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# Development of a conflict management model as a tool for improved project outcomes in community based tourism

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ABSTRACT

Community based tourism (CBT) offers many opportunities, however, conflict frequently occurs while developing CBT in communities around the world. Despite conflict limiting the potential of CBT, conflict management in CBT has not previously been systematically studied. To investigate conflict and conflict management during CBT, a linear model of conflict management was developed and subsequently tested through a three phase qualitative process: analysis of CBT literature, online international survey of 29 CBT stakeholders, and in-depth interviews of 23 CBT stakeholders. Results endorse the proposed linear model of 'conflict themes': an 'instance' of conflict, followed by a 'response', which results in an 'impact'. The rich data highlights the complexity involved, which was incorporated into the expanded model with three additional scenarios: 'new conflict develops', 'interrelated conflict themes', and 'simultaneous conflict themes'. The complete Conflict Management Model provides stakeholders with a tool to address conflict, thereby improving the outcomes of CBT.

## 1. Introduction

Community based tourism (CBT) is an alternative form of tourism development, intended to create and maximise opportunities and benefits for local community members. CBT can be defined as "tourism owned and/or managed by communities and intended to deliver wider community benefit, benefiting a wider group than those employed in the initiative" (Goodwin & Santilli, 2009, p. 4). CBT has been theorised, and in some communities, realised as an economic development initiative that also provides community members with a means to build capacity (Liu, 2006) and achieve empowerment (Dyer, Aberdeen, & Schuler, 2003). Asker, Boronyak, Carrard, and Paddon (2010) highlight positive economic, social, and environmental benefits if CBT is appropriately managed.

Other authors have highlighted CBT's potential as a promising community development application, with aims to empower community members and encourage their participation in the decision-making process, while disbursing the economic gains from tourism expenditure to community members and establishing self-sufficient communities (e.g. Choi & Sirakaya, 2005; Johnson, 2010; Mgonja, Sirima, Backman, & Backman, 2015). As a viable development option, CBT can provide economic benefits to local residents and assist in the development of traditional rural industries by promoting the host destination and providing tourists with cultural experiences while increasing their environmental awareness (Lee, 2013). This potential may be realised if the inevitable conflict during CBT development is better understood and managed.

Although CBT can be advantageous for many communities, the literature reveals an ongoing discourse addressing the problems and negative outcomes affiliated with CBT. Some authors have criticised CBT as a concept (Blackstock, 2005), or stated there is little tangible evidence to support its benefit to livelihoods or the environment (Goodwin & Santilli, 2009). Ultimately there are numerous challenges in achieving the potential positive outcomes in real world communities. CBT occurs in both developed and developing countries, with developing countries often facing both a greater need for CBT and a greater magnitude of obstacles. Many communities that have adopted CBT for its potential positive livelihood impacts have faced challenges, such as inequitable distribution of benefits, poor leadership, or not receiving enough visitors to make them financially viable (Goodwin & Santilli, 2009; Simpson, 2008). These challenges are often the causes of conflict that limit the full potential of CBT being realised within the community.

In describing conflict, Rubin (1994, p. 33) recognises that "Conflict can arise in virtually any social setting, be it between or within individuals, groups, organisations, or nations. Such conflict can be managed in any of a number of possible ways." As part of the communication process, conflict occurs for two basic reasons; interpersonal differences and contradictory interests (Shetach, 2009). Specifically,

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Idrissou, van Paassen, Aarts, Vodouhè, and Leeuwis (2013, p. 73) contend that "Conflict is often defined as the incompatibility of ideas, beliefs, behaviours, roles, needs, desires, values, and so on among individuals." In his seminal publication from the organisational behaviour literature, Thomas (1976, p. 265) explains conflict as "the process which begins when one party perceives that another has frustrated, or is about to frustrate, some concern of his." The concept of conflict is not always destructive as constructive conflict can manifest through frustration, debate, and discussion, and can lead to increased understanding among collaborators, impact the collaboration between stakeholders, and ultimately secure a positive development outcome (Okazaki, 2008). Castro and Nielsen (2001, p. 229) also present conflictual situations as "neither positive nor negative but they can be used in a constructive or destructive way" and "as an opportunity for constructive change and growth." Conflict management is conceptualised in this paper as the ongoing process of responding to identified instances of conflict.

Conflict and conflict management in CBT have not previously been systematically studied across a broad range of CBT examples. By understanding the conflict that inevitably occurs during CBT and improving the conflict management process, better outcomes can be achieved for the communities. This paper introduces a means to analyse conflict and proposes a Conflict Management Model that can be used as a tool to assist communities, and other CBT stakeholders and practitioners, to understand and manage conflict during the CBT process. Through understanding and recognising conflict, all stakeholders are able to prepare themselves for an ongoing process of conflict management and to plan appropriately to achieve more positive 'impacts' in 'response' to the conflict 'instances'. The three terms 'instances', 'responses' and 'impacts', are collectively referred to as 'conflict themes' throughout this paper.

The literature review, presented in Section 2, identifies gaps in understanding and a lack of systematic analysis of conflict and conflict management in CBT. Section 3 presents the proposed Linear Progression Conflict Management Model which is then tested in this study. The methodology adopted for this study is described in Section 4, with results of the three phases of qualitative research presented in Section 5. Following the collection and analysis of primary and secondary data from CBT projects around the world, the initial model was expanded into the Conflict Management Model to reflect the complexity observed in the data, as described in Section 6. The development of the model offers both theoretical and practical contributions, and advice on using the model as a tool for conflict management is presented in Section 7, with conclusions in Section 8.

## 2. Conflict management in community based tourism

To explore conflict management in CBT, a comprehensive review of relevant literature was undertaken. First, conflict and conflict management in the social research and organisational behaviour literature were reviewed. Secondly, conflict and conflict management were reviewed within the general tourism literature. Finally, the review sought to identify CBT studies relevant to conflict and conflict management. This section includes highlights from the extensive literature review.

