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The dynamics of conflicts within a multicultural organization

- A qualitative study of conflicts that arise between employees and within two
departments

Master thesis in psychology,

MSc in Health-, Organizational- and Communication Psychology

Trondheim, June 2013

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CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

Foreword

The work on this thesis has been a long and arduous process, while it has also been informative and interesting. I am pleased with the finale outcome and I am left with a strange feeling of sadness and happiness for finally having finished. This has definitely been one of the longest “knowledge trips” of my life.

In this occasion I would like to thank everyone who helped me along the way. First and foremost I would like to thank the leaders who participated in the focus groups, without them this thesis would not have been possible to perform.

I would like to thank my supervisor, Anne Iversen, for good supervision and useful feedback during the whole process. I would also like to thank Katalin Kaplár who is the Human Resources Management Assistant at NAMP, and has been more than helpful with grammar and other advices along the way.

Furthermore, I would like to thank my family and friends who have helped me with good words and kind thoughts when I was in need of it. Finally, I would like to give a special thanks to my wonderful girlfriend Ida Dahl Haddeland who has been the best support and adviser I could ever wish for under the whole process.

Thank you all.

Trondheim, 13.06.2013

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CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

Abstract

The purpose of this study was to find out why different types of conflicts appear within an organizational context and what is causing the different types of conflicts within the organization and among the employees. This study builds on a collaboration with the NATO Airlift Management Program (NAMP) HR department. Qualitative methods have been used to illustrate that the research topic and the empirical data in the study is provided by personnel associated with two departments within the organization, the NAMP and the HAW (Heavy Airlift Wing). The study is based on a total of two focus group interviews, one employee satisfaction survey, three group discussions and field notes. Grounded theory has been used as method and analysis.

The findings show several dynamics, creating different patterns of conflicts within the organization and among the employees. The analysis identifies four key categories that affect the organization and the employees creating different patterns of conflicts. These were expectations among the employees, organizational change, multicultural work environment and management. The findings suggest that it is possible to assume that the different categories are strengthening each other, leading to the different patterns of the conflicts within each category, mainly since these dynamic processes are intertwined.

It seems that some of the conflicts that appear within the organization and among the employees are very conceptual and therefore are practically unavoidable. In any organization where more than one employee has to work with others conflicts will appear to a certain interpersonal level. Then there are other conflicts that are much more context-specific, where you can work on accommodate them and easier make the conditions better. The analysis suggests that the only category where it is most likely to introduce measures to make changes in times of conflicts is within the leadership, mainly because the leadership is the only one of the categories that carries a significant human factor. For future research, it may be interesting to examine more concrete examples that seem to promote and inhibit the dynamics of conflicts within the multicultural organization and among its employees.

Table of content

Chapter 1. Introduction.....	1
1.1. <i>This thesis</i>	1
1.2. <i>Background of the thesis</i>	1
1.3. <i>Overarching issue</i>	2
1.4. <i>Conflicts within an organizational context: a conceptual clarification and refinement.</i>	3
1.5. <i>The thesis structure</i>	5
Chapter 2. The theoretical framework.....	6
2.1. <i>Chapter outline</i>	6
2.2. <i>The dynamics of conflict</i>	6
2.2.1. <i>When conflicts appear within the organization.</i>	7
2.3. <i>Organizational change</i>	9
2.4. <i>Leadership affecting the dynamics in the organization</i>	11
2.5. <i>The multicultural work environment</i>	13
2.6. <i>The dynamics of expectations</i>	16
2.7. <i>Summary and issues</i>	19
Chapter 3. Research design and method.....	20
3.1. <i>Chapter outline</i>	20
3.2. <i>Qualitative method</i>	21
3.3. <i>Information and selection</i>	21
3.4. <i>Data collection</i>	22
3.4.1. <i>Focus group.</i>	22
3.4.2. <i>Focus group situation.</i>	22
3.4.3. <i>Interview guide.</i>	24
3.4.4. <i>Transcription.</i>	25
3.4.5. <i>Secondary information; Participating observation, field notes</i>	26
3.4.6. <i>Group discussions and employee satisfaction survey.</i>	27
3.5. <i>Grounded Theory</i>	28
3.5.1. <i>Thesis approach based on Grounded Theory.</i>	29
3.6. <i>Coding in Grounded Theory</i>	29
3.6.1. <i>NVIVO.</i>	30
3.6.2. <i>Open coding.</i>	30
3.6.3. <i>Axial coding.</i>	31
3.6.4. <i>Selective coding.</i>	31
3.7. <i>To write the theory</i>	32
3.8. <i>Quality in Grounded Theory</i>	32
3.9. <i>Ethical consideration</i>	33
3.9.1. <i>Reflexivity.</i>	34
Chapter 4. The empirical approach.....	36
4.1. <i>Chapter outline</i>	36
4.1.1. <i>The pattern of conflicts.</i>	37
4.2. <i>Pápa airbase</i>	38
4.2.1. <i>Mission and the departments.</i>	38
4.2.2. <i>Upon joining the organization.</i>	39
4.3. <i>Expectations meet reality</i>	40
4.3.1. <i>The high expectations.</i>	40
4.3.2. <i>Expectation and the infrastructure.</i>	42
4.3.3. <i>Conflicts and expectations.</i>	44
4.4. <i>The organization and change</i>	45

CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

4.4.1. Organizational Change.....	45
4.4.2. Organizational change and safety zone.....	47
4.4.3. Conflicts and organizational change.....	48
4.5. <i>Management</i>	48
4.5.1. Management and communication.....	49
4.5.2. Leaders' attitudes affecting the employees.....	50
4.5.3. The change of leadership.....	51
4.5.4. Conflicts and Management.....	52
4.6. <i>Multicultural Work Environment</i>	53
4.6.1. Employees and the departments.....	53
4.6.2. Conflicts and the multicultural work environment.....	55
4.7. <i>Multicultural environment</i>	56
4.7.1. Schooling, Pápa town and the family.....	56
4.7.2. School.....	57
4.7.3. Pápa town.....	57
4.7.4. The family.....	58
4.8. <i>Summary of the findings</i>	58
4.8.1. Main findings.....	58
4.8.2. Other findings.....	59
4.8.3. Further discussion.....	59
Chapter 5. The dynamics of conflicts	61
5.1. <i>Chapter outline</i>	61
5.1.1. The dynamics of conflicts.....	61
5.2. <i>The culture</i>	62
5.2.1. Culture and Management.....	63
5.2.2. Culture and expectations meet reality.....	64
5.2.3. Culture and Organizational change.....	65
5.3. <i>The secondary categories</i>	66
5.3.1. Management.....	66
5.3.2. Management and expectations meet reality.....	66
5.3.3. Management and organizational change.....	67
5.4. <i>Conflict</i>	68
5.5. <i>Methodological considerations</i>	68
5.5.1. The study's credibility.....	68
5.5.2. The study's pragmatic usefulness.....	70
5.6. <i>Future research and implications</i>	71
Conclusion	73
References	74
Appendix A: Analysis of Employee Satisfaction Survey	85
Appendix B: Analysis of the Group Discussions	99
Appendix C: Interview Guide	108
Appendix D: Consent	109
Appendix E: Information regarding focus groups	110

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

Chapter 1. Introduction

1.1. This thesis

This thesis is about how conflicts appear and develop within an organization and between the employees. The purpose for this thesis is to build an understanding of the patterns and the dynamics, which create conflicts within an organizational context and between the employees. Empirically, I argue that the relationships where conflicts develop need to be understood in the specific context, which they appear in. Afterwards, it is possible to understand how these dynamics of conflicts are connected, affecting each other within the organization and between the employees. In this section I will first illuminate the background of the study and then the perspectives chosen as basis for the study. Finally follows a theoretical concept clarification, definition and an approach to the research question.

1.2. Background of the thesis

This study builds on a collaboration with the NATO Airlift Management Program (NAMP) HR department, where I worked as an intern for 7 months. NAMP as a department works to acquire, manage, and sustain NAMP-owned aircrafts and other assets within the organization, while providing support to the military side of the organization, the Heavy Airlift Wing (HAW) (“NATO SUPPORT AGENCY,” 2013). The HAW is a multinational military airlift organization and provides strategic airlift worldwide on combat, humanitarian, disaster relief, and peacekeeping missions. Both the departments’ main employee assets are stationed at Pápa airbase in Hungary and are often referred to as the Programme (NAMP) and the Wing (HAW) (Griffin, 2009).

This study is based on the employee satisfaction survey (See appendix A) developed by the NAMP HR department. The survey consisted of 144 unique questions, specially developed for HAW and NAMP personnel. After analyzing the results, NAMP HR produced a report that represented different views and statistics of the major consensus of issues concerning the social and environmental state at Pápa airbase. Further on, based on the report and survey, group discussions (See appendix B) were established to address the different aspects that had arisen from the survey. This was based on NAMP HR’s own initiative and not a part of what the 12 nations requested. The main goal for the NAMP HR initiative to conduct the group discussions was to try to get a deeper understanding of the employee satisfaction survey results. Three group discussions were conducted with different topics, the first group contained HAW and NAMP employees; they discussed the topic “Recognition, Workload and Teambuilding”. The second group consisted of spouses, HAW and NAMP

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

employees; they discussed the topic “The Host Nation”. The third and last group contained spouses and discussed the topic “Engaged and active in Pápa”. Afterwards a report was finalized, containing a summary of these three group discussions.

At this point in time I did not know what my master thesis research question was supposed to focus on. As an intern with a 7 months contract working for the NAMP HR department, they had allowed me to work on the employee satisfaction survey and conduct the group discussions so that I had the chance to get an understanding of the employees’ situation at the airbase. The results from these reports intrigued me, showing different types of dissatisfaction among the employees within the organization, which got me interested to see what the leaders would say about the everyday situation at the airbase and if they shared the same vision as their employees. This laid the foundations of the two focus groups I conducted, with different parts of the leadership from NAMP and the HAW, with the topic “Everyday work and social life in Pápa, through individuals’ personal experiences”. The main purpose of these focus groups were to see how individuals in decision making positions such as managers, branch chiefs and commanders addressed and felt about their everyday life at Pápa airbase. I also took field notes within the 7 months I worked for the organization, so that I could see if my views became different from when I first arrived and at the same time help me understand the results from the employee satisfaction survey, group discussions and the focus groups that were conducted.

Based on the field notes, employee satisfaction survey, group discussions and focus groups, I had enough empirical data to start with the analysis. My future work and focus in this paper is related to issues that emerged from the empirical data, where the main data for the analysis were the focus groups. The field notes, employee satisfaction survey and group discussions were used as secondary information. Through grounded theory approach to the analysis, I sought to identify what was the relevant theme. The results of this analysis are explained in Chapter 4.

1.3. Overarching issue

As I conducted the analysis of the focus groups using a modified version of grounded theory, I chose to look at the factors that created conflicts within the organization and between the employees. At the same time I also used the field notes, employee satisfaction survey and group discussions as secondary information when needed. This was an attempt to determine what was causing the different conflicts within the organization and between the employees. To approach this issue on a more general level, I wanted to develop a model to get insight into the specific relationships within the organization and between the employees creating the

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

various conflicts. A further thought behind this was to investigate whether these factors that were creating the conflicts within the organization also influenced each other in different directions. I had little prior knowledge about conflicts that arise in a multicultural organization. This set the agenda in relation to the question I developed and laid the foundation for going out wide and relatively open-minded to the focus areas related to the research topic. Eventually I developed a general and open question as the basis for analyzing the data I had collected, which was: *Why do different types of conflicts appear within the NAMP and HAW departments and what are causing the different types of conflicts?*

1.4. Conflicts within an organizational context: a conceptual clarification and refinement

The purpose of this study was to look at what were the main causes of conflicts within the organization and between the employees, and the dynamics that strengthen and promote these conflicts. As Pondy (1967) points out, the importance is to try to clarify the relationship where the conflict is created and try to look at the conflict as a dynamic process. These conditions should not be considered independent of each other but as connected dynamics creating the conflicts between the employees and the organization. Therefore I will in this thesis try to clarify the relationship where the patterns of conflicts are created and try to explain the specific context as a dynamic process. On the basis of the research question developed during the analysis, I could use data from the focus groups, employee satisfaction survey, group discussions and field notes. In this way I could gather even more information regarding the concepts after the initial focus groups, something Strauss and Corbin (1997) mention is important and contributes to a deeper understanding and development of the theoretical framework. The conflicts which develop in the organizational context and among employees, deal with several large and complex fields within different research areas, which is why it is necessary to give a brief description of what these fields entail. In the following section I will present a shortened version of the theoretical field I have chosen based on my analysis to examine more detailed in Chapter 2.

Conflict within the field of organizational psychology has had a widespread of different descriptions, literature showing many years of research trying to explain the concept of conflict (Fink, 1968; Rahim, 2011). In most cases conflict is seen as a result of disagreements in goals, activity or interaction between parties (Rahim, 2011). Litterer (1966) proceed to point out that conflicts will always exist within organizations, where it sometimes is a healthy sign of constructive change and other times reduces the ability to complete the vision the organization has set beforehand. In most cases the organization will benefit from reducing the conflict that has occurred.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

One of the areas where conflicts emerge within the organizational context is when the organization is undergoing changes. Scott and Jaffe (1995) points out that change within organization often leads to different types of interpersonal conflicts among the employees and the management.

Another part of the organization where conflicts may emerge is related to the leadership. As Heifetz and Laurie (2001) mention, the leader is responsible for managing conflicts that appear within the organization, but as Gill (2002) points out the leaders could also be the source of the conflicts within the organization and between the employees.

The third category consists of the employees' expectations before and after arriving to the organization and how this could create different types of conflicts. Job expectations have had a considerable attention within the research field of organizational psychology (Dugoni & Ilgen, 1981; Roth, Purvis & Bobko, 2012) and it is shown that the employees' expectations can have a great impact on the organization in terms of developing conflicts when their expectations are not being met (Whetten, 1978).

The fourth and last factor, which could create conflicts within the organizational context, is the multicultural work environment. A multicultural work environment is where the employees share certain norms, values or tradition within the organization (Cox, 1991). Gutierrez, Alvarez, Nemon and Lewis (1996) mention that there will always exist a chance in environments with different types of cultures among the individuals that conflicts could emerge. It is how the conflicts are handled among the individuals of the group that will affect the multicultural environment in a positive or negative direction.

Another aspect based on my analysis is that I have chosen to discuss already in the empirical chapter (Chapter 4). Charmaz (2006) points out the importance of creating a substantial theory to combine and explain processes, and generate innovative theory that will be "grounded" in the data collected by the researcher. The researcher constantly compares new data with the old, so there is a chance that emerging concepts will be created (Fassinger, 2005). To perform this I felt it was necessary to combine my theory chapter with the categories presented in the empirical chapter, so that my analysis would be combined with the theory. Therefore, I will already in the empirical chapter start discussing the main findings from my analysis in light of existing research and theories. This has helped me create and develop the categories I have ended up with and to stay as grounded as possible to the data collected.

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

1.5. The thesis structure

In Chapter 2 I present the theoretical framework. The chapter starts with an explanation of the term "conflict", before it moves on to how conflicts arise within organizations. Then follows the conceptual clarifications on various factors within the organization that cause conflicts, where management, organizational change, expectations among the employees and multicultural work environment is taken into account. Afterwards, I also mention some other factors in the environment outside of the organization that causes conflicts among employees. Finally, the chapter is accompanied by a summary and explanation of the chosen topic.

In Chapter 3 I will first describe the research project. Afterwards follows an account of the methodological choices made and the descriptions of the way from data collection to analysis of the data. Finally, the chapter deals with the reflexive and ethical considerations, assessments and methodological considerations.

Chapter 4 presents the empirical results of the analysis and discusses these findings in-depth of existing theory, which I conclude with a summary of the main findings.

In Chapter 5, the results of the different conditions within the organization and between the employees creating the different conflicts are discussed in light of existing research and theories, where I show how these conditions interact with each other. Then, the study's applicability and transferability is discussed and an implication for future research is presented. The chapter ends with a conclusion.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

Chapter 2. The theoretical framework

2.1. Chapter outline

In this chapter I will start with a description of the perspective conflict within the field of organizational psychology, which is introduced to create a framework for conflicts created in organizations and between employees. Furthermore, I will look at how conflicts appear and develop into different patterns and conditions within the organization and between employees. This will be done by looking at explicit conditions where patterns of conflict appear within the areas of organizational change, management, multicultural work environment and expectations amongst the employees. These conditions or categories were developed through my analysis of the focus groups, field notes, group discussions and employee satisfactions survey conducted while I was working for the NAMP HR department.

2.2. The dynamics of conflict

Conflict within the field of organizational psychology has had different descriptions, with more than 70 years of research trying to explain the concept of conflict (Deutsch, 1990; Pondy, 1967; Tjosvold, 2008; Wall & Callister, 1995). This shows that the concept of conflict has been used in many different forms, from personality, political, gender, value, etc., to different levels of analysis within the individual, between individuals, between groups, between organizations, etc., and to different situational contexts where it occurs, like in an organization. Conflict is a process where the environments, both the internal and external of the parties involved, perceive, shape and attempt to handle interpersonal dynamics (Appelbaum & Shapiro, 1998) and because of this complexity it has been hard to present a conceptual framework of the concept of conflict (Barki & Hartwick, 2004). In other words, the concept of conflict has no single, clear meaning (Rahim, 2011). Some researchers see conflict as a situation (Smith, 1966), while others see conflict as behavior (Litterer, 1966). In most cases conflict is seen as a result of disagreements in goals, activity or interaction between the parties (Rahim, 2011).

One researcher who has attempted to define the concept conflict is Thomas (1992), who suggested that conflict falls into two models, the process and the structural model. The process model views conflict in terms of internal dynamics of conflict episodes between two or more parties, which are ordered in five dynamics events. The first one is frustration, where one party sees the other party as interfering with the satisfaction of their needs and objectives. The second one is conceptualization, where each party defines the conflict situation and alternatives available for them, which will then affect the behavior of each party. The third is behavior, where the actions from the perception of the conflict will influence the behavior of

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

each party. The fourth is interaction, where the interaction with the two parties escalates or deescalates the conflict. The fifth and last point is outcome, when conflict ceases and the parties decide to deal with the conflict in terms of either by coming to an agreement or by settling for a long long-term hostility. The structural model (Thomas, 1992) identifies parameters that shape the conflict episode. Thomas (1992) found four such parameters, the first being behavioral predisposition, which included one party motives, abilities and personality. The second is social pressure, which means the pressure from cultural values, group norms and public interest where those parties exist. The third is incentive structure, which means the cause which gives rise to the conflict. The fourth is rules and procedures, which includes decision-making and negotiation, something that shapes the behavior of the conflicting parties. The structural model and process model suggest that the concept of conflict can be seen as a dynamic process which is formed by the internal and external environments of the involved parties and this dynamic could affect the group performance either functional or dysfunctional. Barki and Hartwick (2004) present a more up to date and more specific definition, stating that interpersonal conflict is a dynamic process which happens between parties experiencing negative emotional reactions to perceived disagreements and interference with their goals. According to this definition the interpersonal conflict only exists if all of the three components are present in a situation. Another researcher Rahim (2011) defines conflict as an interactive process manifested in disagreement or dissonance within or between individuals, groups or organizations. Or as Pondy (1967) points out, the problem is not to choose among conceptual definitions of the concept of conflict, since each may be relevant in different stages of a conflict pattern. The researcher should rather try to clarify the relationship where the conflict is created and try to look at the conflict as a dynamic process.

2.2.1. When conflicts appear within the organization. According to Litterer (1966) a conflict occurs when a system within an organization is functioning inadequately and therefore calls for attention from the organization to look for solutions or improvements. When a conflict appears in an organization, it normally leads to some sort of change from the organization to try to handle the conflict that has occurred. Litterer (1966) proceeds to point out that conflicts will always exist in organizations, where it sometimes is a healthy sign of constructive change and other times reduces the ability to complete the vision the organization has set beforehand. In most cases the organization will benefit from reducing the conflict that has occurred.

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

There are several potential sources where conflicts may emerge from within an organization. In cases of scarce resources within organizational manpower, money, materials, equipment and work space, there is a chance for conflict occurring when employees try to obtain as much as possible from these resources (Walton & Dutton, 1969). Another potential source of conflict in the organization is when employees within departments seek towards dissimilar goals and tasks. Something that could lead to conflict of interest appearing, which means circumstances that creates a risk that professional judgment regarding the department overall goal will be unduly influenced by the employees personal agenda which do not have the same vision as the department or organization (Davis & Stark, 2001). Interdependence in some cases may also create conflict when two or more organizational parties are depending on each other to complete a task. If the work is overburdening or perceived unevenly distributed, tension among the employees could arise (Walton & Dutton, 1969). Work related task boundaries are also seen to cause conflict among employees when the work responsibilities are unclear. If the employee or a department is perceived to have control beyond what is a normal area of responsibility, there is a chance that other parts of the organization may react negatively. There is also a possibility if the employees of different social groups or departments know little about one another's work; they may in some cases unknowingly make unreasonable demands on one another, which could lead to conflicts (Walton & Dutton, 1969). Cree and Kelloway (1997) suggest that leaders have a central role in influencing attitudes and actions for the employees in the workplace, and therefore poor leadership may lead to conflicts within the organization. Reilly, Brown, Blood and Malatesta (1981) also points out that expectation the employees have before and after joining an organization could lead dissatisfaction, if their expectations are not met.

The dominant explanation for conflicts within the organization has tended to be psychological factors as mentioned above. Although psychological factors for a long time have dominated conflict research, some results have also pointed to the organization as a structure and other conditions within the organization that may in some cases create conflict. Oxenstierna, Hanson, Widmark, Finnholm, Stenfors, Elofsson and Theorell (2011) point out that both the psychological and organizational factors can explain the emergence of conflicts at the workplace. Many organizations today are characterized by the constant instability and organizational changes have become a natural feature in most business activities (Madsen, Miller & John, 2005). Reorganizations and downsizings are often coupled with conflicts and leadership issues. Leymann (1996) gives the following examples of organizational triggers of conflict situations: poor leadership and employees with different backgrounds. Studies also

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

conducted by Appelberg, Romanov, Honkasalo, Koskenvuo (1991) showed that organizational and individual factors contributed to the emergence of conflicts in the organization. A similar study conducted De Raeve, Jansen, van den Brandt and Vasse (2008) showed that workplace factors had a significant role in the occurrence of interpersonal conflicts both between employees and between employees and their leaders. In their study the observed risk were role ambiguity, poor physical environment and overtime.

By looking at the dynamics of the concept conflict I should not choose among conceptual definitions of the concept conflict, since each may be relevant in different stages of a conflict pattern. This means that I should assume that the importance is to clarify the relationship where the patterns of conflicts are created and try to explain the specific context as a dynamic process. Therefore I will look at the organization and employees in the specific context and try to understand why those dynamics and patterns of conflicts appear.

In the rest of the chapter, I will build on the patterns of the concept conflict, where the conflicts appear between the specific organization and the employees. Moreover, I will explain more in details how conflicts are developed within different organizational settings. These organizational settings are organizational change, management, work environment, and expectations.

2.3. Organizational change

Organizations today are facing continuous change. Just by looking at the past decade, organizational change has dramatically increased as companies have struggled through the economic recession, technological advances, downsizing and mergers. For many of the organizations this ongoing change has led to rapid growth, new organization ventures and inventions. Regardless of the basis on which the organization has chosen to embrace change processes, it has become something they cannot get away from (Madsen et al., 2005). Andersen (2006) points out that the frequent organizational changes, restructuring and new tasks lead to interpersonal conflicts and cooperation difficulties. Most research within organizational psychology suggests that one of the biggest problems in organizational change is to understand the implementation of new techniques and the inability to change the leadership style (Gilley, Gilley & McMillan, 2009). Many researchers have sought to explain the basics of change, how to manage change and why change is so difficult to achieve. Resistance to change is not a new phenomenon within organizations. There are many different reasons why people oppose the change processes in the workplace, some of these O'Connor (1993) mentions, lack of confidence amongst the employees are one example, which can occur if the employees do not trust their leaders. Another one is the belief that restructuring

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

processes is unnecessary in the organization, since the employees already feel everything is working "optimally". It may also be the belief that the employees feel that change will not help, although problems in the workplace are recognized. Fear of personal failure by any restructuring process is also very common. Loss of status, power, values and ideals are also factors to resistance to change. There are several reports on organizational change that refer to the same as O'Connor arguments on resistance. For example, Senior and Flemming (2006) refer to reports where restructuring has triggered uncertainty, frustration and stress role with regard to the handling of new work situations that have arisen.

