure an employee's contribution however by standardizing the criteria for awarding compensation make the differences rational and acceptable.

- Organisational indistinctness and neglect: when an employee has no clear reporting line and the obligations and responsibilities is nor clearly defined and stated in writing, conflict is bound to manifest**.**

Ikeda ,Oliveira and Campomar (2005:22-28) indicate that resource scarcity obstruction or incompatible goals interests are the factors that tend to trigger conflict in the organisation .The scarcity of resources ,money , prestige encourages obstruction in behaviour which then leads to conflicts. The avoidance of certain individual's goals may also result in conflict in the workplace.

Gordon as cited by Ikeda (2005:22-28) states that reasons that conflict increase in a workplace can be due to the following:

- Departmental growth, where people lose contact with other departments, or members of a department start to think differently of other areas;
- The politics of promotion and recruiting reinforce the isolation of departments.
- Criticism amongst individuals, in an organisation can be transformed into conflicts amongst each other.
- Consumers demand low prices and products of quality which put pressure on departments to work more effectively which can result in conflict.

Agwu(2013:125-139) is of the opinion that in most instances the cause of conflict within an organisation is due to uncertainty about task that need to be completed .In most cases the task was not clearly defined or explained by the manager . If the tasks of individuals working in a group is not clearly defined it will lead to more conflict .Conflict between individuals may also persist if the goals were not clearly specified for the individual within the group. Furthermore of the myriad of reasons why organisational disputes happens, however according to Agwu(2013:125-139) there are six major causes of organisational conflict.

These six causes are as follows:

- **Interpersonal disputes** that arise from the individual experiencing stress. Problems that is due to role conflict whereby there is a disagreement over individual roles in the organisation.
- **The power struggles** that puts groups or individuals against each other to in order to achieve their own selfish objectives.
- **The conflict that arise** due to differentiation meaning that disagreements happen due to individuals seeing common problems from an different point of view.
- **Interdependence requirements** that is need for a for certain task to be successfully executed if communication and interaction breaks down conflict usually happen.
- **External pressures** from the outside causing internal pressures internally as they need to adapt to the ever changing external environment.

Jung as cited by Agwu(2013:125-139) further states that conflict is clearly related to power and can appear when goal achievement of an organisation is avoided .

3.3.4 Organisation performance

Conflict can have various implications on the performance of the organisation. According to Tonder et al as cited by Nischal and Bhalla (2014:195-203) revealed that conflict can manifest in the form of declining performance. In a study conducted by the researchers which aimed at finding the various manifestations of conflict in the public and private bank sectors. In the study the researchers found that declining

performance and profits of the various banks together with a decline in management performance perceived to be the impact of conflict on organisational performance

3.4 CONCLUSION

According to Yeung, Fung, Chan(2015:342-364)   a conflict situation stresses goal orientation and influences the way that an individual interacts with their opposition. In most instances conflict situations are comprise of a mixture of the goal orientation theories. The goal theories identified include cooperative, competitive and independent goals. Cooperative goals are believed to be closely linked to that of the conflict partner which indicate that if the conflict partner achieve their goals it will help the individual to obtain their own goals. Individuals with competitive goals believe that if their conflict partners achieve their goals it makes them less likely to achieve their goals. Independent goals is when individuals perceive their goals to be unrelated to that of their conflict partners Indicating that others goals achievement does not affect their own goal attainment.

Yperen and Orehek (2013:71-79) is of the opinion that to understand the effect of goal achievement in the organisation interpersonal effect of goal achievement should be taken into account. According to a study by Jassen & Van Yperen as cited by Yperen& Orechek (2013:71-79), examining the interpersonal consequences of goal achievement showed how goals affected feedback seeking behaviour, team adaption and knowledge sharing. Research further showed that dominant personal goals led to reduced willingness to share information and knowledge with other employees.

CHAPTER 4
RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Suri (2013:83) defines research as a process followed in the creation of knowledge or the discovery of knowledge that has been in existence but not known. Whilst there are realities about certain phenomenon, not every one of them is known by everyone, meaning therefore, what may be knowledge to one community may not be to another. For this reason curiosity amongst different individuals and communities always results in effort to establish fact or theory. Research is a systematic approach (Upadhay and Singh 2008:178) used to collect data, analyse the data, and interpret the data to information (knowledge) used to answer certain research questions. Jowah (2015:7) classifies knowledge into two groups, namely; scientific and non-scientific knowledge. Non-scientific knowledge is hear-say, whereas scientific knowledge is empirical knowledge which is scientifically gathered. Such knowledge is generally required to inform on decision making, satisfy curiosity and sometimes to understand some unknown phenomenon. The previous chapters gave information on the theoretical applications of the study as recorded in existing literature. In chapter one the problem statement was stated as the reason for embarking on this research journey, and this chapter is given detail on how the objectives of the research were met.

4.2 PROBLEM STATEMENT

The workplace in South Africa has radically changed from a purely white management, coloured technician and black generalist structure to a largely diverse workplace. The presence of people of diverse races, religions, tribes and work ethics at different levels in the organisation has brought about challenges to effective management. The white largely remains the manager and owner of most businesses, and may have maintained the "superiority complex" emanating from the previous structures. Slowly but surely more coloureds and fewer blacks now own construction companies in the Western Cape (specifically Cape Town), and the staff compliment has changed accordingly. Apart from the sudden change due to the destruction of independence of the blacks, more foreign nationals have found their way into the South African labour

market. Many are now found in the construction organisations, either as generalists or as tradesmen with specific training for the built environment. Considering the climate between these foreign blacks and the local blacks, generally referred to as xenophobic, the differences in ethics and culture, diversity becomes an issue. The foreigner employee is considered as an economic refugee prepared to take slave wages, because conditions are worse of in their countries than they are in South Africa. This research project was set out to identify problems specific to how the foreign employee perceives the treatment given to them with all these diversity issues around them.

4.3 RESEARCH OBJECTIVES

When a research is undertaking, there are always underlying reasons why it is conducted, and the investigators have expectations. These expectations comprise or are the research objectives, these inform largely the type of research and how it will or may be conducted. Research objectives are generally classified into two types, namely; primary and secondary research objectives.

4.3.1 Primary objective; this is the main reason for which the research is conducted and emanates directly from the problem statement as stated above.

- To identify the problems encountered by foreign employees at construction sites in Cape Town.

4.3.2 Secondary objectives; these are merely an extension of the primary objective and tend to explain or clarify further the expectations as listed or stated in the initial research objective – the primary research objectives.

- o To identify the type of diversity common at the construction sites in the Cape Town region.

- o To identify the nature of problems (if any) that the foreign employee experiences at a construction site in Cape Town.

- o To identify the perceptions of the foreign employee in terms of the work ethics in the city (Cape Town) compared to where they come from.

When the objectives are clearly stated, they allow for clarity on what exactly has to be investigated by the study. That in turn therefore directs or informs of what should constitute the research questions for the study.

4.4 RESEARCH QUESTION

Closely connected to the title, problem statement and the research objectives, is the research question which seeks to provide the required answers to the purpose of the undertaking. Jowah (2015:77) states categorically that the research question directs and delimits the scope of the study and advises on what literature can be reviewed. Critical in this case was the fact that the research question was neatly built into the research objectives set above.

4.4.1 Main question;

- Do the foreign employees experience "discomforts" from local workers which they can attribute to their being foreigners?

4.4.2 Sub-questions;

o What kind of discrimination do the foreign employees at construction sites in Cape Town experience?

o What do the foreign employees perceive as the cause for the discrimination (if any) against them at the construction sites in Cape Town?

These questions were expected to assist in understanding, initially the problems of race and xenophobic relations within the construction industry. It was understood that previous xenophobic attacks on foreign blacks who themselves are economic refugees might not have ended. For this reason it was important to understand the conditions under which these people work in their different companies involved in construction in South Africa. The environment is thought of as being very complex because of the nature of the people participating in here. Firstly; the previous structure which is not completely dismantled had the whites dominating and controlling through exclusive rights for whites to manage. Secondly; ownership has not effectively changed hands and whites still control the businesses and own the large construction companies but with a considerable increase on the number of coloureds and blacks getting into supervisory positions. Thirdly; the sudden influx of foreigners (blacks from the continent) into the workplace has further complicated the nature of the diversity in the construction industry. Fourthly; there is a general belief that most economic refugees coming to South Africa will cut corners, accept any labour conditions and are therefore favoured by the whites and coloured managers.

4.5 RESEARCH DESIGN AND RESEARCH METHODOLOGY

4.5.1 Research design:

Blumberg (2008:69) differentiates between the research design and the research methodology and states that research design states the "what" part of this scientific process and posits that the design deals with resource allocation. Jowah (2014:76) concurs suggests that these two are often wrongly used interchangeably positing that research design is the first step in this scientific process of information gathering. The design is stated to be the road map to be followed in the research activities with one step leading to another. Babbie and Mouton (2001:55) refers to it as a blue print or program used to outline in a logical order or sequence what should be done and when. The design will cover aspects like, namely; what the research is about, what kind of population to be survey, what methodology is to be used, what will the sample be like, what will be the size of the sample, what instrument will be used to gather information, what data collection methods will be used, what software will be used to analyse the data, what reporting method will be used to record the findings? Because the design speaks about what is to be done, it lends itself as a useful source for information on what should be procured for the research.

4.5.2 Research methodology:

Babbie and Mouton (2001:55) defined research methodology as an explanation on how the techniques identified in the research design will be used or implemented. The research methodology is expected to be in line and appropriate for effectively meeting the objectives of the research. Consequently the research methodology explains how each of the activities in the research design will be implemented. The methodology will address issues like how will the population be decided on, how will the population be sampled, how will the research tool be decided on, how will the research tool be constructed, how will the data be collected, how will the collected data be analysed, how will the findings be reported, and many other activities as derived from the research design activities.

4.5.3 Contrasting the two research philosophies:

It should be stated that though these are not the same thing, they are however complementary to each other, the differences are illustrated in table 4.1 below.

Table 4.1 Differences between research design and research methodology

RESEARCH DESIGN	RESEARCH METHODOLOGY
Strategic master plan	Operational or execution plan
Emphasizes the road to be walked	Emphasizes how the walking is done
Emphasis on what results are expected	Emphasis on tools/techniques for results
Guided by research problem / question	Guided by the tasks and work packages
Focuses on rationality of research	Focuses on procedures and processes
Focuses on the "what should be done?"	Focuses on "how should it be done?"

Source: Jowah, 2014:77

The author suggests that the research methodology is an extension (the extreme right end) of the research design and that it completes the thought of what is to be done and how will it be done? Meaning, therefore that the methodology is the next step after identifying the activities to be followed in the research process. In other words, the research methodology is the operational plan of the strategic (design) plan for the research. As stated in the table 4.1 above, the design is a strategic plan, and like all plans, it has to be put into operations (Jowah, 2014:77) and the methodology is the conversion of the strategic plan into action.

There are three most common methods of researching (the how) and these are listed as the qualitative, the quantitative and the combination (mixture of both) of the first two methods. There is much debate about the two methods that are so distinct from each other, with the one considered more scientific than the other (Jowah, 2013:36). This lends itself into the debate about the differences and why certain of them should be used and when. These two are discussed below and contrasted for clarity purposes.

Social research employs ranges of methods in the investigation and analysis of social phenomenon through in-depth interviews. Both quantitative and qualitative methods are used to analyse data and information collected from large divergent populations. Two distinct research techniques are regularly used in this mode of research, namely;

positivism and anti-positivism. The method selected for the research depends on the purpose and or research objectives and the intended use of the findings.

Social sciences are therefore defined as "a systematic process in which an outside observer attempts to relate to a particular cultural group," and try to interpret the people's experiences on their own terms. The data enables prediction of phenomenon in certain life patterns and this research is classified as anti-positivism. The opposite of this is p*ositivism*- positivists use scientific methods to study with the assumption that society operates like the physical world does basing on general laws. The differences between these two are illustrated in the table 4.2 below.

Table 4.2 Positivism versus anti-positivism

Positivist	Phenomenological
Tends to produce quantitative data	Tends to produce qualitative data
Uses large samples in research	Uses smaller population samples
Focused on hypothesis testing	Focuses on theory generation
Data is specific	Data is subjective and rich
The location is not natural habitat	Research is carried out in natural habitat
Reliability of findings is high	Reliability of findings is low
Validity of findings is low	Validity of findings is high
Generalization from sample to population	Generalization from one setting to another

Source; Hussey and Hussey 1997:54

This informs the basis on which qualitative and quantitative research works and these differences must be understood in the sense that they involve all extremes of subjective and objective research. For this reason the researcher finds it better to use both qualitative and quantitative methods to take advantage of the positives involved in the methods. Berg (2007:7) says qualitative research involves the interaction of the research objects and the researcher and the information collected is not numerical but verbal, which is the case with the study of diversity and perceptions. Elliot and Timulak (2007:147-169) call qualitative an inquiry seeking to understand personal individual meanings to the environment. Mingling with the respondents provides a personal understanding of the subject under study. Interpretivism (qualitative) makes the following assumptions;

- Mixing with respondents enables the researcher to appreciate the condition of the objects of study.

- Socialising with the respondents allows trust which will be translated to sincere communication and valid answers

- Talking to people in their environment helps the researcher comprehend and experience what the respondents experience

- A good knowledge of the respondents' world enables the researcher a better interpretation of the meaning in the responses.

Quantitative research has always been referred to as scientific research and is used in natural sciences where there are established laws of nature. In as much as it is easy to quantify and repeat the research with the same results, it is evident that these methods cannot be used to study human behaviour, hence the relevance of the interpretivist (qualitative) research methods. Table 4.3 below makes a detailed comparison of these two research methods.

Table 4.3 Difference between quantitative and qualitative research methods

Quantitative [positivist approach]	Qualitative [anti-positivist]
1.focus on observable behaviour	1.focus on laws of relationships
2.focus on universal relationship laws	2.focus on human experience
3.focus on causes of phenomenon	3.focus on experience of phenomena
4.uses the natural science model	4.uses the experiential model
5.is aided by firm checks and balances	5.does not have firm checks and balances
6.emphasis measurement and analysis	6.emphasise investigating processes
7. have natural science built structures	7.have socially built nature of reality
8.focus on causal relationships and variables	8.focus on object relationship with researcher
9. ideal for objective data with numbers	9.uses subjective data from opinions
10. uses rigidly structured methods	10. uses flexible exploratory methods
11.tries to understand from outside	11.tries to be involved with subjects
12. needs a static environment	12 work with non-static realities
13. uses of particularistic approach	13. uses holistic [wide data] approach
14. uses large samples	14.uses small samples

Source: Jowah, 2015: 103

The research has opted to use both (a blend of the two) methodologies to capitalise on their benefits as alluded to above. The researcher considers them complementary to each other and ideal for most researches where detailed aspects of the investigation may be necessary (Creswell, 2008:18). The use of these provided a holistic view of the study as was intended.