### 2.1. Conflict and conflict management

A number of conflict management models in the organisational behaviour literature and other literature were reviewed because "model-based interaction and analysis facilitate effective conflict management by enabling group members to surface and acknowledge the conflict, and deal with it constructively via open discussion rather than avoidance or competition" (Franco, Rouwette, & Korzilius, 2016, p. 878). The model and ideas of Thomas (1976; 1992) are still relevant to the current literature as a foundational source for new studies in various disciplines to build upon and test (e.g. Berg & Karlsen, 2012; Holt & DeVore, 2005). Thomas' (1992) five nodes of competition, collaboration, compromise, avoidance, and accommodation represent five basic choices parties can make when faced with conflict. More recently, Franco et al. (2016) proposed a Need for Closure model, based on two tendencies, which are the urgency tendency that pursues closure as quickly as possible and the permanence tendency that seeks to maintain a position. The three step linear Need For Closure model demonstrates how the level of tendency influences the conflict management process, which then influences the decision quality (Franco et al., 2016). Some more complex models demonstrate interrelationships between the steps in conflict management. The concept of 'trust' as a moderating influence over conflict management is the basis of the model developed by Du, Ai, and Brugha (2011). This model is a linear, four step model with different levels of trust contributing to its complexity. A six step decision-making tool, incorporating feedback, to assist with the conservation conflicts related to depleting natural resources has been proposed by Young et al. (2016). Finally, a model developed by Savard, Howard, and Simon (2007) is representative of managing conflict in a community based learning setting, with a feature of the model being constant evaluation. Our review of conflict and conflict management in the general literature therefore found that the use of models, and particularly linear or step models, to conceptualise and assist conflict management was well established.

Literature on conflict and conflict management in relation to stakeholders and stakeholder analysis was also specifically reviewed (Castro & Nielsen, 2001; Grimble & Chan, 1995; Grimble & Wellard, 1997; Healey, 1998; Marshall, White, & Fisher, 2007; Reed, Graves, Dandy, Posthumus, Hubacek, Morris, Prell, Quinn, & Stringer, 2009; Sheppard & Meitner, 2005). Stakeholder analysis has historically been seen as a vital tool for strategic managers, which utilises different tools to assess interests, and is not based on any singular approach (Reed et al., 2009). The purpose of stakeholder analysis is to determine what factors and perspectives need to be considered when making a decision. Stakeholder analysis is an approach for understanding and making changes to a system and responding to multiple challenges (Grimble & Wellard, 1997).

We identified non-CBT literature addressing stakeholder conflicts during natural resource management (Castro & Nielsen, 2001; Grimble & Chan, 1995; Grimble & Wellard, 1997; Sheppard & Meitner, 2005). Conflicts between stakeholder groups over the management of wildlife are often complex and if management actions are to be understood and accepted by other stakeholders, then clarity on how management impacts "people's lives and elements of their culture, identity and relationships with the environment" should be defined and expressed (Marshall et al., 2007, p. 3131). According to Sheppard and Meitner (2005), public participation in development and resource management has experienced minimal success. They found that although in high demand, models which can aid in increasing public participation in the decision-making process have been limited (Sheppard & Meitner, 2005). Implications related to co-management agreements between indigenous populations, state agencies, and other stakeholders when dealing with natural resource conflicts were discussed by Castro and Nielsen (2001). Normative stakeholder analysis, emphasising stakeholder empowerment through involvement in the decision-making process and stakeholder groups establishing a shared understanding through consensus, is being adopted by natural resource managers (Reed et al., 2009). Stakeholder analysis "may also be particularly important for identifying existing conflicts between stakeholders, to ensure that these are not exacerbated by future work." (Reed et al., 2009, p. 1936).

### 2.2. Conflict and conflict management in relation to tourism

Within the tourism literature, when the term conflict is used, it is often not defined (e.g. Beaumont & Dredge, 2009; Dowling, 1993; Jamal & Getz, 1995; Jamal, Stein, & Harper, 2002; McCool, 2009; Slocum, Backman, & Robinson, 2011). For example, Beaumont and

Dredge (2009, p. 20) state "the network had at times been characterised by conflict, but finding a common goal and acknowledging the interests of others enabled the network to move forward." The lack of definitional constructs for conflict, combined with the frequent use of the term, lead the research team to believe that the author(s) assume the reader will understand the context in which the term is being used. The issue of conflict was found to be the primary focus of several works (e.g. Dredge, 2006; Jamal et al., 2002; McKercher, Ho, & du Cros, 2005), whereas in other cases, conflict was simply mentioned in passing or as a minor detail (e.g. Mair & Reid, 2007; Nault & Stapleton, 2011; Ruhanen, 2013; Wheeler, Frost, & Weiler, 2011). There is also literature that speaks to how the conflict being discussed is adversarial in nature (e.g. Bramwell & Sharman, 1999; Dredge, 2006; Reid, Mair, & Taylor, 2000). In other cases the focus is on conflict and why the conflict must be resolved (e.g. Jamal & Getz, 1995; Jamal et al., 2002; McCool, 2009; McKercher et al., 2005). The causes of conflict in tourism are attributable to many different sources, including: natural resource management (Jamal et al., 2002; McKercher et al., 2005; Slocum & Backman, 2011), human to wildlife conflict (Kibicho, 2008), visitation levels (Jamal & Getz, 1995), preservation of cultural heritage (McCool, 2009), and the financial and human resourcing of tourism (Ruhanen, 2013). In contrast, Gascón (2012) takes a positive perspective, considering conflict can be an important factor in steering change, which is necessary for tourism development.

In the tourism stakeholder literature, conflict is quite frequently discussed as the result of tourism development challenges (Dredge, 2010; Okazaki, 2008), power imbalances between stakeholders (McKercher et al., 2005), dominant stakeholders or misrepresentation during co-management (Plummer, Kulczycki, & Stacey, 2006), and policy-making (Bramwell & Sharman, 1999; Dredge, 2006). Yang, Ryan, and Zhang (2013) published a study examining the conflict between stakeholder groups in an area of China where tourism development was occurring for the first time and had been introduced by stakeholders external to the local community, and the conflict was attributed to social transformation and cultural change within the society.

Conflict management is seen as an integral component in the tourism planning literature (Dredge, 2010; Jamal & McDonald, 2010; Jamal et al., 2002; Wray, 2011). Several authors provide advice on conflict management during tourism planning and development. Tourism planners are advised to understand the importance of conflict management when dealing with stakeholders, in order to deliver accepted outcomes (Dredge, 2006; Wray, 2011). As a means of conflict management, researchers suggest that tourism planning must incorporate a consensus amongst stakeholders on the appropriate direction of the development (McCool, 2009; Wray, 2011). Timur and Getz (2008) add that the omission of a key stakeholder's voice will result in conflict; whereas, collaboration, as a conflict management response, will eliminate a dominant perspective overtaking the dialogue, if implemented correctly. Okazaki (2008) considers that both constructive and destructive conflict need to be managed by establishing common goals and ensuring benefits. As a means of conflict resolution, stemming from differing goals, creative solutions to practical problems are required (McCool, 2009; Wray, 2011). Learning is also considered a conflict resolution tool (Wray, 2011). Finding a common goal amongst stakeholders by acknowledging the interests of others, through dialogue development, and consensus-building are also suggested means of conflict resolution (Beaumont & Dredge, 2009; Dredge, 2006). Additionally, to resolve conflict, Dredge (2010) recommends that more emphasis should be placed on the public's opinion, which can be achieved by the government empowering the public's interest.