Uncertainty is one of the most difficult aspects when employees experience organizational change (DiFonzo & Bordia, 1998). Milliken (1987) points out that uncertainty is an individually perceived inability to predict what is going to happen next in a situation. When employees do not know how the changes will affect their work opportunities, or if they will have a job in the future, it can affect them to be highly uncertain and stressful. Johnson, Bernhagen, Miller and Allen (1996) mention that uncertainty and stress may lead to low morale and job satisfaction, at the same time there is also a possibility that employees may leave the organization because of the conflicts that have emerged. If the organization does not cope with the changes, the communication may often resort to (negative) rumors about the organization among its employees, or, as mentioned earlier, resistance towards the change (DiFonzo, Bordia, & Rosnow, 1994). When employees are not informed about the organizational change, they may learn about the change from other sources (Richardson & Denton, 1996), this kind of uncertainty which results from lack of information regarding organizational change often leads to disappointment and distrust of the management and the organization (DiFonzo & Bordia, 1998). Uncertainty has been widely researched within psychology and other organizational research fields (Berger & Bradac, 1982; Kramer, 1999; Teboul, 1994). Many researchers agree that organizational change lead to the feeling of lack of control (Bordia, Hunt, Paulsen, Tourish & DiFonzo, 2004a). When employees do not know the consequences of the change in their organization, they will lack personal control over the change and will not feel ready to handle the change and therefore conflict may occur (Bordia, Hobman, Jones, Gallois, & Callan, 2004b). Greenberger and Strasser (1986) defined control as a psychological reflection of an individual belief, at a specific point in time, with the ability to effect a change in a desired direction. The average individual does not like being in situations where they lack control and will try to get control over the situations again, possible ways are information seeking or acquiring mastery over a skill domain (Ashford & Black, 1996). Low levels of control have been linked up with learned helplessness, which means

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

behaving as if it was impossible to change the current situation. Even when opportunities are presented, learned helplessness will prevent any action (Martinko & Gardner, 1982). Other possible outcomes are lower levels in work performance (Bazerman, 1982) and higher levels of stress (Amiot, Terry, Jimmieson & Callan, 2006).

This thesis looks at the dynamics of organizational change as something that is context-specific and dependent with relationship to the specific organization and its employees. Organizational change is seen as a dynamical and ongoing process that can be considered as a pattern, which is creating conflicts between the employees and the organization. Furthermore, organizational change is understood as closely intertwined with the leadership of that specific organization. That is why the next section focuses on the leadership and how it contributes to the different dynamics of the pattern creating conflict between the employees and the organization.

2.4. Leadership affecting the dynamics in the organization

Cree and Kelloway (1997) suggest that organizational leaders have a central role in influencing attitudes and actions for the employees in the workplace. Kotter (2001) has summarized a definition of leadership, which states that a leader is involved in the long-term project for the organization, through the development of a vision and strategies for the future for the employees and the organization. Kotter (2001) proceeds to point out that the leader is also responsible for communicating the organization's vision to the internal and external employees, while giving motivation and inspiration to the individuals working for them. It is known that if conflicts should appear among the employees or the leaders within the organization, it is the leaders' assignment to coordinate and put a stop to the disagreement among the conflicting parties (Hendel, Fish & Galon, 2005). Leadership behavior is also associated with employees' performance and satisfaction (Bass, 1990; Yukl, 1989). Poor leadership with relationship to employees is characterized by different types of conflicts in form of low supportiveness, miscommunication, reduced feedback and stress amongst employees (Cooper & Cartwright, 1994). Offermann and Hellmann (1996) reported that stress amongst employees' is related to their leaders. Other researches have shown that stressful factors in the workplace can also affect the employees' well-being and mental health (Danna & Griffin, 1999). Reduction in well-being have been associated with reduced task performance, increased absenteeism, and undesirable high levels of turnover and reduced commitment (Shirom, 1989) and it is assumed that leaders are one of the main factor who can dramatically affect the way employees feel about work environment and themselves (Offermann & Hellmann, 1996). It is acknowledged that leaders influence the perceived

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

feeling of support amongst employees (Sosik & Godshalk, 2000). This perceived support from leaders is related to less stress and burnout amongst employees (Lee & Ashford, 1996). Leaders with a less supporting style, more controlling, or who fail to determine responsibilities and provide feedback amongst employees, are reported to have developed conflicts in forms of lower levels of well-being amongst the employees (Cooper & Cartwright, 1994; Sosik & Godshalk, 2000). One of the more common known negative leadership types is called passive leadership (Kelloway, Mullen & Francis, 2006). This leadership type fails to take action upon issues in the organization until conflicts are brought to their attention or have become serious enough to require their attention (Bass, 1990). Further on passive leaders do not notice concerns from their employees, are often less attuned to the amount of work that their employees manage and or give heavy workload to their employees (Kelloway, Sivanathan, Francis & Barling, 2006). Leaders like employees will occasionally make poor decisions at work, only when this behavior becomes systematic and repeated it can be classified as negative behavior for the organization and the employees (Tepper, 2000).

Leadership is also essential in the making of a common culture in the organization. When creating a definition of a specific organizational culture it will require integration based on a top-down method provided by the managers (Schein, 2012). Managers in international organizations normally differ in nationalities, cultural values and social norms, as well as their demographic background, international experience and experiences with other organizations. When joining this kind of multicultural organization there is a tendency that each of the managers has their own expectations, objectives and strategies, and at the same time each seeks to protect their respective nation's or department's interests. In addition, each employee group within this type of organization has its own national characteristics. These characteristics can be derived from nationality, place of work or position in the hierarchy of the organization. Because of factors like this there is a big chance that the managers are likely to face considerable communication challenges (Shenkar & Zeira, 1992), Luring and Selmer (2010) mention that the consequences of miscommunication in diverse cultural relationships will often result in different types of conflicts; tension, anger and other emotional disturbances have been reported among employees. The best evidence of a link between leadership and culture is in young and newly created organizations. Pettigrew (1979) points out that it is the pioneers of the organization that influences the culture through his or hers own ambitions. The reason for this is because it is the pioneer who sets the standard for acceptable behavior in the organization and is their work to structure the initially unstructured

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

relationships among the new employees. If the pioneer is surrounded by leaders and employees who do not accept the initial assumptions, the processes of cultural development could involve conflict and the possibility of an unstable culture. Pettigrew (1979) further mentions that the manager's goal should at any time be to keep values and attitudes shared and reinforced by all the employees. Research has shown that employees in diverse workgroups are subject to process loss, dissatisfaction and turnover (Milliken and Martins, 1996), tension, conflict (Tsui, Egan & O'Reilly, 1992) and low levels of cohesion and social integration (Hambrick, Cho & Chen, 1996).

Leadership like organizational change is context-specific and dependent on the relationship of the specific organization and its employees. Leadership or rather the lack of leadership is seen as a dynamical process which creates a pattern where conflicts emerge between the employees, the leadership and the organization. Furthermore, these assumptions of leadership are understood as closely connected with the culture to the specific organization. That is why the next section focuses on the multicultural work environment and how this contributes to the different dynamics of the pattern creating conflict between the employees and the organization.

2.5. The multicultural work environment

As organizations are becoming more diverse and cultural, the higher potential chance for interpersonal conflicts emerges (Cox, 1991). There are many definitions of organizational culture, but the main idea behind most of them is that the organizational culture is a system of shared values and norms that define and guide appropriate attitudes and behaviors in an organization. Culture can be represented by artifacts, values and assumptions that are viewed as common by the employees of an organization (Detert, Schroeder & Mauriel, 2000), where these elements create norms that is the "normal" behavior of the organization and the employees. In a multicultural organization this culture could also be referred to as a "corporate culture" from a theoretical perspective, which might be a solution to individuals' adjustment to new hosts (Schein, 2012). The definition of a corporate culture is the behavior patterns that are created, learned and shared by individuals within the organization who are in process of intervening their behavior and attitude. In a multicultural organization, how this type of culture will develop depends on the degree of cultural differences between the individuals and the host nation. Cohen (1978) points out that this kind of integration is much more likely if the similarities between the nations are big. In many cases this kind of third culture or corporate culture often helps the individual considerably in easing the expectations and transition of the new role. The cultural distance factor has been for many researchers an

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

important factor for creating conflicts between individuals in an intercultural environment. They argue that further apart the cultures are, the bigger the chance for implication and conflicts between the individuals, mainly because it is harder to adjust, and therefore misunderstandings will arise. Some researchers have tried to look at the issue of cultural distance from the basic that most problems in intercultural interrelationships come from the interpretations on a particular behavior by the parties concerned. In the situations of intercultural contact where the social situations are common for both parties, the host and the expatriate, and where behavioral responses are similar, the expatriate can behave exactly the same way as he or she does in their own country. Triandis (1989) suggests that one of the biggest intercultural problems that occur is where the social situations in the host and the expatriate cultures are basically the same, but the appropriate behavioral responses are still different in some general ways. Another theory that also should be taken into consideration is the social identity theory, which says individuals who feel they have a collective awareness of themselves as belonging to a group, will share a common identity (Abrams & Hogg, 1990; Brewer & Yuki, 2005). This means that individuals perceive themselves and their work in an organization as intertwined, sharing a common identity. This state has been referred to as organizational identification (Mael & Tetrick, 1992). A common pattern is that the employees will evaluate the groups to which they belong more favorably than others. By identifying with a group, people perceive themselves as psychologically intertwined with that group's fate, sharing its success and failure (Tolman, 1943).

Many organizations and their employees are working in environments that require interaction with employees from other countries and cultures. An expatriate, which is an employee who has moved from a country for employment in another country (Schuler, Dowling & De Cieri, 1993), is often unprepared for the new work culture in the foreign assignment (Giacalone & Beard, 1994). Adler and Gundersen (2008) points out that this incomplete preparation often leads to negative effects on the relationship the expatriate develops for the host nation or other foreign nations. Some side effects could be conflicts in form of miscommunication, misperception and misinterpretation, something that could eventually lead to interpersonal conflict among the expatriate, the other nation's employees and the organization. Feely and Harzin (2003), mention that a common tendency among employees within multicultural organization is to use their own language rather than the "common language" when talking to other employees from the same nation. In some cases within multicultural organizations this creates lack of trust among the employees and eventually leads to group conflicts within the organization (Lairing & Selmer, 2010). The

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

term, 'ethnocentric', should be taken into consideration with intercultural relations.

Ethnocentric means the tendency that people view others unconsciously by using their personal standards for judging others (Perlmutter, 1993). Further on, ethnocentric implies that behavior and customs of others are evaluated based on their own standards, these results in many cases that behavior of the out group that is considered the same as their own behavior, are considered good, behavior that is dissimilar from us are more likely to be evaluated as bad. Ethnocentric vary between cultures, something that will potentially create problems in an intercultural relations since the differences are often big. Within an organizational level there has been theorized that the orientations of the organization will have different consequences for the employees. The first orientation Perlmutter (1993) hypothesized about was the ethnocentric which is the home country orientation. The second orientation polycentrism, is the host country orientation, and the last geocentric, is the world orientation. A geocentric orientation would imply that a multinational corporation did not discriminate against the cultural different types of employees. Further studies show that multinational corporations tend towards ethnocentric view (Perlmutter, 1993). What orientation the company adopts will have great consequences for the relationship between host nation and other employees with different cultural backgrounds.

Another aspect that greatly affects intercultural relationships is prejudice. Amir (1969) concluded that if the intergroup contact was pleasant, the persons would favor form the contact. Unfavorable conditions surrounding the contact would only serve to strengthen the prejudice for the persons involved. Diverse cultural workgroups pose several challenges (Ayoko & Härtel, 2002). Research shows that conflict in diverse workgroups is greater than homogeneous workgroups because of the chance of cultural prejudices, biases and stereotypes (Harrison, Price & Bell, 1998). Factors like cultural prejudices, biases and stereotypes have shown to affect processes such as communication in culturally diverse workgroups (Larkey, 1996). This type of prejudice is also known as parochialism, which means that individuals view the world from their own perspective and do not recognize or appreciate other people's cultural differences (Adler & Gundersen, 2008). Adler and Gundersen (2008) points out that every individual is parochial to some extent, it only becomes a problem when it is too much. Communication is difficult for several reasons when it comes to cross cultural communication (Kai, 2005) and one of the main problems is that differences in values, attitudes and expectations are often greater. Several studies have been conducted after Newcomb (1953, 1956) and Runkel (1956) laid out the foundations between interpersonal similarity and communications effectiveness and interpersonal liking. The results show that those

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

individuals who perceived the environment in a similar way, perceived greater communication effectiveness. Therefore many researchers expect that mismatching is a bigger problem with cross-cultural relationships, since the subjective culture will in most cases be wider (Stening, 1979). Individuals may in some multicultural cases seek companionship from what they see as fellow companions, something that will affect the individual ability to understand the host nation. Different studies have been done on intercultural relationships that are based on stereotypes and ethnocentric perspectives of individuals involved (Stening, 1979). Other researcher explains stereotypes as an individual that have a need to categorize objects in an environment that he or she is unable to completely explain. Stereotypes are not always false, but in most cases they are partially inaccurate (Falkenberg, 1990). Several studies have shown that nationality is one of the most important bases for stereotyping since it covers significant broad difference (Bochner & Perks, 1971; Bruner & Perlmutter, 1957). Nationality was the dominant term when people were asked to predict behavior of foreigners and other characteristics were normally secondarily to be mentioned.

Until now I have described different dynamics within the organization that can affect the pattern of conflict, through organizational change, leadership aspects and multicultural work environment. Now I will elaborate more about the factors that may affect the dynamics of conflicts based on the perceived image from the employees. These are expectations the employees had before and after arriving in the organization.

2.6. The dynamics of expectations

Expectations, or job expectations has had a considerable attention within the research field of organizational psychology throughout the last decades because of its impact on the employees and job performance (Dugoni & Ilgen, 1981; Reilly et al., 1981; Lin, Tsai, Joe & Chiu, 2012). One of the reasons is because the employees' expectations could lead to conflicts within the organization, mainly when these expectations are not being met by the organization and the leaders (Bosch-Sijtsema, 2007). From a theoretical perspective there are two theories that explain why employees have wrong or high expectations when joining an organization. First is the attribution literature, which states that employees make significantly different judgments (DeJoy, 1994). Where DeJoy (1994) mention that when individuals try making sense of events, they generally try to retrospectively link events with possible causes. This is done in events individuals experience directly, witness, even hear or read about and therefore it is a tendency to expectations that minimize situational constraints and difficulties. The other theory that explains expectation is the social learning theory (Bandura, 1977). The social learning theory indicates that learning by watching others and information received from

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

others are less effective when forming self-efficacy expectations than the actual experience and therefore a tendency that expectations to be higher and less stable. Some researchers claim that job expectations studies lack accuracy, specificity, breadth, credibility, and importance, where they are asking for more distinguished key attributes which directly affect job expectations (Breugh & Billings, 1988). While others claim there is evidence that shows the reduction of job expectations will allow newcomers to better handle their new job (Buckley, Fedor, Veres, Wiese & Carraher, 1998). Research has shown that realistic job expectations show an important role for new employees when joining an organization and there are several studies which point out that what occurs early in the job hiring process influences the attitudes and behaviors of newcomers (Allen & Meyer, 1990; Meyer, Allen & Gellatly, 1990).

Another research that supports the realistic job preview, but has its focus on expectations rather than just the job content, which may offer an alternative procedure that more directly targets expectations (Buckley et al., 1998). Buckley et al. (1998) looks at the possible benefits through a more focused expectation lowering procedures. Like realistic job previews, expectation-lowering procedures try to adjust employees' expectations regarding a new job. But instead of influencing the new employees' beliefs by giving them accurate information regarding the particular position, expectation-lowering procedures focuses on the employees' expectations without the job-specific details. The idea behind the expectation-lowering procedure is that by lowering expectations about an organization, newcomers are more prepared for the reality of the job (Buckley et al., 1998). The expectation lowering procedures focuses more on a careful examination of job expectations and tries to give a realistic feedback of those expectations. Buckley et al. (1998) hypothesized that because this expectation lowering procedures directly targets employees' unrealistically high expectations and doesn't focus on job content, this procedure could be useful within a wide array of job situations. Lee, Ashford, Walsh and Mowday (1992) studies pointed out that high expectation contribute to subsequent issues for new employees in form of conflicts, such as dissatisfaction, absenteeism, and turnover, because of unmet goals and expectations. Some researcher within control theory (Scheier & Carver, 1992) explain the differences between high expectations and the actual experiences when working in a new organization, that the larger the gap between expectations and experience, the more likely an action will be taken to reduce or remove it and therefore conflict in form of frustration may occur among the new employees.

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

Another important part that affects expectations when joining a new organization is the branding of that specific organization. A brand conveys expectations of what the organization will deliver in terms of services and employees experience (Argenti & Druckenmiller, 2004). Branding like this gives people who are working inside and outside an organization the means to rely on the brand to guarantee certain standards, quality and services. Brands are a guide for employees trying to understand the complexity of an organization. Brands are essential to an organization's growth. It is now believed that territorial actors require a successful brand strategy to attract the type of employees they are in need of. Externally brands attract more clients and generate overall economic and political advantage for their location. Internally they make their employees' feel that they belong and give rise to an imagined community (Ham, 2002). When employees get what they expect from the organization, their reputation is strengthened (Argenti & Druckenmiller, 2004). In organizations where they are less successful with following the brand, managers were not able not create a culture which could fit with the brand visions, the organization lost sense of the core values, in the long run this created conflicts in form of uncertainty among the employees (Kotter & Heskett, 2008). Schein (2012) mentions the importance of office designs, employees' cloth styles, which are important factors showing the organization brands and management needs to ensure they communicate the same message. Shared values among the employees and leaders create motivation as the employees feel committed and loyal to the organization (Kotter & Heskett, 2008). Mitchell (2002) argues that organizations should not ignore internal employees when maintaining the organization brand. If the organization ignores this, employees will undermine the expectations set by the organizations advertising. Possible outcome could be conflicts, since they do not believe in the organization anymore, feel disengaged and even hostile toward the company.

As mentioned above, the expectation has a great impact on the employees joining a new organization. There is research that supports the expectations theories and also suggests that the main problems of adjustment to intercultural relationships for new employees are greatest in early stages of familiarity with the new organization (Stening, 1979). It is in this initial period the relations between the new employees and employees already working there have the biggest possibility of misunderstandings. This is the point where the new employee often discovers a disparity between what he or she is used to and what he or she discovers in the new environment (Stening, 1979). One of the possible outcomes of the initial period in a new environment is called occupational reality shock, which refers to the difference between the employee's work expectations established before joining the organization and the

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

employee's perceptions after becoming a member of that organization. Occupational reality shock normally occurs when expectations based on norms and values are not met by the employee to the specific organizational setting. Dean, Ferris and Konstans (1988) looked at the construct of occupational reality shock, where they observed that an employee in an organization is faced with two different types of decisions. These were the decision to participate and the decision to produce. An employee would choose to participate and produce as long as the outcomes received from the organization are perceived to be greater than what the employee contributes to the organization. When joining the organization the employee has expectations regarding contribution and desired results. If these expectations do not fit with the reality of the organization, then this would impact the employees' participation or production. Dean, Ferris and Konstans (1988) took this a step further and formulated a model for outcomes of occupational reality shock. The main aspect of the model is that occupational reality shock has a negative impact on the degree to which an employee is committed to the organization.

2.7. Summary and issues

In this theoretical framework I have shown that conflicts within an organization can be understood in the specific context of which they appear between the employees and the specific organization, where they are formed by the internal and the external factors of the organization and the employees. As Pondy (1967) points out, the importance is to try to clarify the relationship where the conflict is created and try to look at the conflict as a dynamic process. These conditions should not be considered independent of each other but as connected dynamics creating the conflicts between the employees and the organization. Despite the fact that much research has been carried out regarding the dynamics around the concept of conflict, it seems that very few studies exist that have explicitly looked at the different types of relationships that can develop conflicts within organizations and between employees. In the analyses of this study, various categories have been detected as significant in terms of how they affect each other and how they create the dynamics of conflicts between employees and the organization. These categories are as following: "Organizational Change", "Expectations Meet Reality", "Management" and "Multicultural Work Environment". In the light of these categories and the dynamics of conflict, the purpose for this master thesis is to answer the following research questions:

Why do different types of conflicts appear within the NAMP and HAW departments and what are causing the different types of conflicts?

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

Chapter 3. Research design and method

3.1. Chapter outline

This chapter presents a description of the methodical choice and how the research has been conducted. This is done so the framework for this assignment, results and conclusion is understandable. The data collected for this master thesis has been a part of the 7 months I worked for the Airlift Management Programme of the NATO Support Agency. In that period I worked closely with the Support Agency (NAMP) and got to be a part of the organization and see how it worked. To illuminate my master thesis issue I conducted two focus groups with different leaders from both of the departments (NAMP and HAW). The main aspect for the focus groups was to establish an understanding of how the leaders within the two departments (NAMP and HAW) at Pápa airbase looked at their work and social situation. There were also an employee satisfaction survey and three group discussions that were done on behalf of the HR department within NAMP, to get an overview of the different aspects within the organization that the employees would like to improve and what they disliked about the work environment, these results were also taken in to consideration when I was conducting my analysis of the focus groups. I also used field notes from the 7 months I worked for the NATO Support Agency (NAMP) to get a deeper understanding of their work and social environment inside and outside the military base, which were also taken into consideration when I was conducting my analysis of the focus groups.

The overall goal for the master thesis was to obtain an understanding why different organizational conflicts appear and exist within the two departments (NAMP and HAW) at the military airbase. The choice of topic “Conflicts” is based on the results of the analysis of the focus groups and secondary information from my field notes the employee satisfaction survey and group discussions, which shows that the status quo in and outside the two departments has contributes to continuous negative attitudes among the employees, something that in the long run has greatly affected the common norm/culture in and outside the airbase. Grounded theory has been the choice of method for the analyzing of the results of the focus groups and the secondary information, in light of organizational psychology. This chapter will first present the choice of qualitative method as methodical approach. Afterwards it will present the data collected and how the practical part of the analysis of the data has been done. At the end of the chapter the qualitative criteria for grounded theory and ethical situations for the assignment will be presented.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

3.2. Qualitative method

The choice between qualitative or quantitative method is a strategic one. Dalen (2004) points out that the goal for qualitative research is to develop an understanding of phenomenon directly connected to people and situations in their social reality. Researchers who use this method have an inductive approach for what they are studying. This means that they take their own experiences and theories and try to create a meaning out of the data collected (Postholm, 2005). The key point of qualitative research is to understand what lies in the idea of meaning as social constructed by individuals. This construction and understanding is in constant change. Therefore qualitative research is interested in understanding these special cases in those different contexts (Merriam, 2002). The researchers' goal is to try to understand and emphasize this constructed view in the context of their own life view and experience (Patton, 2002). My choice to use Grounded Theory instead of any other qualitative theory was because I felt it gave me a systematic way to create and deal with the data collected from the focus groups and the secondary information from the employee satisfaction survey, group discussions and field notes. It was very appropriate to choose this form of qualitative method since it gave a good overview on how to handle description from the data I collected.

3.3. Information and selection.

I arrived at Pápa airbase on the 20 of August and my first assignment was to finalize the results from the employee satisfaction survey requested by the nations and developed by NAMP HR. After analyzing the results a report was developed, representing mainly different views and statistics of the major consensus of issues concerning the social and environmental state at Pápa airbase. Further on, group discussions (mentioned in the previous section) and focus groups were established to address the different aspects that have arisen from the survey. The group discussions were progressed in the same way as the report from the employee satisfaction survey. Beside the reports, I conducted two focus groups. The purpose of the focus groups was to see how individuals in decision-making positions such as managers, branch chiefs and commanders address and felt about their everyday life in Pápa, with the theme: "Everyday work and social life in Pápa, through individuals' personal experiences".

The ideal situation was to have at least two focus groups with 4-6 people. The groups consisted of individuals from NAMP and HAW and both lasted around two hours. The participants consisted of a total of 8 men, where 1 changed his mind and did not take part of the project. The 7 who participated came from different leader positions and that is an acceptable respond. Most of the leader positions are taken by men, so no woman were part of

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

the focus groups. The project was supported and accepted by Norwegian military psychologist Christian Moldjord, psychologist Anne Iversen at Norwegian University of Science and Technology, and NAMP HR. The project is also accepted at the Data Protection Official for Research (NSD) in Norway. I will not reveal too much detail when mentioning different aspects of the focus groups I conducted; this is in respect to the leaders and their right to remain anonymous.

3.4. Data collection

This part will show the review of the data collecting and how it was processed, regarding the two focus groups and the secondary information sources from my field notes and the reports based on the employee satisfaction survey and the group discussions.

3.4.1. Focus group. Focus groups are a form of group interview, but unlike a group interview it is not based on questions and answers. Focus group research involves an organized discussion with a group of individuals, and through discussion and interaction patterns can provide rich information about their views and experience on a specific theme, from there the theme or topic will be addressed from several perspectives (Gibbs, 1997). In focus groups, we see interaction as it occurs, which helps the researcher to understand the reasoning behind the group members' opinions (Denscombe, 2000). These group processes also encourages individuals to explore and clarify their own points of view (Kitzinger, 1995), while the method brings out reactions from individuals other group members' opinions and utterances (Howitt, 2010). Focus groups do not provide as much individual data as interviews and questionnaires (Morgan, 1998), but it brings out respondents' attitudes, feelings, experiences and reactions in a way that is not possible by other methods. Through focus groups it is possible to get insight into people's shared understanding of their everyday life (Gibbs, 1997). My analysis used the theme "Everyday life outside and inside Pápa airbase" for the focus groups, with different follow up open-ended questions. Based on the theme the participants could have discussions and the possibility to comment on each other's experiences and points of view.

3.4.2. Focus group situation. It is recommended to establish more than one focus group, which in most cases will increase the reliability (Vaughn, Schumm & Sinagub, 1996). Therefore I conducted two focus groups consisting of leaders from both the military (HAW) and the support side (NAMO) of the organization. In this way the leaders could comment on each other and at the same time explore areas that they normally do not within the two departments. As the focus group technique is very sensitive to cultural variables (Kitzinger, 1995), it became essential in my analysis using this technique for getting the most out of the

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

interview, since many of the leaders had different cultural backgrounds. The ideal size for a focus group is between four and eight people (Kitzinger, 1995); where both my groups consisted of 4 leaders from different departments of the organization. One of the many issues that the researcher has to consider when carrying out a focus group is the difficulty to balance between an active and passive role. The researcher as a moderator has to be able to create an interest within the focus group about the theme, at the same time take measures so he does not lead the group in any way, or reinforce already created personal expectations or hypothesis (Sim, 1998). With the open-ended questions in my analysis this was not very hard to maintain. The researcher should give the participants an indication that he is there to learn from them, instead of the other way around (Millward, 1995). Ironically this was not hard at all to sustain in my analysis, since they were all eager to tell me as the moderator and the rest of the group how things really were. Another thought the moderator should keep in mind is to always ensure that the dialogue is between the groups, and not between the researcher and the group (Carey & Smith, 1994). Again in my analysis the open ended question automatically made them talk to each other.