4.6 THE POPULATION UNDER STUDY:

The population under study was essentially the foreign, mostly or generally blacks from the continent who are in the country as economic refugees. Some, a few though, are political refugees (from the DRC), with the rest of the others as economic refugees. The generality of them are general hands or semi-skilled people who are in the country for a better life compared to their countries. These people look for any job and are mostly either not legally expected to work or do not belong to a trade union nor do they report labour malpractice to CCMA.

4.6.1 Population sample frame:

It is estimated that approximately 40% of the black labour force in construction is comprised of economic refugees from around the continent. Of particular interest is the absence of the Asian economic refugees and specifically the Somalis in the construction industry and employment in general. It is estimated that in the constructions companies where the research was carried out, the sample frame (total number of foreign employees) was just below 250.

4.6.2 Population sample size:

A total of 65 (¼ of the sample frame) respondents were accessed, it was difficult to increase the number since permission was granted during lunch breaks only. This was the longest break for the day (30 minutes) after which employees were expected at their work stations. The size of the sample is important, "the larger the sample the more accurate the results (Kobus' (2016:162). Maree (2008:179) suggests eight factors that influence sample size decision, these are illustrated in figure 4.1 below.

Figure 4.1 The six-step procedure for drawing a sample

Define the target population
Identify the sampling frame
Select a sampling procedure
Determine the sample size
Select the sample element
Collect the data from the designed elements
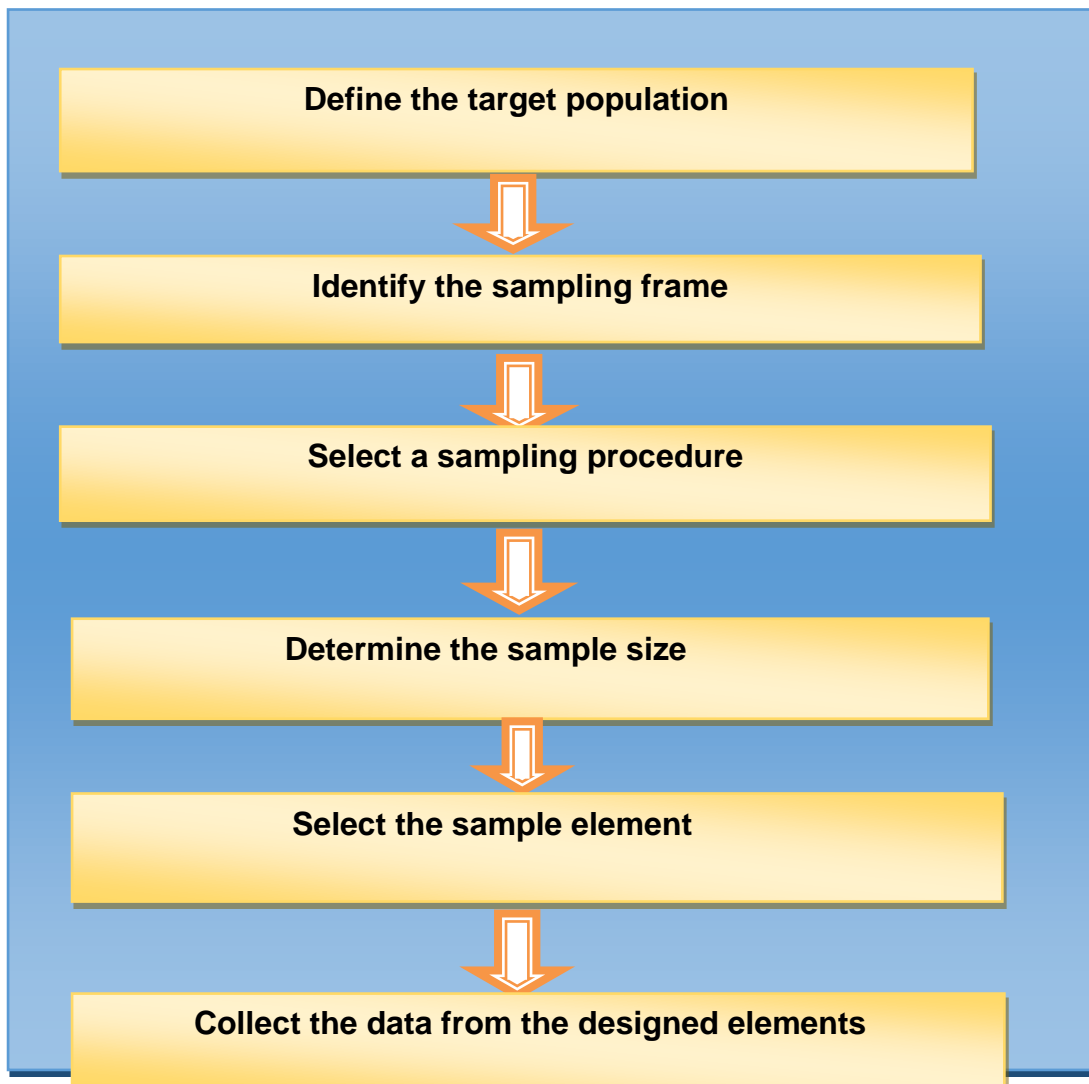
Source: Adapted from Churchill & Lacobucci 2009:283

This number was considered adequate given the circumstances under which the respondents had to be reached.

4.6.3 Population sampling method:

It was difficult to have a structured sampling method as the respondents had little time and only those that were willing to participate we approached. Many who would have participated took advantage of the short lunch break to do other things, and the sampling was purely convenience sampling. Even then it was considered to have been a successful exercise since the number of respondents was higher than expected.

4.7. RESEARCH INSTRUMENT:

Depending on what the information was to be used for, so the decision on what method to be used to gather the information was decided on. Since the research methodology had been decided on as a mixed methods (combination of qualitative and quantitative), the use of a questionnaire was inevitable. Jowah (2015:163) says that a questionnaire is a set of logically and sequentially arranged questions aiming at providing an answer to the main research question and its sub-questions in order to meet the research objectives. So a questionnaire was designed, tried in the market, re-constructed and the final version was submitted to the statistician for scrutiny. In its final form the instrument was a structured (for quantitative research) and semi-structured (for qualitative research) set of questions logically constructed to extract relevant answers from the respondents.

The questionnaire (research or information gathering instrument) was constructed with three (3) main sections, namely; Section A – Biography, Section B – Likert scale and Section C – open ended questions.

4.7.1 Section a – biography;

The biography provided detail about the respondent and was used to evaluate the respondent and confirm if they were qualified to be in the sample frame. All the questionnaires, after the data was collected that had respondents who did not qualify were removed from the lot from which the analysis was made on the findings.

4.7.2 Section b – likert scale;

It was accepted during the process of deciding on the questions and the type of responses expected, that not all responses were measurable since they would be mostly perceptions and opinions. The Likert scale was therefore provided as a means of measuring pre-determined sentences based on the literature review. The scale ranged from 1-5 with strongly disagree = 1, disagree = 2, neutral = 3, agree = 4 and strongly agree = 5. At the end of the scale space was provided for the respondents to add any other matters of importance that may have been in the scale.

4.7.3 Section c – open ended questions;

It was considered important that the respondents contribute to the ongoing research by allowing them space to discuss other issues pertaining to the matter at hand. Being in that space themselves they obviously knew and understood the situation better than the researcher, hence open ended questions were provided. The questions and requests focussed on the subject of study to avoid respondents getting tempted to discuss other issues that may not be relevant to the study.

4.7.4 Why the questionnaire was chosen;

The decision to use the questionnaire was prompted by many other factors that were considered to make the research findings more accurate. The advantages or merits for using the questionnaire were, namely;

- Questionnaires would encourage standard answers from respondents making it easy to solicit accurate answers as understood by the respondents.
- More people could be reached in a much shorter time using questionnaires and this would increase the levels of accuracy for the results.
- The return rate on a face to face questionnaire distribution attracts a much higher response rate from the respondents.
- Questions from the structured instrument are more organised and a lot easier to code and to organise into meaning findings.
- Because the questions were in written form they were standardised and any future research would be able to use the same documents.
- Questionnaires would provide a record to be used in the future to verify or to compare with other subsequent findings in future research.
- The questionnaires were tested for validity and reliability and had been inspected by the statistician and some respondents during trial runs.

There were many other reasons that made it more logical to use the questionnaire method and the researcher so no other better method more relevant. Consequently many questionnaires were printed and used to collect the data at the sites as per arrangements made with the management of the construction companies that participated.

4.7.5 It was noted that there were some disadvantages in using a questionnaire;

Whilst there was been much positive thinking about the use of the questionnaire, the researcher noted a few drawbacks, namely;

- It had to be administered in a face to face format if the benefit of a good return rate was to be realised.
- Sending the questionnaire by email or by telephone would make it difficult to monitor the sampling of respondents.
- Some respondents may give answers they think that the researcher in front of them want to be told or to know.

4.7.6 Test for reliability and validity;

Kobus (2016:238) states that reliability of an instrument is the assurance that the same questionnaire if used by different people would mean the same thing to them. Different reliability tests were conducted on the questionnaire to make it suitable for the survey at hand. The reliability tests conducted were, namely; test-retest reliability, equivalent form reliability, split-halves reliability and internal reliability.

The statistician assisted with the tests for instrument validity and the four (4) common tests were conducted, namely; face validity, content validity, construct validity, and criterion validity. An unreliable instrument cannot be valid and an invalid instrument cannot be reliable, the no and yes answers were avoided in the questionnaires. Short straight forward questions were asked or short straight forward statements to be measured on the Likert scale deliberately structure to avoid any form of ambiguity. This helped with both reliability and validity of the instrument.

4.8 DATA COLLECTION TECHNIQUE:

There weren't many options available for the collection of data in that the population was not free (not freely available) during working hours. Whatever methods were to be used would have to fit into the circumstances the respondents were in and the little time allowed by the management. The management's major concern was that they had targets to meet and needed to work within the time stipulated for the completion of their projects. It was therefore decided that the employees be stratified according to nationality (all locals whites and blacks formed one stratum and all non-South Africans

formed another group) and those classified as foreigners were given the questionnaires to respond to the questions. All the respondents who had questions, were not clear about something, or needed to understand the language well (most spoke English as third or fourth language) were given assistance.

Enough questionnaires and writing pens were provided and the questionnaires (both completed and not completed) were collected on the spot. This allowed for speedy collection of the data and the instruments were safely taken away, a 100% response rate was experienced except for the respondents who pulled out during the process. More discussion came from the respondents when they were feeling in the open ended sections of the questionnaire, this allowed respondents to fill in what they thought. This was the qualitative aspect of the questionnaire.

4.8.1 Data preparation coding capturing and analysis:

Jowah (2013:282) suggests that the research process goes through five steps, namely; planning, the data collection or fieldwork, editing of data from the data collecting instruments to eliminate obvious errors, the coding of the information collected (this is captured on to the computer), and data analysis follows as the last step.

4.8.2 Data preparation;

All the questionnaires were brought to one place after all the interviews, filling in and the rest of other processes were completed. One by one the questionnaires were edited for error or any other problems that were considered problematic for the research. A total of 76 questionnaires were collected, but 11 were considered to be spoilt and not fit for capturing because of numerous misnomers on them. The total number accepted was reduced to 65 questionnaires which were considered for the research.

4.8.3 Data coding and capturing;

Using a predetermined coding format the questions on the instruments were coded systematically and prepared for capturing. With the assistance of experienced data capturers, the data was transferred on to an Excel Spread Sheet and reviews were conducted to check for the correctness of the captured data. After the statistician

certified that all was in order, the data was given to the statistician to help of the analysing.

4.9 Data analysis;

The captured data was processed using an Excel Software programme and the data converted to illustrations in the form of graphs, bar charts, pie charts, histograms and tables. The illustrations displayed the information on the relationships between the variables that were under study thereby allowing for interpretations and generalisations from the findings. The following chapter on data analysis and interpretation is a detailed account of the findings in diagrammatic form with details of the interpretation.

Descriptive statistics and statistical inference are important factors or elements of the data analysis, it should be noted that information on any population will never be 100% correct. This opens up certain aspects of the process and the concept to data analysis, this is the theory of probability (Jowah 2013:280). This theory forms the bridge between the descriptive and inferential statistics. The data analysis process then, though there may be greatly improved instrument validity and reliability, it may not take the place of human element involved in the whole research process as it is. Figure 4.2 below.

Figure 4.2 Data analysis process
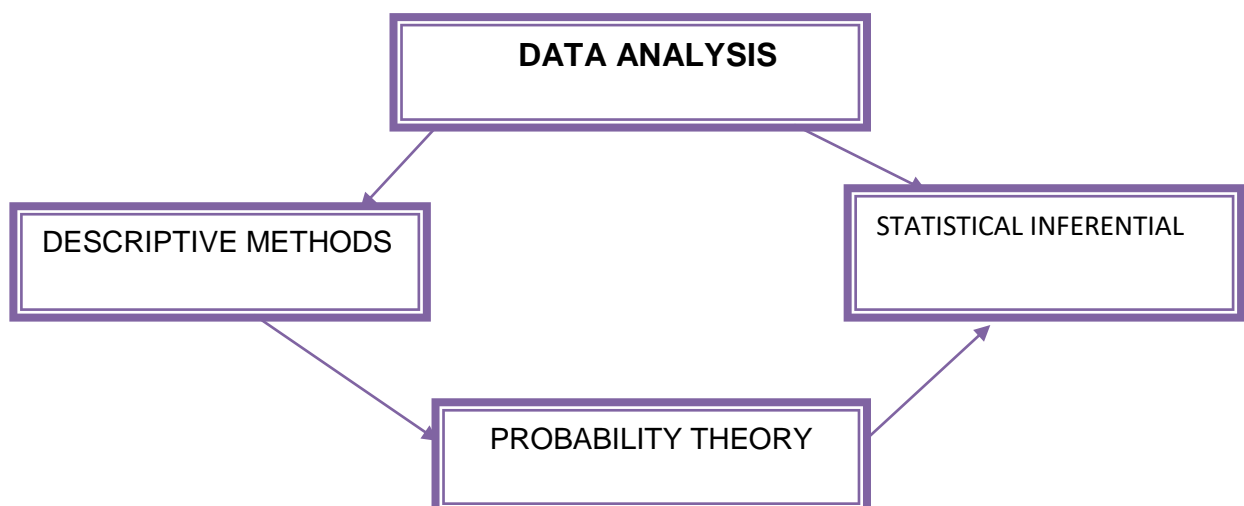
Source: Jowah 2013:282.

Data analysis serves a specific essential purpose, to provide a feeling of the data, and the testing of the goodness of the data and the hypothesis (Sekaran & Bougie, 2010:68-81). This is based on some statistical regularities of certain elements of the research instrument. Stevens *et al* (2008:292) suggests that the methods and techniques for data analysis are largely dependent on the source and type of the data - qualitative or quantitative. In this research the data to be analysed is quantitative and qualitative - mixed.