### 2.3. Conflict and conflict management in CBT

Past researchers have not specifically focussed on conflict and its management in relation to CBT. However, many CBT papers mention conflict between parties or challenges that are conflicts or likely to cause conflicts. For example, based on South American case studies, Gascón (2012) identifies four key problems that prohibit CBT from fulfilling its potential: low economic practicality; increased social differentiation; misplaced handling of natural resources; and the local population's control over the tourism development being undermined or prohibited. Such problems often lead to conflict within the community. Conflict has also been discussed as being pre-existing between cooperating parties (Plummer et al., 2006), as the resulting by-product of a cooperative or collaborative venture (Kibicho, 2008; Plummer et al., 2006), and as a result of collaborators having different or opposing opinions (Bramwell & Sharman, 1999; Kibicho, 2008).

Within the CBT literature, a few researchers speak directly of collaborative approaches to conflict management within CBT (e.g. Beaumont & Dredge, 2009; Jamal & Getz, 1995; Jamal & McDonald, 2010; Jamal & Stronza, 2009; Wray, 2011). Specifically, conflict management is linked to collaborative tourism planning (Wray, 2011) and to collaborative CBT policy-making (Beaumont & Dredge, 2009). The challenges associated with CBT can often be linked with conflict, such as the unequal distribution of benefits or unequal say in development goals. However, there is little detail in the literature on the need to identify conflict and how such conflict can be managed.

In summary, while conducting the review of the literature, the term 'conflict' emerged as a concept that could be used to describe many of the challenges occurring within CBT and the term 'conflict management' was recognised as the process responsible for attempting to address such conflict. The gap in knowledge on this important issue became evident through the realisation that conflict and conflict management had not been specifically or systematically studied across CBT projects, despite the obvious opportunities to reap the rewards of CBT should conflict be managed appropriately. On the basis of this gap in the research, the purpose of this study was developed: to explore conflict and its management during CBT initiatives.

## 3. Conceptualisation of an initial Linear Progression Conflict Management Model

When existing conflict/conflict management models were reviewed, the research team observed that these often described processes with several 'steps'. It was also observed that relevant tourism literature described many examples of conflict, but not in a consistent or systematic way. After considering this situation, a new conceptual approach to understanding conflict management in CBT was devised. The conflict themes, 'instances', 'responses', and 'impacts', were developed by the research team from original thought, and the relationship between the themes provided the basis for the Linear Progression Conflict Management Model (Fig. 1). The model is consistent with the 'steps' approach of other conflict management models. The first conflict theme; an 'instance', is the stage of initiation of a conflict during CBT. A 'response' is how the conflict is managed, whether deliberately or not, or effectively or not. The 'impact' of that response can be positive or negative in terms of addressing the instance of conflict. Within this linear model, an 'instance' of conflict receives a 'response' that results in an 'impact'. To achieve the purpose of the study, the proposed linear progression model needed to be tested to determine whether the 'conflict themes' are a logical conceptualisation of the components that make up the conflict management process during CBT and whether they


**Fig. 1.** The Linear Progression Conflict Management Model.

always occur in a linear manner, or whether the real world dynamics are more complex.

## 4. Methodology

The research paradigm that informed this research is critical theory. This approach is appropriate as the research explores aspects of an unknown phenomenon within the social sciences, in this case the 'instances', 'responses', and 'impacts' within conflict management. As explained by Blaikie (2000, p. 100), critical theory is capable of revealing: "the nature and development of social crises, to identify what needs to be done to resolve social crises, and to provide a plan of action on how people can affect the transformation of society". Smith (2010, p. 25) states that "This paradigm is not really a theory, either, but a view of the world that sees society in terms of conflict, inequity and power struggles."

As exploratory research, this study did not focus on any particular conflict, but rather, the research team sought to investigate conflict in CBT from a broad perspective by interviewing people who had participated in, or were currently participating in, CBT projects around the world.

The methodology chosen for this research utilised secondary data analysis and primary qualitative data collection and analysis. A three phase research design (Table 1) was developed. Phase 1 involved analysis of the existing literature to identify recorded examples of 'instances', 'responses' and 'impacts' in CBT. Phase 2 involved conducting primary research via an online survey to test the conceptualisation of the proposed Linear Progression Conflict Management Model. Phase 3, building on Phase 2, gathered empirical evidence of reported conflict themes through in-depth interviews.

### 4.1. Phase 1 methodology

Phase 1 occurred after the 'conflict themes' and the Linear Progression Conflict Management Model were conceptualised. Therefore, the first testing of the conceptual model and its 'conflict themes' occurred within this phase of the research. For Phase 1, over 130 papers, identified by keyword and other literature searches, were reviewed. These papers included theoretical and/or empirical studies of CBT that mention or infer conflict and/or conflict management examples. As discussed above, the term 'conflict' was rarely used to explain the challenges occurring during CBT, so the research team had to first identify relevant examples of conflict. We then sought to identify specific examples of the 'conflict themes' through careful examination of papers because the literature did not use the terms 'instances', 'responses', and 'impacts', as used in this study.

For each paper reviewed, the descriptions, discussions, or empirical examples of what happened in CBT development were considered and manually categorised into 'concepts' and allocated into one of the three 'conflict themes'. For example, Manyara, Jones, and Botterill (2006) studied tourism and poverty alleviation in Kenya and reported that one stakeholder described human-wildlife conservation conflicts around an environmentally protected area thus: "There has been a lot of conflict, people and animals have been killed and crops have been destroyed, the community has really suffered" (Manyara et al., 2006, p. 30). This example was categorised as a 'resource management' concept and as an initiator of conflict it was therefore allocated as an 'instance'.

The manual coding allowed a set of concepts to be developed under each theme, for example, in Phase 1 there were ten different concepts identified under the 'instances' conflict theme (see Results). This manual approach to coding was also used in Phases 2 and 3, however each phase was coded independently and there was no attempt to force the concepts to be consistent across phases. During each phase of the research, we developed a more in-depth understanding of how the data should be themed, coded, and categorised. While the concepts are not all exactly the same across the phases, it is not surprisingly that there is significant similarity between many of the concepts.

### 4.2. Phase 2 methodology

A qualitative worldwide online survey was used in Phase 2 to gain specific empirical examples of the 'instances', 'responses', and 'impacts' of conflict during CBT initiatives. This phase was conducted to determine how participants responded to the linear progression of the conflict themes and to ensure this approach was a sound means to assess conflict management.