Kitzinger (1995) mention that the researcher should aim for homogeneity within the groups, the main reason for this is to capitalize on people's shared experiences. Preexisting groups like these will allow to get as close as possible with interaction that could occur naturally at the participants' workplace. Also an advantage is that the participants will be able to a bigger extent to comment on incidents more relevant to their shared daily lives, which may also lead to challenge the group beliefs and contradictions between the individuals. As for my sessions, both the focus groups consisted of leaders (all men) in the age span from 40 to 60 that already knew each other from the two departments. In this way I got the homogeneity within the groups that I felt was necessary to conduct them. Kitzinger (1995) proceed to point out that a session should be established in the right atmosphere, in other words it needs to be comfortable; and could last from one to two hours. The room used I used for both my sessions where at the military base and well known to all the participants so they would feel comfortable as possible, both sessions lasted around 2 hours.

At the beginning it is normal that the researcher or facilitator briefs the participants about the aim of the focus group, and encourages them to talk to each other, rather than talking to the researcher (Kitzinger, 1995). In my sessions all the leaders were briefed about the assignment and how a focus group worked before the sessions started. Also worth mentioning is that this focus groups has a theoretical generalization approach, which means the data is gained from a particular study, in this case from the leaders within the two

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

departments at Pápa military base, to provide a theoretical insight where it has sufficient degree of generality to allow projection to another situation which then are comparable to the original study. This is not based on statistical representativeness, but it can recognize parallels at a theoretical or conceptual level, between the situation and another situation (Sim, 1998).

3.4.3. Interview guide. It is very common that there will be discussion when the interviewer has a series of open-ended questions that encourage the participants to give their own point of view (Ritchie, Herscovitch & Norfor, 1994). Both my focus groups consisted of the same open-ended questions (See appendix C), so the participants could feel free to talk about what they considered important about the topic. The first question approached expectations before and after arriving at the military base. The main reason for this was to get the session in the right atmosphere, in other words comfortable and at the same time encourage them to talk to each other, as Kitzinger (1995) mention is important when conducting focus groups. Only the first questions in my focus groups were asked in a pre-set order, all the other questions were asked depending on how the participants answered the first. The second question consisted of their current work situation and how they felt it was working at Pápa airbase. At this point it was important to obtain information about their current work situation, even compared to previous experience. Third question consisted of how they felt the future for them and this base would be. This was asked to see what kind of vision they had for themselves and the base in the future. The fourth part consisted of several small questions, depended on what the participants would want to talk about, from culture differences to communication at work. This question depended a lot on how they looked at the importance of culture and communication at work. The interview was finished off with a debrief that told them about the further procedure for the assignment. I took a few notes under the group sessions, but I also had for both sessions a co-researcher, so I could concentrate on getting the interview going rather than taking notes so we also had a debrief after the sessions were done. This is consistent with McDaniel and Bach (1994) who mention the importance that the moderator needs to pay attention throughout the session and preferably have someone else to take notes.

A difference between focus groups and person-to-person interview is that in a normal interview the researcher always knows who is talking. And therefore it is wise to use a recording method when using focus groups. Audiotape is the most well-known device for transcription (Kidd & Parshall, 2000) and was used in both the focus groups I conducted. The focus groups require a lot from the researcher. From theoretical insight about behavioral, to situational and environmental factors that can all contribute to different outcomes of the focus

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

group. Focus group findings can be used to develop ideas and understanding on how factors like mentioned earlier work in the psychological and social context at a work place (Kidd & Parshall, 2000). To help me understand the data collected from the focus groups even better, I have added secondary information, mentioned later; participating observation/field notes, employee satisfaction survey and group discussions.

3.4.4. Transcription. This project has been sent in to the Data Protection Official for Research (NSD) in Norway for acceptance. All the individuals participating in the focus groups signed consent for participating in the focus group on a voluntary basis and the data used in the final report shall not be linked back to any participants. All data (notes, record and transcription) will be deleted after the project is finalized, approximately May 2013. The individuals agreed that they could at any time step out from taking part of the project, within the time limit of the project, without having to give any reason. NAMP HR assisted with the data collection, and a tape recorder was used to obtain the most exact data. The main reason NAMP HR personnel assisted with the data collection is because it is hard to lead the focus group and at the same time take crucial notes. We debriefed after both of the focus groups, so it was possible to get an overall picture of the process. At the same time the record we used would help getting the most exact statements for later transcription. In doing this we felt that none of the important data could get lost. Because of the recorder I was able to give my full attention to the participants and in that way controlling my body language in relation to getting a good communication with the participants, as Kvale (1997) mention it is important with good communication when conducting focus groups. The recorder can sometimes give the participants a “mute” sensation, but it did not seem to bother them in these focus groups. We did not obtain any negative feedback after the focus groups from the participants. The feedback we did obtain was highly positive and even some of the leaders expressed appreciation for being allowed to be part of the focus groups.

After the focus groups I did personally all the transcription, a total of 4 hours of tape was recorded. When the transcription took place all the names and quotes were made anonymous so it cannot at any point get traced back to the participants. Further on all recording were deleted after the end of the transcription. This is mainly done so the information cannot be used against the participants at any later point.

For the transcription I used the program NVIVO, which made it fairly easy to categorize all text. While also carrying out the transcription personally I got firsthand experience of the text, in which I could still keep a close connection with the data, as Charmaz (2006) points out as essential in Grounded Theory.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

3.4.5. Secondary information; Participating observation, field notes. Since I worked with/at the organization for 7 months, I could use myself as an extra information source. Participating observation is a type of observation where a researcher is part of the organization's daily rituals. In this way I got information through the employees' everyday life as Yin (1997) says is the ability to perceive reality from someone inside the organization rather than from outside it.

I took field notes from day one, when I first arrived at the military base. In this way I could look back after a few months to see how my views had become different from when I first arrived and at the same time this could help me understand the organization in a much broader way. Participating observation like this gives the researcher a different type of data than the focus group and therefore it can help the researcher as it complement both the focus group and the participating observation. Based on work experience in the organization and my field notes I got information regarding the employees' everyday life, the multicultural environment outside and inside Pápa airbase and how the organization delegated assignments. With this kind of field observations and field notes I could relate with the information regarding the focus groups and my personal experience. This was quite valuable for the analysis. In this way I got a better understanding on the contextual framework of the organization and of the participants from the focus groups.

This also helped me to be careful not creating what I thought was the right questions for the focus group, since I did not create my questions on my first impression of the base. Charmaz (2006) remind the researcher that they should not take predictions and hypotheses in to the project. Because of my work in the organization I knew that I could have much more open question, but at the same time ask relevant questions from the leaders. My observations are all based on the same work environment as the leaders who participated to the focus groups. Because of my position in the NATO Support agency (NAMP) I got to work closely with many of the leaders in the 7 months I was there, something that I have greatly benefited from when completing this assignment. I did not just acquire information from the leaders in the focus groups, but also in personal talk we had at coffee breaks or other events at the workplace. Every night I wrote personal field notes for later use, informing about my daily activities and encounters with other employees. Like Fangen (2010) informs, field notes should contain data that explain observation that could be considered over and over again. In this way I could always look back at my notes when I needed more information regarding my analysis.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

3.4.6. Group discussions and employee satisfaction survey. I was also able to use the finale reports from the group discussions and employee satisfaction survey, which formed the basis for understanding the depth of the focus groups and my field notes. The employee satisfaction survey consisted of 144 unique questions that were specially developed for HAW and NAMP personnel. It was divided to 13 parts which all contained their own categories of questions. 62 of the HAW employees, 41 of the NAMP employees and a total of 18 spouses filled out the survey. A report based on the survey was represented, containing views and statistics of the major consensus of issues concerning the social and environmental state at Pápa airbase. I did the analysis of the survey and NAMP department itself developed the employee satisfaction survey. The report of the survey were also controlled and overlooked by the Head of Personnel and Administration, Petra Bender, and Katalin Kaplár who is the Human Resources Management Assistant.

After the report from the employee satisfaction survey was developed, we conducted three group discussions with different topics regarding the results from the report on the employee satisfaction survey. First group contained HAW and NAMP employees, where they discussed the topic “Recognition, Workload and Teambuilding”. The second group contained spouses and discussed the topic “The Host Nation”. The third and last group consisted of spouses, HAW and NAMP employees, where they discussed the topic “Engaged and active in Pápa”. Finlay a report was represented with a summary of these three group discussions that were conducted based on the analysis of the employee satisfaction survey. As previous with the report on the employee satisfaction survey, I did the anlysis, but this time with help and support from Family Support Consultant Livia Jusztin-Majercsik and Katalin Kaplár, the Human Resources Management Assistant. The process from making the employee satisfaction survey, analyzing it and further conducting group discussions based on those findings has been controlled and overlooked by the Head of Personnel and Administration, Petra Bender. The purpose of the reports developed from the employee satisfaction survey and group discussions were to put light on the different issues and situations among the employees within the organization, and then at a later point find solutions on how to address them. When conducting my analysis, both these reports have been part of my evaluation and consideration. In this way I feel I got the best possible in-depth understanding of the data I have collected from the field notes and the focus groups. This is consistent with Corbin and Strauss (2008) who refers to this as theoretical sampling, which involves gathering more data related to themes developed in the analysis.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

3.5. Grounded Theory

Grounded Theory is known to originally come from the collaboration between Glaser and Strauss (1967), who developed Grounded Theory through many years together, before they diverged in their perspectives and started to develop different types of aspects around the method (Strauss & Corbin, 1997). Which is a problem for the grounded theorists who are trying to implement the method appropriately, and therefore it is not strange that the method has many different aspects in a variety of research fields, from health, nursing, business, social, clinical, organizational and environmental psychology (Henwood & Pidgeon, 2003).

The main aspect of Grounded Theory is that it looks at the meaning that is created from social relationships, and then attempt to discover how groups define their realities based on the understanding of these interpersonal interactions (Cutcliffe, 2000). The name of the method is based on the idea that the aim is to generate innovative theory that will be “grounded” in the data collected by the researcher. The theory that will be created comes from the process of data collection, coding, conceptualizing and theorizing, but at the same time the researcher constantly compares new data with the old, so there is a chance that emerging concepts will be created. This process continues until no new themes or categories are being discovered. At this point the researcher constructs a substantive theory about the social behavior (Fassinger, 2005).

There are two main aspects in Grounded Theory that should be taken into further consideration. The first is called theoretical sampling, which means (Strauss & Corbin, 1997) to always take opportunities to compare happenings and events which can determine how categories varies in terms of properties and dimensions. Since I decided to have focus groups as a data collection method, I needed to have insight and experience of their work environment, something I had because I had been working there for several months and the reports I had obtained from the group discussions and employee satisfaction survey and field notes. When concepts started to emerge from the focus groups I could focus more on the understanding of the concepts the participants were talking about. At the same time I could gather even more information regarding the concepts after the initial focus groups, because of the secondary information from the field notes, employee satisfaction survey and group discussions, something that contributed to a deeper understanding and development of the theoretical framework, which Strauss and Corbin (1997) mention is important. The second important aspect of Grounded Theory is called constant comparison. What this entails is to always compare categories that appear, between data and data, and between categories and

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

data (Glaser & Strauss, 1967). This is done when coding and systematically analyzing at the same time (Glaser & Strauss, 1967).

Short time after the book “The Discovery of Grounded Theory” (Glaser & Strauss, 1967) it became apparent that there were some disputes about the method’s execution, something that led to a division where the method has taken several different directions. Glaser and Strauss (1967) claimed that qualitative research should move through detailed description to theory construction and then through research that is grounded in the data. At later point Strauss and Corbin (1997) moved into a more pragmatic theory with focus on rendering information from the world as accurate as possible, but with a greater view on interpretation of the data collected. They also viewed the participants’ interpretation in a much bigger sense than Glaser and Strauss had previously done and at the same time developed a research strategy with specific guidelines for conducting analysis. Charmaz (2006) claims that in spite of the disagreements, Glaser, Strauss and Corbin still share the same ground values of external and objective reality and the perception of an objective and neutral data collection. Charmaz (2006) on the other hand stands for the more constructive part of the Grounded theory and tries to be more interpretative, that there are more realities based on the individuals’ own experience and opinions.

3.5.1. Thesis approach based on Grounded Theory. I used Strauss and Corbin’s (1997) analytical method when executing the data analysis in this thesis. The main reason for this is because it gives a more constructive method for analyzing the data. At the same time I used the paradigmatic approach on Charmaz` (2006) method when interpreting the data. This is done because there are not many environments like the one at Pápa airbase and it is therefore beneficial to use an interpretative method for understanding the participants’ environment. So my analysis is a modified version of Grounded Theory, because this gives me a deeper and more systematic understanding of the environment within the two departments at Pápa airbase.

3.6. Coding in Grounded Theory

After the initial data collection, the coding process starts, something that is essential in Grounded Theory. This is when the data gets categorized and get names to make an organized view of the data collected. As mentioned earlier, I used a modified version of Strauss and Corbin’s (1997) approach when analyzing the data and at the same time an interpretative version of Charmaz (2006). In this way the analytical part of the data analyzing became more abstract and interpretative, since the assignment understood Strauss and Corbin as more

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

interpretative than post positivistic and therefore could fit with the more paradigmatic standpoint of Charmaz (2006). Below is the process on how the data was analyzed.

3.6.1. NVIVO. Under the coding process the analytical program NVIVO have been used. NVIVO is one of the best-known analytical programs to use when executing qualitative research (“QSR International,” 2008). This is because it helps the researcher getting an overview of the data collected. NVIVO have a lot of different functions that systemizes big amounts of data in to categories. After the initial focus groups I could do all the coding processes in NVIVO and therefore obtain everything systematically categorized at ones. It also fits well with the Grounded Theory approach. Everything from memo writing, coding and quotes could all be done in NVIVO. At the same time it was also possible to link all quotes, memos’ and codes up against each other, something that gave me a really good overview.

3.6.2. Open coding. In the initial coding phase the open coding is the first part of the analyzing of Strauss and Corbin (1997) analyze method. Open coding is an interpretive process where data is broken down analytically. The idea is to give the researcher insight about the project by breaking through standard ways he or she reflects about the data. Events, actions and interactions are compared with others to check for differences, or similarities, and also given conceptual labels. The conceptual labels are given so similar events, actions or the interactions will be grouped so they can form categories. When these categories are identified their properties will be the basis for sampling on theoretical grounds. The open coding and the use of constant comparison enable the researcher to ask questions that break through subjectivity and bias. Researchers may inadvertently place data in categories where it does not belong, but because of the comparison method, this kind of “errors” will eventually be arranged in appropriate classifications. Strauss and Corbin (1997) are open for that the researcher can make coding of single words, lines, phrases or sections. I personally felt I got a good overview of the data after the initial open coding. After finding essential concepts I could forward them in to bigger categories. A category is on a higher level than a concept (Strauss & Corbin, 1997) and is more of a phenomenon or an analytical idea of the data material created by the researcher. Strauss and Corbin (1997) points out that those categories are not absolute and can change at any later point of the analyzing process, based on how the development of the research goes for researcher.

Through the whole process constant comparison method was used on the data material, concepts and categorize, I also wrote memos. Writing memos is a method to obtain thoughts, interpretations and questions down on paper, so the further analysis is more

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

understandable (Strauss & Corbin, 1997). This helped me getting a broader and more controlled understanding of the data and therefore helping me further on with the analysis.

3.6.3. Axial coding. After the initial open coding had started, I also did axial coding. These two methods were conducted at the same time under the coding process. While open coding has focus on getting the data material separated from each other for the purpose of studying parts of the data, the axial coding has put it back together again (Strauss & Corbin, 1997). At this stage categories are related to subcategories, and the development of further categories continues. All hypothetical relationships proposed during axial coding must be considered until verified repeatedly against incoming data or be discarded. A single case is not sufficient to verify or discard a hypothesis. Verification can only happen when a hypothesis is indicated by the data several times. If the hypothesis is unsupported by the data, it must be evaluated to determine if it indicates a variation from the data or it is just false. The strategy is to systematically seek the full range of variation in the phenomenon under scrutiny (Strauss & Corbin, 1997).

At this stage I had some problems with getting an understanding of what was a main category and what was a subcategory. But as the analyses process continued it became more apparent what was a main category and what was a subcategory, something that in the long run gave me an increased explanatory power over the categories (Strauss & Corbin, 1997). Corbin and Strauss (2008) also mentioned that it is important under the axial coding to use what is called a coding paradigm. This means that I had to have focus on certain conditions, like why, where and when, action and interaction, who and how, and consequences in light of actions and interactions when I looked at the data material.

3.6.4. Selective coding. Selective coding is the finale stage of the coding process. This is the process, which all categories that need explication are filled in with details, and all categories should be unified around a core category (Strauss & Corbin, 1997). This part of the coding is likely to happen in later phases of the research project, and represent the central phenomenon of the study. The core categories could emerge from the already identified categories, or from a more abstract term that the researcher has to develop in order to explain the main phenomenon. An important detail is that other categories will always be in relationship with the core category, in any form of condition, action, or consequence. Categories that are poorly developed are likely to be identified during the selective coding. In order for the researcher to have theory with explanatory power, each of the subcategories and categories should have conceptual density. If this is not the case, the researcher must return to the field-notes to obtain data that will explain and fill the gaps in the theory. Generalization

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

of grounded theory is achieved mainly through the process of abstraction that happens over the entire research project. The theory specifies conditions that are linked through interactions with definite consequences. If the theoretical sampling is systematic and widespread, the more of the conditions and variation can be discovered, and this will lead to even bigger generalization, precision, and predictive capacity of the theory (Corbin & Strauss, 1997).

As mentioned earlier the data collection and the data analysis are dynamical processes and therefore can always keep developing. Personally I felt that I have reached a level of stability in the analysis that also fits with my field notes from working at the military base for 7 months. Locke (2001) mentions that a researcher should get to a point when the theoretical framework will be sufficiently developed so that the researcher can express ideas about the phenomenon that is being studied, something that I feel I have reached at this point.

3.7. To write the theory

The three stages from Strauss and Corbin (1997) overlaps with three of the four stages put forward by Glaser and Strauss (1967) to perform a constant comparison. The last step from Glaser and Strauss (1967) is about writing the theory. The main idea from Grounded Theory is to generate a new theory that is either substantial or formal (Glaser & Strauss, 1967). A substantial theory is developed on an empirical area, while a formal theory is developed when the researcher is working on a formal or conceptual area. Charmaz (2006) points out that creating a substantial theory is about combining and explaining processes, rather than creating a theory consisting of hypotheses and predications. In this assignment I have first and foremost created a conceptual analysis based on the idea of understanding the work and social environment within the multicultural work environment.

3.8. Quality in Grounded Theory

Glaser and Strauss (1967) used the term “pragmatic usefulness” and “credibility” as qualitative criteria for evaluation if a theory is good or not. Pragmatic usefulness is whether a theory can be used practical in everyday situations and not just for researchers. Locke (2001) has created four criteria to understand how pragmatic usefulness is possible to achieve, fit, understand, generalize and control. This entails that a theory must fit in the situation where it is being studied so that that it is easy to understand in reality to what is being studied. In other words, theory and data needs to fit together. The theory also has to be understandable for the employees at the organization where it is being used, so that the employees can benefit and obtain a bigger understanding on how it is to work in a multicultural environment. Because the theory should be general, it will also be relevant for unique situations and conditions at the organization. At last is the control part, this mean that the employees need to feel a certain

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

aspect of control when it comes to the multicultural environment and the multicultural organization so that they have knowledge of the theory. This terms show that there is a close relationship between the theory developed by the researcher and the social situation that has been studied. “Pragmatic usefulness” and “credibility” will be discussed in chapter 5.

Qualitative research methods have also often been measured against the same quality criteria as quantitative research methods, through generalizability, validity and reliability (Kvale, 1997). Guba and Lincoln (1982) chose to set up a contrast to this, where he points out four important aspects of qualitative research, credibility, Transferability, dependability and conformability. Credibility is when the researcher can clarify and justify the methods used. The choice of methodology for this project fell on Grounded Theory, where I have provided a factual content for this choice earlier in this chapter. Transferability (Kvale, 1997) is ensured through contextualization and clarification of relationships. This is done when the researcher clarifies the context the data occurs in, like justification for why these participants were chosen to be part of this study and how they can satisfy the research question. Dependability deals with the research project's reliability. This means that the researcher must show that there is consistency between the research, methodology, analysis, findings and conclusions. Conformability is the researcher's participation and influence on the research project, where among other variables such as gender, age and origin can have an impact on the project. It is therefore important for the researcher to show transparency, which means to show the choices and judgments made by the researcher during the whole process. I have in this paper chosen no to prior investigate the subject in advance of the focus groups. This is due to the method requirements to meet the phenomenon under study without any preconceptions. The theoretical part of this thesis has been written after the focus group stage, where ideas about what theories I should use has been developed during the focus groups analysis, field notes, employee satisfaction survey and group discussions from working there for 7 months.

3.9. Ethical consideration

A central part of the study is the ethical decisions the researcher must perform through the whole study (Kvale, 1997). During the whole process it was important for me to address the ethical concerns a study like this requires. To ensure this, the study was reported and accepted at the Data Protection Official for Research (NSD) Research in Norway. I have also personally reflected over the ethical consequences through the entire process to ensure that the project is performed on ethical accepted level, mainly based on the NSD guide lines. This includes considerations related to privacy, confidentiality, informed consent and voluntary participation.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

The study was conducted on a relatively small group of individuals. The group size could make it possible to identify individuals and what role they have within the organization. Therefore I decided to exclude the individuals' department affiliation, name and specific role, in this way they and their statements would be kept anonymous. Some descriptions of what was said during the focus groups were also excluded because renditions could weaken and probably make it difficult to maintain the anonymity.

All the participants were also given information oral and in writing about their personal rights about the project. The consent form (See appendix D) is what they had to sign before the interview started. The information sheet (See appendix E) is how they got all the information about the project, this was sent out weeks before the focus groups started and they also got a copy of it when they arrived for the interview. Both the oral and written presentation informed the participants that being a part of the project were on voluntarily bases, confidential and that all the participants would be made anonymous. Voluntarily bases in this project meant that the participants could at any point withdraw themselves from it. Confidentiality entails that they all agreed not to disclose any information discussed in the focus group. Being anonymous meant that any statements from the participants should not at any point be recognized and therefore all statements used in the project would be changed and generalized so that they could not be traced back to any of the participants. On the basis of this I feel the ethical conditions were maintained throughout the entire project.

3.9.1. Reflexivity. To ensure that I counter any selective understanding or wrong interpretation I reflected over my understanding of the data collected both from the focus groups, field notes, employee satisfaction survey and group discussions. Glaser and Strauss (1967) mention that there should not be any preexisting theories before a phenomenon is studied. In this way the researcher will not force preexisting theory or concepts on the data collected. I could not easily put aside my knowledge based on 5 years at the university with specialization in organizational psychology. I personally felt this helped me understand and obtain a deeper knowledge of the work environment at the airbase. Strauss and Corbin (1997) on the other hand mention that this is something the researcher should be aware of, but should not be a problem if the researcher understands how this can affect the study. I used my knowledge based on my 5 years of studying organizational psychology to take notes that helped me with my study and perform the focus groups. It is reasonable to assume that my previous experience and academic background have influenced the study, but as long as I am aware of this I feel it should not be a problem.

CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

When executing the analysis section, I focused on being aware of the scientific background and emphasized that concepts and categories would grow out of the material without me linking them to psychological theories. During the selective coding when categories emerged and I looked at how they related to each other, I made a model to obtain an understanding. This was used as a theoretical framework for this study and was involved in structuring the analysis.

CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

Chapter 4. The empirical approach

4.1. Chapter outline

In this chapter I attempt to clarify what are the dynamics within the organization and between the employees that contributes to the development of conflicts within the Programme and the Wing. The findings suggest that organizational change, various aspects of the leadership, expectations amongst the employees and the multicultural work environment affect the dynamics of conflict. These categories seem to be important for the developing of conflicts within the specific organization and between the employees. These categories are also connected with each other, which contributes to the overall dynamics of the conflicts existing in the specific organization and between the employees, which will be discussed in the next chapter.