4.10 ETHICAL CONSIDERATIONS:

The researcher paid special attention to ethical requirements deciding that all the respondents had to be informed about their rights. The initial step was the notice at the beginning of every questionnaire which stated unequivocally that the research was a voluntary exercise, the actual wording of the questionnaire is shown below.

Title;
Your rights; this questionnaire is to be answered by people who classify themselves as non-South Africans. This is an academic exercise seeking to identify problems experienced by non-citizens which may be attributed to your being a non-citizen. This is a voluntary exercise [you only do it if you want – you are not forced to] and you are free to withdraw / stop participating if you decide to even after you have already started filling in. You are protected; no information from this document will be given to anyone and please do not write your name of put any mark that may be used to identify you or your organisation. Thank you for participating.

Following the principles laid down by Trochim (2006:1) on ethics, the respondents were addressed first before they started filling in the questionnaires. Specifically this was meant not only to protect the respondents from any harm (physical or emotional), but to enable them to provide information without fear. The six (6) main ethical considerations or principles were, namely;

- **Voluntary participation;** the participation is strictly voluntary and no one is compelled to participate against their wish.

- **Informed consent;** the participants must be informed about the purpose for the exercise in which they are to participate.

- **Risk to be harmed;** the researcher should assure the participants of their safely from any form of harm be it physical or emotional.

- **Confidentiality of information;** that everything provided to the researcher by the respondent is given in confidence and should be treated as such.

- **Anonymity guarantees;** no names or any markings that might lead to the identification of the source of any of the information on the questionnaires.

- **Right to service;** that if there are any benefits accruing from this research the participants may have to benefit from such.

The participants were informed through the writing on the questionnaire as well as this was announced orally to all participants before they started filling in the questionnaires.

4.10.1 Limitations of the research:

Care and objectivity was exercised in this research, but it should be noted that there were limitations to certain aspects of the research. The circumstances that prevailed did not always allow for the easy process that had been anticipated, some of the concerns are listed below;

- Only 5 construction sites were surveyed because of their proximity to the researcher since going further would have been too costly.

- The respondents could only be available during a short lunch break and could not be accessed during normal work time at their work stations.

- The choice of which companies to include and which people to survey could not be subjected to random sampling – it was simply availability and convenience.

- Language was a serious problems as evidenced by some of the questions repeatedly asked by the respondents.

4.11 CONCLUSION

All necessary precautions to improve on the reliability and validity of the research were explored meticulously and objectively. Starting from the establishment of the problem statement as well as the research objectives and questions, effort was made to respond as near to these as possible. Ample literature review was conducted to enable a better understanding from theoretical perspectives and the research was equally informed by the literature reviewed. The decision on the use of the mixed research methodologies was clearly based on the need to get the best of this unusual survey. Admittedly it was not easy to get access to the respondents, but finally the population was reached and the participation was without flaws. It is hoped that this process will assist in understanding the problems encountered by the foreigners who are in South Africa today as economic refugees in the built environment.

CHAPTER 5

PRESENTATION OF DATA COLLECTED IN DIAGRAMMATIC FORMAT AND THE ANALYSIS AND INTERPRETATION THEREOF

A questionnaire was used for the collection of data, and before it was used a process was followed. The draft questionnaire (data collection instrument) was taken for trial on a selected few (10) people who had been sampled as qualified respondents. The instrument was then taken and reconstructed based on the weaknesses and strengths picked up during the trial period. The completed instrument was then submitted to the university statistician who provided insights and assisted in the testing of validity and reliability. Recommendations were made and the corrections effected, before embarking on the field work. The instrument was therefore administered on the respondents, who themselves were randomly selected from construction sites that were randomly selected.

The instrument used was a structured questionnaire divided into three parts, namely; Section A – Biography, Section B – Likert scale and Section C – Open ended section. **The Biography (Section A)** was specifically intended to gather information on the characteristics of the respondents, and thereby determine who qualified to participate in the survey. Thus the information requested for (the questions asked) centred more on the individual and not the purpose for which the research was conducted.

The Likert Scale (Section B) focused on the attitudes, perceptions, and opinions of the respondents in relation to the subject of study. It was based on the literature reviewed concerning the subject and the understanding also that respondents had their own immeasurable perceptions, and yet those perceptions were the realities they lived by. As such these (predetermined) were measured on a continuum from 1-5 with each number signifying the perceived intensity of the opinion or perception, whatever it would have been. The scale was classified thus; 1 = strongly disagree, 2 = disagree, 3 = neutral (indifferent), 4 = agree and 5 = strongly agree.

The Open Ended Section (C) allowed for free interaction between the respondent and the researcher within guided but not restricted conversation. Requests (not

questions) were made for the respondents to air their views, add on to the current study in their own way as they understood the work under survey.

Because all respondents were briefed before the survey, everyone knew their rights and understood that the research did not mean to hurt them or report them to any authority, but was merely an exercise to assist in understanding better their circumstances in the workplace. Three (3) other people (interviewers) were trained on the gathering of data using the instrument. The field work therefore commenced, and once that was done with the process of data cleaning, editing and capturing was effected. The data was captured on an Excel Spreadsheet from which illustrations (graphs, bar charts, pie charts, histograms, tables etc) were constructed. The following part of this chapter is a reporting (submission) of the illustrations, and the interpretation of the findings (relationships between the variables). The findings or the reporting is done systematically following the structure of the questionnaire, item by item (question by question) with the response (answer) following each question or request has in the questionnaire.

5.1 SECTION A: BIOGRAPHY

Question 1: What is your current Occupation/Job at this construction site?

This question was intended to decide on the relevance of the respondent; hence it was necessary to ask for information on the role played by them in the organization. Too often, people who do not qualify get these questionnaires and may respond. Questionnaires from   people who do not suit the profile of respondent-candidates were considered as spoilt and were not be included in the findings.

Response; the different classes of respondents are recorded in the Table 5.1 below together with the percentages or frequencies. The respondents had to be foreigners working at a construction site in Cape Town South Africa. These people were approached at their workplaces during working hours – permission was granted by the management.

Table 5.1 Occupation of the respondents at the construction sites

Options	Bricklayer	Plaster	Plumber	Other
	39	36	36	9
Total: 100%	32.5%	30%	30%	7.5%

Source: Result from survey.

The above table illustrates the percentage distribution of the Different Occupations of respondents within the Construction Site. From a total sample population of 120 respondents: 32.5% constituted to Bricklayers, 30% said they were Plasters, 30% were Plumbers and 7.5% said they were doing something else on site such as being Site Manager, Safety Officer and Security Officer.

Question 2: What is your religion/what religion do you belong to?

Ironically, religion is commonly a cause for conflict, wars have been fought over differences in religion, which is always referred to as being peaceful. There are fundamentals of different religions which inform behaviour, attitudes, perceptions and values about many things. Depending on the extent to which an individual is involved, religion may be a unifying (pacifying factor) or a reason for serious conflict. That is the reason why the religious affiliations were introduced in the study as they exacerbate the diversity dynamics already in existence.

Response: It was expected that there will be differences in religion, but the assumption was made that most foreigners may not be able to be radical about their religion in a foreign land. All the same, the responses are illustrated in Table 5.2 below

Table 5.2 What is your religion/what religion do you belong to?

Options	Christian	Islam	African Traditional	Other
	90	30	0	0
Total: 100%	75%	25%	0%	0%

Source: Result from survey.

Only two groups participated, with 75% of the respondents claiming to be Christians, understandably as Africa is largely Christian especially sub-Saharan Africa. There is however a sprinkling of Islam from areas like Somalia, Malawi, Nigeria and their neighbourhood, they accounted for 25% of the respondents. Indicating that there

would be likely cooperation and reduced animosity between the two religions, especially of all the respondents are foreigners.

Question 3: What is your nationality?

This is another strong element of distinguishing people in South Africa. The understanding is that these foreigners come as economic refugees, who are also subsequently abused by the employers since they take any salary offer, and may never take the employer to CCMA even if there was a serious dispute. It is alleged that many of them are not documented and would be prepared to work for anything, since the conditions in South Africa are better than those from their homelands. **Response:** Interestingly, there is a larger number of respondents who claimed to be South African, it is not clear if these are indigenous or naturalised South Africans. It is also understood that some have used corrupt means to get South African papers. All the same, their responses are in figure 5.1 below.

Figure 5.1 What is your nationality?
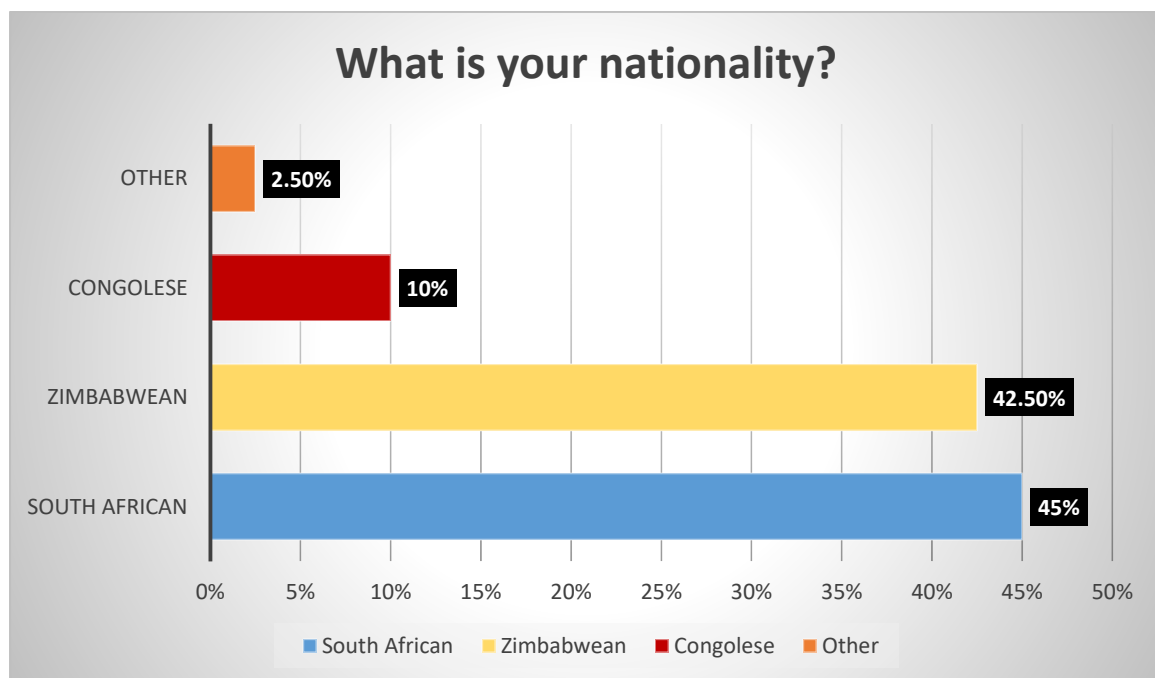
Source: Result from survey.

Forty-five (45%) of the respondents did not classify themselves as foreigners, with 42.5% accepting that they are not nationals. There is however a large part of the respondents who admitted to being Zimbabweans with a handful being Congolese. Understandably, the Zimbabwean economy is collapsed and the Zimbabweans are in

South Africa in their millions, Congolese, running from war are given as 10% with 2.5% Malawians under other.

Question 4: What is your racial Group?

The other sources of diversity identified from the phenotype would be the racial grouping of the respondents to the survey. There is a large coloured population in Cape Town and these would be expected to be in large numbers**.**

Response: The distribution of the people responding shows interesting surprises given the demography of Cape Town, and the Western Cape in particular. Figure 5.2 below shows the distribution of the respondents according to racial groupings.

Figure 5.2 What is your racial Group?

What is your racial group?

2.50% 0%
27.50%
70%

■ Black ■ Colored ■ White ■ Other
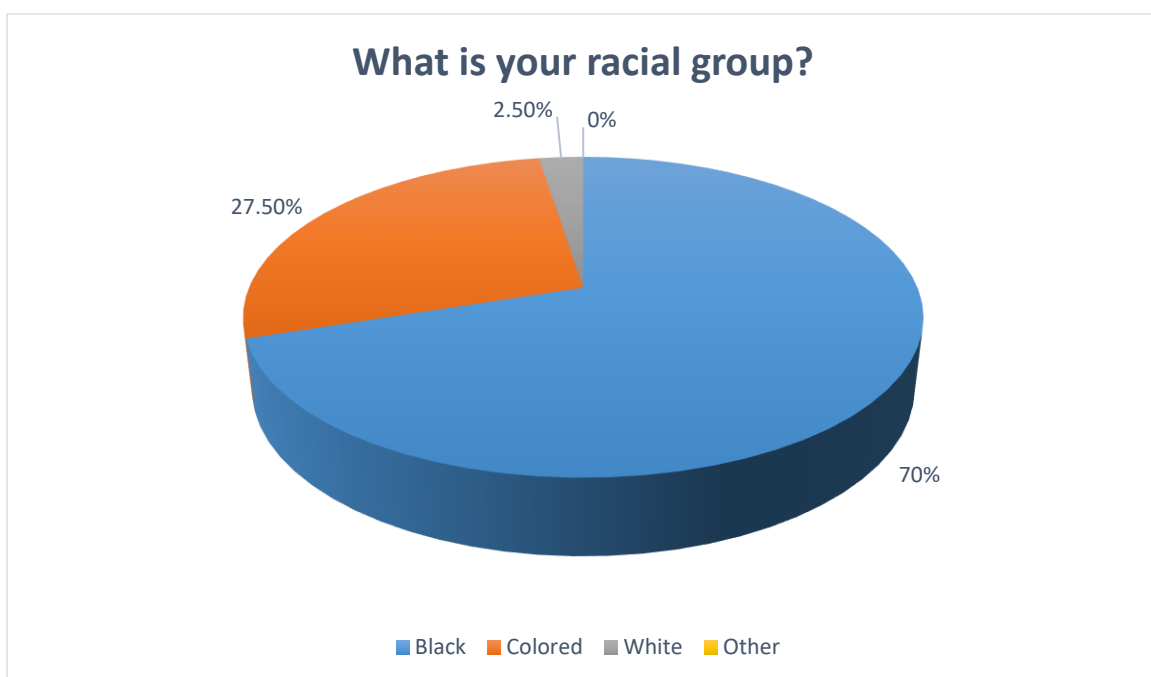
Source: Result from survey.

The black population stood at 70% followed by the coloured population at 27.5% even though the demographics of the city show otherwise. Whites were at 2.5%, generally whites would be in supervisory and management positions. Though this distribution is not reflective of the Cape Town population demography which is recorded as Asians = 60 000, whites = 600 000, blacks = 1 300 000 and coloured = 1 600,000. This gives a population ratio of 1:10:22:27 respectively compared to the population ratio of the respondents at whites = 2.5%, coloureds = 27.5% and blacks = 70% (1:9:23 respectively).

Question 5: What is your gender?