The survey approach combined criterion/purposeful sampling (targeting defined stakeholder groups in different regions around the world) and snowball sampling (asking contacts to suggest additional contacts) (Veal, 2011). Participants were approached by email, with addresses attained primarily by reviewing relevant websites. CBT stakeholder groups targeted were: the community, government, NGOs, and the private sector. Participants were sourced from regions including the Pacific, Asia, Africa, the Middle East, and North and South America. Emails were sent to over 400 organisations located in 90 countries. Pre-survey filtering questions ensured only people with CBT experience responded. In total, 131 people commenced the online survey, 29 participants completed the entire survey by providing responses for all of the questions regarding the conflict themes, and five participants provided a second example based on another CBT project. Thus, 34 examples were used in analysis.

The questionnaire had six short questions to identify stakeholder

**Table 1**
Three phase research design.

| | Phase 1<br>Systematic analysis of the literature | Phase 2<br>Online global survey (Qualtrics) | Phase 3<br>In-depth semi-structured interviews |
|---|---|---|---|
| **Approach** | > Over 130 CBT publications<br>> Developed & developing countries | > 29 participants experienced in CBT<br>> Participants from four stakeholder groups (Community, NGOs, Private, Government)<br>> Developed & developing countries | > 23 participants experienced in CBT<br>> Participants from four stakeholder groups (Community, NGOs, Private, Government)<br>> Developed & developing countries |
| **Purpose** | > Identify conflict themes within the literature<br>> Test the proposed linear model | > Investigate instances, responses & impacts<br>> Test the proposed linear model<br>> Provide participants for Phase 3<br>> Results provide basis for Phase 3 interview guide | > Investigate instances, responses & impacts<br>> Test the proposed linear model |
| **Analysis Method** | Manual Content Analysis | Manual Content Analysis - NVivo | Constant Comparative Method<br>Manual Content Analysis - NVivo |
| **Outcomes** | > Established a baseline understanding of the conflict theme categories and their related contexts<br>> Confirmed the proposed linear model as logical | > Confirmed the proposed linear model as logical | > Recognised linear & more complex situations<br>> Development of full Conflict Management Model |

group affiliation and the location of the CBT initiative, and three main open-ended questions. Respondents were asked to think about "an unshared opinion/a disagreement/or instance of conflict that stands out as a key interaction point between your stakeholder group and another key stakeholder group during the planning or development of a community-based tourism initiative" and then to describe: (1) an unshared opinion/a disagreement/or instance of conflict; (2) your group's response to the situation; and (3) how the response to the situation impacted the CBT initiative? The descriptions were free text written responses of unlimited length.

The online survey instrument for Phase 2 was designed and delivered using Qualtrics software. The written responses were uploaded into NVivo software for management purposes. The actual content analysis was performed manually (as described for Phase 1) and used to categorise the data. The emergent concepts from the Phase 2 results were used in the creation of the Phase 3 semi-structured interview guide, and the survey assisted in identifying the initial Phase 3 participants.

### 4.3. Phase 3 methodology

Of the 23 participants in Phase 3, six were Phase 2 participants who volunteered for the in-depth interviews. Other participants were identified through referrals and when a research team member visited CBT sites. The sampling approach was purposeful (Boeije, 2002) in that the research targeted stakeholders who had personally been involved in CBT initiatives. After arranging interviews, either through Skype or face-to-face, Phase 3 used semi-structured, open-ended questions in the in-depth interviews. The questions asked about 'instances', 'responses' and 'impacts' were similar in wording to those described in Phase 2 but more probing was used to identify additional 'instances' of conflict, whether multiple 'responses' were used, and what 'impacts' were associated with the 'responses'. Prior to the interview CBT case-study documents, consultancy reports, and other multi-media sources provided by the participants or accessed online were reviewed and relevant aspects were discussed during the interviews. Finally the interviews also included exploration of the concepts identified in Phase 2. Importantly, concepts identified in Phase 3 interviews were built into subsequent interviews by applying the Constant Comparative Method (CCM) (Mathison, 2005). After each interview, the CCM was utilised to review results and plan for the next interview. The essential feature of the CCM, as stated by Mathison (2005, p. 81) is "that each unit of data is analysed and systematically compared with previously collected and analysed data prior to any further data collection. Purposeful sampling is consistently employed in this iterative process to solicit data variations that exhaust all angles of a topic."

This approach to the analysis of qualitative data enabled the research team to be consistently evolving our understanding of conflict management within a CBT context and fine-tuning the questioning for the participants in each subsequent interview. By assessing, categorising, and making relationships with the data frequently, the research team were able to acquire richer data during each additional interview. Applying the process of the CCM resulted in saturation of information provided beginning to occur frequently during the interviews and the search for additional participants ceased after 23 interviews. Credibility of the interview process was established through attaining saturation of data (Eisner, 1991) and by often recounting what the participants explained to ensure there was no disparity in meaning between the interviewer and the participant (Creswell, 2007).

Interview transcripts from Phase 3 were entered into NVivo to assist management and a manual content analysis was undertaken to refine the concepts. Coding in Phases 2 and 3 identified 'parent' concepts, and for added richness identified sub-concepts under many of the parent concepts. Due to the depth of the data only the parent concepts are presented in this paper. During both Phase 2 and Phase 3, excerpts from the data, whenever appropriate, were coded into multiple parent concepts.

During the interviews and transcription of the data, the research team developed an in-depth understanding of the conflict management processes. Although the results were initially coded according to 'instances', 'responses', and 'impacts'; due to the complexity and interrelationships that emerged during the interview process, the transcripts were reread and analysed in their entirety to determine exactly how the themes related to each other, as discussed in Section 6.

## 5. Results

### 5.1. Phase 1 results

The systematic analysis of over 130 CBT related journal articles was conducted to identify conflict themes within the literature. The conflict themes were categorised into 'instances', 'responses', and 'impacts'. In order of frequency, the most commonly referenced themes in the literature are presented in Table 2.

This analysis demonstrated that it was possible to identify many examples of conflict from the CBT literature. These examples occurred in both developed and developing countries around the world. Further, it was possible, by examining the published descriptions of the conflict, to distinguish between the stages of: initiation of conflict, or 'instance', the management of the conflict, or 'response', and the result or 'impact' of that response. Interestingly, there was a range of 'instances' of conflict, both internal and external to the community, and a range of identifiable types of 'responses'. Within the 'impact' concepts identified, there were both positive and negative impacts for the individual CBT cases examined. Based on this analysis it appeared that the proposed Linear Progression Conflict Management Model was logical and a useful way of analysing conflict and its management.