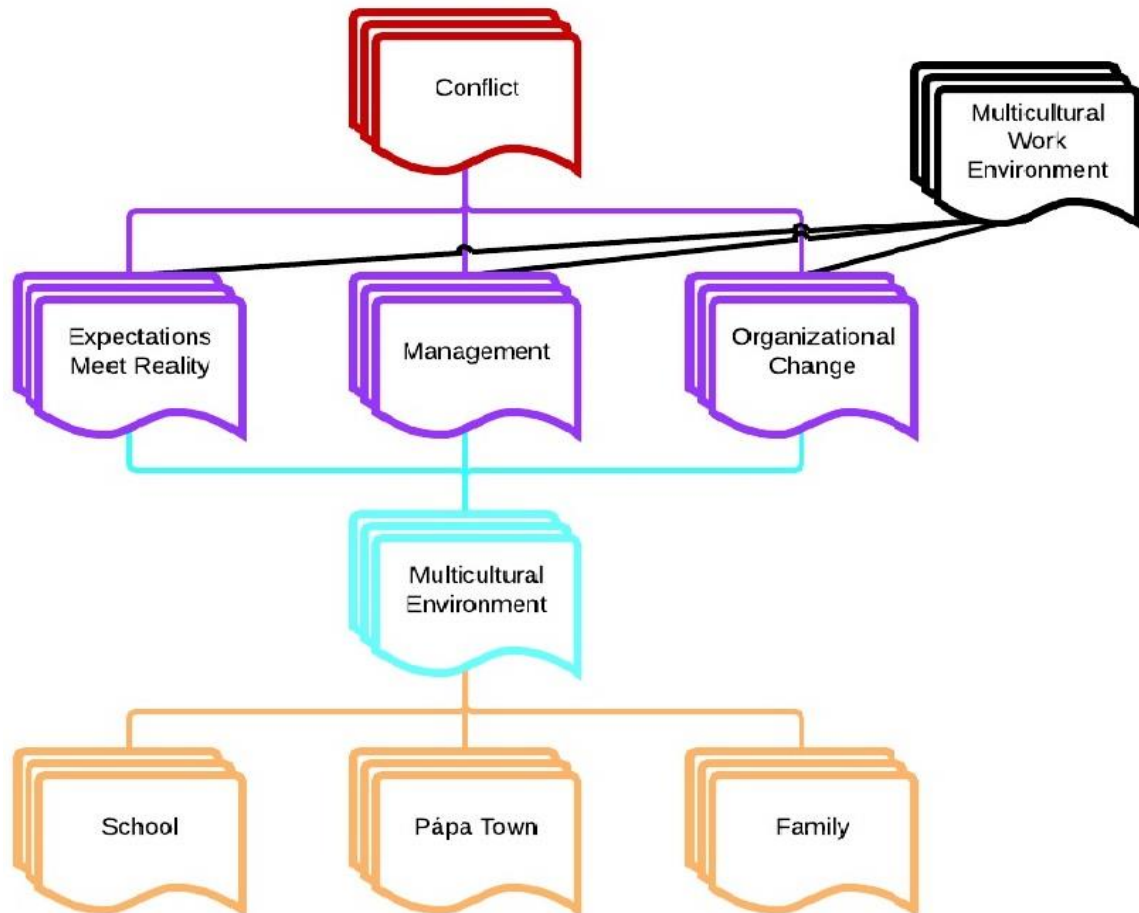
This chapter is structured such that I present my empirical findings based and developed from my analysis of the focus groups, field notes, group discussions and employee satisfaction survey. These empirical findings will be presented context-specific, which essentially means that I will first present each of the categories developed under my analysis separated from each other and in the specific situations where they develop the different patterns of conflicts. This is done so that it is possible to get an in-depth understanding of each category to fully understand the patterns and dynamics creating the different conflicts within the organization and between the employees. Furthermore, I will at a later point in this chapter mention some of the more subtle categories which are part of the employees and the environment outside of the organization. All the results presented in this chapter must be understood in light of the context which they appear.

Charmaz (2006) points out the importance for creating a substantial theory is about combining, explaining processes and generate innovative theory that will be “grounded” in the data collected by the researcher. The researcher constantly compares new data with the old, so it is a chance that emerging concepts will be created (Fassinger, 2005). To perform this I felt it was necessary to combine my theory chapter with the categories presented in the empirical chapter, so that my analysis would be combined with the theory. Therefore, I will already now discuss the main findings from my analysis in light of existing research and theories. This has helped me create and develop the categories I have ended up with in the figure below and stay as grounded as possible to the data collected. In this way my findings will first be discussed independent of each other in the section that follows and then at a later point in relation with each other. This will give an overview of my results so that my results and conclusions are understandable.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

4.1.1. The pattern of conflicts. Through the analysis of the data conflict became the core category. The core category is central to the factors influencing the dynamics of conflict among the employees and within the organization, where the concept conflict is seen as Rahim (2011) defines conflict, as an interactive process manifested in disagreement or dissonance between individuals, groups or organizations. The core category consists of eight categories (shown in figure below), where four of those are essential for the conflicts appearing within the organization and between the employees, and these categories are: “Expectations Meet Reality”, “Organizational Change”, “Management” and “Multicultural Work Environment”. The first category “Expectations Meet Reality” highlights the kind of expectations the employees have before and after joining the organization in various forums and the dynamics that affect these expectations, leading to patterns of conflicts. The second category “Organizational Change” represents the various aspects of changes within the organization which seems to affect the employees’ work performance and behavior in different ways, leading to different patterns of conflicts. The third category is the different aspects of the “Management” and how this is affecting the employees in the organization, creating different patterns of conflicts. The fourth category is the “Multicultural Work Environment” and looks at how the employees feel the perceived environmental aspects within the organization are affecting them in different ways, eventually creating different patterns of conflicts. The analysis also shows four other categories that were developed, consisting of “Multicultural Environment”, “Pápa Town”, “Family” and “School”. These categories are all part of the environment outside of the organization and are more subtle aspects of the employees’ life. These dynamics are not created within the organization and between the employees, but are extraneous variables that exist in the environment outside of the organization between the employees and multicultural environment. This means that I will not focus my discussion on these categories, since the thesis’ main focus is within the organization and between the employees. They are mentioned as extraneous variables that could be taken in to consideration at a later point of the research, with a different focus than this thesis. To fully understand the patterns and dynamics where the conflicts are developed within this organization and amongst the employees, it is important to understand the organizational setting, that is why the next section start with an introduction of the Programme and the Wing at Pápa airbase, before it continues with the categories (see figure below) and the discussion.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION



4.2. Pápa airbase

Below is an overview of the two departments within the organization my analysis are based on. The international part of Pápa airbase is mainly a military infrastructure based on the department HAW (Heavy Airlift Wing), which has for many years developed a coexisting institution with a civil support infrastructure, the NAMP (NATO Airlift Management Program). The departments consist of employees from a dozen countries, operation place is in Hungary and the departments are often referred to as the Programme (NAMP) and the Wing (HAW).

4.2.1. Mission and the departments. The Heavy Airlift Wing (HAW) is a multinational military airlift organization based at Pápa airbase, Hungary. The wing has provided strategic airlift worldwide on combat, humanitarian, disaster relief, and peacekeeping missions for its 12 member countries. While independent of any command by the European Union, United Nations, or NATO, many of the missions by the consortium members have been in support of objectives of those organizations, primarily in strategic airlift support of the International Security Assistance Force in Afghanistan (Griffin, 2009).

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

The NATO Airlift Management Agency (NAMA), the predecessor of the NAM Programme (NAMP), has been conceived as a lean organization capitalizing on partnerships with other NATO and national entities. With a staff of less than 50, in its first year of existence (2008- 2009), NAMA has ensured certification and registration of the three aircrafts at Pápa airbase and the activation of the Heavy Airlift Wing (HAW). In 2010, the Agency entered a second phase of process improvement, transitioning towards a sustainable organization that would serve the program over the years to come. With the implementation of NATO Agencies' Reform, which started in 2012, all the functions performed by NAMA have been transferred to the NATO Airlift Management Program Office, an integrated part of the NATO Support Agency (NSPA). NAMA is now called the NATO Airlift Management Programme (NAMP) and its main goal is to acquire, manage, and sustain NAMP-owned aircraft and other assets, while providing site/admin support to the HAW. ("NATO SUPPORT AGENCY," 2013)

4.2.2. Upon joining the organization. Since the HAW and NAMP are different departments, they also have different hiring procedures depending on the position the organization needs to fill. Some positions are filled through hiring procedures from the HR department within NAMP and other positions are filled based on nations request for individuals in certain positions. The military side (HAW) also have in some cases their own hiring procedures depending on requirements from nations and some positions are automatically filled for certain nations, which gives nations their own hiring procedures when sending new employees to the Programme or the Wing. In other words it is a fairly complex hiring structure. When employees join the organization my analysis suggests that they receive information regarding the Programme and the Wing at Pápa airbase from widely different sources. Common sources are e.g. other employees, leaders, family and friends already stationed there, their home or host nation's superiors or employees and other sources like travel brochures, web page etc. This sort of information flows amongst new and old employees from many different sources and creates a lot of different attitudes regarding the airbase. There is no common platform for information regarding the organization and because of this new and old employees use their own information sources obtaining information regarding the organization. This has in many ways created a lot of different expectations regarding the organization and working for it.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

4.3. Expectations meet reality

To describe the expectation that influences the employees before and after arriving in the organization, I will first elaborate how the employees and the leaders explain the various conditions for their expectations before and after they joined the organization. The circumstances at the airbase and the explanations from the informants tell us something about how they imagined the organization to be like, and therefore put their expectations into a context. There are two aspects within the category “Expectations Meet Reality” that the informants pointed out as key, in terms of how their expectations were before and after arriving in the organization creating different types of conflicts. One of the aspects consisted of the unpredictability among the employees because of the gap between the expectations and reality of the possibilities when working in the organization. That has created different types of conflicts among the employees in form of dissatisfaction and feeling powerless. While the second aspect is related to the expectations regarding how the organization as the structure is set up and how this is not what the employees imagined it would be and therefore leading to conflict in form of occupational reality shock and disappointment in expectations which are not being met. These aspects are part of the relationship creating the conflict within the organization and between the employees. This is consistent with Pondy (1967) where he mentions the importance to clarify the relationship where the conflict is created and try to look at the conflict as a dynamic process.

4.3.1. The high expectations. My analysis suggests that the new and old employees within the Programme and the Wing have high expectations of the possibilities at the airbase before and after arriving, where they imagined a place with a lot of opportunities. An example of this is explained by informant 6 as following:

Informant 6: Expectations we had before coming here was based on what was presented by the Hungarian delegation to the SAC working group meetings we attended. This showed Pápa base and Pápa Town in a kind of a “rosy view”, where they were using the good photos from the travel brochure and it definitely showed that the base was not an active base; it was sort of bare sleets. That was one of the appeals of the base, to the nations when we started. You could make Pápa in to whatever you want it to be.

Many researchers see this kind of high expectations before working in an organization as a normal tendency amongst employees (DeJoy, 1994; Buckley et al., 1998). This also fits with my analysis based on the group discussions I performed for the HR department, which showed that the employees had high expectations before and after arriving at the military base. Further explained by informant 6 from one of the focus groups as:

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

Informant 6: The selling points the Hungarian Government used were that everybody could bring their own imagination to Pápa airbase, as suppose to the reality that we are now getting towards. So everybody took the “rosy view” and that would work, without necessarily looking at the obstacles that we were going to have to overcome, being reality. So everybody made this “leap of faith” and presumed that all would work out in the end.

The image informant 6 mentions is a consensus among many of the employees perceived image of the situation at the military base. Because of the illusion that this created, not only by the Hungarian Government, but families stationed there, leaders and employees who are working at Pápa airbase within the Programme or the Wing, many of the new employees clearly minimized the situational constraints and possible difficulties that could occur when they start working there. As DeJoy (1994) mention, new employees have a tendency to minimize situational constraints. My observation is that the first ones who arrived 4-5 years ago imagined they could create anything and the reality turned out differently, this could be because of the mediating factor that NATO and the nations had regulations regarding the use of money to get the military base up and running. So lack of resources, organizational savings and regulations from NATO and nations were not taken into consideration by the individual employee when he or she first started working for the Programme or the Wing at Pápa airbase. This affected many of the employees to feel powerless. Going from the idea that they would be able to bring and create anything, to not getting almost any ideas through within the organization in terms of personal imagined visions for the future for themselves and the organization. In the long run this has created different types of conflicts in form of dissatisfaction and frustration among the employees. My analysis after working there for 7 months show that almost every day this type of powerless attitude were expressed from the employees and leaders at all levels of the organization. This also fits with Lee et al. (1992) research, which mentions that unmet goals and expectations among the employees may lead to dissatisfaction amongst the employees. This is consistent with the Programme and the Wing where the employees express conflicts in form of lack of control and feeling powerless and therefore dissatisfaction has developed amongst the employees. The employees that are arriving now are more prepared for what they are facing, through briefings and better information from personnel working within the organization, but my analysis shows that they still lack a deeper understanding of what they actually are going into and the illusion of possibilities is still being created. The following exchange in the focus group illustrates this:

Informant 1: If you are not clear with your message that arrives to Norway or to another town in Hungary, it will be twisted, misunderstood, could be interpreted in another way. So I think we should think of what kind of messages we are sending back

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

home, to those who can be the next one working here. We should not paint the picture better than it is, but the whole picture.

Informant 3: Interrupts - The problem is, were not sending that message now, in my mind.

Informant 4: I had heard of the place and I think initially I assumed that it had to be something here. After I had been here a couple of months I realized from talking to people that this place basically seemed to start from almost nothing.

Informants 1 and 3 above are fully aware of the situation that is being created because of the lack of a realistic image of the situation at the military base and conflicts that emerge from the miscommunication this creates among new employees joining the organization. The understanding by the leaders in my focus group shows is consistent with a broad amount of research which points out that attitudes and behaviors among new employees are most affected in early parts of joining a new organization (Allen & Meyer, 1990; Meyer, Allen & Gellatly, 1990). My analysis suggests that the new employees still experience dissatisfaction when joining the organization, as informant 4 mentions the surprise after joining the organization in regards to his expectations not being accurate. Buckley et al. (1998) research with the expectations lowering procedure also points out the importance of lowering the employees' unrealistically high expectations, so that the dissatisfaction amongst the employees could be minimized. As my analysis shows, although the employees are being better informed now than when the first ones who arrived, they are still not experiencing the actual work and therefore experience conflicts in form of dissatisfaction. Mainly because their expectations are not being met when they finally get there and perform the actual work. It is of course not possible to remove all expectations new employees should have, but my findings suggest that the bigger the gap between the expectations and the reality, the bigger the chance for development of conflicts between the employees and the organization. This is consistent with Bandura's (1977) social learning theory that mentions information received from others are less effective when forming self-efficacy expectations than the actual experience. Something that explains why the new employees arriving at the Programme and the Wing are still experiencing conflicts in form of frustration and dissatisfaction because their expectations are not being met, even though they are better informed than the first ones who arrived.

4.3.2. Expectation and the infrastructure. The other aspect that is causing the different types of conflicts within the category "Expectations Meet Reality" is part of the infrastructure of the organization and how this is affecting the employees' expectations negatively. The airbase is still being shaped, so it lacks secondary factors like tax free, good training facilities, shopping malls etc., something many NATO military bases that are

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

established these days have. At the same time the main building where the employees work on daily bases is an older building that still is a refurbishment project. Also the employees do not have any common rooms where they can sit down and socialize. What they do have are small coffee rooms that only fit a handful of employees and therefore do not create any common sociable space for the employees, which my analysis shows is something the employees are asking for. A container building is also just finished, which is connected to the main building so that the airbase temporarily has enough offices for their employees, as the plan within the organization is to build a new and bigger building at later point for the employees. My observation is that many of the employees are very surprised that secondary factors like mentioned above are lacking within the organization and are still not being accounted for. Since many of the employees had high expectations and presumed that a work environment like NATO had a good infrastructure, like informant 3 points out:

Informant 3: You guys (the first leaders working for the organization at Pápa airbase) had the title of setting this organization up and we joined something that we thought was up and running, but it was not.

What informant 3 mentioned above in the focus group fits with the analysis based on the employee satisfaction survey and group discussions which were conducted on behalf of the HR department within NAMP, where they tried to get an overview of the different aspects within the organization that the employees would like to improve and what they dislike about the work environment. This analysis shows that many of the employees were disappointed and asking for a better infrastructure at the military base. With the infrastructure not yet finished and lack of secondary factors, their expectations for working in an international professional environment were far from the reality when they first joined the organization and are still not what they would like it to be. Steining (1979) points out that the employees discover the disparity between what they are used to and what they discover in the new environment and this may lead to dissatisfaction if the expectations are not met. My analysis suggests that this is also the case within the Programme and the Wing, where many of the employees are coming with experience from previous work environment where the structure standard has been better and therefore are disappointed when faced with the reality at Pápa airbase, where the structure still lacks these kinds of secondary factors. As Ham (2002) and Argenti & Druckenmiller (2003) mention, the effect of branding, like the brand NATO, could give an imagined guarantee of certain standards, quality and services. My analysis shows that this is the case with the employees joining the Programme or the Wing. Their perceived idea of NATO, having high expectations of the brand, something that have led to a lot different

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

types of conflicts amongst them when their realities have turned out differently. Like informant 4 points out:

Informant 4: I was probably more excited about that I was mainly working for NATO. But the structure this program is built on I find in some many ways complicated, even though I am here by myself, without having to deal with school issues etc. There are a lot of challenges to being here, because it is so new and I think because where this is located.

My analysis shows that many of the employees were excited to work in a multicultural environment like NATO and therefore had high expectations. The brand that NATO has created has given many of the employees' high expectations when arriving at Pápa airbase, since it is a part of NATO. This sort of imagined community has given many of the employees the image of high standards, quality and services within the organization. With the lack of infrastructure, culture (discussed later on) and change in management (discussed later), their expectations are not being met. This has created a lot of conflicts in form of uncertainty and therefore led to a lack of shared values amongst the employees. Something that is consistent with Kotter and Heskett (2008) who mentions that when organizations are less successful with following the brand, they will lose sense of the core values and that creates uncertainty among the employees. Further on, my analysis suggests that this have in some cases created occupational reality shock amongst some of the employees, since many of them are asking for clearer norms and values and therefore do not feel the need to participate in the socialization to the same extent they would normally do in another organization. This is consistent with Dean, Ferris and Konstans (1988) who point out that occupational reality shock is a possible outcome when expectations based on norms and values are not being met for the employees. The occupational reality shock amongst some of the employees has led to an overall dissatisfaction among many of the employees, since some of them lack commitment to the organization who has failed to meet their expectations and therefore these employees' attitude also affects the rest of the employees. As Tolman (1943) points out, people, in this case employees, perceive themselves as psychologically intertwined with that group's fate, sharing its success and failure.

4.3.3. Conflicts and expectations. I have argued that conflicts in organizations can be understood in the specific context of which they appear between the employees and the organization. So far my analysis suggests that expectations among the employees before and after arriving in the organization promote various patterns of conflicts. The first aspect I have presented within the category "Expectations Meet Reality" shows how the unpredictability amongst the employees causes conflict in form of concern and uncertainty between the

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

employees. This is because of the gap between the expectations and the reality of the general possibilities when working in the organization. The other aspect shows more specifically how conflict emerges between the employees because of the expectations towards the organization as a structure. Because of this the employees' experience conflicts in form of feeling powerless and even occupational reality shock occurs among some of the employees when joining an organization such as NATO and their expectations are not being met. This is consistent with what I mentioned earlier about Pondy (1967) who points out the importance to clarify the relationship where the conflict is created and try to look at the conflict as a dynamical process. My analysis suggests that within the category "Expectations Meet Reality" the dynamical process consists of the interpersonal situation that appears between the employees' expectations and the organization. Further on, this entails that the aspects presented within this category are part of the relationships where the conflicts are created.

4.4. The organization and change

To describe the change within the organization and how it is affecting the employees, it is important to give a description of the specific changes the organization has undergone, since the changes are context-specific. There is one aspect that my analysis of the focus group, group discussions, employee satisfaction survey and field notes points out as key in terms of how the changes are affecting the employees within the organization, causing different types of conflicts. This aspect consists of the uncertainty amongst the employees because of changes the organization just have undergone, which have created different types of conflicts among the employees in form of isolation, work distance and lack of control within work procedures. This aspect is part of the relationship within the category "Organizational Change".

4.4.1. Organizational Change. Not only is the Programme and the Wing fairly new, just past 4 years, but they have also just undergone a major organizational change within the last year. They now belong to a different system within the NATO organization, the NSPA. This means that the support department NAMP is now part of a much bigger structure (NSPA) and therefore the employees within the Programme and the Wing are learning new regulations, work protocols and procedures. At the same time some of the employee and leader positions are being changed and even removed. These changes are not only affecting the employees within the NAMP, but also the HAW employees, who on daily basis interact and work together with the NAMP department and therefore become affected by the changes the organization is going through. My analysis shows that because of the changes within the department, many of the employees on both sides feel uncertain about work procedures and

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

express concerns because they cannot predict what is going to happen next within the organization as a work structure and how this could affect them, which contributes to conflicts in form of frustration among them. As Oxenstierna et al. (2011) point out that organizational factors can explain the emergence of conflicts at the workplace. This is also consistent with Milliken (1987) who mentions that a normal tendency among employees is to feel uncertain when they do not know how the changes will affect their work situation. Further on, my analysis suggests there is a tendency amongst the leaders to see the organizational change as not possible to manage without downsizing the staff, which also contributes to uncertainties amongst the employees, mainly because it creates an image that they might be the one getting fired, even though this may not be the case at all. The following statement in the focus group illustrates some of the leaders' mentality:

Informant 5: There is pressure within the organization because of the nature of NSPA and NATO consolidation to save money. The only way you save the kind of money they are going after is to do personnel reduction; you cannot get there any other way.

Because of the uncertainty amongst the employees developed by the organizational changes, the employees have created their own ways to cope with the changes and uncertainty. One of the ways is through creating their own work procedures. Worth mentioning is that I do not mean the main work results, but how they get there, using informal work procedures, example from informant 5.

Informant 5: I see people wanting to send work related assignments out from the program under their leaders' name, without having coordinated first with anybody else. So I still see people trying to use a direct access to their leader, trying to get their agendas through without coordinating.

My analysis shows that the side effect of the employees using this kind of individual approach to their work assignments is a bigger isolation and distance emerging between them and therefore conflicts erupt in different forms of miscommunication. Where the tendency is to approach work related tasks from their personal point of view as the right way to do it and not how the organization and leaders prefers it, as informant 5 gives an example of below.

Informant 5: I would say everybody tend to show up with their own view of what this place should be like.

This fits with Ashford and Black (1996) who point out that the average person does not like being in situations where they lack control and will try to get control over the situations again. Bordia et al. (2004a) also mention that organizational change could lead to the feeling of lack of control. It seems like the employees based on my analysis are trying to get control over the work situation again because of the changes within the organization and therefore are using their uncertainty to explain away work related behavior among their coworkers that is not

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

similar to their own. This gives them the perceived idea that they are doing the right thing and others are not, which essentially makes them feel that they are in control over their work situation again. Because of this, it seems, there is a tendency among the employees to blame stereotypes and communication failure on other employees and leaders. This have often resolved in conflicts in form of friction between the employees, for example irritation and blaming each other for not doing things the right way. Personal reflection to gain control over their own work domain is consistent with Falkenberg (1990), who mention that stereotypes is used when we have a need to categorize objects in an environment that we are unable to completely explain. Further on, my analysis suggests that because of the organizational change, many of the employees are also trying to seek information to get an understanding and control of their work situation. Because of the uncertainty among the employees, they turn to other more unofficial sources for information, like friends and colleagues, and not necessarily the more official and accurate statement from the organization and its leaders, something that have created a lot of rumors within the organization, as informant 5 points out.

Informant 5: Something I am trying to stop that has been going on in the program is rumors, because it is destroying the trust we are trying to build faster than anything else.

This is consistent with Richardson and Denton (1996) who mention that employees, who are not informed about the organizational change, will learn about the change from other sources. My analysis suggests that since these rumors have existed within the organization for quite some time, they have escalated from being about disappointments among the employees around job related tasks to personal employee conflicts. This has created even more conflicts in form of uncertainty among the employees because the rumors have gotten personal and focused on individual behaviors within the organization, rather than just different work related aspects. This fits with DiFonzo and Bordia (1998) who points out that uncertainty resulting from lack of information often leads to disappointment and negative rumors among the employees within the organization.

4.4.2. Organizational change and safety zone. The last part of the uncertainty concerning the organizational change and the development of conflicts between the employees', shows how the employees use what they perceive as a common work group to feel safe. The group resemblances they chose could be nationalities or more work related groups, such as pilots, mechanics, administrative jobs etc. My analysis suggests that the employees do this as in order to cope with the changes within the organization. It is easier for employees to use what they perceive as safe and common for themselves within the organization, which is a way for them to feel in control over their work situation again. This is

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

mainly not because they do not get along with other groups or nationalities, but rather what they perceive as more similar with them and therefore feel safer in times of organizational change. Since these groups are mainly created through the uncertainty of the change within the organization, these groups are strengthening the conflicts in form of miscommunication and stereotypes between the employees within the organization. My observation is that the uncertainty among the employees because of the changes within the organization, creating the different employee groups, is closely connected with the lack of a common work culture, which will be presented and discussed later in the chapter. Nevertheless, this is consistent with Tolman (1943), who point out that employees will evaluate the groups to which they belong more favorably than others. By identifying with a group, people perceive themselves as psychologically intertwined with that group's fate.

4.4.3. Conflicts and organizational change. My analysis of the focus group, group discussions, employee satisfaction survey and field notes shows that the change happening within the organization and the departments creates various patterns of conflicts. The aspect I have presented within this category "Organizational Change" shows how conflicts emerge in different forms because of the uncertainty that is developed amongst the employees because of the changes. Further on, this uncertainty has created different patterns of conflict where the employees are seeking various means to get control over their work situation, through own personal work procedures and work related groups. Finally, this has created conflicts in form of rumors, miscommunication and stereotypes. My analysis suggests that within the category "Organizational Change" the dynamical process consists of the interpersonal situation that appears between the employees' perceived ideas of the changes between them and the organization. Further on, this entails that the aspect presented within this category are part of the relationships where the conflicts are created.