Gender is another measure of diversity, even though in practice there are few women working in construction sites. It has always been alleged that women are excluded

from working in construction, but it can be argued that women themselves have a right to choose not to be in construction because of the nature of the job.

Response: Gender is another critical element in the study of diversity at the workplace, and hence the need to establish the status quo at construction sites. The gender demographics in the country and represented in the Cape Town population indicates that for every 46 males there are 54 females, this doesn't refer to working age people specifically. The response to this question is recorded in figure 5.3 below.

Figure 5.3 What is your gender?
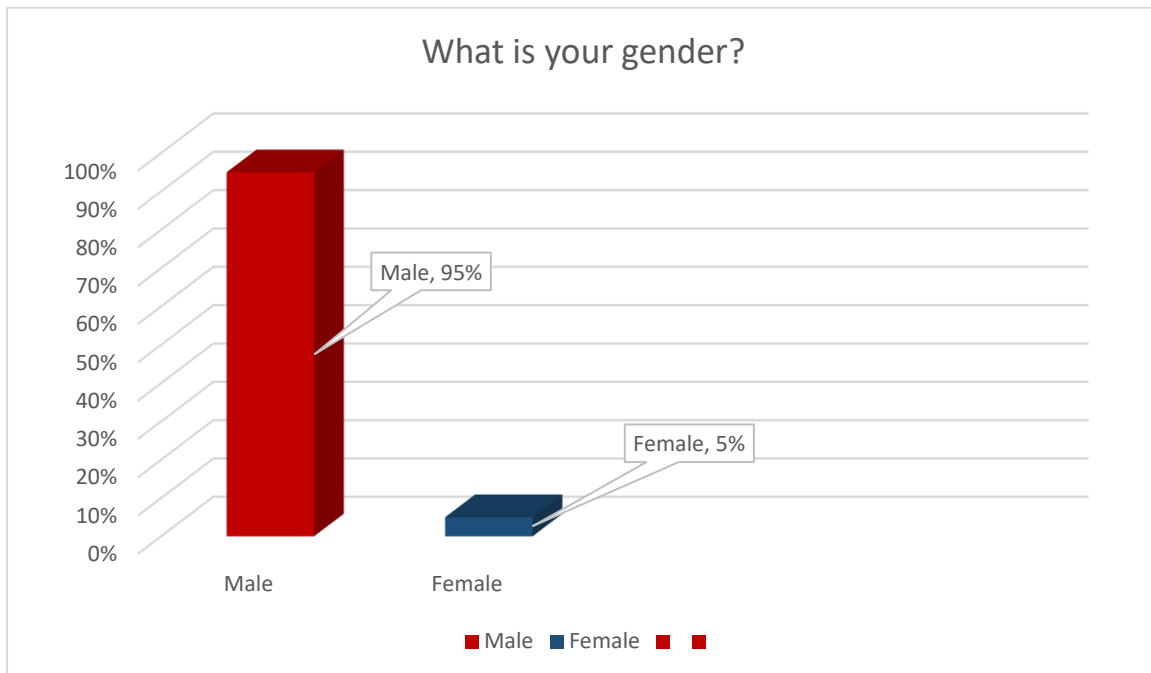
Source: Result from survey.

It was expected that there will be few women at construction sites, but the reported figures were ridiculously lower than expected – 5% of respondents are women. This means that men are at 95% of the respondents, and if this is a true reflection of the number of women employed at the sites, there is little they may contribute to the study as females. Women would mostly be involved in admin positions or general work like cleaning around the sites.

Question 6: What is your highest qualification to date?

The purpose of this section was to determine the level at which the people were employed and trying to relate it to their positions in the organisations they worked for. **Response**: The expectations were that the generality of the respondents would be unskilled labour, even though there was no specific request of skills specifically. According to the respondents, as shown in Table 5.3 below.

Table 5.3 What is your highest qualification to date?

Options	No Matric	Matric only	Certificate	Diploma	Degree	Other
	3	21	63	33	0	0
Total	2.5%	17.5%	52.5%	27.5%	0%	0%

Source: Result from survey.

The response indicated that those without matric were 2.5% of those responding, but of particular interest is that those with certificates were high at 52.5% followed by those with diplomas at 27.5% with 17.5% having matric only. No question was directed towards understanding whether the qualification was relevant to construction, or that could be people from other disciplines desperate for a job and then they would take up anything available.

Over all the respondents were diverse in their responses except that there was no large foreign employee contingent responding as targeted. The need for diversity was however fulfilled since there were differences in religion, in race and the levels of education.

5.2 SECTION B: JOB SATISFACTION/ APPRECIATION

This section was the Likert scale, ranking the opinions or attitudes of the respondents according to the scale. The scale ranked from 1-5, and the respondents had to indicate anyone of the 5 scales, namely; 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. The same format used to respond above is used in this section with responses per statement reported in the order in which they appear on the questionnaire. The Likert scale had subheadings under which specific statements were made, and these subheadings are, in their order from top to bottom, namely; nationality, religion, skills, exclusion based on differences, salary differences.

NATIONALITY

Statement 1: **I always have it in my mind that I don't belong to this group.**

Response: Too often people are over conscious of their culture, race, origins and or religion to the extent that they may observe any differences as a possible result of what they think is because of who they are. The responses were of particular interest as shown in the Table 5.4 below.

Table 5.4 I always have it in my mind that I don't belong to this group

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	27	36	27	27	3
Total	22.5%	30%	22.5%	22.5%	2.5%

Source: Result from survey.

A total of 52.5% of the respondents (22.5% strongly disagreeing and 30% disagreeing) disagreed with the statement suggesting that they are or may be comfortable in their workplace. There is nothing that makes feel that they are outfits at the workplace, nor over conscious about who they are in their work environment. Neutral is at 22.5% with 22.5% agreeing and 2.5% strongly agreeing.

Statement 2: The behavior of the people reminds me always that I am not wanted

Response: The environment of the workplace can affect people's behaviors and perceptions of their place within the company as well as their value. The response to this statement is recorded in the Figure 5.4 below.

Figure 5.4 The behavior of the people reminds me always that I am not wanted
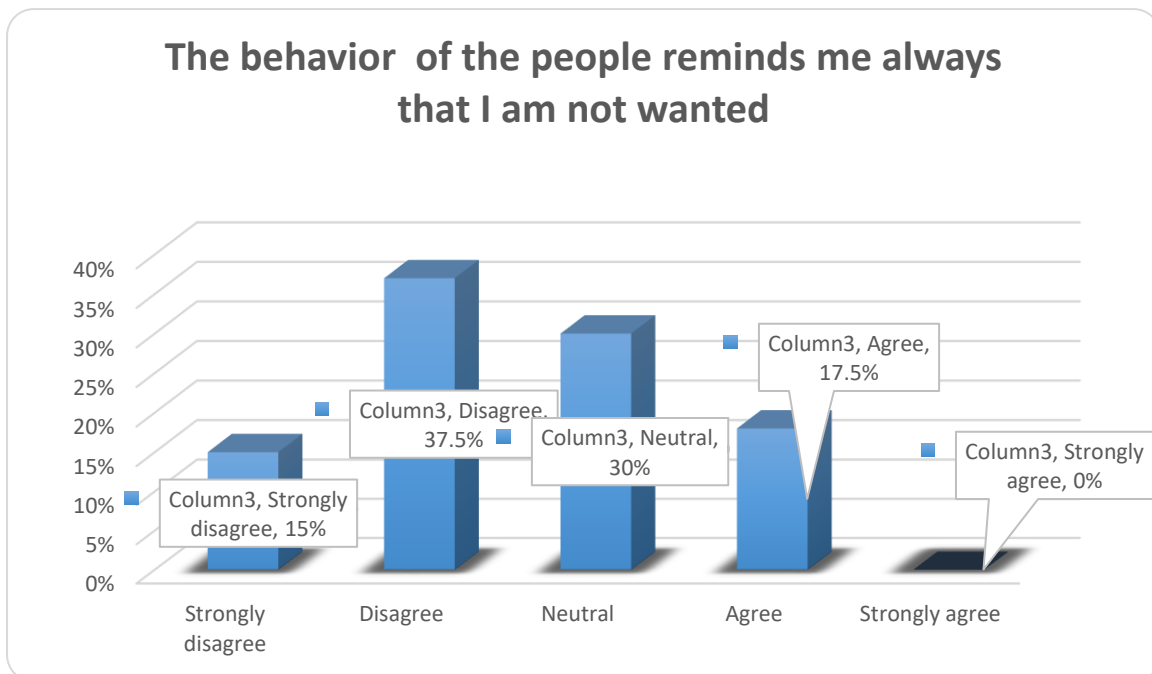
Source: Result from survey.

Most of the respondents did not agree with the statement (15% strongly disagreed and 37.5% disagreed) which implies that the majority is comfortable in their place of work

however 30% stayed neutral while 17.5% agreed. This raises questions as to what causes them to feel unwanted at work.

Statement 3: The way I am used to doing things is different from what is done here

Response: Due to diversity in nationalities, gender, qualification and religion within the workforce and respondents, differences in the style of work may arise. The respondents' answers are recorded in the Table 5.5 below.

Table 5.5 The way I am used to doing things is different from what is done here

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	0	45	42	33	0
Total	0%	37.5%	35%	27.5%	0%

Source: Result from survey.

The expectation was that the majority would agree due to the diversity among the respondents however, the majority disagreed with 37.5%. 27.5% agreed while 35% stayed neutral which is a bit confusing due to the closeness in numbers with the ones who disagreed.

Statement 4: My upbringing shows that these people have no respect for values

Response: Often, people with different backgrounds and upbringings tend to see things differently in terms of values. The respondents' answers are recorded in the Table 5.6 below.

Table 5.6 my upbringing shows that these people have no respect for values

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	16	96	136	72	0
Total	5%	30%	42.5%	22.5%	0%

Source: Result from survey.

From 120 individuals: 5% selected strongly disagree, 30% said they disagree, 42.5% said they were neutral about the statement above, 22.5% said they agree and nobody said they strongly agree with the statement above which may means that the respondents are now well accustomed to each other to respect each other values.

Statement 5: The cultural differences make me feel like a misfit here

Response: An increasing number of employees come to work each day with very different sets of cultural norms and beliefs than their colleagues and managers. As a result to the statement mentioned, the respondents' responses are in the table 5.7 below.

Table 5.7 the cultural differences make me feel like a misfit here

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	3	27	66	18	6
Total	2.5%	22.5%	55%	15%	5%

Source: Result from survey.

Unexpectedly, 55% stayed neutral implying that they do not have an opinion with 5% boldly agreeing. However it may means that the respondents are being safe in their answers as 15% agreed and the majority with 22.5% disagreed. 2.5% strongly disagreed with the statement 4.

RELIGION

Statement 6: I am deeply devoted to my religious beliefs and values

Response: Usually people who practice a religion are committed to it. The below figure shows the result.

Figure 5.5 I am deeply devoted to my religious beliefs and values
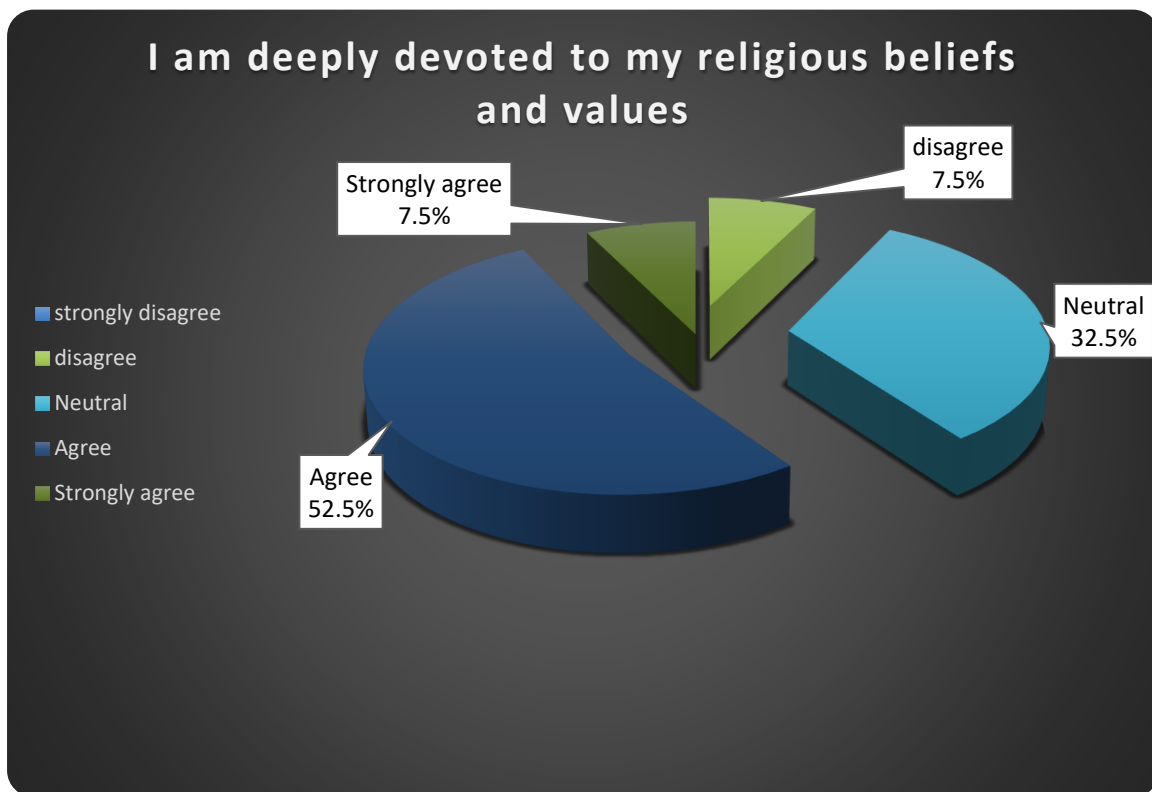
Source: Result from survey.

As shown in the above figure 5.5, when asked if the respondents are deeply devoted to their religious beliefs and values, the total of 120 respondents said the following: none strongly disagreed which was expected, 7.5% said they disagree, 32.5% said they were neutral, 52.5% said they agree and 7.5% said they strongly agree with the statement above.

Statement 7: My work ethics is derived from my religious convictions.

Response: It is expected that virtues embedded within the various traditions of religion and spirituality play a role in ethical decision-making in the workplace. However the response recorded in the table 5.8 below is surprising.

Table 5.8 my work ethics is derived from my religious convictions.

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	30	6	45	33	6
Total	25%	5%	37.5%	27.5%	5%

Source: Result from survey.

When asked to comment on statement 7, respondents answered the following 25% strongly disagreed, 5% disagreed and 27.5% said they agree while 5% said they strongly agree with the statement. The majority stayed neutral with 37.5% which is quite surprising as there's only two religious group Islam and Christian with 75% Christians.