**Table 2**
Phase 1 Concepts identified under each theme in order of frequency.

| | |
|---|---|
| **Instances** | 1. Benefits |
| | 2. Implementation |
| | 3. Power Relations |
| | 4. Participation |
| | 5. Funding |
| | 6. Lack of Capacity & Education |
| | 7. External Interference |
| | 8. Communication |
| | 9. Government |
| | 10. Resource Management |
| **Responses** | 1. Collaboration, Partnerships & Networks |
| | 2. Participation |
| | 3. Empowerment |
| | 4. Planning |
| | 5. Capacity Building |
| | 6. Social Economy |
| | 7. Government Intervention |
| | 8. Communication |
| **Impacts** | 1. Increased Benefits |
| | 2. Implementation |
| | 3. Participation |
| | 4. Empowerment |
| | 5. Resource Management |
| | 6. Stakeholder Interaction |

### 5.2. Phase 2 results

In total, 34 examples were generated from the 29 respondents who completed the global online survey for Phase 2. The examples included representation from community (10), government (7), NGO (15), and private (2) stakeholders, and covered projects in 20 different countries:

Australia (3), Bahamas, Cambodia, Canada (3), Dominica, Egypt, Jamaica, Laos, Malaysia, Mozambique (2), Oman, Papua New Guinea, Peru, Philippines (3), South Africa (3), Tajikistan, Tanzania, Thailand (4), USA (3), and Vietnam.

The top seven most frequently mentioned 'instances', 'responses' and 'impacts' from the survey data are presented in Table 3, noting that 23 separate parent 'instances' concepts, 24 parent 'responses' concepts, and 26 'impact' parent concepts emerged from the data.

It is acknowledged that the form of the questions forced respondents to answer in a linear progression of 'instance', 'response', and then 'impact' for the conflict example they chose to elaborate upon. However, the results of Phase 2 do demonstrate that respondents were able to distinguish between the stages of 'instance', 'response' and 'impact', and provided details on each 'conflict theme' in the linear format. The second phase of the research therefore also confirmed the applicability of the proposed model for understanding conflict and its management. However, the limitation of the online approach was that it was not sufficiently flexible to collect rich data, including possible complexity, and as a result Phase 3 was also undertaken.

**Table 3**
Phase 2 Concepts identified under each theme in order of frequency.

| | |
|---|---|
| **Instances** | 1. Project Implementation |
| | 2. Resource Management |
| | 3. Environmental Management |
| | 4. Project Management |
| | 5. Lack of Capacity |
| | 6. Community Opposition |
| | 7. Planning |
| **Responses** | 1. Communication |
| | 2. Environmental Preservation |
| | 3. Partnership (to build capacity) |
| | 4. Partnership (cease commitment) |
| | 5. Education |
| | 6. Leadership (lack of) |
| | 7. Stakeholder Relations (permit more involvement) |
| **Impacts** | 1. Conflict Resolution (no impact) |
| | 2. Tourism Development (stopped or slowed) |
| | 3. Increased Capacity (community) |
| | 4. Participation (negative impact) |
| | 5. Partnerships |
| | 6. Collaboration |
| | 7. Capacity (product development) |

### 5.3. Phase 3 results

For Phase 3, the semi-structured qualitative interviews, there was a total of 23 participants. These participants were drawn from the community (7), government (4), NGO (8), and private (4) sectors. Surveying was worldwide and participants from the following countries were represented: Australia (2), Jamaica (2), Iran (1), Malaysia (12), Kenya (1), South Africa (1), Tanzania (1), Canada (1), and USA (2). Malaysia was selected for additional in-depth case studies, hence a greater number of interviews were conducted there. Aside from community participants, many participants were able to provide details from their experiences in multiple countries.

The rich data from which the key results were formulated was attained in this stage. The following Tables 4–6 present the top seven most frequently mentioned parent concepts derived from the interviews across 'instances', 'responses', and 'impacts'. Additionally, some excerpts from the interviews are presented to demonstrate the richness and variety of the data. Participants are labelled according the abbreviated stakeholder group identification: Community (C), NGO (N), Government (G), and Private (P), and are numbered based on the order in which they were interviewed.

**Table 5**
Phase 3 'Responses' concepts in order of frequency.

| | |
|---|---|
| 1 | Product Implementation |
| 2 | Management |
| 3 | Capacity-building |
| 4 | Collaboration |
| 5 | Marketing |
| 6 | Education |
| 7 | Communication |

#### 5.3.1. Instances

In total, there were 875 excerpt references classified as 'instances' of conflict. From those excerpts, 25 parent concepts were established, with the top seven displayed in Table 4. Quotes extracted from the data are displayed for each of the top four parent concepts, clearly illustrating sources of conflict in the CBT process.

The concept of project implementation refers to conflict that occurred while trying to initiate or expand CBT operations and included conflict over divided community aspirations, poor planning, misunderstanding, and concern over feasibility. Regarding project implementation, G2 discussed a conflict 'instance' associated with different opinions within a community in Peninsular Malaysia during the initiation stage of a CBT project:

> So this created a lot of conflict within the community and hostility was very evident during the meetings, as one group did not want [to be] bothered with investing and trying to start a business, whereas the other one wanted to expand their capabilities and capitalise on the demand that already existed.

Instances of conflict over benefits included disputes over how benefits should be disbursed amongst those providing tourism services and the rest of the community. N8 explained a case of conflict from a village in the Philippines that occurred because the community members were not receiving the financial benefits of tourism:

> The most important element of community tourism is to provide an element for poverty alleviation. In [this] case, the additional accommodation was seen as a liability, as the community was struggling to keep up with tourists and they wanted to receive some of the profits, but the money was not going to them.

The participation 'instance' of conflict can be problematic from the onset of CBT, as not all community members want to participate to the same extent and some community members feel/are marginalised. Discussing how longhouse operators in Malaysia want to earn more money, G3 stated: "The village as a whole needs to be involved, so many of the homestay operators just do it on their own until the rest of the village wants to get involved."

**Table 4**
Phase 3 'Instances' concepts in order of frequency.

| | |
|---|---|
| 1 | Project Implementation |
| 2 | Benefits |
| 3 | Participation |
| 4 | Stakeholder Opposition |
| 5 | Human Resources |
| 6 | Environmental |
| 7 | Collaboration |

**Table 6**
Phase 3 'Impacts' concepts in order of frequency.

| | |
|---|---|
| 1 | Product Offering and Diversification |
| 2 | Community Benefits |
| 3 | Community Acceptance |
| 4 | Project Implementation |
| 5 | Empowerment |
| 6 | Capacity Building |
| 7 | Participation |

Conflict associated with opposing stakeholder positions was commonly identified by respondents and this referred to opposing groups within a community or with government, an NGO and/or private stakeholders. Describing conflict associated with a national park in Tanzania, G4 stated: "During the planning stage, they had the opportunity but there were challenges due to disagreements between the management for protected areas and the local indigenous (people)" and the project didn't progress.