4.5. Management

Beside the dynamics of expectations and organizational change amongst the employees leading to different patterns of conflicts, "Management" also emerged as an category in my analysis of the focus groups, group discussions, employee satisfaction survey and field notes. Through the analysis, management appears to have a major impact on how the employees were affected by conflicts in two distinct ways. These aspects are, as mentioned earlier, context-specific to the organization and therefore it is important to look at my analysis which will give us an insight of the situation. The first aspect creating different types of conflicts among the employees and the leaders' shows how the management handles different aspects of miscommunication in the work environment and how this is also affecting the

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

employees, which essentially develops conflicts in form of uncertainty and miscommunication amongst them. The other aspect shows how change within the leadership is affecting the employees and the leaders, which have created different types of conflicts among the employees in form of lack of control and uncertainty.

4.5.1. Management and communication. The leadership positions within the Programme and the Wing at Pápa airbase consist of leaders from several of the different nations that are part of the organization. If it is a HAW position, the nation sends a body against the billet; if it is a NAMP position then NATO civilian recruitment rules apply. One of the interesting remarks my analysis shows are that several of the leaders mentioned very different ideas on how to run the Programme and the Wing, and how to communicate with each other and their employees. One normal tendency was that they united themselves with others who had some sort of similarities, examples are expressions shown from the focus groups. Informant 3: *“We from the Netherlands and Norway are much the same.”* Informant 2: *“They (NAMP) are here to support us (HAW), but think more about themselves”*. Informant 3: *“Americans and the Europeans.”* These statements show how leaders use their differences in nationalities, cultural values and social norms to argue in their own favor and at the same time protect their personal interests. This fits with Shenkar, Zeira (1992) who mention that leaders joining a multicultural organization have their own expectations, objectives, and strategies, and at the same time each seeks to protect their own nations and departments’ interests. Further on, my analysis shows that expressions like these were used almost on daily bases to explain different attitudes among the leaders and their employees. This kind of stereotypes are very much connected to the category “Multicultural Work Environment” mentioned later in this chapter, but nevertheless, leaders use this type of stereotype to cover up communication failure amongst them, where they often express frustration using stereotypes and prejudice when other leaders or employees do not agree or understand their point of view and personal agenda. This is consistent with Bochner and Perks (1971), Bruner and Perlmutter (1957), who point out this as one of the most normal type of stereotype to use, since it covers significantly broad differences. Davis and Stark (2001) also mention that a potential source of conflict in the organization is when people within departments seek towards dissimilar goals and tasks. Amir (1969) concluded that prejudice could be the end result among diverse workgroups if the contact among them were unpleasant. The following exchange in my focus group illustrates stereotypes, prejudice and communication failure.

Informant 3: *The previous commander is a US guy. I think that tells you a lot already, because I come from a different culture and do things differently.*

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

Informant 6: I have noticed that both the leaders were speaking about money, to the same nations, and they were speaking about money using different voices and different numbers. So the nations have gotten two different stories from two different people.

As the informants' indicates, my analysis of the focus groups suggests that the leaders use this type of diversity among them as excuse when they fail to communicate. When faced with different attitudes or opinions than they are used to in a more homogenous environment, it is easier to blame others because of nationality or other stereotypical judgments than trying to understand the situation and differences, something which shows a clear tendency of conflicts in form of miscommunication. This fits with Luring and Selmer (2010) who point out the consequences of miscommunication in a multicultural relationship could often result in different types of miscommunication and therefore conflicts may develop.

4.5.2. Leaders' attitudes affecting the employees. My analysis shows that the conflicts emerged from the miscommunication have created a more passive attitude amongst many of the leaders, which is also affecting the communication among the employees. Where the leaders' attitudes have affected the employees to become more aware of their personal and social identity and therefore are more protecting of their own norms and values. Therefore they started grouping up with others within the organization they perceive as similar. This is consistent Tolman (1943), which mentioned that a common pattern among employees is to evaluate groups to which they belong more favorably than others. My analysis suggests that this have essentially led to more conflicts in form of isolation and uncertainty on how to behave and respond amongst leaders and employees from other nations and departments. Without the leaders taking charge within the organization, conflicts develops amongst the employees and almost none of the leaders take any action to stop the emerging conflicts, mainly because they are not aware of the conflicts or in some cases they believe the conflicts are not serious enough. As Bass (1990) mention that sometimes leadership fails to take action upon conflicts until the conflicts are brought to their attention or have become serious enough to require their attention. Further on my analysis suggests that the miscommunication because of the passive attitude from many of the leaders have created a lot of concerns among the employees regarding their amount of workload. Many of the employees work a lot of overtime and feel that the leaders do not understand the amount of work they do on daily bases. This miscommunication among the leaders and the employees has essentially made many of the employees feel that their work related opinions are not being heard by the leaders, therefore creating conflicts in form of tension and frustration among many of the employees. This fits with Kelloway et al. (2006) who mention that passive leaders do not notice concerns from their employees and therefore are often less attuned with the workload

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

to their employees. My observation suggests that since the leaders are not creating a common work culture, or setting common norms among them and their employees, the outcome has become an unstructured organization with a lot of conflicts in form of uncertainty among the leaders and the employees. This fits with Pettigrew (1979) who mention that the leaders set the norms for acceptable behavior within the organization and the processes of cultural development could involve conflict and the possibility of an unstable culture, if the employees do not accept these assumptions. Further on, as mentioned earlier, this is also part of the reason why the employees choose within the two departments to implement their own ideas and values in to the organization to feel more in control, since the leaders are not creating any common work environment, which contributes to further communication distance and uncertainty between the employees and the leaders. My observation is that the leaders have the abilities to execute a great job within the organization and the employees, but with no common work culture between them, their ideas and vision are turned into different types of conflicts in form of misinterpretation and miscommunication, through judgment and prejudice, which is also affecting their employees feeling uncertain about their work situation. This is consistent with Cree and Kelloway (1997) who points out that the employees' attitudes are influenced a great deal by the management's way of communication. Kotter (2001) proceeds to point out that the leader is also responsible for communicating the organization's vision. My analysis shows that the employees are asking for common vision within the organization, something the leaders are this point not been able to create and therefore this have developed into different types of conflicts in form of frustration and uncertainty among the employees. The communication distances within the organization is not only national, but also based on departments inside the organization, which shows that the miscommunication is only based on what the leaders and the employees perceive as different and problematic for themselves. In the end, this miscommunication has created a great gap between the leaders and also among the employees, creating different types of conflicts mentioned earlier in this section, as informant 6 from the focus group points out below.

Informant 6: There was really us versus them mentality. Opinions like "that is not our job, that is their job" were expressed, there were a lot of presumptions made, and then those presumptions turned in to reality when they were overheard by the employees and they started doing the same thing as us (leadership).

4.5.3. The change of leadership. The other aspect that contributes to the "Management" category creating different patterns of conflicts is the continuous change of leader positions. Regulations on the HAW employees' work contracts within the organization are set up in a way that every second year many key leadership and employee position get

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

changed. This has contributed to the ongoing effect where the employees within both departments are uncertain on work procedures. This is reflected in my analysis where the employees and the leaders are asking for clearer work structure and vision within the organization. With the constant change of key leadership positions and no common vision within the two departments, they express frustration that new leadership will mean a new vision, something that means change in work procedures and therefore strengthen the employees' feelings of lack of control and uncertainty. This is consistent with Pettigrew (1979) who mention that it is mainly the leaders who influences the culture and set standard for how the organization operates. Below is an example from informant 2, where frustration is expressed because of the constant change of leader positions.

Informant 2: It is a big difference between a guy who has been here for two years, got to know the organization, got to know how to talk to NAMP, knows everybody and mostly the unit itself, to the guy who just come straight in, with no background information regarding the organization at all. I see that at least within my own unit, it is very challenging.

As the informant from the focus group express concern about the changes in key work positions, the employees based on my analysis also express concerns about the differences in visions and tensions amongst the new and old leaders, mainly because the employees do not know how to relate to the leaders that keep changing the organization's vision and norms, which contributes to conflicts in form of feeling of lack of control, disappointment and uncertainty within the two departments. This is consistent with DiFonzo and Bordia (1998) who point out that constant change among leaders could lead to disappointment among the employees of the management and the organization.

4.5.4. Conflicts and Management. My analysis of the focus groups, group discussions, employee satisfaction survey and field notes shows that the management within the organization triggers various patterns of conflicts among the employees. The two aspects I have presented within this category show how the uncertainty and miscommunication is developed amongst the employees because of the leaders, causing different types of conflicts between the employees. The first aspect I have presented within the category "Management" shows how the miscommunication among the leaders causes conflict in form of isolation and uncertainty between the employees and the leaders. This is because the attitude among the leaders is also affecting the attitude among the employees. The other aspect shows how the change in leadership positions creates uncertainty among the employees because there is no common work vision among the leaders within the organization. Because of this the employees experience conflicts in form lack of control, disappointment and uncertainty. My

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

analysis suggests that within the category “Management” the dynamical process consists of the interpersonal connection between the leadership within the organization and the employees. Further on, this entails that the aspects presented within this category are part of the relationships where the conflicts are created.

4.6. Multicultural Work Environment

In addition to the importance of the secondary categories (see figure) “Expectations Meet Reality”, “Organizational Change” and “Management” leading to different dynamics of the patterns of conflicts, the multicultural work environment also emerged as a key factor among these dynamics. My analysis of the focus groups, group discussions, employee satisfaction survey and field notes shows that the “Multicultural Work Environment” is an essential part of the three previous categories presented, working as a sub category affecting them and creating the core category conflict (see figure). The dynamics within the category “Multicultural Work Environment” are context-specific and therefore we will look at my analysis of the focus groups, group discussions, employee satisfaction survey and field notes, which will give us an insight of the situation. The main aspect causing the different types of conflicts within this category consists of how the organization is lacking a common work culture and how this is affecting the employees negatively, creating different patterns of conflicts.

4.6.1. Employees and the departments. The initial cadre from the Programme and the Wing arrived at Pápa Air Base in October 2008. The Programme and the Wing is still a fairly new establishment, just past 4 years and based on my analysis, the leaders are still trying to figure out how to create a common work culture between each other. The main reason for this is because the two different departments NAMP and HAW, working together in the same environment, have different agendas and work procedures and therefore their work dynamics are very different. HAW operates on a military structure, while the NAMP use a more public sector functional structure. When they work in such a coexisting environment, my analysis shows that conflicts in form of frustration and uncertainty amongst the employees occur when they see two departments working at the same place with different agendas and not understanding each other’s work procedures, example below from informant 2.

Informant 2: I thought we would be a much more of a cohesive unit. I do not see the difference between NAMP and the HAW, but many people do. We have different agendas; everybody is here for different reasons I feel.

As Walton and Dutton (1969) mention that different departments who know little about one another’s work; may in some cases unknowingly make unreasonable demands on one another,

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

which could lead to conflicts. This is also similar to the lack of a “corporate culture” within the organization as Schein (2012) mention, which means that the employees do not see the departments in the organization as intertwined, sharing a common identity (Brewer & Yuki, 2005; Mael & Tetrick, 1992). My analysis suggests, as mentioned earlier, that there are many misunderstandings on work procedures, confusion and uncertainty amongst the employees, because of the lack of clear work procedures between and within the departments, further exemplified from informant 2.

Informant 2: I am not afraid of the way we are working as an operational organization. I am more concerned about the culture on the interrelationship, how we work together, that is a challenge. This is very fragile organization.

As informant 2 mentions, this lack of a common work culture within the organization is also affecting the employees to use their own culture to cope with the unstable work structure within the Programme and the Wing, as mentioned earlier. It is easier for employees to use their own recognizable culture to predict work culture where there is none, which is a way for the employees to feel control over their work situation again. Many of the employees also use their own national language rather than the common language “English” when talking to other employees within the organization; something my analysis suggests creates a bigger gap and isolation among the other employees who does not understand the language they are speaking. As Freely and Harzing (2003) mention that it is common to experience parallel language-based communication networks within multicultural organizations, which can have a negative effect on trust and create group conflicts within the organization (Lauring & Selmer, 2010). Below is an example from one of my focus groups where informant 2 express frustration because employees use their own recognizable culture at Pápa airbase since it is easier than trying to create a common work culture.

Informant 2: There are many of the things we have written in our regulations that you can recognize from previous work. You can go back to where you came from and say that this is so similar that you chose to stick with what you know. But it is not, there is a culture that is beginning to develop to this specific organization, it is our thing here. It is not cut and paste for the US anymore or other places.

My analysis suggests that the nations working within the Programme and the Wing at Pápa airbase could be perceived as similar in many ways, but with so many nations, there are bound to be some cultural differences. Triandis (1972) suggests that where the social situations are basically the same, but the appropriate behavioral responses are still different in some general ways, the biggest intercultural problems could occur. Earlier I discussed that stereotypes are being used on several situations as a way for the leaders and the employees to explain and judge each other. It could also be that different behavioral patterns, which the

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

employees are not fully aware of, are also affecting them to strengthen their stereotypes and other judgmental aspects among each other. So when employees experience behavior they are not familiar with they use stereotypes to categorize objects in an environment, which they are unable to completely explain, example from informant 7.

Informant 7: I think it was the Swedish guys which everyday camp out in the kitchen on the third floor. I do not think they are excluding anybody necessarily, but nobody else has that same norm on how they do business on daily bases.

This is consistent with Falkenberg (1990) who explains stereotypes as an individual need to categorize objects in an environment that he or she is unable to completely explain. Further on, my analysis shows that many of the employees lack commitment for the organization as one common work platform and rather try to find back to their own culture, like the Swedish employees informant 7 mentioned. This lack of a common work culture has also given many of the employees the image that it is impossible to change the current work situation and create a common culture at Pápa airbase, example informant 3 below.

Informant 3: When we talk about the culture and to feel safe in that culture, there is not one culture here yet, it may never be, I do not know. At least not as the culture back home, where there is one culture, something you will never get down here.

This is consistent with learned helplessness, which means that the employees behave as if it was impossible to change the current situation (Martinko & Gardner, 1982). At last within in this category, my analysis shows that there exists a tendency amongst the employees and the leaders within the Programme and the Wing where they tend to view others by using their own personal culture and standards, mentioned earlier. This could also be part of how the mentality within the organization as whole has developed in to a more home country orientation amongst the employees and the leaders because of the lack of a common work culture. My observation is that this has a great part in creating the different conflicts in form of prejudice and miscommunication amongst the employees and the leaders. As Perlmutter (1993) mention, where he hypothesized about the ethnocentric view, where the employees sometimes are more home country orientated and therefore it exist a bigger change for discrimination and conflicts amongst them. Rather than the more favorable geocentric orientation, which implies a multicultural organization where the employees do not discriminate cultural different types amongst the employees.

4.6.2. Conflicts and the multicultural work environment. At last my analysis of the focus groups, group discussions, employee satisfaction survey and field notes suggests that the multicultural work environment greatly affects the employees within the organization and promote various patterns of conflicts. The main difference between this category and the other three mentioned earlier is that this category lays the environmental foundation that is a part of

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

the three other categories. This is the ground pillar, creating the different dynamics and patterns, which eventually lead to the main category conflict, through the categories “Expectations Meet Reality”, “Organizational Change” and “Management”. The main aspect I have presented within this category shows how the lack of a common work culture is affecting the employees, resulting in conflicts in form of frustration, learned helplessness, judgmental attitudes and uncertainty in interpersonal situations. My analysis suggests that within this category “Multicultural Work Environment” the dynamical process consists of the interpersonal environmental work situation that appears between the employees’ and the organization. This entails that the aspect presented within this category is part of the relationships where the conflicts are created.

4.7. Multicultural environment

When carrying out my analysis of the focus groups, group discussions, employee satisfaction survey and field notes, I noticed some extraneous variables that are not causing the dynamics of conflicts within the organization, but rather outside of the organization, between the employees and the multicultural environment. Pápa town exists as a multicultural environment for the foreign employees who are working and stationed there. I will mention the aspects from the multicultural environment outside of the organization and the subcategories for this category (See figure), but they will not be discussed in the same ways as the previous categories mentioned, since my analysis focuses on the dynamics of the conflicts within the organization and between the employees. However, as mentioned, they are explanatory in their own ways and should be mentioned as extraneous variables.

To describe the multicultural environment which influences the employees outside of the organization I will first start with a description from my analysis and how it explain the various conditions affecting the employees outside of work. My analysis of the focus groups, group discussions, employee satisfaction survey and field notes developed three categories that were pointed out as key in terms of the multicultural environment outside of the organization. One aspect is about the schooling issues for the children of the employees and how they feel the current school issue is affecting them. The second aspect is related to Pápa town in regards of culture and language barriers amongst the local Hungarians and how this affects the employees from other nations. The last aspect shows that the employees feel responsible for the wellbeing of their families stationed in Pápa and how this affects them.

4.7.1. Schooling, Pápa town and the family. My analysis suggests as mentioned that the employees within the Programme and the Wing at Pápa airbase are also affected by the multicultural environment outside of the organization. These dynamics are not the reasons for

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

the conflicts at the base, but they are closely connected aspects affecting what seem to be personally secondary factors for the employees outside of the organization. This is what the employees like to talk about when they are not talking about work. Based on the employee satisfaction survey, group discussions, focus groups and field notes there is a tension within these categories as well. They will not be discussed in this master thesis, but is mentioned to give an understanding that there are many factors that could be taken in to further consideration, with a different viewpoint than this master thesis has, since this master thesis focuses on the dynamics of conflict within the organization and between the employees.

4.7.2. School. My analysis shows that many of the employees who have children enrolled at the local education system are afraid that their kids are not getting the right amount of education. The main reason for this is because in the beginning when the first international employees arrived, there were some concerning reports that the local teachers did not teach the international children enough, example below from informant 2.

Informant 2: I could never offer my kids' any education for 4 years. That is one of the things we are struggling with today, so much negativity going back to my home nation in the beginning because of the schooling situation. People are still scared, and it is very hard to change that mindset now.

So this created an attitude among many of the employees that putting their children in local schools would damage their children's education, which has caused different types of conflicts and concerned parents. It should be mentioned that some of this have been solved with the international school that have been opened, but my analysis shows that there are still concerns amongst the employees and their education at Pápa town.

4.7.3. Pápa town. The other aspect my analysis suggests is that there are a lot of the international employees who feel the cultural and language barrier is making it hard to integrate and feel as a part of Pápa town, where they express frustration that not many of the local Hungarians speak English, example below from informant 3: *"The language is such a barrier, to get to know people in town, for us."* My analysis shows that this have created conflicts in form of isolation and frictions between the local Hungarians and the foreign nations, so many of the international people do not really care for exploring the town more than necessary and therefore feel there is not much to do at Pápa. At the same time this contributes further to the development of prejudice, where my analysis of the focus groups and the field notes shows that employees often express that the local Hungarians fail to understand how things should be in light of their own opinions, like Informant 5 mention: *"A lot people will say, they do not like Hungary because Hungary is different, got a different culture, got a different language."*

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

4.7.4. The family. The last aspect within my analysis shows that many of employees take their families with them when they come to Pápa and therefore it is important for them that their families can adjust to the town, like Informant 6 point out: “*Well, the expectations for the town and the expectations for life was question on how can I get this set up for my family.*” Since most of the employees take their families with them to Pápa, they feel more responsible for their families’ wellbeing than they would normally do, because they feel a personal responsibility for being the cause why the family is stationed there. This has created a bigger awareness amongst the employees for their families’ wellbeing; an example of this is explained by informant 3 as following:

Informant 3: Making families happy here, they will like I said the language is the biggest barrier, I think. So to go out and visit for example the Hungarian Theater or Movie Theater or whatever, that is a no.

My analysis suggests that many of the employees feel there is not much to do in the town, they create concerns about their families’ opinions and attitudes, which are affecting them more than in situations where they do not feel personally responsible for being the cause, which essentially leads to different types of conflicts if their families are not happy being stationed there.

4.8. Summary of the findings

4.8.1. Main findings. The analysis of the focus groups, group discussions, employee satisfaction survey and field notes identifies four key categories that affect the organization and the employees creating different patterns of conflicts. These dynamics are context-specific to the organization and between the employees, where different patterns of conflicts emerge depending on the interpersonal aspects with the organization and the leaders.

The analysis suggests that expectations among the employees before and after arriving in the organization promote various patterns of conflicts. The first pattern shows how the unpredictability amongst the employees causes concern and uncertainty because of the gap between the expectations and reality of the general possibilities when working in the organization. The other pattern is more specific to the organization as a structure and how this is affecting the employees negatively for those who have high expectations when joining an organization such as NATO and their expectations were not met.

The other category shows “Organizational Change” and how this is creating patterns of conflicts amongst the employees and the organization. This aspect points out the different types of negative patterns amongst the employees because of changes the organization just have undergone. Some of the effects are uncertainty and the feeling of lack of control, which contributes to the dynamics of conflicts within the organization and between the employees.

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

Management is also shown in the analysis as a contributor to the pattern of conflict amongst the employees and the organization. The first part of the aspect within this category looks at how the management handles different aspects of communication in the work environment and how this leads to miscommunication among them. The other part of the aspect shows how their attitude reflects negatively upon the employees, creating stereotypical judgments and miscommunication amongst the employees and between the management within the organization. The other aspect within this category looks at how the change within the leadership is affecting the employees and causing concerns and uncertainty among them.

The last category which proved to be of underlying importance for the dynamics of conflict and the categories just mentioned were the “Multicultural Work Environment”. “Multicultural Work Environment” points out how the lack a common work culture is affecting the employees to feel frustrated and uncertain in interpersonal situations. How they use prejudice when faced with barriers they do not understand in work situations and how they feel lack of control because of situations like this and therefore use their own culture to feel in control again.

4.8.2. Other findings. My analysis of the focus groups, group discussions, employee satisfaction survey and field notes also identifies extraneous variables that are part of the employees and the multicultural environment outside of the organization. Three subcategories were developed as key in terms of the multicultural environment outside of the organization (see figure). The first aspect mention how the uncertain school situation for the kids at Pápa town makes the employees who are parents concerned. The second aspect points out the problems with culture and language barrier between the local Hungarians and international employees and how this affects them, creating a judgmental and stereotypical attitude among many of the employees. The last aspect looks at the responsibility the employees feel for their families’ wellbeing for those who are stationed in Pápa and how this is giving them a lot of concerns. These categories are not discussed in light of existing research and theories, but mentioned as extraneous variables that could be taken in to further research of other dynamics causing conflicts outside of the organization for the employees working at Pápa airbase.

4.8.3. Further discussion. The analysis shows that the findings in this study are specific to the context within each category developed. Although the dynamics creating the conflicts are context-specific, my analysis also shows they are connected with each other, creating the core category “Conflict”. I will in the next section discuss these connections between the categories and how these dynamics strengthen the dynamics and patterns of conflicts within the organization and between the employees. The previous sections have

CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

given a discussion of the different aspects within each category developed from the analysis. With the main focus on the four categories (see figure) “Expectations Meet Reality”, “Management”, “Organizational Change” and “Multicultural Work Environment”. It is worth mentioning is that the multicultural environment consists of the three subcategories “School”, “Pápa town” and “Family”, unlike the “Multicultural Work Environment” which contributes in its own way to the three secondary categories “Expectations meet reality”, “Management” and “Organizational Change”, and the core category “Conflict”. In my view these are the important factors creating the dynamics within the organization and between the employees. Based on the previous discussion my analysis of the focus groups, group discussions, employee satisfaction survey and field notes I will now try to see how these dynamics are connected, creating the core category “Conflict”.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

Chapter 5. The dynamics of conflicts

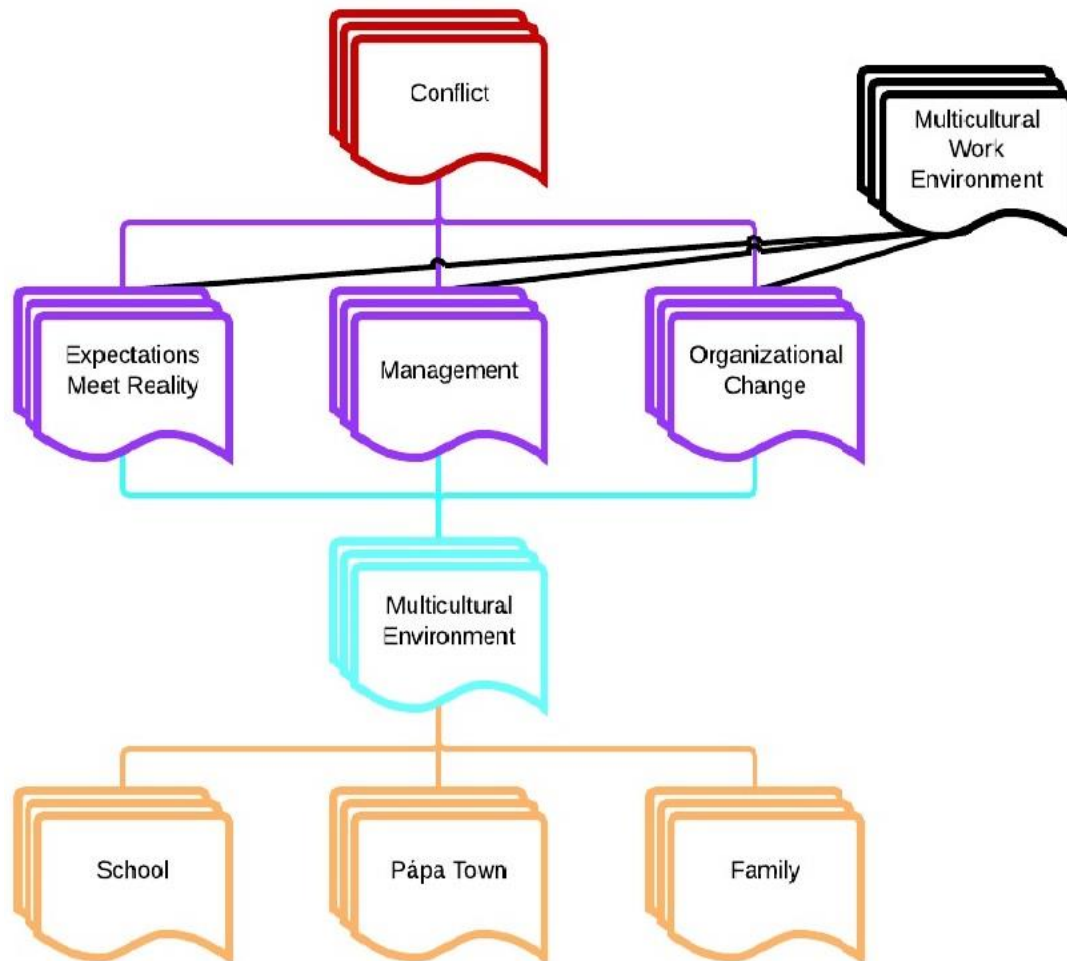
5.1. Chapter outline

In the previous chapter I elaborated how conflicts appear within the organization and between the employees. I also explained different reasons why the conflicts exist within the organizational context and therefore answering my master thesis research question: *Why do different types of conflicts appear within the NAMP and HAW departments and what are causing the different types of conflicts?* Further on, I will in this chapter elaborate how the categories (See figure) are connected with each other, within the organizational context. This will be done by looking at the different aspects within the categories my analysis shows have had an impact on the employees; so that it is possible to get a conclusive understanding of the connections leading to the different dynamics of conflicts. In this way I will get the deepest understanding of the phenomenon and also an overview of my analysis. As researcher Dalen (2004) points out, qualitative research should develop an understanding of the phenomenon directly connected to people and situations in their social reality. One can make a conceptual analysis which involves a focus on categories that combine and explain the processes rather than the evolution of a fully refined theory (Charmaz, 2006). My analysis of the focus groups, group discussions, employee satisfaction survey and field notes could be considered as a conceptual analysis of the categories developed. In this final part of the thesis I will discuss the categories in light of existing research and theories as presented in the previous chapter. Then, the study's credibility and pragmatic usefulness is discussed and further the implications for future research will be presented. The chapter ends with a conclusion.