Statement 8: Religion does not play any part in my attitude towards work here

Response: Usually religious values tend to be deeply in individuals practicing the religion. For instance, the Christian tradition has considered giving a key religious practice and for Muslims, giving is one of the pillars of Islam. The respondents' responses can be found in the table 5.9 below.

Table 5.9 Religion does not play any part in my attitude towards work here

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	0	21	54	30	15
Total	0%	17.5%	45%	25%	12.5%

Source: Result from survey.

As shown in the table 5.9 above, when asked if religion does not play any part in their attitude towards work there, the total of 120 respondents said the following: None said they strongly disagree, 21 individuals which is 17.5% said they disagree, 54 individuals which equals to 45% said they were neutral, 30 people which is 25% said they agree and 15 people which is 12.5% said they strongly agree with the mentioned statement. Although, 15 people boldly agreed, 54 remains neutral which might means that they did not understand the question or they did not want to have an opinion.

Statement 9: We could cooperate well if all of us belonged to the same religion

Response: There is rigid connection between religion and morality. If people proceed only from the fact of their belonging to a certain religion, then it will be very difficult or impossible to resolve moral contradictions. The respondents' responses are in the Table 5.10 below.

Table 5.10 we could cooperate well if all of us belonged to the same religion

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	0	12	36	63	9
Total	0%	10%	30%	52.5%	7.5%

Source: Result from survey.

It was expected that the majority would agree based on the fact that everybody belong to a religion with the majority being Christians. Majority agreed with 52.5% agreeing and 7.5% strongly agreeing. None said they strongly disagree, 10% said they disagree with the statement, 36 people which is 30% said they were neutral. Does this means they are some conflicts on morals based on the fact that the respondents working together are not all from the same religion?

Statement 10: An individual without religious values has no moral standing in life

Response: According to the Oxford dictionary, moral is concerned with the principles of right and wrong behaviour. Often, religious people may believe non-religious have no morals resulting in their actions towards each other. The respondents' answers are recorded in the figure 5.6 below.

Figure 5.6 an individual without religious values has no moral standing in life
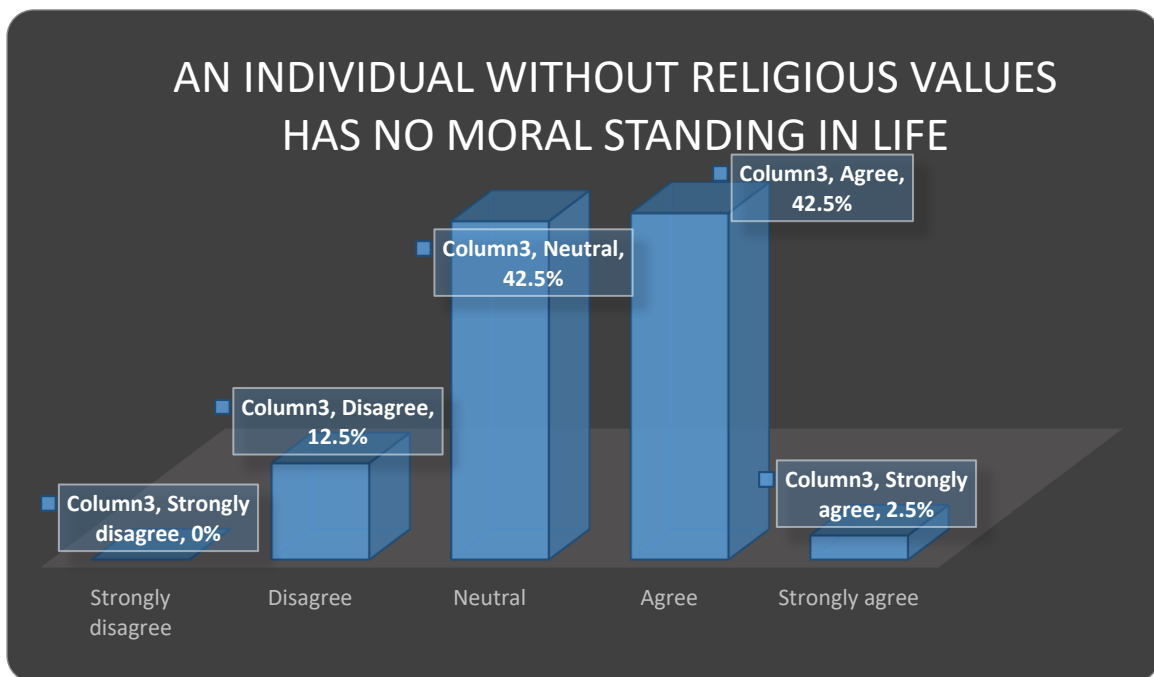
Source: Result from survey.

From the total sample population of the study, the above illustration highlights important numbers. To the statement an individual without religious values has no moral standing in life, respondents answered the following: None strongly disagreed, 15 individuals which is 12.5% disagreed, 51 individuals which represents 42.5% answered neutral, and the majority agreed with 42.5% agreeing and 2.5% strongly

agreeing with the statement. This is not surprising as 100% of the workforce practice a religion.

SKILLS

Statement 11: Skilled people are treated differently from those without skills

Response: It is perceived that skills and skilled people have been greatly valued throughout history. For instance, the department of higher education and training in South Africa released for public comment a government gazette titled the National Scarce Skills List: Top 100 Occupations in demand. This highlight that skilled people are valued. The respondents' responses are recorded in the table 5.11 below.

Table 5.11 Skilled people are treated differently from those without skills

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	3	15	27	69	6
Total	2.5%	12.5%	22.5%	57.5%	5%

Source: Result from survey.

When looking at the table 5.11 above, it is clear to see the majority (80%) of respondents agreed and were neutral about the statement above. The remainder of respondents answered the following: 12.5% said they Disagree, 2.5% said they disagree and only 5% said they strongly agreed when asked to comment on the above statement.

Statement 12: If you do not have a skill or education no one listens to what you say

Response: A workforce which includes diverse people in terms of skills can create a division as per skilled and unskilled people. Due to the table 5.11 were the majority of respondents agreed that skills are valued, it is expected that when you do not have a skill it makes the individual feels less important, as no one would pay attention to him. The respondents' responses are recorded in the table 5.12 below.

Table 5.12 If you do not have a skill or education no one listens to what you say

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	0	24	27	69	0
Total	0%	20%	22.5%	57.5%	0%

 Source: Result from survey.

The table 5.12 shows the selection percentages from the total sample population of 120. From the above, it can be understood that: 0% said they strongly disagree with the statement above, 20% said they disagree, 22.5% said were neutral about this statement, while the majority again with 57.5% said they agree and 0% said they strongly agree with the statement.

Statement 13: skilled/ educated people always have more influence at this place

Response: It is expected that the individuals with more education possess more influence in decision making within the workplace. Also, due to the previous response regarding skills, education and skills are valued within the project management industry which is the industry our respondents operate in. The respondent's responses are illustrated in the figure 5.7 below.

Figure 5.7 skilled/ educated people always have more influence at this place

skilled/ Educated people always have more influence at this place

Column3, Strongly disagree, 0%
Column3, Disagree, 5%
Column3, Neutral, 22.5%
Column3, Agree, 67.5%
Column3, Strongly agree, 5%

Column3   Column2   Column1
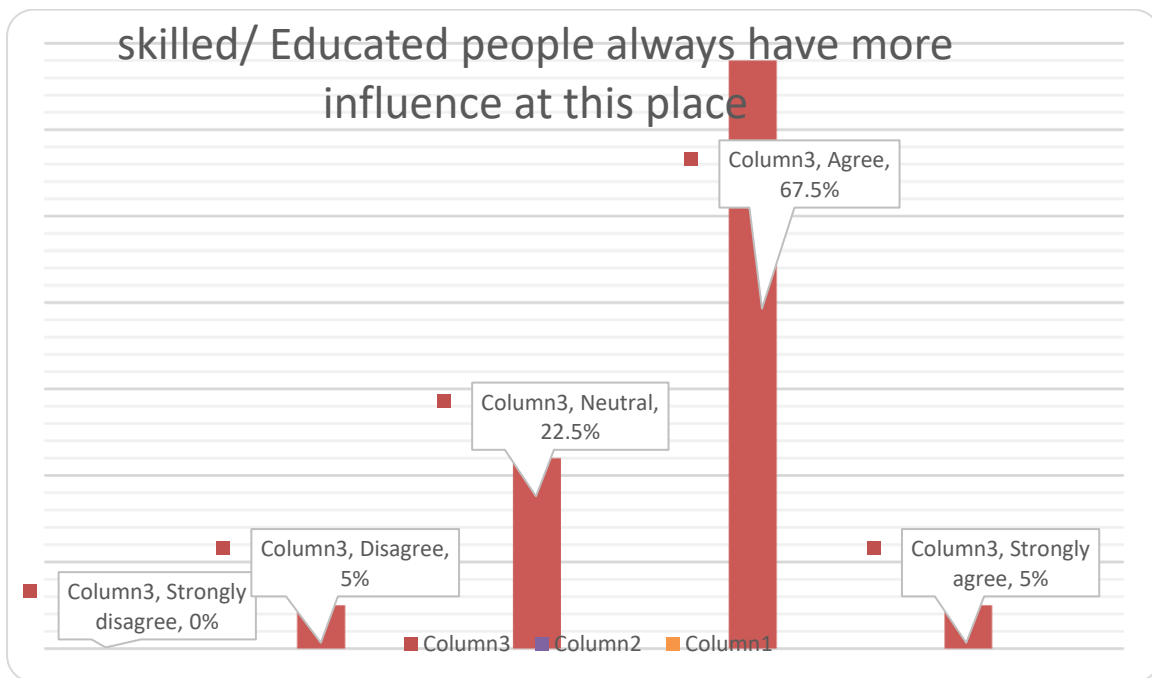
Source: Result from survey.

The above figure shows the selection numbers to the above statement. From the total sample population of 120 respondents, the following was founded: 0% said they strongly disagree, 5% said they agree, 22.5% said they were neutral about the statement, and 67.5% said they agree with the statement, while only 5% strongly agreed.

Statement 14: The system treats all people in the same way regardless of status

Response: As per the responses above, we can sense a difference of treatments within the workforce such as the difference of treatments between woman and man or skilled and unskilled. Although everyone's management style differs, all the employees are expected to be treated fairly. To the statement 14, the responses illustrated in figure 5.8 below are quite surprising.

Figure 5.8 The system treats all people in the same way regardless of status
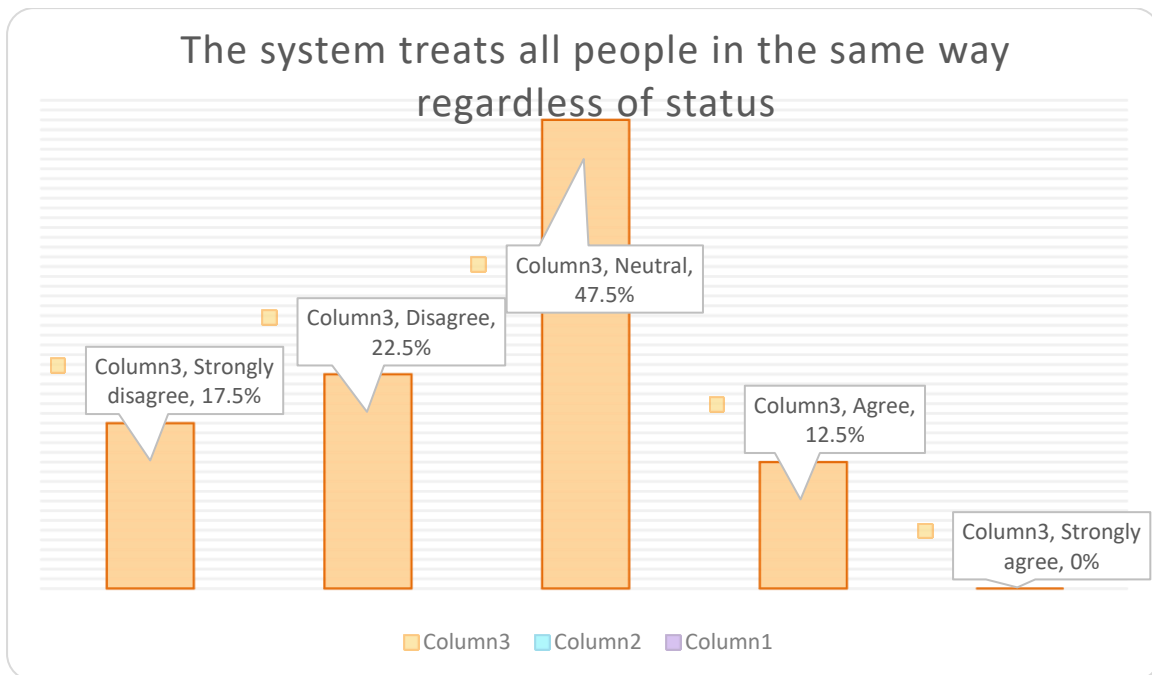
Source: Result from survey.

When looking at the illustration in the figure 5.8 above, it can be deduced that respondents being Neutral holds the highest percentage of 47.5% as 57 out of 120 respondents that said so; second to this selection was respondents who disagreed, with a percentage of 22.5%. The remainder 17.5% of the respondents said they strongly disagree, 12.5% chose neutral while 0% strongly agreed.

Statement 15: there is a conduct difference between skilled and unskilled people

Response: Much is expected in terms of how people handle or conduct themselves at the workplace with respectable conduct expected of those high up in the ranks. Conduct here may mean anything from the way they relate or treat other people, to showing acceptable work ethics, and many other related issues. The figure 5.9 below records the findings according to the respondents.

Figure 5.9 there is a conduct difference between skilled and unskilled people
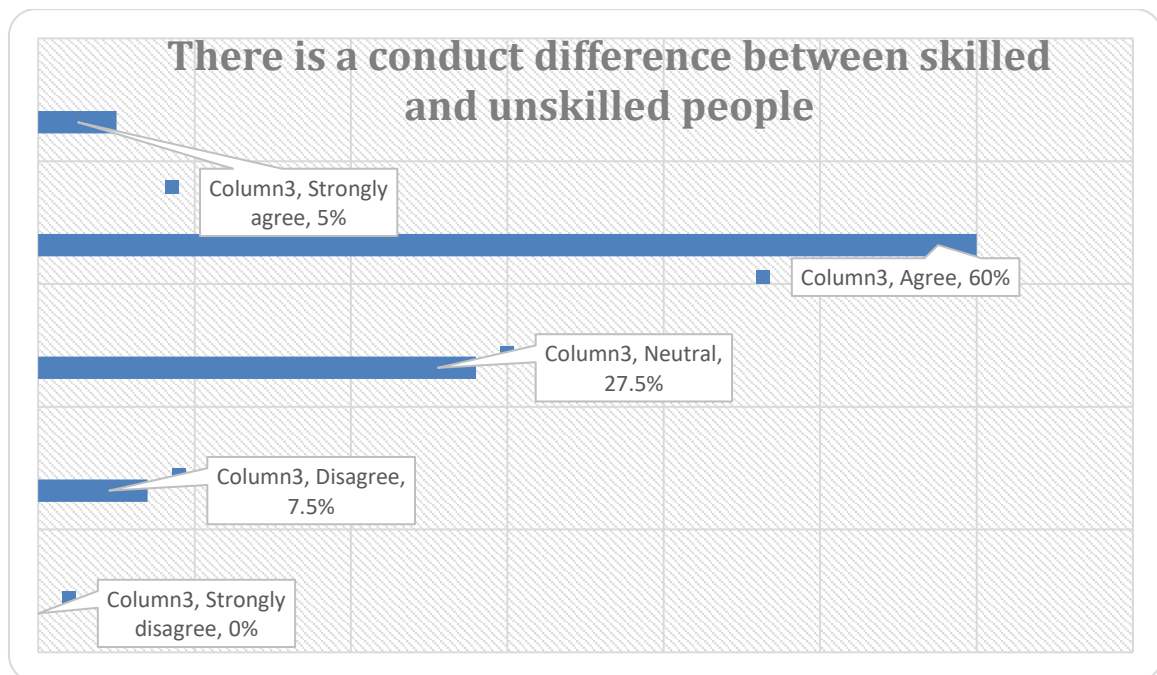
Source: Result from survey.