#### 5.3.2. Responses

In total, 17 parent concepts of 'responses' to conflict were identified from the Phase 3 data, which contained a total of 1005 excerpt 'response' references. The top seven concepts are listed in order in Table 5. The quotes presented for the top four 'response' parent concepts illustrate the range of 'responses' to 'instances' of conflict.

As the most referenced 'response' concept, product implementation referred to responding to relevant 'instances' of conflict by identifying and focussing on tourism products and services that a community could deliver, based on their cultural, environmental or physical assets and community skills. When discussing the collective development of a tourism product for CBT implementation, N7 explained how his stakeholder group responded to a conflict 'instance' associated with participation in Malaysia:

> It's all about putting together the right package, as the community members may be more knowledgeable about certain aspects of the wildlife or where to find certain species above others; however, quite typically they are all skilled enough to show the majority of the visitors several species during an excursion.

A wide range of management 'responses' were used to address conflict 'instances', including managing, or setting up management of, tourism development, the environment, cultural attributes, the tourists, and community organisations or schemes. C2 provided input into how the community members became convinced of the advantages of CBT, stating:

> In time with the project, they could see the progress and success of the project with good planning, administration management, economic development and then they could physically see the benefits the community could get.

The 'response' concept of capacity building includes references about how community members increased their capabilities and/or skillsets in response to 'instances' of conflict centred around their lack of ability to perform required functions necessary for a successful CBT project. C7, an entrepreneurial homestay operator in Malaysia, emphasised the need for training to prepare the youth for CBT development within their village:

> It should be a lot more courses … the government should groom the young graduates … you know … the graduate people to involve in … you can give courses like craft, you can give course like touring guide … you can give course like bus transportation. You know … they need courses … people like us we don't have much courses.

As a 'response' to conflict within communities which could not realise CBT on their own, collaboration, such as with private stakeholders, was discussed as a means to ensure communities have access to networks and markets, as well as the means to attain capital to subsidise additional community based projects. N1 explained her approach to assist communities in Jamaica:

> … the donor agencies, the NGOs, who have a really important role to play in getting community tourism ready is that they partner with the private sector because if there is a commercial motivation by somebody to make money by bringing business to that location for some sort of experience, there is more of a chance of that investment being sustained.

#### 5.3.3. Impacts

The 'impacts' collected during Phase 3 research each relate back to an initial 'instance' of conflict, mediated by a 'response' to that conflict. There were a total of 15 parent concepts developed for the 'impact' conflict theme, comprising a total of 780 references. Table 6 displays the top seven most frequently mentioned concepts. Excerpts from the interviews have been selected to illustrate 'impacts' that have resulted from conflict 'instances' and 'responses' for the top four parent concepts.

The classification of product offering and diversification includes the 'impacts' related to implementing more effective means to initiate or modify the CBT product, such as developing more products, upgrading offerings, implementing eco-friendly practices, and gaining certification. A negative example is the loss of certification through poor performance. As a product offering and diversification 'impact', which resulted from a product implementation response, C1, an indigenous community leader from a 'successful' CBT development in Malaysia, mentioned how the community offered an: "educational program with the schools, if you did not want to stay in homestay, then you could stay in the forest; there is tent camping or stay in the built huts."

The issue of distribution of benefits was one of the key 'instances' of conflict in communities studied in Phase 3 and also one of the most common 'impact' categories. Many positive 'impacts' were reported in Phase 3, where community members experienced benefits from CBT. Negative 'impacts' where conflict was not resolved tended to cause new 'instances' of conflict (see Section 6.2). When discussing the distribution of benefits among community members, C5, a tourism visitor centre operator from a developing CBT destination in Malaysia, considered:

> When we hire people to cut the grass or do some gardening, we will pay their salary with the money we got from the tourists. If there are many tourists who come here, therefore I will receive more money. I receive 60% from the profits each month.

The 'impact' concept of community acceptance refers to examples where communities came to a consensus, changed their mind-set, adopted the new CBT approach, or expanded to additional CBT projects. It also included some examples where a community came to consensus but decided to reject CBT implementation. As mentioned by C2, a community member from Malaysia, who became involved in a 'successful' CBT development as a youth and has risen to a managerial position, stated "everything is taken to the roundtable, where the opinion and ideas are brought to the table and then a decision is made." C2 also added, "the more successful they became the [more] self-sustaining they were and more mature they became with the conflict process."

The 'impact' concept of project implementation included positive impacts of attaining additional funding for projects, changing the original project with successful outcomes, and becoming a model CBT project. This concept also included examples where changes in projects were unsuccessful and where the CBT project was abandoned. As an example of a positive 'impact', N6 mentioned how: "The village got the grant, $50,000, enough to initiate a CBT project in Iran, especially in small villages." N6 then continued: "The grant was not just for research; it is for physical results, such as workshops with communities, and development of tourism facilities." However an 'impact' that followed community rejection of a CBT initiative was stated by P1, discussing a CBT project in South Africa: "It has been a stalemate to embrace progress."

### 5.4. Contributions to the literature

The empirical results of this research contribute to both the CBT and conflict/conflict management literature as this is the first study to focus specifically on conflict within CBT. This systematic analysis has identified and recorded conflict 'instances', 'responses' and 'impacts' in CBT. The results of the primary data collection in Phases 2 and 3 show

**Table 7**
CBT conflict theme patterns.

| Literature (Hall, 2008) | CBT Conflict theme patterns |
|---|---|
| - a **series relation** (in which A leads to B), which is the characteristic cause-and-effect type relation of classical science | Linear progression, where an instance is followed by a response which results in an impact |
| | Simultaneous conflict themes, where unrelated instances, responses, and impacts are occurring simultaneously |
| - a **parallel relation** in which two elements are affected by another element | Interrelated conflict themes, where multiple instances, responses, and/or impacts affect each other |
| - a **feedback relation**, which describes a situation in which an element influences itself | New conflict can develop from a conflict instance, response, or impact |

consistency with the CBT literature reviewed for this study (Phase 1). The concepts most frequently identified in the Phase 1 literature analysis are shown in Table 2, and there is much similarity with the top concepts recorded in Phase 2 (Table 3) and Phase 3 (Tables 4–6).