5.1.1. The dynamics of conflicts. As mentioned earlier there are several types of definitions of the concept 'conflict' (Deutsch, 1990; Pondy, 1967; Tjosvold, 2008; Wall & Callister, 1995) and the attempt to decide which condition the term conflict best fits would likely end up in an empty controversy. Therefore, I have chosen Rahim (2011) rather broad definition of the concept conflict, as an interactive process manifested in disagreement or dissonance between individuals, groups or organizations. Based on this, I have looked at the dynamics and the patterns of conflicts within the organization and between the employees as specific to the context in which they appear. In this way I have clarified the relationship where the conflicts appear, looking at the categories developed within my analysis separately and explaining how the different dynamics create different conflicts within each category. This was all detailed in the previous chapter and now I will present how these relationships affect each other, strengthening the dynamics of conflicts within the organization and between the employees. As Pondy (1967) points out, the importance is to try to clarify the relationship

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

where the conflict is created and try to look at the conflict as a dynamic process. These conditions creating the different types of conflicts should not be considered independent of each other but as connected dynamics creating the conflicts between the employees and the organization.



5.2. The culture

My analysis of the focus groups, group discussions, employee satisfaction survey and field notes suggests that multicultural work environment is the one category which affects the three secondary categories “Expectations Meet Reality”, “Management” and “Organizational Change” the most, contributing to the creation of the core category “Conflict”. The reason for this is that when there is no common work culture within the organization, it contributes to the overall dissatisfaction within the other categories. The work culture is a dynamical factor that exists within the organization and among the employees once the organization is created. This is the perceived assumption among the employees on the atmosphere within the organization and how it affects them. It is something the employees and the organization cannot function

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

without and therefore greatly affects them. This is consistent with the theoretical chapter where Detert et al. (2000) mention that the culture within an organization can be represented by artifacts, values and assumptions that are viewed as common by the employees working in the organization. So for future studies it would be interesting to see how organizations could implement and create an environment that function in a multicultural setting. What values and assumptions should be the main focus? Is it the solid foundation of the organization and the leaders that make the best result for a multicultural organization? Or is it the values and beliefs among the diverse employees that should be the focus? As my analysis suggests, the environment is a dynamic process created by the perceived assumptions among the employees and their leaders. So in a multicultural setting, someone (in most cases leaders) should take charge, creating a common work culture where opinions and ideas are met with openness and enthusiasm, and not discrimination and other prejudice attitudes.

5.2.1. Culture and Management. My analysis suggests that the work culture and management are two categories that are dynamically interdependent of each other. When the leadership is not able to create a common work culture, they and their employees will be subject to dissatisfaction; frustration and uncertainty occur amongst the employees when they see the two departments working at the same place with different agendas. So the leadership is the key to creating a sustainable work environment where the employees do not experience dissatisfaction. As Schein (1991) mentions, the leadership is essential when creating a specific organization culture within the organization. Further on, my analysis shows that the employees are greatly affected by the attitude among the leaders, as previously discussed. I believe this is also the case regarding the leaders' influences on the employees' image of the environment. Because of the leaders' miscommunication, they have created a more isolated environment amongst them, which also affects the employees to do the same. In this way they create an isolated and separated work environment among the employees, which contributes to the dynamics of conflicts. This strengthens the biases created among the leaders because of the lack of a common work environment and the work environment will get worse as the leaders keep up the miscommunication, which creates dissatisfaction and conflicts among the employees, as seen in the previous chapter when these two categories were looked at in detail. In this way my analysis suggests that category management and multicultural work environment are intertwined processes. This means that when one or the other are affected positively or negatively, there will be consequences on both sides, which as a side effect also impacts the employees, and in this case contributes to the different types of conflicts mentioned earlier. This is consistent with Offermann and Hellmann (1996), who points out

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

the importance of the leaders who can affect the way employees feel about work environment and themselves. For future research it would be interesting to examine more closely communication patterns within civil and military departments, and how these two departments cooperate. As my analysis suggests that some of the conflicts are based on the miscommunication and uncertain work procedures amongst the two departments.

5.2.2. Culture and expectations meet reality. My analysis suggests that the lack of multicultural work environment highly contributes to the negative aspects of the expectations among the employees before and after arriving to the organization, creating the different types of conflicts mentioned in the previous chapter within the categories. The main reason why the work environment affects the employees' expectations is because they are mostly based on their perceived image of the work environment. So when there is no common work environment, this creates a bigger dissatisfaction among the employees than what they would experience if the organization had a common work environment. I believe that the minimum expectation from the employees before and after arriving in the organization is a work environment that functions on some basic level. When the organization does not have a common work environment, it will greatly affect the employees' expectations, creating a bigger gap between the reality and perceived image of the organization, something that essentially leads to different types of conflicts mentioned earlier. This is consistent with the researcher within control theory of Scheier and Carver (1992), who mentioned that the larger the gap between expectations and the actual work experience, the more likely frustration may occur for the new employees. Further on, my analysis shows that the expectations will have a greater effect on the work environment in cases where the work environment is not functioning. The expectations before and after joining the organization are strengthening the already nonfunctioning environment, therefore leading to the different conflicts mentioned in the previous chapter. Since it is the interpersonal dynamics among the employees and the leaders that creates work environment, their expectations will either strengthen or weaken the perceived image of the environment that exists within the organization. My observation is that within this organization their expectations are rather strengthening the already nonfunctional work environment, creating a bigger isolation and distance between the employees within the organization, therefore creating more patterns of conflicts as mentioned earlier within the categories. As Mitchell (2002) point out that if the organization ignores the employees' expectations, possible outcomes could be that they do not believe in the organization anymore, feel disengaged and hostile towards the organization, which essentially creates a negative impact on the work environment. Finally, my observation is that the expectations

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

amongst the employees before and after arriving in the organization affect the culture within the organization. How much it affects the environment is hard to define. The importance for future research should not be to what degree the expectations affect the employees and the organization, rather how it affects them. Future research should try to see how it is beneficial not only for the employees, but also for the organization to meet some of the employees' expectations before and after they join the organization. At the same time it could also be interesting to see how organizations could cope with expectations that are not being met. The easiest solution would be to meet those expectations, but as research suggests employees tend to have unrealistic expectations (Lee et al., 1992). Another way would be more research on how to implement expectations lowering procedures for both the employees and the organization. Since some research neglect its importance (Buckley, Fedor, Veres, Wiese & Carraher, 1998) while others claim that realistic job expectations has an important role for new employees (Allen & Meyer, 1990; Meyer, Allen & Gellatly, 1990).

5.2.3. Culture and Organizational change. My analysis shows that organizational change and multicultural work environment are the two categories that are intertwined and affecting each other, causing different dynamics and patterns of conflict within the organization and among the employees. With a nonfunctional, or non-common work environment while the organization is going through changes, this greatly affects how the organization handles changes, causing a lot of dissatisfaction among the employees. The main reason for this is because with no clear work structure and the lack of a common work environment, uncertainty will arise among the employees, creating frustration, uncertainty, lack of control and rumors, something that will make the change harder to handle. As the organization is undergoing change, now joining the NSPA, it is highly important that the employees have clear work structure and a common work platform, as research point out that change could lead to even more uncertainty and other types of dissatisfactions (O'Connor, 1993; Senior & Flemming, 2006). Without clear work structure and common work platform, my analysis shows clearly that the uncertainty that already exist among the employees will strengthen. This is also closely related to organizational change and management, which will be discussed later. At the same time I believe if the changes appear within the organization, this will also strengthen the already nonfunctional work environment, creating a bigger gap between the employees in the organization. The reason for this is that in an uncertain work environment where the employees are trying to get control, more change will lead to more uncertainty, therefore strengthening the conflicts mentioned earlier amongst the employees. This fits with Bordia et al. (2004b), who mentions that when employees do not know the

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

consequences of the change, they will feel lack of control over the change and therefore conflict may occur. From a theoretical point of view it already exist a lot of theory on organizational change and how it affects the environment (Madsen et al., 2005; Andersen, 2006) and research suggest that it is the leadership who needs to cope with it (Gilley et al., 2009). For future research it could be interesting to see more research on how employees could be a bigger part of making the changes more beneficial for the leaders and the organization.

5.3. The secondary categories

5.3.1. Management. Within the three secondary categories ‘Expectations Meet Reality’, ‘Management’ and ‘Organizational Change’, management is the one that affects the two others the most, creating the dynamics leading to conflict within the organization and among the employees. The reason for this is that management is the only category that is a human factor, the other categories consist on employees’ and leaders’ perceived image of situations within the organization and how this affects them. Management is specific about the leaders and how they affect the employees within the organization and that is why it is has the most effect on the other categories. Based on my analysis of the focus groups, group discussions, employee satisfaction survey and field notes, the management has a huge amount of responsibility concerning the conflicts within the organization and among the employees. They are the key to stopping and creating the different patterns and dynamics of conflicts that appear within the organization. My analysis shows that the employees look for answers and solutions from their leaders and sadly, because of the miscommunication among the leaders, a lot different pattern of conflicts discussed earlier appears. As Kotter (2001) summarizes the definition of leadership where he states that the leaders are involved of the development of visions and strategies for the future for the employees and the organization.

5.3.2. Management and expectations meet reality. My observations are that the management influences the employees’ expectations before and after arrival. The dynamics between these two categories shows that the employees look to the leaders within the organization when they are creating their expectations. So when the leadership fails to communicate and create a common work environment, the employees’ expectations are affected negatively, creating different conflicts mentioned earlier within the categories. This is mainly because the employees look at the leaders as the main representatives for the organization, so when they fail to present a suitable vision for them, the employees’ expectations will be affected in a negative direction. This is consistent with Cree and Kelloway (1997), who suggest that organizational leaders have a central role in influencing

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

attitudes and actions for the employees in the workplace. On the other side, my analysis suggests that when the expectations from new employees are not in line with the reality within the organization, leaders may also be affected and therefore try to create or even do things they would normally not do to meet these expectations, something that will create a dysfunctional communication pattern among the employees and the leaders, where some leaders try to cope and create a vision that is in line with the employees expectations, while others do not. The only problem is that with so many different backgrounds among the employees and the leaders, their expectations are bound to be different. So instead of creating a top-down vision, where the leaders first agree how the organization as one should function, some of them try to create the organization based on the employees' expectations. This has created a lot of miscommunication among both the leaders and the employees, since some are listening to their employees and others are not to the same extent. With the already mentioned differences among the leadership, these kinds of miscommunication have created a lot of stereotypical and prejudice attitudes among the leaders, as described earlier in the previous chapter. As Schein (1991) points out, when leaders work in a multicultural organization there is a tendency that each of the them has their own expectations, objectives, and strategies, which could be a problem when creating an organization' culture that requires integration based on a top-down method.

5.3.3. Management and organizational change. Based on my analysis the two categories "Management" and "Organizational Change" are also highly intertwined, strengthening the different patterns of conflicts within these categories mentioned in the previous chapter. Without the leadership showing clear work procedures for the employees when the organization is undergoing big changes, distrust and miscommunication is unavoidable. It is the leadership who needs to give the instructions and meet the employees' needs in time of changes, something that is not the case within this organization, therefore a lot of dissatisfaction have emerged among the employees, feeling lack of control and uncertain about the future within the organization. As Gilley et al. (2009) mentioned, the biggest problem in organizational change is to get the leadership to understand the implementation of the new techniques that have emerged because of the changes. Further on, my analysis shows that change is also affecting the leadership within the organization and therefore also the employees. When changes occur within the organization, the employees demand certain criteria from the leadership, that they take charge and help the employees through the organizational change. Because these criteria are not met, distrust and conflicts occur among the employees as shown in the previous chapter.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

5.4. Conflict

My analysis has shown that there are different dynamics within the organization and between the employees leading to conflicts among the employees. This has been shown in the previous chapter where the different origins of the conflicts and why they exist were presented and discussed, before this section has shown how these conflicts lead to dynamics that affect each other and therefore strengthen the different patterns leading to conflicts. My analysis illustrates a figure that shows how the dynamics within the organization and among the employees contributes to patterns creating the conflicts among the employees. These two chapters have given an in-depth description and overview of why conflicts are developed and continue to exist within the organization and between the employees. Future research should focus more on how dynamics affects each other and what kind of implementation could be used to inhibit patterns of conflicts. An essential part of these dynamics leading to the different types of conflicts is that it is context specific, some generalization is possible, but it will always be important to remember that the specific organization and its employees are different from others. Rahim (2011) mention, conflict is an interactive process manifested in disagreement or dissonance within or between the individuals and the organization. As my analysis suggests, conflicts are in essence created on the same patterns, but to understand why they appear and exist, it is important to look at the dynamics within the specific organization and its employees.

5.5. Methodological considerations

5.5.1. The study's credibility. Glaser and Strauss (1967) used the term “pragmatic usefulness” and “credibility” as qualitative criteria for evaluation if a theory is good or not. Locke (2001) has created four criteria to understand how pragmatic usefulness is possible to achieve, fit, understand, generalize and control. Guba and Lincoln (1982) proceeds to explain credibility to be whether one has been able to clarify the validity of the study so that it appears credible to the reader and justifies the methods used.

In light of credibility I have carried out two focus groups as previously mentioned in the method chapter. This was done within the time two of the seven months I was working for the HR department; both interviews consisted of leaders from both the Programme and the Wing. In this way I was able to gather broad impressions and could proceed with the themes that I thought would be interesting to get more information about. However, it was important to keep in mind at all times the reports from the group discussions and employee satisfaction survey and my field notes, which formed the basis for understanding the depth of what they were talking about in the focus groups. I also conducted a pilot focus group with some

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

employees so that I was sure the interview guide and questions functioned in relation to the phenomenon that was illuminated.

Moreover, when conducting the focus groups I used a tape recorder to obtain the most exact data. I also had NAMP HR personnel to assist with the data collection, so it was possible to get an overall picture of the process when we debriefed after the focus groups. In this way I could give my full attention to the participants and control my body language in relation to getting a good communication with the participants, as Kvale (2005) mentions is important when conducting focus groups. In doing this I felt that no important data were lost and I got a thick description to work with. When working on the focus groups and analyses afterwards I used my knowledge of organizational psychology to help me understand what I was working with. As Strauss and Corbin (1997) mention, this is something the researcher should be aware of, but should not be a problem if the researcher understands how this can affect the study. As previously mentioned in the method chapter, it is reasonable to assume that my previous experience and academic background have influenced the study, but as long as I am aware of this I felt it should not be a problem.

Another important factor helping me understand and analyze data collected were the reports from the group discussions conducted with the employees and spouses and the employee satisfaction survey. These reports helped me gain information I felt was necessary to obtain the in depth understanding of the data I had collected from the field notes and the focus groups and at the same time give me an even broader pool of data to use in my analysis. In this way the reports became a part of my analysis, helping me create an overall understanding of the results and explain various conditions within my analysis. This is consistent with Corbin and Strauss (2008) who refer to this as theoretical sampling. It involves gathering more data relating to categories and themes to develop and identify the relationship between the categories further and this will lead to even bigger generalization, precision, and predictive capacity of the theory.

Because I worked within the organization for 7 months I got a better understanding of their specific work environment and was able to be part of the employees' everyday life, which has greatly helped me understand the context-specific categories developed in my analysis for the organization, as Yin (1997) mention, it is important to perceive reality from someone inside the organization rather than from outside it. At last the field notes from working within the organization for 7 months has given me the platform to gather my thoughts, ideas and helped me explain my observations, in this way I had always something extra to look back at when I needed to understand my ideas regarding the analysis. Like

CONFLICTS WITHIN A MULTICULTURAL ORGANIZATION

Fangen (2004) informs, field notes should contain data that explain observation that could be considered over and over again.

According to Corbin and Strauss (2008) a theory is validated when it's compared with the raw data. I have compared the theory with the raw data, and think it has a good validation basis. At the same time I also consider the debriefs and collaboration with NAMP HR personnel as a satisfactory validation, as we have developed a lot of the data together, where they have been able to discuss and ask me critical questions along the way of my analysis.

5.5.2. The study's pragmatic usefulness. As mentioned in the previous section, Locke (2001) has created four criteria to understand how pragmatic usefulness is possible to achieve, fit, understand, generalize and control. This entails that a theory must fit in the situation where it is being studied so that that it is easy to understand in reality to what is being studied. My data is collected to specific organization and the employees working there and in this way I feel my data is in reality of what I am studying. Also because the data is not only based on two focus groups, but reports from three group discussions, an employee satisfaction survey that 121 employees filled out and my personnel field notes from working within the organization for 7 months, I feel the theory developed is based on enough ground data to cover the phenomenon being studied.

The theory also has to be understandable for the employees within the organization where it is being used, so that the employees can benefit and obtain a bigger understanding on how it is to work in a multicultural environment (Locke, 2001). This is obtained with my close collaboration with a few key personnel from the NAMP HR department who have given me feedback when I have been conducting my analysis and in this way the whole analyzing process of the data have been closely connected with the employees within the organization.

Because the theory should be general, it will also be relevant for unique situations and conditions at the organization (Locke, 2001). This is achieved with the categories I have developed within my analysis that shows specific relationships where the conflicts emerge among the employees, the leaders and the organizational setting. In this way my analysis is context-specific and can be relevant in unique situations and conditions within the organization. It is also possible to generalize the findings because of the categories and dynamics developed within my analysis, which shows that this is an outcome other multicultural organizations like this one could develop over time.

Then there is the control part, which means that the employees need to feel a certain understanding when it comes to the multicultural environment and the multicultural organization so that they have knowledge of the theory. This terms show that there is a close

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

relationship between the theory developed by the researcher and the social situation that has been studied (Locke, 2001). My field notes, the employee satisfaction survey and the group discussions helped me make sure that they employees understood how the organization and environment were affecting them, so that when I performed my analysis I could be certain my theory was developed not only in line with the leaders' perceived image of the environment, but also that of the employees.

In light of my findings the analysis clarifies that some of the conditions that create conflict may be possible to make explicit. Establishment of various sharing forums and simultaneously focus on the factors that create the different types of conflicts in the workplace can be the means to make this possible, therefore, based on this consideration my analysis and results has a pragmatic usefulness.

5.6. Future research and implications

There have been some inclinations for future research in the previous sections, but an overview should be presented. Given that the empirical data in this study is from a multicultural organization with a civil and military department, the findings are probably limited to other organizations with a similar structure. The study clarifies the dynamics that affect the employees within the organization causing different patterns of conflicts. The findings' main focus point is the dynamics and relationships that promote different patterns of conflicts within the organization and amongst the employees, but the findings could also be used to understand how to inhibit these dynamics. Such clarification may help to facilitate effective procedures which could help organization in the same context to adapt and understand how to handle different dynamics which leads to conflicts.

According to the findings discussed and the categories developed in my analysis, there are indications that the environment outside the organization also has an impact on the dissatisfaction among the employees within the organization. One could therefore take the research a step further and look at the extent to which the multicultural environment outside the organization also affects the dissatisfaction created between the employees. This may clarify whether it is appropriate to focus more on extraneous variables when studying multicultural organizations.

Moreover the findings in this study suggest that both the norms, values and attitudes among the employees affect how conflicts arise within the organization. It could therefore be interesting in the future to investigate what promotes or inhibits these aspects in a multicultural organization. There does already exist theory about this subject, but it could be appropriate to reveal more concrete examples that seem to promote and inhibit conflicts

CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

within multicultural organizations. This could be explored further through participant observation and can act as a supplement to other methods that can be used.

For future research, it may also be interesting to examine more directly how leadership could cope with different types of conflicts that appear within multicultural organizations. Since leadership, as the only human factor has proven to be of great effect for the conflicts created among the employees and the organization in this study. What focus should leadership promote in form of norms, rules, values and communication for their employees in a multicultural environment? Moreover, it can also be interesting to see how management can facilitate and create better communication and common work environment for organizations consisting of two different departments (civil and military), which could function for the whole organization and its employees. My findings, in other words, have highlighted a need to go deeper into the dynamics and patterns which create conflicts within the multicultural organizations and between the employees.

CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

Conclusion

The purpose of this study was to find out why the different types of conflicts appear within the organization and what is causing the different types of conflicts within the organization and among the employees. The findings show several dynamics, creating different patterns of conflicts. The analysis identifies four key categories that affect the organization and the employees creating different patterns of conflicts.

The first category suggests that expectations among the employees before and after arriving in the organization promote various patterns of conflicts, leading to dissatisfaction because of the gap between the expectations and reality when working in the organization. The other category shows organizational change and how it is creating patterns of conflicts amongst the employees and the organization, leading to dissatisfaction and feeling of lack of control among the employees. Management is the third category and is also a contributor to the pattern of conflicts, leading to miscommunication and frustration among the employees. The last category, which proved to be of underlying importance for the dynamics of conflicts and the categories just mentioned, was the multicultural work environment. Multicultural work environment points out how the lack of a common work culture is affecting the employees to feel frustrated and uncertain in interpersonal situations.

My research findings suggest that it is possible to assume that the different categories are strengthening each other, leading to the different patterns of the conflicts within each category, mainly since these dynamic processes creating the different patterns of conflicts within the organization and among the employees are intertwined with each other. It seems that some of the conflicts that appear within the organization are very conceptual that they are practically unavoidable. In any organization where more than one employee has to work with others conflicts will appear to a certain level. Then there are other factors that are more context-specific, like organizational change, infrastructure and the work culture. The conflicts from these conditions are much more context specific. You can work on accommodate them and eventually make the conditions better, but they are independent in a way that no employees really caused them, it is more about how the employees perceive these conditions. The analysis suggests that the only category where it is most likely to introduce measures to make changes in times of conflicts is within the leadership, mainly because the leadership is the only one of the categories that carries a significant human factor. For future research it would be appropriate to reveal more concrete examples that seem to promote and inhibit the dynamics of conflicts within organizations and among its employees.

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CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

Appendix A: Analysis of Employee Satisfaction Survey

Abstract

This analysis is done by Ole Amund Brorby, and based on the employee satisfaction survey developed by the NAMP HR department, mainly by the intern Inken Brand. This report and survey has also been controlled and overlooked by the Head of Personnel and Administration, Petra Bender, and Katalin Kaplár, Human Resources Management Assistant.

The survey consists of 144 unique questions, specially developed for HAW and NAMP personnel. It is divided into 13 parts, all containing their own categories of questions. 62 of the HAW employees, 41 of the NAMP employees and a total of 18 spouses filled out the survey.

This report mainly represents different views and statistics of the major issues concerning the social and environmental state in Pápa and on the Airbase. Further on, based on this report and survey, group discussions have been initiated to address the different issues and ideas that have arisen from the survey.

The purpose of this report is to put light on these issues and situations, and at a later point find solutions on how to address them. A final report from the focus groups will be done in January/February.

The questions from the survey that served as a basis for the diagrams in this report can be found in Annex Nr.1.