Though the neutral has remained uncomfortably high at 27.5%, those agreeing (60%) and strongly agreeing (5%) make a total of 65% which allows for generalization of the findings. The respondents say that there is a noticeable difference between the way the skilled and the unskilled conduct themselves. That on its own becomes another form of diversity the workplace has to deal with. The skilled may want to be treated differently because of who they are and what they do. Only 7.5% total disagree with the statement, that percentage is negligibly too small to cause concern.

EXCLUSION BASED ON DIFFERENCES

Statement 16: I always feel excluded because I am seen different

Response: Though this may be perceptions, but perceptions are the reality that people live by, meaning that what they perceive will inevitably make them act in a particular way. When individuals feel excluded, they tend to withdraw from associating with other people, this in turn may affect their performance at work. The respondents expressed their views as illustrated in table 5.13 below.

Table 5.13 I always feel excluded because I am seen different

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	3	39	45	33	0
Total	2.5%	32.5%	37.5%	27.5%	0%

Source: Result from survey.

There is a movement up and down with the neutral, now up to 37.5%, again the researcher doesn't understand what the respondents mean by this. Those disagreeing (total of disagreeing – 32.5% and strongly disagreeing – 2.5%) are at 35% actually less than those not sure of what to say. The agreeing are at 27.5%, equally less than what the neutral, making it impossible to generalize.

Statement 17: Every time I have to fight for recognition by the system and peers

Response: Too often when an employee keeps quiet when they are mistreated, that might imply satisfaction even if it is clear to everyone that it is incorrect. Some employees tend to fight for their rights where they feel they need to fight, the situation allowing. The decision on the job satisfaction for an employee should come from the employee and not from the manager. Too often managers decide what is satisfactory for the subordinates. Table 5.14 provides us with the response from the respondents.

Table 5.14 Every time I have to fight for recognition by the system and peers

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	0	42	60	18	0
Total	0%	35%	50%	15%	0%

Source: Result from survey.

Neutral has remained too high at 50%, this is definitely a cause for concern to the researcher. Those who disagree are at 35%, strongly disagree at 0%, those agreeing at 15% and the strongly agreeing are at 0%. No generalization can be made except to indicate that there are too many people going without an opinion on issues that should affect them in their daily operations.

Statement 18: There are people belonging to a group that seems to be given priority

Response: Favouritism, nepotism and other forms of segregation directed against certain individuals or certain groups are a common phenomenon in the workplace. Sad to say that these are practiced to the detriment of the organisation since performance and productivity is a product of group synergy. Below (table 5.15) are the findings.

Table 5.15 There are people belonging to a group that seems to be given priority

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	0	12	75	30	3
Total	0%	10%	62.5%	25%	2.5%

Source: Result from survey.

Giving special favours to certain people simply increases despondency and slows down productivity. Too often it introduces competition between the groups which may remove the focus from project tasks to animosity against each other. Neutral is exceedingly high at 62.5% and there is no generalization that can be made. From the study, 0% said they strongly disagree, 10% said they disagree, 25% said they agree with what is being said while only 2.5% said they strongly agree.

Statement 19: We are not treated the same for the same amount of work we do

Response: In most organisations is South Africa salaries are confidential, and too often you do not know what the other person earns, even if you belong to the same level. On the other hand, some people are treated favourably on other issues than others are. To this statement the respondents aired their views in figure 5.10 below.

Figure 5.10 we are not treated the same for the same amount of work we do

we are not treated the same for the same amount of work we do

- Percentage, Neutral, 47.5%
- Percentage, Agree, 30%
- Percentage, Disagree, 17.5%
- Percentage, Strongly Disagree, 2.5%
- Percentage, Strongly Agree, 2.5%
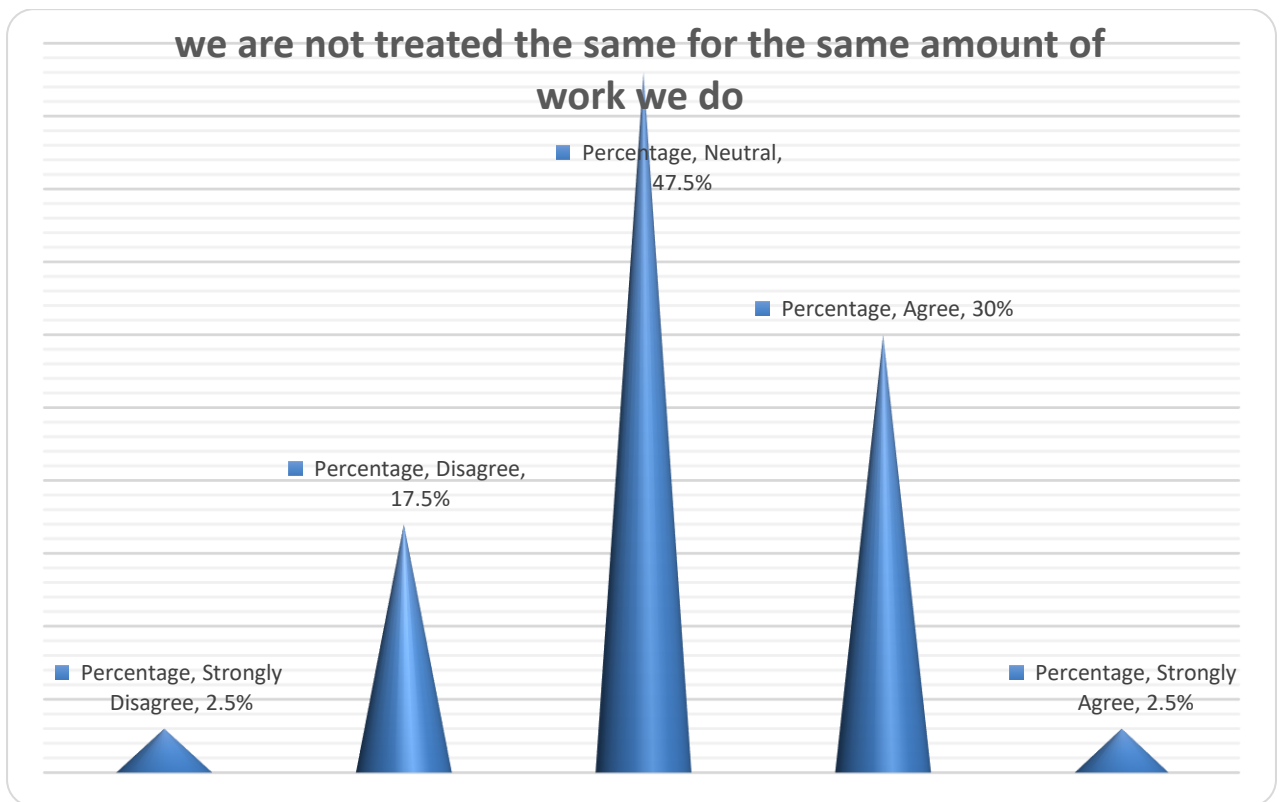
Source: Result from survey.

Neutral continues to be high, this time at 47.5%, just below half of the respondents opted not to take sides. Total of 30% agree and total of 20% disagree, no side exceeds the half mark, thus no generalization can be made. As 2.5% strongly disagree and 2.5% strongly agree.

Statement 20: Promotion here depends on who you know and not performance

Response: In the ideal; workplace promotion should be based on one's performance as this does motivate people to perform. A few problems however, performance measurement is subjective on its own, and may depend on one's perceptions about a good or hard working employee. On the other hand, the employee may consider themselves good performers, in which case they may consider themselves disliked if they get a low score. The respondents in the survey had their own opinions as indicated in table 5.16 below.

Table 5.16 Promotion here depends on who you know and not performance

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	27	15	51	27	0
Total	22.5%	12.5%	42.5%	22.5%	0%

Source: Result from survey.

Looking at the table above it is clear to see that the majority (42.5%) of respondents stayed Neutral about the statement above. The remainder of respondents answered the following: 22.5% said they strongly disagree, 22.5% said they agree and only 12.5% said they disagree, while 0% said they strongly agree when asked to comment on the above statement.

Statement 21: Promotion here depends on your performance

Response: In the ideal; workplace promotion should be based on one's performance as this does motivate people to perform. A few problems however, performance measurement is subjective on its own, and may depend on one's perceptions about a good or hard working employee. On the other hand, the employee may consider themselves good performers, in which case they may consider themselves disliked if they get a low score. The respondents in the survey had their own opinions as indicated in table 5.17 below.

Table 5.17 Promotion here depends on your performance

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	0	0	18	75	27
Total	0%	0%	15%	62.5%	22.5%

Source: Result from survey.

Neutral sits comfortably at 15% with a total of zero (0%) for the strongly disagree and they disagree. An unprecedented high of 85% (agree at 62.5% and strongly agree at 22.5%) allow for a generalization of the findings. It can be stated that the respondents believe that good performance will lead to promotion. This would enable some people to work harder to get the recognition for good work, promotion would normally bring with it a higher salary and a management or supervisory role.

SALARY DIFFERENTIATION

Statement 22: Some people are paid better for the same work that we do

Response: People work for salaries and this is a sensitive issue in many instances. It is complicated by the secrecy over salaries as these are considered confidential and individuals do not know what the other person earns. It can therefore be possible to have people of the same position and same work earning different salaries. The respondents aired their views on this issue below in figure 5.11.

Figure 5.11 Some people are paid better for the same work that we do
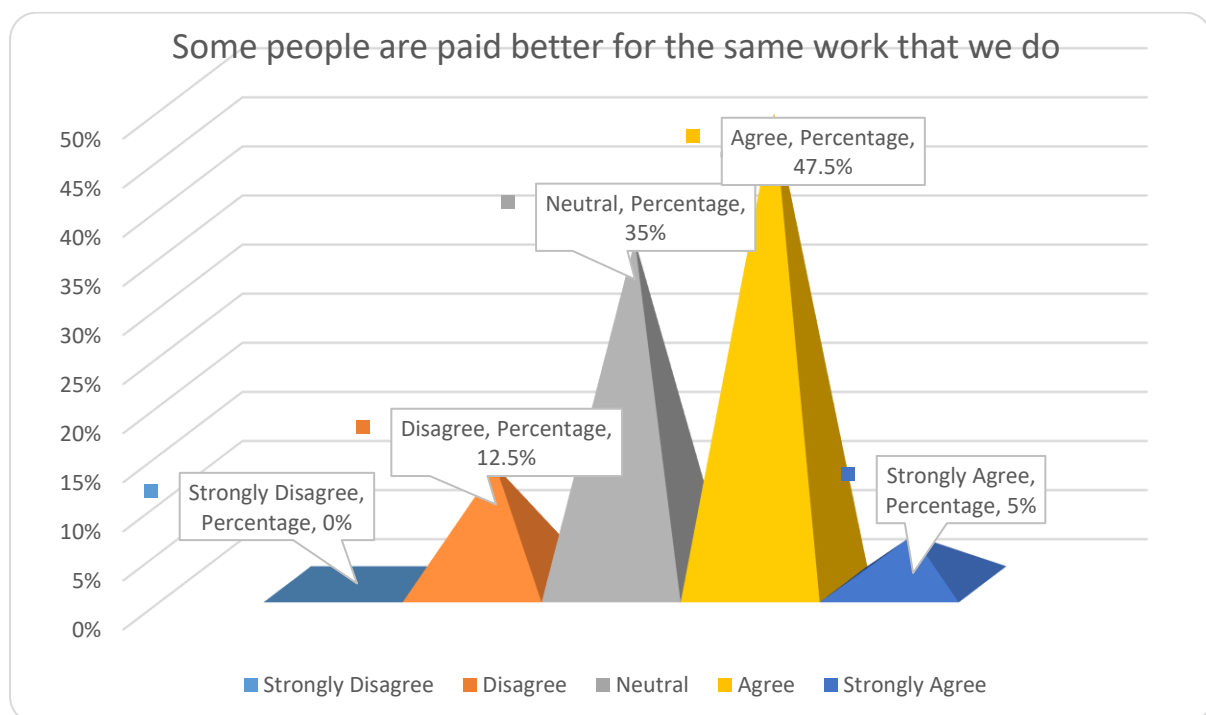
Source: Result from survey.

Only 12% of the respondents disagreed with the statement, and neutral sits at just over $^1/_3$ of the respondents at 35%. The remainder of the respondents stand at 47.5% agreeing and 7.5% strongly agreeing. Thus 55% of the respondents agree that people are paid different salaries for the same work. This confirms what unions have been fighting for because of these anomalies. In as much as salaries are treated by employers as confidential, many employees share or compare their salaries.

Statement 23: Your wage package depends on who you know not what you do

Response: May be not directly on who do you know, but too often there are anomalies caused by the competition or negotiations entered into when an individual applies for a position. Many employees will move only when there is a better package than their current salary, the construction business is different however. The responses are illustrated in figure 5.12.