To illustrate, in Phase 3, the top concepts arising under 'instances' align closely to those identified in the literature. For example, conflict arising over benefits was identified as the second most common 'instance' in the Phase 3 primary data collection, and this supports the finding of benefits as the top 'instance' in the Phase 1 literature review, with Goodwin and Santilli (2009) noting the challenges of inequitable distribution of benefits in CBT. Another top Phase 3 'instance' of conflict is stakeholder opposition and this supports Yang et al. (2013) who report conflict between stakeholder groups as a key CBT issue. The top 'responses' recorded in Phase 3 include collaboration, which is also recommended by Timur and Getz (2008); while Wray (2011) considers that learning, or education, is an important conflict management approach. In terms of 'impacts', the top concepts from Phase 3 include community benefits, which are also noted as a potential result of CBT development by Choi and Sirakaya (2005), and Mgonja et al. (2015), while Dyer et al. (2003) have written about empowerment arising from CBT development.

The contribution of this research is two-fold. Firstly, as discussed above it is acknowledged that many of the conflict themes presented here have been previously mentioned in various CBT papers. However, no previous study has focused on conflict, and mined the existing literature from this perspective, generating a systematic summary of the range of conflict 'instances' that have occurred in CBT throughout the world, the various 'responses' that have been utilised to address such conflict, and the resultant 'impacts' of such interventions. This research supports, and amalgamates, the existing knowledge of conflict, and its management, in CBT. Secondly, the focus on conflict has brought the knowledge of conflict/conflict management from the broader literature into the CBT discussion, ultimately proposing and testing a new conflict model, informed by conflict management approaches. This model is both a theoretical and practical contribution as it can be used as a tool to assist with the conflict that the existing literature has shown to be a key reason why the ideals of CBT are often not realised by communities around the world. It is also noted that this conflict model has potential applications beyond CBT, thereby also contributing to the conflict/conflict management literature. The development and application of this model will be discussed in detail in the following two sections.

## 6. Development of the complete conflict management model

The results presented in Section 5 have established that the proposed model of 'instances', 'responses', and 'impacts' appropriately explains the conflict process during a CBT initiative. All of these elements were observed and they do occur in a linear progression, so this is a useful way of assessing conflict in CBT. However, the conflict observed was not always simple and the majority of the data in Phase 3 in particular demonstrated various complex conflict scenarios. Therefore, the linear progression of the model does not provide a complete representation of how conflict occurs, or is managed, in CBT. It is however a foundation from which to build a more sophisticated expanded model. The utility of Phases 1 and 2 provided the basis for Phase 3, which led to the development of the full Conflict Management Model, the key theoretical contribution of this research.

The examination of complex interrelationships in tourism is not a new concept (Poudel, Nyaupane, & Budruk, 2014; Williams & Lawson, 2001), however, observation of complex interrelationships occurring specifically during CBT conflict is new. As there appeared to be many patterns within the examples of conflict in CBT gathered in this research, the work of Hall (2008) in tourism planning was drawn upon to determine whether some common patterns could be identified. Hall (2008) described three types of relationships between elements relevant to tourism planning: a series relation, a parallel relation, and a feedback relation. All of these types of relations were observed in the interview data collected during Phase 3, so, the research team matched the conflict theme 'patterns' observed in the data to the scenarios proposed by Hall (2008), as shown in Table 7.

As a result of this analysis, the complete Conflict Management Model was developed (Fig. 2), which added three additional scenarios to the original Linear Progression Conflict Management Model (presented in Fig. 1) to demonstrate:

1. New conflict can develop from a conflict 'instance', 'response', or 'impact'.
2. Interrelated conflict themes, as there may be more than one 'instance', 'response', or 'impact' involved in any given situation.
3. Multiple conflict themes can occur simultaneously.

Within the revised model, the diagrams demonstrate plausible situations for each of the scenarios. However, it is important to realise that other than the linear progression model, these scenarios can occur in a multitude of different ways. For example, the Interrelated Conflict Themes scenario could have instead been three 'responses' to a single 'instance' with two 'impacts'. Explanation and examples for each of the four scenarios are presented in this section. In each case the figure provided illustrates the scenario using the specific conflict themes of that example.

### 6.1. Scenario one: linear progression

The linear progression model was conceptualised and tested as a straightforward way to understand the conflict management process during CBT. The linear progression scenario demonstrates how one 'instance' of conflict has one 'response', and one 'impact'. The Phase 1 literature analysis and the online survey for Phase 2 tested the linear progression model and found it to be logical and applicable to the conflict management process. An example taken from Phase 2 is