Definition of the figures in words:

- Few – Less than 15% of the responses
- Some –15-30% of the responses
- Lot of – 30 -50% of the responses
- Overall – 60% and up of the responses

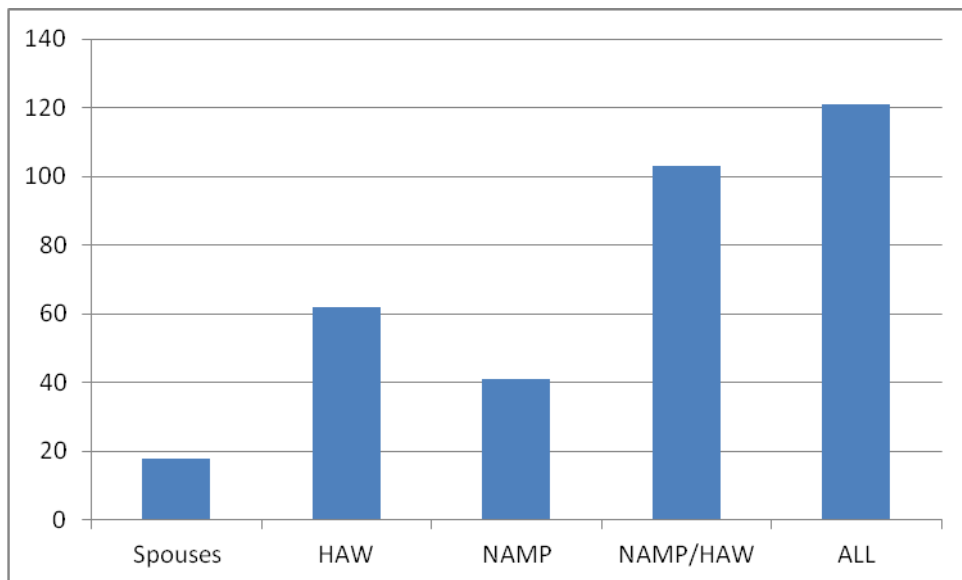
Results:

This report only shows an overall view of the employee satisfaction survey. It does not attend to recall specific answers from the survey. The reason for this is strictly because the reader should not at any point be able to get insight to specific answers from individuals. The only specific recreation from the survey this report gives is some relevant statistics that show the importance of the survey, which cannot at any point be traced back to any of the individuals that participated.

CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

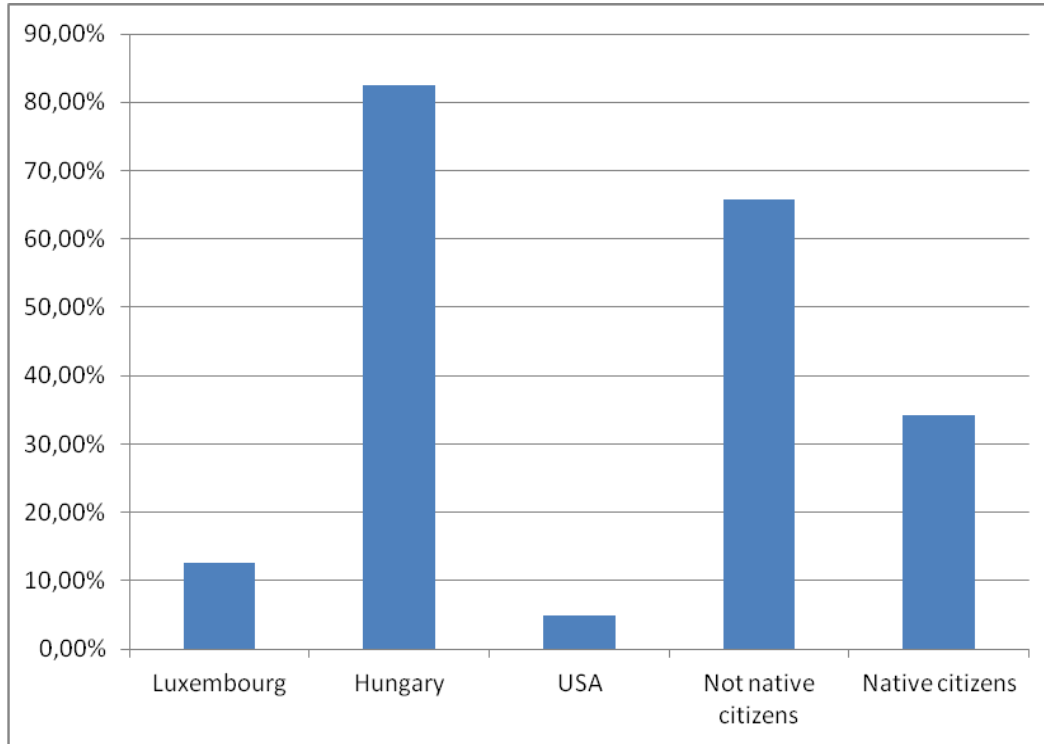
Statistics:

Figure 1. Response rate: The figure below shows that 41 people from NAMP and 62 from the HAW answered the survey. A total of 121 individuals filled out the survey. This is the only figure in the statistics part that takes into account for the 18 spouses that filled out a similar survey, just not with work related questions.



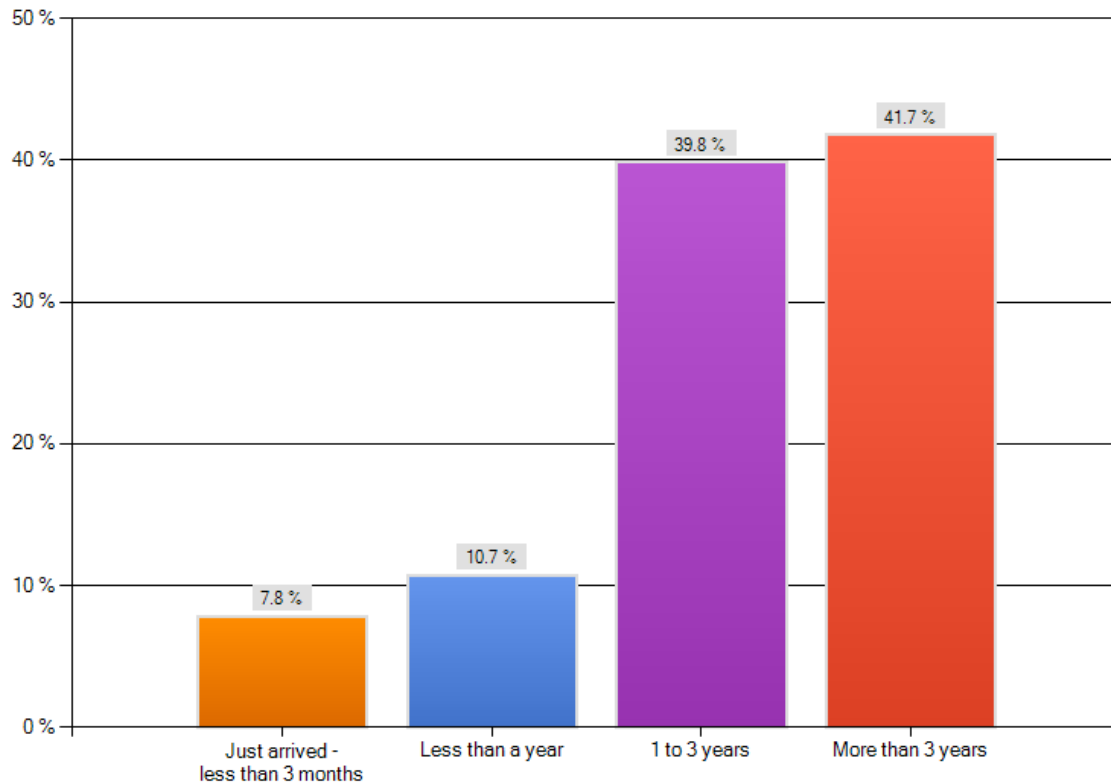
CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

Figure 2. Work station and expatriate status: The figure below shows that 12, 6% of the individuals that responded live in Luxembourg, 82, 5% in Hungary, and 4, 9% in the USA. It also shows that 65, 7% of the individuals who responded work in a country where they are not native citizens. 34, 3% work in a country where they are native citizens.



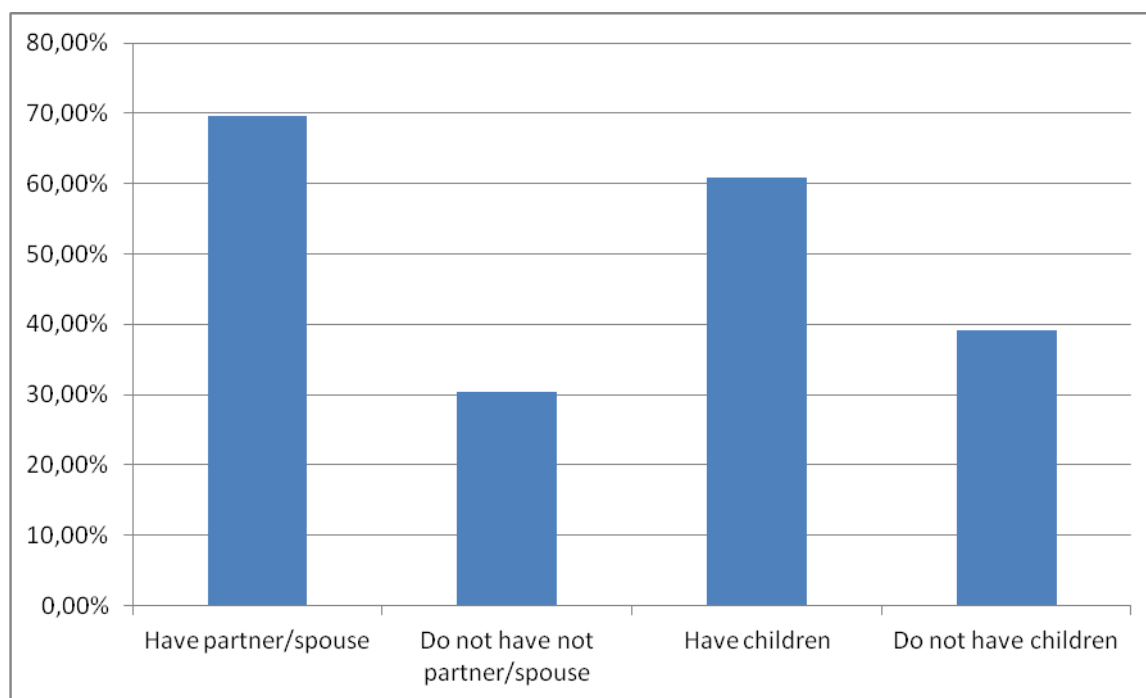
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Figure 3. Time period working with NAMP/HAW: The figure below shows 41, 7% of the individuals that responded have been working for NAMP/HAW for more than 3 years, 39, 8% of the individuals between 1 and 3 years, 10, 7 % less than a year, and 7, 8% arrived less than 3 months before filling out the survey.



CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

Figure 4. Have a partner or a spouse: The figure below shows that 69, 6% of the individuals who responded have a partner or spouse, and 30, 4% do not. It also shows that 60, 8% of the individuals who responded have one or more children, and 39, 2 % do not.



Responses and suggestions:

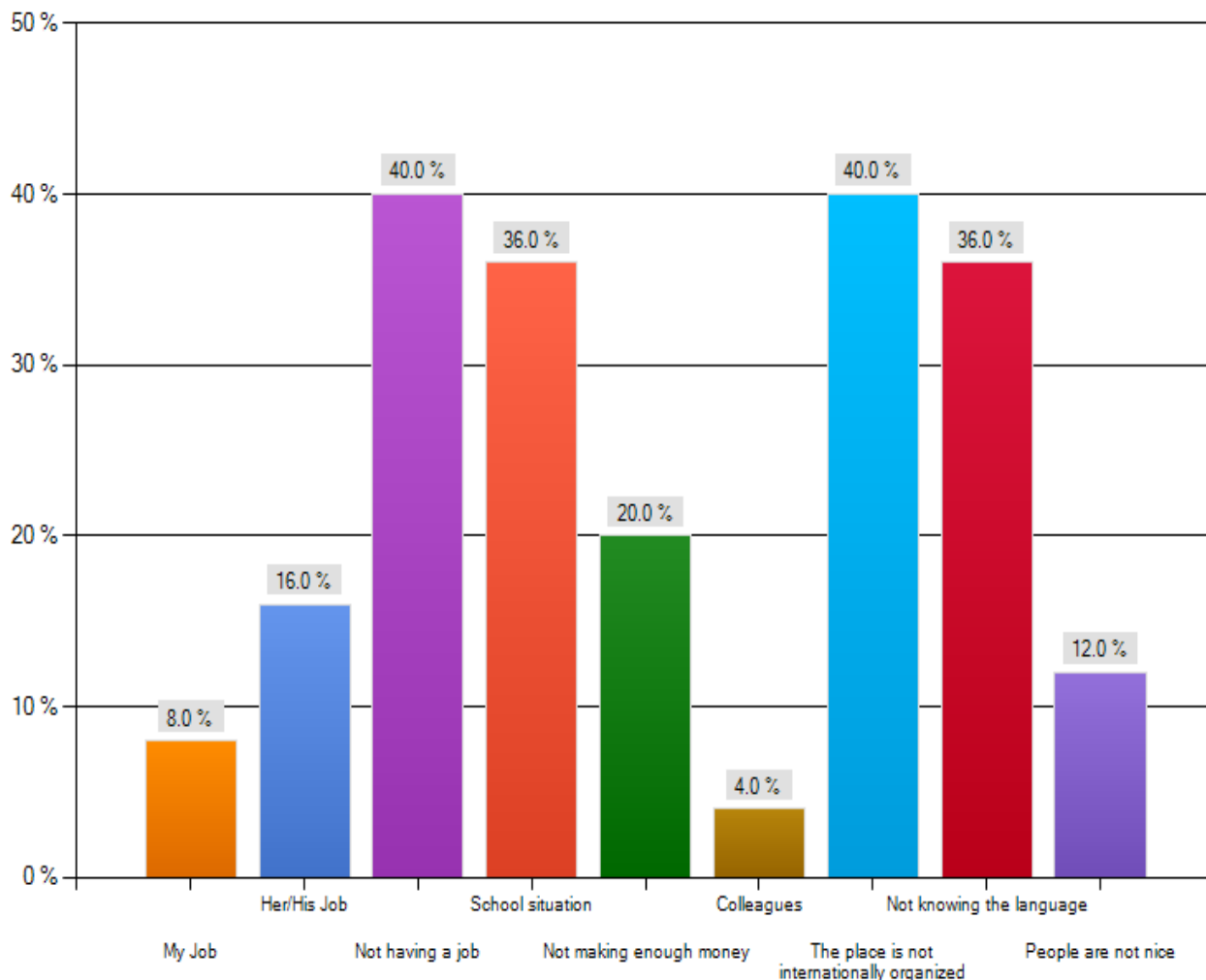
Both the employee and spouse survey has been taken into consideration in this part. The reader should be advised that these are only suggestions for further action and hopefully for group discussions at a later point.

Spouses and families:

- The survey indicates that the average of the spouses living abroad would prefer to be employed. However, the scale shows that this is not a pressing issue among the spouses, (but they would prefer to have a job).
- There is a genuine indication from the spouses that there are not enough social options in the community in Pápa. The Multinational Family Centre does not seem to cover enough of the needs among the spouses and families.
- Also, it is indicated clearly that the communication with the Hungarians in Pápa is a pressing issue among the spouses since the Hungarians do not speak English well.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

Figure 5. Stress factors for spouses. The figure below indicates that “not having a job” and “the place is not internationally organized” at 40%, are the two main stress factors for the spouses, “School situation” and “not knowing the language” at 36%, being the other two main stress factors.



Suggestions:

- Create work opportunities for spouses
- More social options for the international community, not just the Multinational Family Center
- Multinational Family Center should have more options for the spouses
- Communication courses

Children and School:

- The survey shows a consistent problem at some of the schools. Above average report bad communication with teachers.
- A few report that the QSI-school should be available for older kids as well

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

- A few of the Hungarians wish the QSI-school to be available for their children as well, not just for international speaking children

Suggestions:

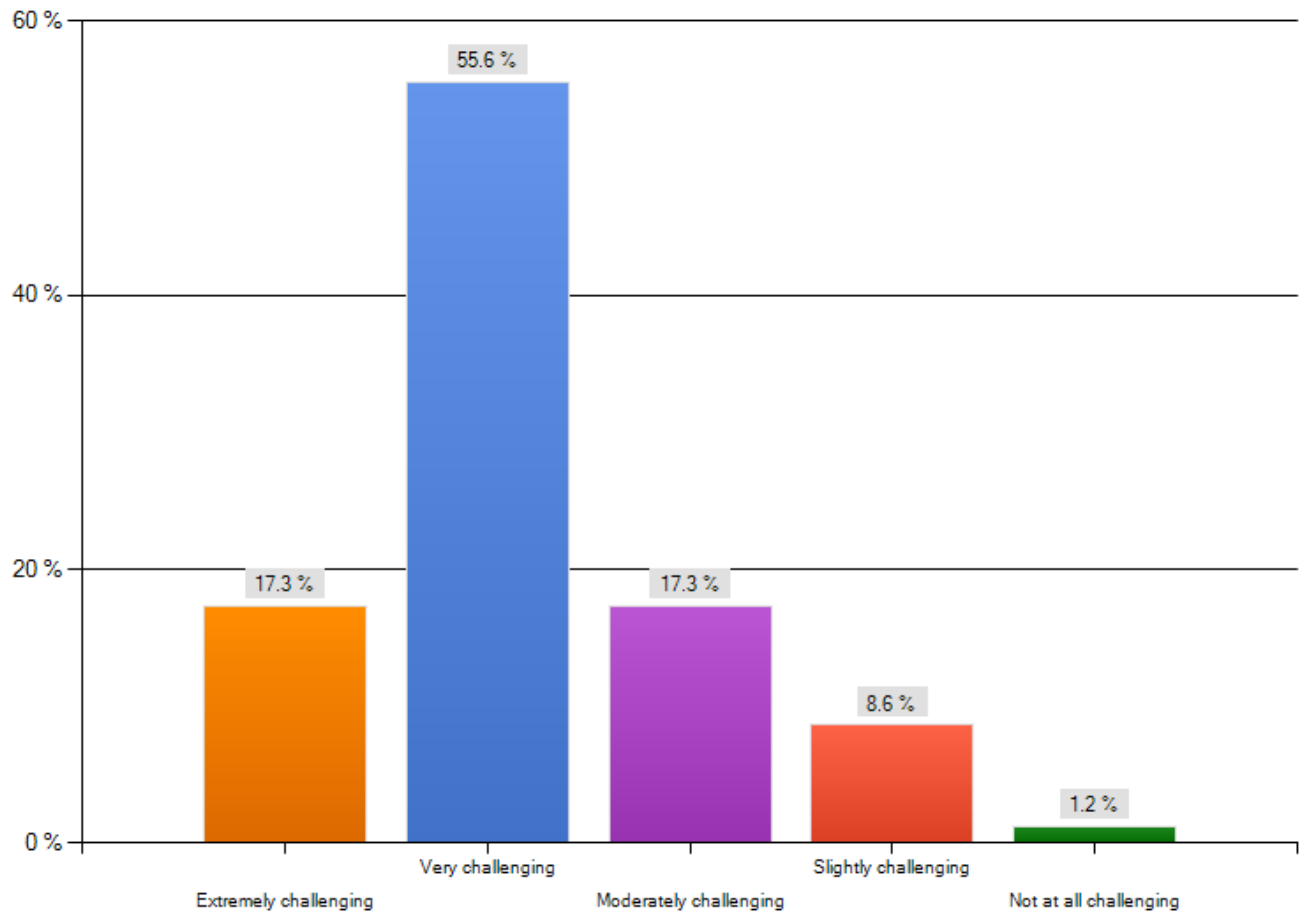
- Need of school transfer and better English-speaking teachers
- Create QSI for all kids, not just international children
- Create QSI for kids in a bigger age span

The job and supervisor:

- The survey reports that above average of the employees find their job challenging and stressful because of workload
- Above average think their job is very meaningful
- The survey reports that above average of the individuals feel they get too little recognition
- The survey also shows a lot of negative thoughts about the salaries
- It also reports that the employees are overall happy with their supervisors
- There are some reports on bad temper among supervisors, and bad communication
- A few report that their leaders use their own national approach and do not have an international understanding
- Above average report that regular meetings with supervisor have a positive impact

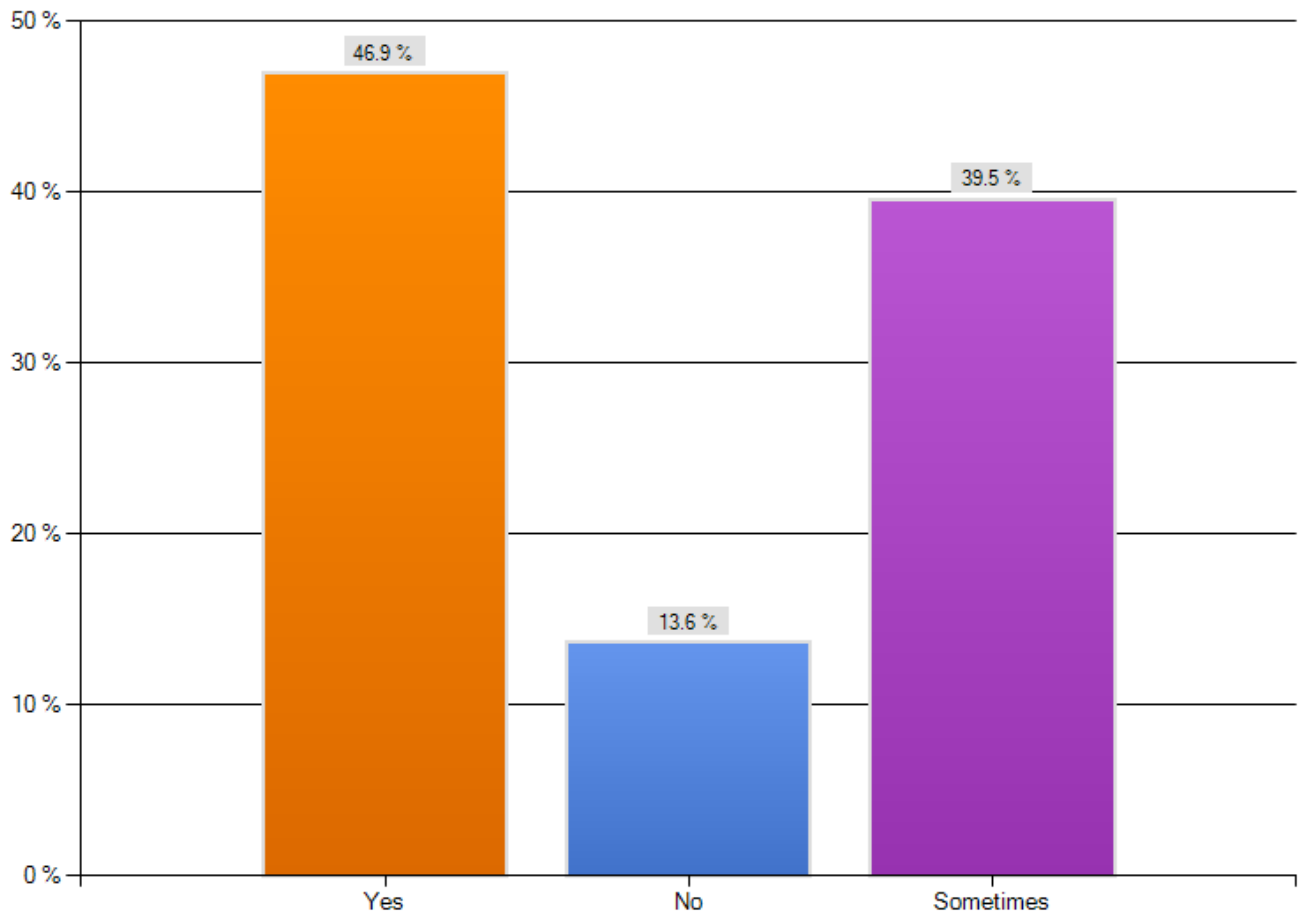
CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

Figure 6. Job challenge. The figure below indicates that above average feel their work is very challenging. This does not however need be considered as a negative statement.