Figure 5.12 Your wage package depends on who you know not what you do

Your wage package depends on who you know not what you do

- Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
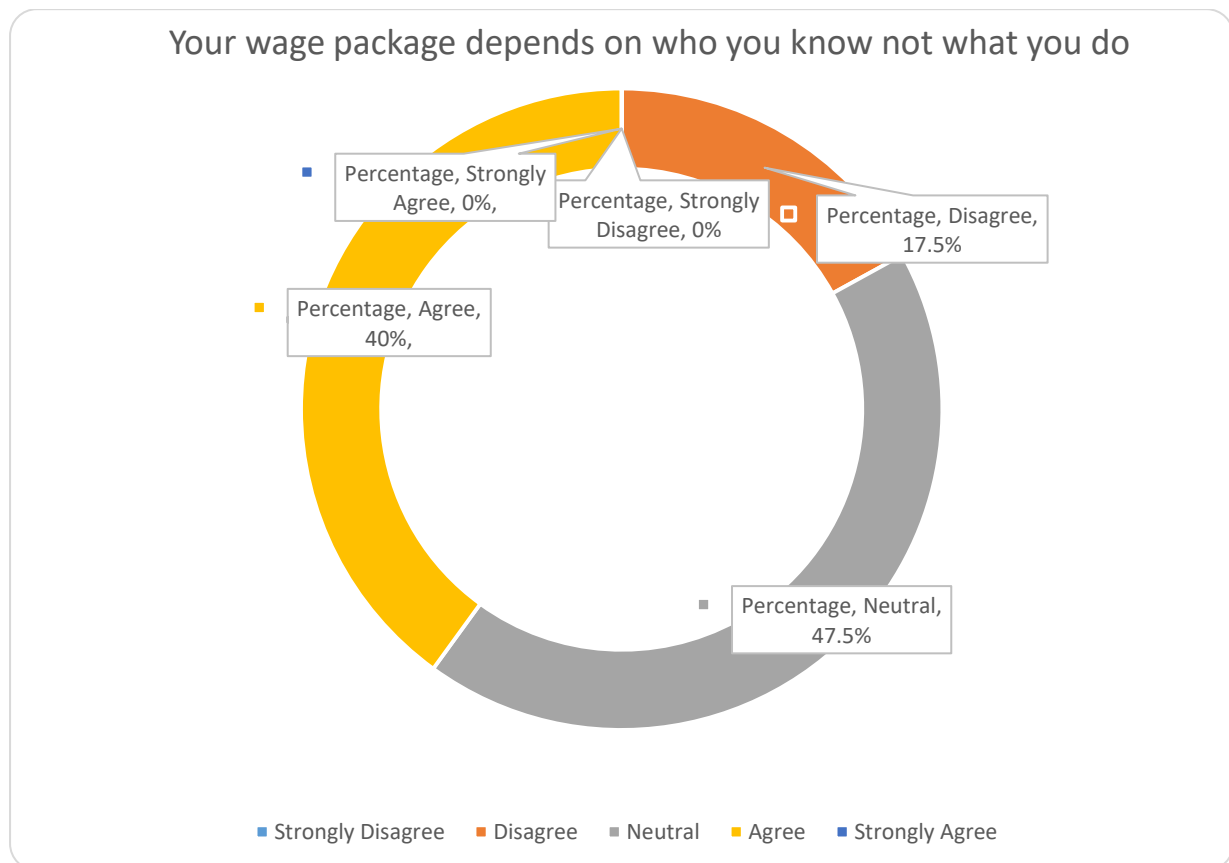
Source: Result from survey.

For most of the time salaries are not fixed or may depend on the quartile in which one is placed. The entry level may differ depending on the experience of the employee even when doing the same job. Some have more experience than the others. To this response 42.5% is neutral, 40% agree and 17.5% disagree, no scores were given for the strongly disagree and strongly agree (0%).

Statement 24: Everyone is paid same salary for the same work- we know the salaries

Response: Again as stated repeatedly above, salaries are a secret guarded with individuals being the only ones who know how much they earn. The respondents spoke, and this is recorded in table 5.18 below.

Table 5.18 Everyone is paid same salary for the same work- we know the salaries

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	0	9	33	75	3
Total	0%	7.5%	27.5%	62.5%	2.5%

Source: Result from survey.

A resounding 65% of the total of strongly agree (2.5%) and agree (62.5%) believe that there are no disparities on the wages paid for the same job. Neutral continues to remain high at 27.5% which is more than a quarter [¼] of the respondents. Those disagreeing comprise of a small percentage (7.5%) with no one strongly disagreeing. It can be generalized therefore that the people believe that they are paid the same salaries for the same type of work they do.

Statement 25: Foreigners are generally favored against the locals by the managers

Response: For long some of the causes for xenophobia in the country are as result of the employers preferring foreign employees to the local employees. Many reasons are advanced, some among them are, that locals are lazy, that foreigners accept low wages, or even that they will never go on strike. The conditions of the foreigner are understood in the sense that they are desperate to survive, and that these conditions they live and work under in South Africa are much better than what the local South African frowns upon. The results are displayed in figure 5.13 below.

Figure 5.13 Foreigners are generally favored against the locals by the managers

FOREIGNERS ARE GENERALLY FAVORED AGAINST THE LOCALS BY THE MANAGERS

- Percentage, Agree, 62.5%
- Percentage, Neutral, 27.5%
- Percentage, Disagree, 7.5%
- Percentage, Strongly Disagree, 0%
- Percentage, Strongly Agree, 2.5%

Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree
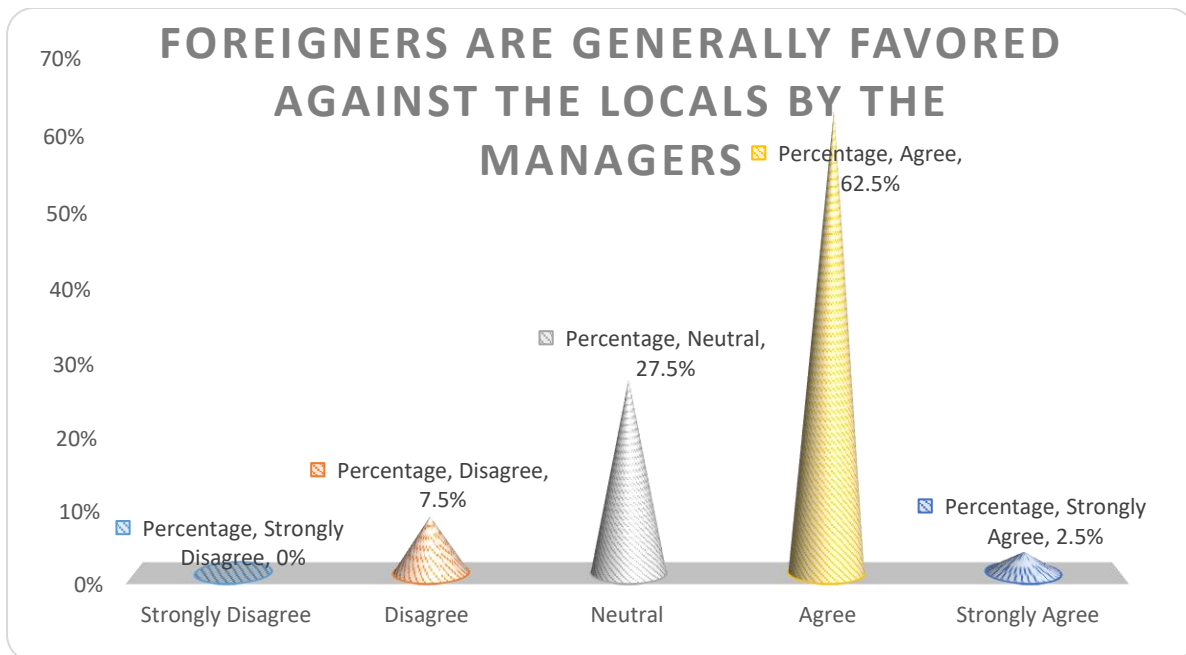
Source: Result from survey.

From the figure above, it is evident that respondents agreeing hold the highest percentage of 62.5%; second to this selection was respondents who were neutral, with a percentage of 27.5%. The remainder 7.5% of the respondents said they disagree, 2.5% said they strongly agree, while 0% strongly disagreed.

Statement 26: Foreigners perform their work better than the locals

Response: The conflict between foreigners and locals is a tense battle because the locals feel that "whites" employ foreigners and pay them little money. Meanwhile the foreigners are prepared to work for anything since their conditions from their countries of origin are dire. With this in mind, the respondents expressed their views as recorded in table 5.19 below.

Table 5.19 Foreigners perform their work better than the locals

1- Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	0	6	27	81	6
Total	0%	5%	22.5%	67.5%	5%

Source: Result from survey.

Another resounding positive with 67.5% agreeing and 5% strongly agreeing, this makes a total of 72.5% that believe that foreigners are more hardworking. Strongly disagree scored 0% and disagree scored 5%. Neutral is at 22.5%, it can be generalized that it is perceived that foreigners work harder than the locals.

Statement 27: Locals perform their work better than foreigners

Response: It is perceived that locals are "Lazy" and do not work as hard as foreigners. Bearing in minds than foreigners might do all they can to keep the job and perform well as they provide for families and their own country, or the job is linked to their visa which means that they have no choice but keep the job. However, employers might feel like locals can resign whenever they want and have more freedom to perform however they want. With this in mind, the respondents expressed their views as recorded in table 5.20 below.

Table 5.20 Locals perform their work better than foreigners

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	12	30	45	33	0
Total	10%	25%	37.5%	27.5%	0%

Source: Result from survey.

Again, 37.5% remained neutral high. The researcher sense that the respondents may feel uncomfortable with some questions. The lowest percentage came from strongly agreeing (0%) and strongly disagreeing (10%). The selections from the remaining respondents included: 25% said they disagree and 27.5% said they agree.

Statement 28: There is no difference in the performance between locals and foreigners

Response: This statement was intended for the respondents to let us know what their take is. With this in mind, the respondents' answers are recorded in the table 5.21 below.

Table 5.21 There is no difference in the performance between locals and foreigners

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	12	24	48	36	0
Total	10%	20%	40%	30%	0%

Source: Result from survey.

Neutral stays high with 40% while 30% of the respondents agreed. This means some of the respondents did not want to give an opinion and preferred to stay neutral however 10% strongly disagreed with the statement and 20% said they disagree.

5.3 ANY ADDITIONAL INFORMATION:

Respondents indicated that:

1- Foreigners work hard because they have to take care of themselves
2- from the site manager perspective there is no form of discrimination
3- a positive attitude determine the outcome
4- Difference in objectives and goals

5.4 CONCLUSION

The analysis of the data has brought important factors to the fore in this study. There are significant differences between the respondents such as qualifications, religion, and gender. The respondents feel differently treated according to their skills and qualifications. Also, salary difference between the respondents have an impact on their performance and the way they perceive hard work between locals and foreigners as their value for their job is different from each other indicating the possible difference of objectives. The general impression given here is that most of respondents play safe to avoid any arising conflicts but definitely feel difference in treatments. As a result the data obtained have been converted into graphical format for easy readability and also to serve the essence of comparing the variables. The rest of the details of the findings are provided in the next chapter.

CHAPTER 6

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The study emanated from extensive literature review on diversity as a reality in the South African workplace with the influx of people from other countries. The extent of the diversity is complicated by the presence in the workplace of former white supremacists who are by their nature ethnocentric. The local black who is considered as vindictive and with anger from the exploitation of their parents and ancestry in the yester years. Come the entry of economic refugees from the continent and elsewhere who are perceived as prepared to work for anything. This thesis therefore starts with the chapter one (the proposal) which lays the background literature review on the basis on which the study was constructed and planned. The proposal identifies the study gap and introduced the problem statement, the research objectives, the research methodology and the design and identified the sample frame, sampling methods and the data collection and analysis methods. The second chapter covered extensively the forms of diversity based on cultural, racial, religious and national differences and the likely conflicts based on these differences. Chapter three focuses on the models of the management of diversity together with the conflict resolution models. This is followed by chapter four which detailed the research design, research problem, target population, the research instrument, data collection methods and the methods used for data analysis and reporting. Chapter five reports on the findings as seen in the actual data converted to illustrations like graphs, tables, histograms, pie and bar charts. This chapter (six) now summaries the findings in chapter five, makes conclusions and recommendations.

6.2 FINDINGS

The summarisation of the findings was designed deliberately to follow the same question and response format used in recording data in chapter five. As alluded to above, this format enables ample coverage of individual questions and statements as they are asked and responded to. The questionnaire was divided into three sections, namely; section A – Biography, Section B – Likert scale and Section C – open ended. The summary therefore follows pattern as listed below.

6.2.1 SECTION A: BIOGRAPHY

The biography section served two purposes, firstly it helped in the screening of the respondents to identify who was suited for the survey, and secondly, it provided a better understanding of the type of people in the system. The questions from the questionnaire are repeated, followed the conclusion and the recommendations.

Question 1: What is your current occupation / job at this construction site?

Conclusion: It was considered necessary to know and understand the occupation and or skills of the respondents as that would determine the level and or extent to which they would feel discriminated against. It can be concluded that 92% of the respondents were technically skilled. If this could be assumed to be the structure throughout the industry in the Western Cape, it can be concluded also that the foreigners working in these construction site are tradesmen in their own right.

Recommendation: It would be of tremendous assistance if organisations and governments would make use of these skills to develop local skills and trades to help reduce unemployment amongst locals.

Question 2: What is your religion/what religion do you belong to?

Conclusion: The majority of the respondents (75%) indicated that they are Christians, leading to the assumption and conclusion that there will be fairly little problems based on religion amongst themselves within the construction site in South Africa with a population predominantly Christian.

Recommendation: It may be necessary to allow a general awareness of the differences in people's religions to enable them to appreciate their differences and accommodate each other. Many wars have been fought over religion, indicating that religion may become a powerful dividing force between people.

Question 3: What is your nationality (place of origin)?

Conclusion: It can be concluded that these construction companies employ more foreigners (53%) than locals (45%) as indicated by the survey. It is not clear why more foreigners would be employed than the locals in a country where there are high unemployment levels of the locals.

Recommendation: It may be prudent to try and increase the number of locals to both avoid future xenophobic attacks and general uprising by locals when poverty levels continue to increase.

Question 4: What is your racial Group?

Conclusion: It can be concluded here that the bulk of the foreigners at the site who were Congolese and Zimbabwean were blacks. Together with that, coloureds comprise 44% of the Cape Town population even though there are only 27% of them in the construction jobs.

Recommendation: South Africa has embarked on the EE programs intended to bring about employment equity according to the demographics of the regions, and it would be recommended that these companies abide by that legislation.

Question 5: What is your gender?

Conclusion: The traditional practice is that women are not commonly found as trades' people in construction jobs. But the government through EE programs has been trying to introduce women to these "male dominated" professions. It can be concluded that women have not found their way into these jobs as evidenced by the 95% males participating in the survey.

Recommendation: It is recommended that government and company programs to bring women into construction should be driven, not by legislation, but by identifying if women want to work in that heavy duty, dusty and dirty industry.

Question 6: What is your highest qualification?

Conclusion: Though no special mention was made of the specialization in the qualifications, but it can be generalized that most people found in this industry are certificate holders and diplomas (80%). It is not clear however if the certificates were earned through trade testing or by going to a technical college.

Recommendation: It is recommended that the companies develop employee development programmes and assist many of the general workers to develop skills for which they can be trade-tested and develop into technicians.

6.2.2 SECTION B: THE LIKERT SCALE (JOB SATISFACTION/ APPRECIATION)

The Likert scale was meant to rank the statements which were designed after literature review on this subject. The ranking was based on an order of 1 to 5 with 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree with 5 = strongly agree.

Statement 1: I always have it in my mind that I don't belong to this group

Conclusion: Evidently the foreign employees (52.5%) are constantly conscious of the fact that they do not belong here (in South Africa). A thought that might influence the way they relate to locals be it positively or negatively.

Recommendation: The foreigners with correct "papers" legally in South Africa should be helped to adjust to the realities of their lives and adapt to the local conditions. It may also be prudent for them to work to understand the indigenous people and their culture. The work place must conduct team building activities in order to facilitate inclusion.

Statement 2: The behavior of the people reminds me always that I am not wanted.

Conclusion: The respondents are not disturbed or reminded by the behavior of the people around that they do not belong here (52.5%). It can be concluded that the behavior of the people in the community is most likely the same or they have adjusted to the behavior.

Recommendation: No recommendation is suggested except to advise the foreigners to adapt and adjust to any conditions in the country in which they choose to live. Within the workplace, locals can be more open to foreigners and more open to each other in terms of skills sharing or even sharing the culture in order to learn from each other.

Statement 3: The way I am used to doing things is different from how it is done

Conclusion: Distance from one's place of upbringing makes it difficult for individuals to hold on to their culture and behavioural tendencies, especially when they are a few. It can be concluded here that the respondents seem to have had a problem of cognitive dissonance as evidenced by ambivalence at 35% (more than $^{1}/_{3}$ of the respondents).

Recommendation: Companies should carry out extensive diversity programmes to enable different people to get to understand each other. This has the positive effect of reducing differences and creating synergy from diversity.

Statement 4: My upbringing shows that these people have no respect for values

Conclusion: One of the biggest problems with culture is its ability to create values that create walls between individuals and the way they socialize. It can again be concluded that the respondents are confused and do not seem to know and understand if ever there are any marked differences among them.

Recommendations: Continued diversity awareness programmes will reduce the likely conflict between these different groups, it is recommended that all people be treated the same regardless of level of skills, home language, age, gender or colour of skin.

Statement 5: The cultural differences make me feel like a misfit here

Conclusion: Most people moving from their home countries or regions experience "cultural shocks." It can be concluded here that a very high neutral/ indifference at 55% indicates that more than half the respondents are not certain about this statement.

Recommendation: No recommendation is made and no suggests advanced on this statement.

Statement 6: I am deeply devoted to my religious beliefs and values.

Conclusion: People who practice any religion are usually very invested. It is concluded that the majority 52.5% agree with the statement which means that there are two different dominant religions within this working environment.

Recommendation: It is recommended that the workplace should promote inclusion and acceptance of anybody regardless of their religious belief in order to avoid discrimination.

Statement 7: My work ethics is derived from my religious convictions.

Conclusion: It can be concluded that the high ambivalence (37.5%) is a clear indication that the respondents are either confused (cognitive dissonance) or are not sure about the influence their religion plays in their work ethics.

Recommendation: No recommendations can be made.

Statement 8: Religion does not play any part in my attitude towards my work here.

Conclusion: Another High ambivalence (45%), it can be concluded that the respondents do not know if their religion affect their attitude towards their work.

Recommendation: No recommendations can be made.

Statement 9: We could cooperate well if all of us belonged to the same religion

Conclusion: Whilst people may believe in the same religion, but the degree of devotion and the experiences will never be the same. It can be concluded from the research report that if people belong to the same religion they would be able to cooperate more (60%).

Recommendations: It is hereby recommended that employees be advised that beyond religion as a factor of diversity, there is culture, there is race, there is difference in education, and the big personality traits one has to contend with. Belonging to the same religion may bring about certain synergies, but individuals behave and think as individuals.

Statement 10: An individual without religious values has no moral standing in life.

Conclusion: Religious people are often perceived to be "judgemental" causing other people to stay away as they may feel like they do not belong. It can be concluded that 45% of the respondents agreed that they think non-religious people have no moral.

Recommendation: No recommendation can be made except that professionalism within a working environment should be enforced by management and religious beliefs, should not be a cause of conflicts within the workplace.

Statement 11: Skilled people are treated differently from those without skills

Conclusion: Diversity involves more than nationality, and it is evident that educated and or skill people develop certain personalities that distinguish them from other people in the organization. From the survey it can be concluded that better educated or skilled people are treated differently (62.5%) from the others.

Recommendation: Whilst it is accepted that the more skilled an individual is the more powerful they are, it would be proper to treat all people equally under the same circumstances. That serves as a positive motivator for performance at work.

Statement 12: If you do not have a skill or education no one listens

Conclusion: It can be concluded that the more powerful an individual is the more what they say is considered because of their ability to influence (58%).

Recommendation: It is recommended here that good diversity management involves listening to all contributions and explaining why certain ideas may not work instead of ignoring them.

Statement 13: Skilled/ educated people always have more influence

Conclusion: It can be concluded herewith that the generality of the respondents know that skilled / educated people have more influence on the decision making processes in the organization.

Recommendations: The subordinates need to be educated about the reasons why the more educated people may appear to have influence, it may be more to do with the fact that they are well informed and knowledgeable about most of these things.

Statement 14: The system treats all people in the same way regardless of status.

Conclusion: It can be concluded that the majority (60%) agrees that they are all treated the same.

Recommendation: No recommendations can be made except to continue treating all employees fairly as it creates stronger, better between employees and employers based on trust and respect.

Statement 15: There is a difference in conduct of the skilled and unskilled people

Conclusion: The majority (60%) of the respondents agree that there is a noticeable difference between the way the skilled and the unskilled conduct themselves. It can be concluded that this form of diversity existing the workplace has to be dealt with accordingly.

Recommendation: Every employee is different. Treating employees fairly is not the same as treating them equally. The skilled may want to be treated differently

because of who they are and what they do. It is recommended that managers understand that.

Statement 16: I always feel excluded because I am seen as different.

Conclusion: The majority of the respondents remained ambivalent. It can be concluded that they do not understand the statement or they prefer not giving an opinion.

Recommendation: No recommendations can be made except for the 27.5% of the respondents agreeing that as foreigners, they should try and find their place by first accepting the new environment they are in and blending with the locals.

Statement 17: Every time I have to fight for recognition by the system and peers.

Conclusion: It is concluded that the majority do not want to give an opinion on issues that should be raised as they can be affecting them and prefer remaining ambivalent with 50%.

Recommendation: No recommendations can be made.

Statement 18: There are people belonging to a group that seems to be given priority.

Conclusion: Having "Clicks" within the working environment often result competition between the groups which often is detrimental to the project tasks as it removes focus and creates animosity and resentment against each other. Again the respondents remain ambivalent with 62.5%. It is therefore concluded that the respondents do not want to open about sensitive issues.

Recommendation: No recommendations can be made.

Statement 19: We are not treated the same for the same amount of work we do.

Conclusion: It can be concluded that respondents are being cautious with the answers provided as the remains ambivalent with 47.5%.

Recommendation: No recommendations can be made.

Statement 20: Promotion here depends on who you know.

Conclusion: The respondents remained ambivalent again with 42.5% which is the majority. It can therefore be concluded that the respondents do not want to voice their opinion which raise concerns for researcher.

Recommendation: No recommendation can be made.

Statement 21: Promotion here depends on your performance.

Conclusion: The majority of the respondents 85% agreed with the statement (agree at 62.5% and strongly agree at 22.5%). Therefore, it can be concluded that the employees understand that good performance will lead to promotion. Resulting in hard work in order to grow within the company.

Recommendation: It is recommended that employers rewards fairly and promotes hard work as well as healthy competition in order to reach the company's goals and objectives.

Statement 22: Some people are paid better for the same work that we do.

Conclusion: 55% of the respondents agreed with the above statement. It can therefore be concluded that respondents know each other's salary when it is supposed to be confidential.

Recommendation: It is recommended that employers keep salaries secrets and be transparent to individuals to which basis salaries are allocated (based on level of education, skills or experience).

Statement 23: Your wage package depends on who you know not what you do.

Conclusion: The majority of the respondents remained ambivalent with 42.5%. It is therefore concluded that the employees prefers remaining without an opinion as this is a very sensitive subject which is considered confidential in most cases.

Recommendation: No recommendations can be made.

Statement 24: Everyone is paid the same salary for the same work we know the salaries.

Conclusion: The majority agreed with 65%, it can be concluded that the respondents know each other's salaries and are confident that it is the same. This can raised concerns and a challenge as those employees who are skilled might be against the equality in the salary.

Recommendation: It is still recommended to the employer to keep salaries secret and make sure employees are remunerated fairly.

Statement 25: Foreigners are generally favoured against the locals by the managers.

Conclusion: The majority of the respondents agree with the statement (62.5% agree and 2.5% strongly agree). It is concluded that this is the general perception within the construction site.

Recommendation: We would recommend that employers do not display favouritism based on being foreigners, instead appreciation and rewards should be based on hard work, performance and delivery.

Statement 26: Foreigners perform their work better than foreigners.

Conclusion: It can be concluded that 72.5% of the respondents believe foreigners are hardworking and work harder than locals.

Recommendation: No recommendations can be made.

Statement 27: Locals perform their work better than foreigners.

Conclusion: The majority of respondents chose to remain neutral with 37.5% and not voice their opinions. It can be concluded that employees did not wish to have an opinion about the statement but often staying neutral can mean that they agree.

Recommendation: No recommendations can be made.

Statement 28: There is no difference in the performance between locals and foreigners.

Conclusion: The respondents remained ambivalent about the statement with 40% being neutral. It is concluded that the respondents still do not want to engage with quite sensitive subjects.

Recommendation: No recommendations can be made.

6.2.3 SECTION C: (Open handed) any additional information:

Conclusion: The general feeling and conclusion of the respondents can be summarized as: Foreigners work hard because they have to take care of themselves, no discrimination were observed by the manager, there is a difference in objectives and goals, also a positive attitude determines the outcome. This conclusion shows that there are differences between foreigners and locals. Also managers are still challenged to deal with a cultural diverse team accordingly.

Recommendation: It is recommended for managers to keep employees motivated, encourage them to align their goals and objectives with the company's goals and objectives. Discrimination and inclusivity should be monitored closely in order to avoid any cultural conflicts.

6.3 CONCLUSION

From this study the most significant finding seems to be that the respondents are content with the environment in which they operate even women operating in a male dominated field. The respondents felt like salary is based on different certain criteria such as the level of education. Mostly, our respondent stayed neutral but all agreed that they should be treated fairly and equally by the managers and that respect was important. It is a general belief with our respondent that foreigners work hard because they have to take care of themselves as there are differences in objectives and goals. From the site manager perspective, there is no discrimination.

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132.   Diverse employees and their challenges at a selected construction site in

Cape Town, South Africa.

APPENDIX A:

QUESTIONNAIRES.

QUESTIONNAIRE1

Experiences of working at construction project site in Cape town as a foreigner to South Africa
The filling in of this questionnaire is a voluntary exercise, and the respondent can pull out at any point / stage if they decide not to continue. Your identity is protected and no information will be given to any authority.

SECTION A BIOGRAPHY

1. **What is your current occupation / job at this construction site?**

Bricklayer	Plaster	Plumber	Other

2. **If other, please specify in space provided …………………………………………**
3. **What is your religion / what religion do you belong to?**

Christian	Islam	African traditional	Other

4. **If other please specify …………………………………………………………………….**
5. **What is your nationality?**

South African	Zimbabwean	Congolese	Other

6. **If other please specify …………………………………………………………………….**
7. **What is your racial group?**

Black [African]	Coloured	White	Other

8. **If other please specify …………………………………………………………………….**
9. **What is your gender?**

Female	Male

10. **What is your highest qualification to date?**

No matric	Matric only	Certificate	Diploma	Degree	Other

11. If other please specify …………………………………………………………..

12. Any other information you want to say, please state below.

> …………………………………………………………………………………
>
> …………………………………………………………………………………
>
> …………………………………………………………………………………

SECTION B

Please rank the importance by crossing the most applicable in the scale below. Strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5.

	NATIONALITY	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I always have it in my mind that i don't belong to this group	1	2	3	4	5
2	The behaviour of the people reminds me always that I am not wanted	1	2	3	4	5
3	The way I am used to doing things is different from what is done here	1	2	3	4	5
4	My upbringing shows that these people have no respect for values	1	2	3	4	5
5	The cultural differences make me feel like a misfit here	1	2	3	4	5
	RELIGION	1	2	3	4	5
6	I am deeply devoted to my religious beliefs and values	1	2	3	4	5
7	My work ethics is derived from my religious convictions	1	2	3	4	5
8	Religion does not play any part in my attitude towards work here	1	2	3	4	5
9	We could cooperate well if all of us belonged to the same religion	1	2	3	4	5
10	An individual without religious values has no moral standing in life	1	2	3	4	5
	SKILLS	1	2	3	4	5
11	Skilled people are treated differently from those without skills	1	2	3	4	5
12	If you do not have a skill or education no one listens to what you say	1	2	3	4	5
13	Skilled / educated people always have more influence at this place	1	2	3	4	5

14	The system treats all people in the same way regardless of status	1	2	3	4	5
15	There is behaviour difference between skilled and unskilled people	1	2	3	4	5
	EXCLUSION BASED ON DIFFERENCES	1	2	3	4	5
16	I always feel excluded because I am seen as different	1	2	3	4	5
17	Every time I have to fight for recognition by the system and peers	1	2	3	4	5
18	There are people belonging to a group that seems to be given priority	1	2	3	4	5
19	We are not treated the same for the same amount of work we do	1	2	3	4	5
20	Promotion here depends on who you know	1	2	3	4	5
21	Promotion here depends on your performance	1	2	3	4	5
	SALARY DIFFERENTIAN					
22	Some people are paid better for the same work that we do	1	2	3	4	5
23	Your wage package depends on who you know not what you do.	1	2	3	4	5
24	Everyone is paid same salary for the same work – we know the salaries	1	2	3	4	5
25	Foreigners are generally favoured against the locals by the managers	1	2	3	4	5
26	Foreigners perform their work better than the locals	1	2	3	4	5
27	Locals perform their work better than foreigners					
28	There is no difference in the performance between locals and foreigners					

SECTION C OPEN HANDED

1. **Please list down any form of discrimination you may be experienced and your workplace.**

   a. ……………………………………………………………………………………

   b. ……………………………………………………………………………………

   c. ……………………………………………………………………………………

   d. ……………………………………………………………………………………

   e. ……………………………………………………………………………………

2. **List below any major differences between you and the other employees [peers]**

   a. ……………………………………………………………………………………

b. ……………………………………………………………………………

c. ……………………………………………………………………………

d. ……………………………………………………………………………

e. ……………………………………………………………………………

3. **In order of importance [from the least important to the most important] please list any other information you deem necessary for this research.**

4. **THANK YOU FOR PARTICIPATING**

Remember, you identity is protected and no information will be passed to any authority.

END

APPENDIX B:

Ethics Approval Certificate