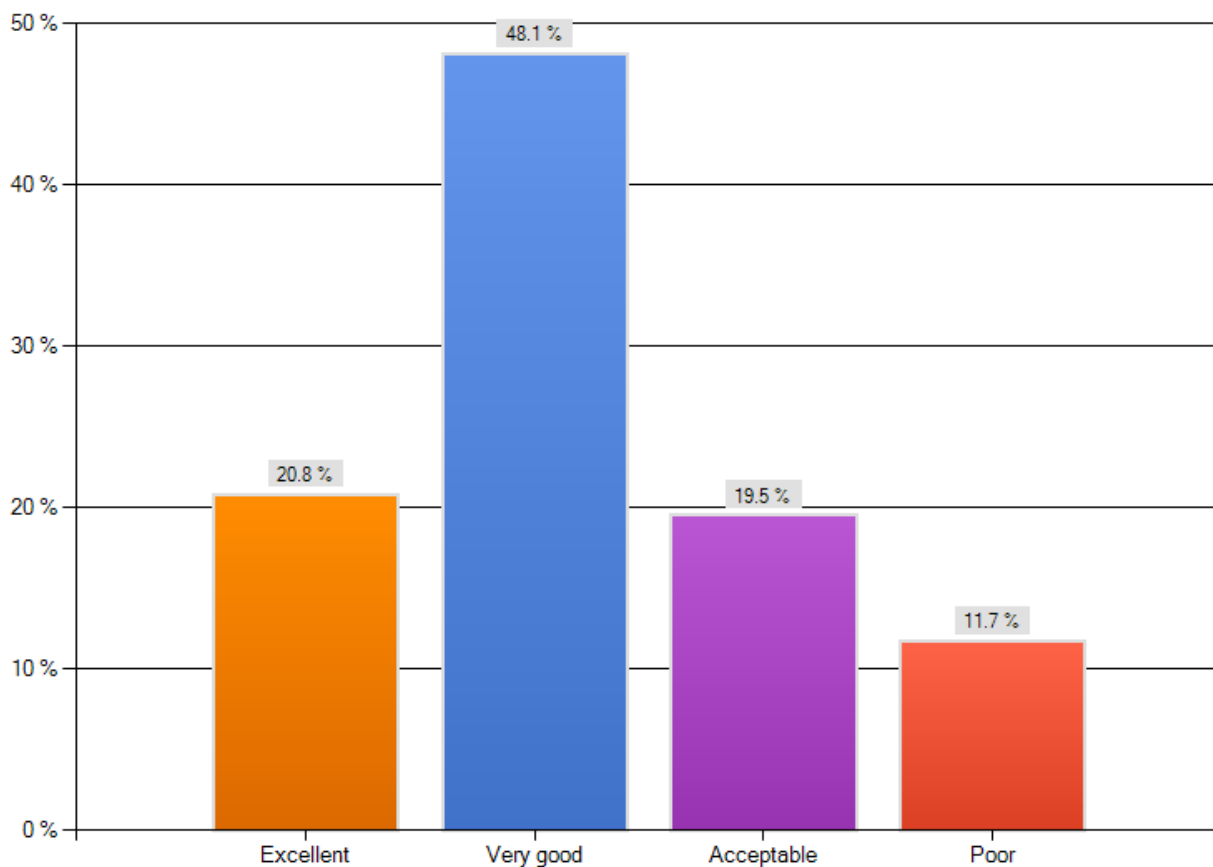
CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

Figure 7. Work overtime. The figure below indicates that above average of the employees work overtime. 46, 9% answered yes to “a lot of overtime”.



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Figure 8. Capabilities to the supervisor. The figure below indicates that above average 68, 9% think that their supervisor does a good job.



Suggestions:

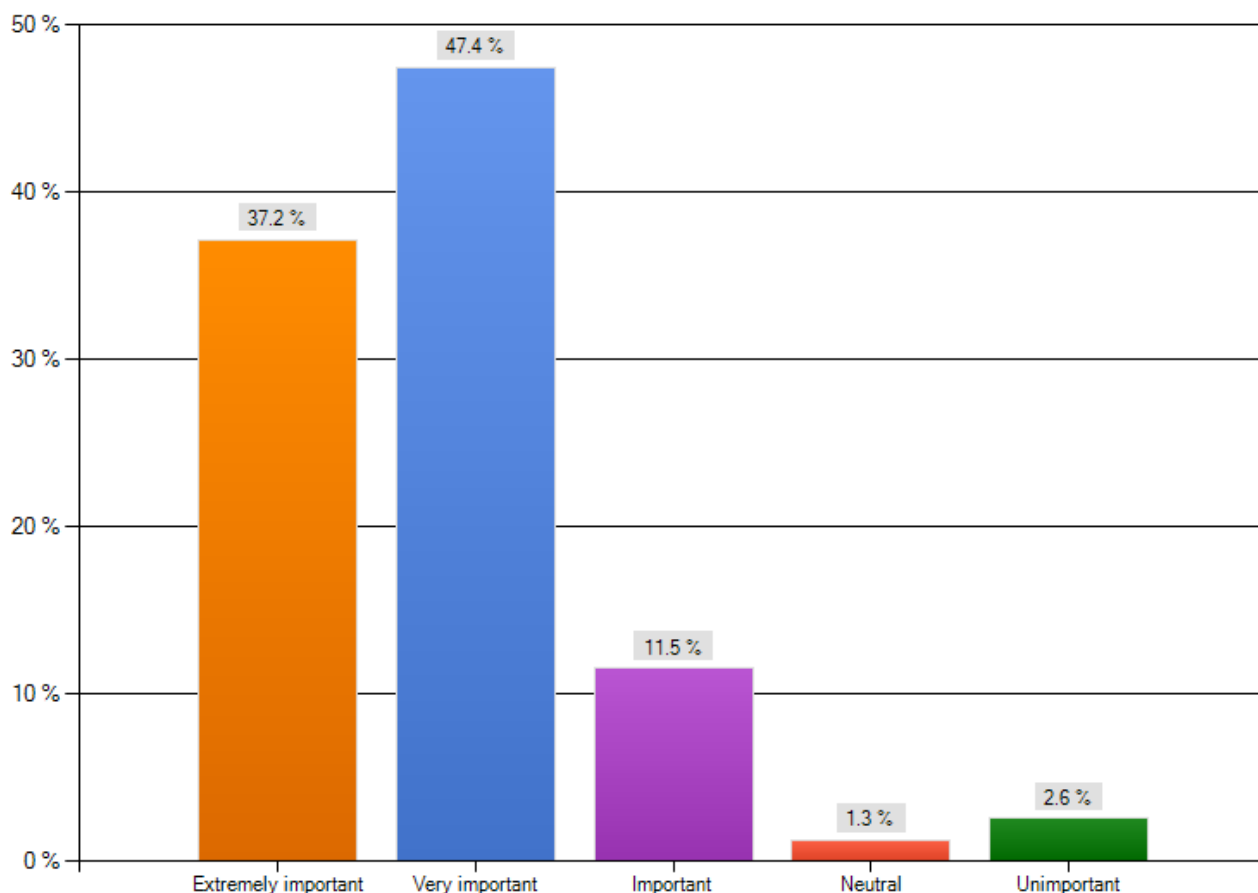
- More recognition at work
- Have international leader course
- Have courses for better communication between supervisor and employees

Team:

- Overall positive feedback on teams
- Some ask for better communication
- Some express issues when employees speak their own language when others do not understand

CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

Figure 9. Importance of team. The figure below indicates that above average (47, 4% “very important” and 37, 2% “extremely important”) think that working in a team is of high importance.



Suggestions:

- Diversity management
- Teambuilding exercises

Management:

- There is a consensus from the survey that management is *okay*
- The average employee does not communicate/interact with management

Suggestions:

- Profile the management better – make employees understand what management can do for them

Host nation:

- Above average of the employees ask for more information about the host nation before and after they arrive
- Above average ask for a ‘Welcome Abroad’ briefing

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

- Neutral/slightly negative view on the family support, language guide, Newcomers' Guide
- Survey shows that above average do not use resources, like psychological, counseling and education
- Above average is asking for better infrastructure in Pápa, such as better roads and the like.

Suggestions:

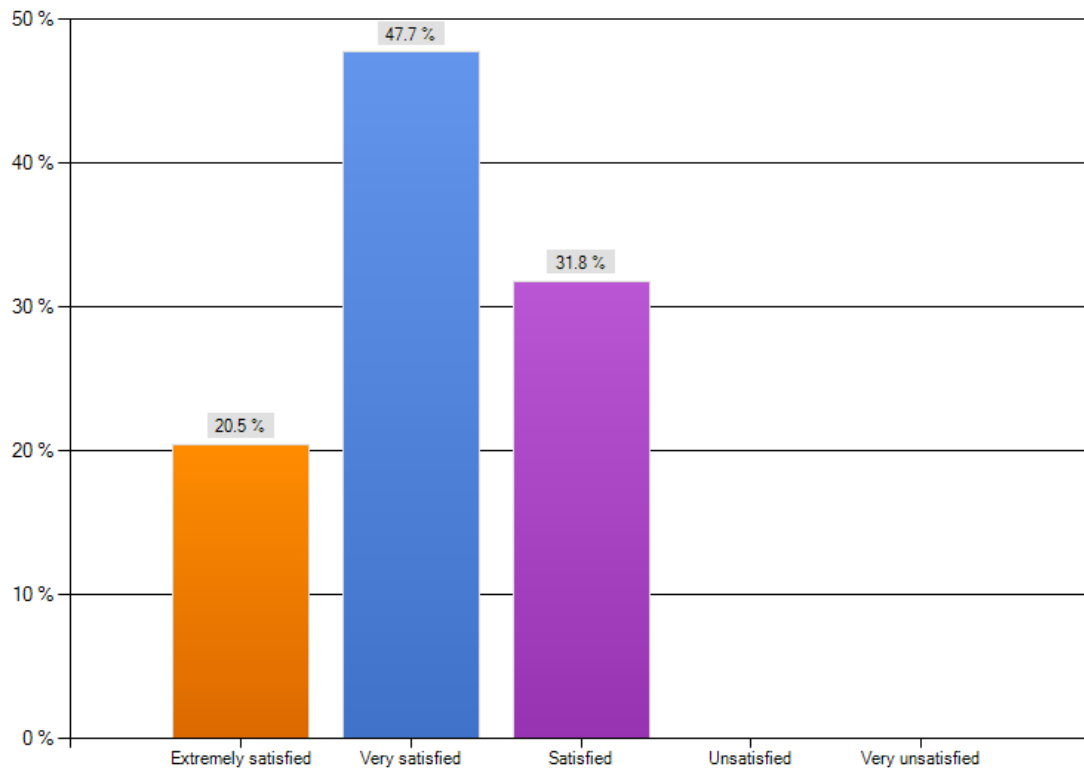
- Need of a better 'Welcome Abroad' briefing
- Give a brief before and after they arrive to provide a platform where they can talk about their expectations and other social aspects they may acquire, like diversity management.

Housing Pápa and CLO:

- The survey shows no specific way the employees found their accommodations – answers are very spread
- Above average complain about high rents
- Almost none have used the NSPA housing website - some used the CLO – seems to be an information problem
- Above average think the rent is too high
- Above average think the house hunt is too difficult
- Above average feel “ripped of” by the landlords
- Above average think positive about a centralized housing office
- Overall the employees like the CLO
- Above average ask for more CLO involvement

CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

Figure 10. What they think of the CLO. The figure below indicates that above average 68, 2% are pleased with the CLO.



Suggestions:

- Create centralized housing office
- Strengthen the CLO if possible – more services
- Better profiling

CONFLCITS WITHIN A MULTICULTURAL ORGANIZATION

NAMP HR further thoughts:

There are a few key points that have been taken into further consideration based on the results of the survey. We have chosen three different themes were we have conducted group discussions, they are the following:

Theme: Engaged and active in Pápa

Topic 1:

- Pápa Multinational Family Centre and other types of social activities

Theme: Work and recognition

Topic 2:

- Work overload, recognition and teambuilding

Theme: The host nation

Topic 3:

- Information for newcomers

Topic 4:

- Expectations met/not met

Topic 6:

- Opportunities for children and the school system

Please note that the above topics were just pin pointers for the group discussions.

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

Appendix B: Analysis of the Group Discussions

Abstract

This analysis has been done by NAMP HR intern Ole Amund Brorby, Family Support Consultant Livia Jusztin-Majercsik and Katalin Kaplár, the Human Resources Management Assistant. It is based on the outcome from the employee satisfaction survey developed by NAMP HR, mainly by the intern Inken Brand. The process of designing the employee satisfaction survey, analyzing it and further conducting group discussions has been controlled and overlooked by the Head of Personnel and Administration, Petra Bender.

Three group discussions were conducted with different topics, the first group contained HAW and NAMP employees, where they discussed the topic “Recognition, Workload and Teambuilding”. The second group consisted of spouses, HAW and NAMP employees, where they discussed the topic “The Host Nation”. The third and last group contained spouses and discussed the topic “Engaged and active in Pápa”. This report represents a summary of these three group discussions that were conducted based on the analysis of the employee satisfaction survey.

Group discussion “Recognition, Workload and Teambuilding” 11.21.2012

This is a summary and analysis of the group discussion “Recognition, workload and teambuilding”. This report shows an overall view of what the participating individuals agreed should be the future focus for the NAMP and HAW employees at Pápa Airbase. HAW and NAMP employees participated in this group.

Workload – Ideal workday

We put the participants in two groups where they were asked to come up with the most important five factors for an ideal workday.

Group one:

1. Communication (Understanding colleagues, management, roles and responsibilities)
2. Work as planned (09.00-17.00, plan your day)
3. Environment
4. Appreciation

Group two:

1. Feel valuable, feel worthy
2. Certainty, trustworthiness
3. Clearly defined tasks
4. Good working environment

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

5. Keep busy but equalized workload

The top 3 below were described as essential elements of an ideal workday, after the joined groups eliminated certain ones to be able to pick the top three.

Top 3 workload-ideal

1. Environment
2. Appreciation
3. Workload

Workload – Obstacles

We put the participants in two groups where they were asked to describe their ideas of the main obstacles for not having an ideal workday.

Group one:

1. Conflict in team
2. Lack of integration among organizations
3. Unprofessional management, communication, uncertainty
4. Lack of education, training. Lack of procedures when arriving and during work
5. Orders do not meet procedures

Group two:

1. Lack of honesty/respect; appreciation
2. Unclear expectations, roles & responsibilities
3. Communication problems (Unclear, one-way, no-feedback, cultural differences, language barriers)
4. Different locations
5. Environment

The top 3 below (when accumulated) made work nearly impossible for most of the people and their greatest problem was the feeling of uncertainty/insecurity these problems could cause for them.

Top 3 Workload-obstacles

1. Unprofessional management communication
2. Conflict in team
3. Lack of transparency of operations

Teambuilding

We put the participants in two groups where they were asked to describe their ideas on the meaning of the word “teambuilding”.

Group one:

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

1. Being able to trust each other
2. Recognition/respect for each other
3. Acceptance of diversity
4. Common Goals

Group two:

1. Wanting to be part of a team
2. Understand/accept the team's structure & your role in it
3. Trust and confidence to be able to talk freely regardless your position
4. Win-win
5. Personal/social relations

The top 3 below were described as essential elements regarding teamwork/teambuilding. Both groups had very similar requirements towards teambuilding and towards the concept of team itself, and agreed that teambuilding is essential in the work environment.

Top 3 Teambuilding

1. Common goal
2. Acceptance of diversity
3. Trust and confidence

Definition of recognition for both of the groups

We put the participants into two groups where they were asked to come up with a definition of recognition.

Group one:

Recognition is clearly communicated appreciation of your manner of working, your dedication, attitude and results by others.

Group two:

Appreciation of performance of individual and/or the team, visible to and accepted by your environment also meeting your own image of your work done, preferably in the form of a letter of recognition.

The definitions the two groups presented at the discussion were similar in their main characteristics, yet with some significant differences. Both groups agreed on using the word "appreciation" in their definition, and the discussion later showed clearly that appropriate communication of this appreciation is also a very important part of the recognition process. Group 1 did not show preference towards any specific format of recognition, as they explained, it can vary from an honest "thank you" to a very formal letter of recognition or award presented (although awards generally were not considered as a very welcome method

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

of expressing recognition); whereas group 2 included the preferred format being a letter of recognition in their definition. They admitted that documented and formal recognition is important in regard of their future applications for other positions, as it often constitutes the sole official record of a job well done, whereas a “thank you” is appreciated as the immediate feedback. From some inputs it also seemed as if in certain cases a letter of recognition is considered as the only official proof not only of a job well done, but of any duties performed. Group 1 mentioned that they also think it is important to acknowledge that recognition can originate from diverse sources such as customers, management or peers and not all those sources are in the positions of producing official documentation.

Both groups agreed on the communication of recognition being crucial. HAW personnel expressed concerns about significant results often being communicated as the outcome of everybody’s hard work whereas the individuals do not feel that their contribution is acknowledged even though the overall results are praised.

Group discussion “Engaged and active in Pápa” 12.06.2012

This is a summary and analysis of the group discussion “The Host Nation” based on the employee satisfaction survey NAMP HR has conducted. This report shows an overall view of what the participating individuals agreed should be the future focus for the NAMP, HAW and the spouses in Pápa. Spouses, HAW and NAMP employees participated in this group.

Where are expectations coming from?

We asked the participants where they got their information about Pápa and what their expectations were before/after arriving.

1. Person been here since 2009
 - a. Based on briefing from the host nation
 - b. Host nation tried to “sell” the place
 - c. High level expectations based on that
 - d. Bad attitude experienced from authorities (Pápa and Central)
2. Person been here since 2009
 - a. Briefed by fellow countryman who has been here before
 - b. Information based on colleagues’ briefing
 - c. HAW website
3. Person arrived recently
 - a. Had experience from other US Airbases
 - b. Found out information from fellow spouses
 - c. Had very low expectations

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

- d. Was prepared for nothing being provided
- e. Received good feedback about the kindergarten
- 4. Person been here since 2009
 - a. Having lived here before, did not know the Airbase existed
 - b. Having lived here for long
 - c. Already knew Pápa and the people
- 5. Person been here since 2009
 - a. Been briefed by spouse with high expectations based on host nation's briefing
 - b. No support with translation was experienced
 - c. Was hard to acquire any information
 - d. There were no communities established

Conclusion:

The participants acquired information from very different sources, but the importance of information coming from the people who already live in Pápa should be taken into consideration.

Expectations that were met based on importance

We asked the participants to express what expectations were met regarding Pápa. Below are the pointers they concluded.

1. Meet new people, live in an international environment, discover new part of Europe
2. CLO is helping a lot
3. Being happy with the kindergarten
4. Was good to know that high school age children have no international schooling options in Pápa, so that the family can get prepared on time

Expectations that were not met

We asked the participants to express what expectations were not met and eventually why they were not met. Below are the pointers they presented.

1. Education
 - a. Primary School
 - i. Only option is QSI
 1. Not good for all because of the US standards
 - ii. Bilingual primary school
 1. Not bilingual in the international sense (some subjects are fully in Hungarian)
 2. Don't care much about international studies for children

CONFLICITS WITHIN A MULTICULTURAL ORGANIZATION

- b. Secondary School
 - i. No solution for it
- c. Kindergarten and Nursery
 - i. Above the average good
 - ii. Teachers are cooperative
 - iii. Teachers have love for children
2. NSEs could provide more support than they do now cooperating with each other to support other nations without NSEs as well
3. Principal of US pays for it – US can use it only
4. Nations got tired finding common solutions, they rather go after their own solutions
5. The organizations should be united in their actions and communication towards the host nation (Commanders' responsibility)
6. People/nations get alienated
7. US does not solicit "In Site Pápa" that would have made spouses' start a lot easier
 - a. Starting a new way of living in Hungary has its challenges for most of the international families. "In Site Papa" collected the solutions for many of those challenges already and not being told about it by other spouses made some disappointed.
8. Lack of host nation commitment in providing a proper environment for the international community
9. Lack of infrastructure
10. International tension – "Every nation rooting for itself"
11. Some of the leadership within SAC do not respect spouses' initiatives and opinions on social activities outside work life
12. Lack of communication between NAMP, HAW and Boeing
13. Provide better international support platform – NAMP and HAW should not control social initiatives
14. Sponsors would be useful even from the spouses' side
15. "One vision, one mission?" – Community sense – regardless NAMP, Boeing or HAW

Newcomer Guide

We asked the participants if they could change or add something to the Newcomers' Guide what it would be. Below are the pointers they presented.

1. Social initiatives are pressed down

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2. Combine national info into one website, document
3. Create one common document instead of separate ones
4. Joint newcomers briefing regardless whether HAW, Boeing or NAMPO

Group discussion “Engaged and Active in Pápa” 12.06.2012

This is a summary and analysis of the group discussion “Engaged and Active in Pápa” based on the employee satisfaction survey the NAMP HR has done. This report shows an overall view of what the participating individuals agreed should be the future focus for the NAMP, HAW and the spouses in Pápa. Participants for this group consisted only of spouses.

MNFC (Multinational Family Center)

We asked the participants what they thought about the MNFC in general. Below are the pointers they concluded.

1. MNFC is closed, not reliable
2. After Reba Cole’s removal from the MNFC, events organized by her and held at the MNFC stopped to exist
3. MNFC Facebook Page
 - a. Admin rights have been shifted, personal information is being exposed
4. Home for spouse meetings
5. Lead spouses info distribution function stopped working
6. “In Site Pápa” is being discouraged because it is not being controlled by the HAW management

Good about the MNFC

We asked the participants what they thought were positive factors about the MNFC. Below are the pointers they concluded.

1. There are activities there
2. It was open all the time
3. Well equipped (library, movies)
4. Spouses luncheon is held regularly
5. Can be used for social events
6. There is a kids corner
7. Tours started from there

MNFC could provide

We asked the participants what they thought could be added to the MNFC. Below are the pointers they concluded.

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1. English lessons
2. Hungarian lessons (in the mornings and after working hours too) with professional teachers (At this moment only been done for Americans)
3. Assistance in bringing people with similar interests together
4. Introduction of local opportunities (clubs, sports, etc.)
5. Better coordination with the schools/organizations regarding schedule (QSI, MNFC, School)
6. Coordination in family sponsorship
7. “Message board” for everyone
8. Summer camp

What does Pápa lack?

We asked the participants what they thought the town of Pápa could try to implement. Below are the pointers they concluded.

1. Advertise Pápa better in English
2. No brochures in English
3. The Pápa webpage has no English interface
4. Translators needed
5. Open-mindedness
6. Businesses/services should advertise in English

What does Pápa lack from the children’s point of view?

We asked the participants what they thought the town Pápa could try to implement/improve from the children’s point of view. Below are the pointers they concluded.

1. Sporting facilities – Very difficult to integrate international children in local teams
2. High schools
3. Gym for exercising in QSI (can kids come on base to do that?)
4. Gym-day at the military base

Extra – Info:

We asked the participants if they had anything else in particular they wanted to mention.

1. Buddy system for newcomers
2. They felt it was essential to get the Family Center and Spouse Group (existed before) up and running again
 - a. Spouse Group should not be controlled by NAMP or HAW. They should only provide support if needed

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3. A new and better focus on reaching out to the new spouses who arrive – Not just inside their own nations, but multinational
4. Possible contact spouse for newcomers
5. Lack of communication between new and “old” spouses
 - a. Lack of common platform
 - b. Hard to get information
6. Not encouraging the spouses to be one big team – Too much being controlled by NAMP/HAW

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Appendix C: Interview Guide**Interview Guide:**

Based on the focus group technique:

Focus groups are a form of group interview that focuses on gathering data true communication between research participants. Normally it consists of a researcher asking questions about a chosen theme or subject. Then the participants based on this theme or subject has a discussion, and commenting on each other's experiences and points of view.

The topics they discussed:

Focus: "Everyday life at the airbase," with the following questions to help them start talking.

- Expectations before/after when assigned to the airbase?
- Do you like working here? Please refer to reasons why/why not
- How those the future for this base look?
- Are there any cultural differences at the base?
- Does the cultural difference effect the work environment?
- How is the communication between the employees at the base?

When they first started talking, there was no problem keeping the "talk" going between them.

I rarely needed to say anything.

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Appendix D: Consent**Consent**

I have read and understood the information above, and my participation to the focus group is completely voluntary. I understand the aspects of the project; that I can at any point withdraw from it, and that the data to be used in the master thesis will not in any way be linked back to me. I agree not to disclose any information discussed in the focus group. At any point of the project, if I wish, I can have full access to the study, and Ole Amund Brørby will delete the tape records and transcription when the project ends around 05.05.2013.

Signature

Date

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Appendix E: Information regarding focus groups

Information regarding focus groups for master thesis in organizational psychology

We have finalized the results from the employee satisfaction survey requested by the nations, developed by NAMP HR, mainly by the intern Inken Brand. The survey consisted of 144 unique questions, specially developed for HAW and NAMP personnel. It was divided into 13 parts, all containing their own categories of questions.

After analyzing the results a report has been developed, representing mainly different views and statistics of the major consensus of issues concerning the social and environmental state at Pápa airbase. Further on, based on the report and survey, focus groups will be established to address the different aspects that have arisen from the survey. The main reason for using focus groups is to make the analysis and outcome to still be a part of the employees' opinions.

One of the focus group that is going to be set up is going to be a part of Ole Amund Brørby's master thesis. This focus group will be based on the research theme of the thesis: "Everyday work and social life in Pápa, through individuals' personal experiences". The purpose is to see how individuals in decision making positions such as managers, branch chiefs and commanders address and feel about their everyday life in Pápa. We have limited the participants to this group of individuals to be able to involve a manageable number of contributors and yet receive input from both NAMP and HAW. The theme "Everyday work and social life in Pápa, through individuals' personal experiences" is chosen for the master thesis because it contains a strong psychological viewpoint. We have an overall report on the situation in Pápa based on the survey. Now we can also get a deeper psychological understanding of the situation through the focus groups.

Ole Amund Brørby will use qualitative analysis as method of data collection. The ideal situation is to have at least one focus group with 4-6 people, two if possible. The groups will consist of individuals from both NAMP and HAW. The group interview will take one to two hours. NAMP HR will assist with the data collection, and a tape recorder will be used to get the most exact data.

All the individuals participating in the focus groups will be doing so on a voluntary basis. The data used in the final report shall not be linked back to any participants. All data (notes, record and transcription) will be deleted after the project is finalized, approximately May 2013. The individuals can at any time step out from taking part of the project, within the time limit of the project, without having to give any reason.

This project is supported and accepted by Norwegian military psychologist Christian

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Moldjord, psychologist Anne Iversen at Norwegian University of Science and Technology, and NAMP HR. The project is also up for acceptance at the Regional Committees for Medical and Health Research Ethics in Norway.

Best regards,

Ole Amund Brørby