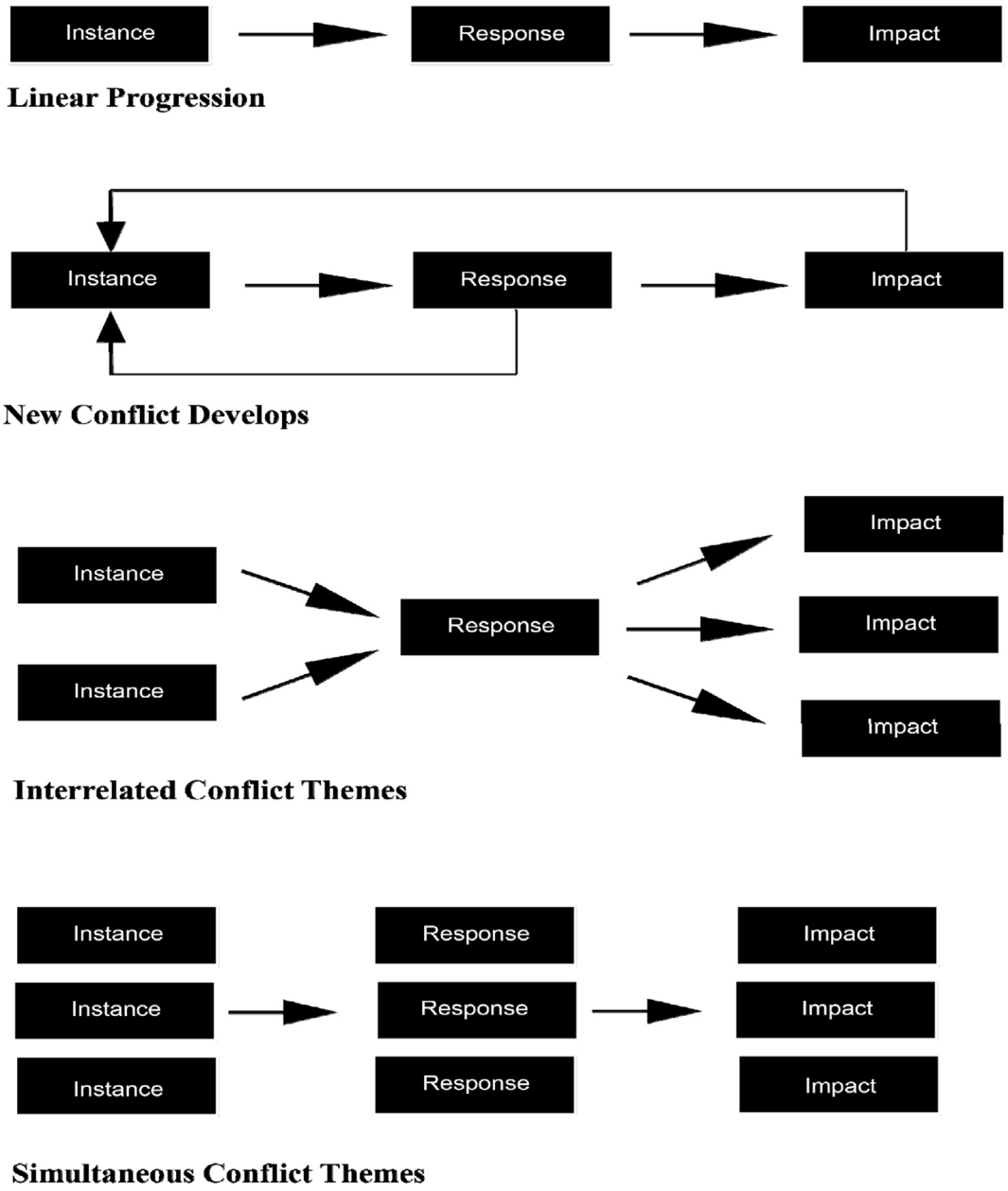


**Fig. 2.** The conflict management model.

provided to demonstrate how conflict themes can be mapped to the linear progression scenario (Fig. 3). In this case, the survey participant was a national government representative from the Philippines. The 'instance' of conflict was stated as:

> The issue on community leadership in [island community] where a CBT project is being undertaken. The project is involving [an indigenous community] where two individuals are claiming to be leaders. Since the project intends to organise a people's organisation to run the CBT, the issue on leadership has to be resolved.

The participant then described the 'response' of government intervention by clarifying how "Leadership has to be resolved first prior to project implementation. The local government is already taking the lead in resolving the issue." The government representative then stated the 'impact' as: "For now, it has forestalled the implementation of the project."

### 6.2. Scenario two: new conflict develops

In the second scenario an 'instance' of conflict can feedback to create another 'instance' of conflict, a 'response' to conflict can create another 'instance' of conflict, and/or an 'impact' of a response can create another 'instance' of conflict. Therefore, this scenario reflects how 'instances' of conflict will continue to occur throughout the CBT development process and highlights the need for these 'instances' of conflict to be continually identified and addressed.

The example of 'new conflict develops' is provided by C3, who is a homestay operator and the main advocate for CBT in a Malaysian village (Fig. 4). As the primary leader for CBT operations within the village, C3 works with government officials to obtain funding and to initiate promotion to generate increased visitation to the village. Due to C3's proactive approach, most 'instances' of conflict that occur in the village are brought to C3 for resolution. As an 'instance' of conflict,

many of the community members will not participate in activities to enhance the community's tourism product, despite requests from those involved in CBT. In 'response', CBT leadership continually provides forums to educate community members on operational costs and how the benefits are distributed equitably in accordance with the revenue generated through tourism products and services. Despite this 'response', community members continue to believe they are entitled to increased benefits, which is a negative 'impact' and results in a new conflict 'instance' associated with the demand for an increase in the distribution of benefits to all community members.

### 6.3. Scenario three: interrelated conflict themes

There are potentially many versions of the relationships demonstrated by this scenario, but we illustrate one version based on the Phase 3 research. This scenario is useful for understanding how the conflict management process is not always a single 'instance' with one 'response' resulting in only one 'impact' and therefore not always as easy to decipher. During data collection, participants provided many conflict examples that detailed one or multiple 'instances', with the possibility of combined 'responses', and possibly multiple 'impacts'.

To illustrate this scenario, an example provided by C1 is explained (Fig. 5). C1 is an active community member who was involved in the implementation of CBT into his Malaysian village from the initial planning stages. The CBT project is considered a success and C1 is a figurehead for its operations, travelling internationally to promote the initiative and educate CBT stakeholders across the world on how his village achieved the benefits of CBT.

C1 discussed how at the commencement of community participation, there were many 'instances' of conflict originating from the community. First, C1 identified their lack of understanding about the benefits CBT could bring to their community, as the majority of the community members did not understand what was going on and would not accept the original community organisation's explanation. Secondly, C1 considered that the limited interest in participation in CBT activities created conflict.

To combat these two 'instances' of a lack of understanding and a lack of participation, as a 'response', much time was spent "walking" the community through the benefits by presenting workshops and training to community members. The 'impacts' were that the community became more educated, participated at greater levels as tourist numbers increased, and were more motivated as benefits became clearer and livelihoods improved.

### 6.4. Scenario four: simultaneous conflict themes

The 'simultaneous conflict themes' scenario accounts for several 'instances' of conflict occurring, which then receive specific 'responses', which result in separate 'impacts'. This scenario is rather straight-forward and is best understood as several linear progressions occurring at the same time. However, important to realise is that due to all the conflict occurring at the same time, some individual conflict scenarios may follow linear patterns or break off and start to exhibit new or interrelated conflict theme patterns, as explained by another scenario.

An example of 'simultaneous conflict themes' was provided by P1 who was a private consultant hired by an NGO to work on behalf of two communities involved in a land dispute over a potential World Heritage Site (Fig. 6). The situation was complicated by a history of physical conflict between the two tribal communities in rural South Africa.

The first 'instance' of conflict was associated with management of the land. The provincial government and the two tribal communities all disagreed on how the land should be managed. As a 'response' NGOs assisted with building capacity at the local level so the two tribal communities would have an increased appreciation for the land from an 'ancestral/spiritual' perspective and know how to environmentally manage the land appropriately. The 'impact' of the capacity building exercises resulted in better land management with stronger leadership values within the tribal communities.

Concurrently, as a conflict 'instance' there was a dispute between the two tribal communities regarding ownership of land. As a 'response', NGOs became involved to conduct relationship buildings workshops between the two communities to assist in eliminating past differences and achieve a greater level of trust. Although the land had yet to become a World Heritage Site, the two tribal communities developed a working relationship and began to pursue a different community based project together, which has resulted in a gradual increase in tourism.

## 7. Managing CBT using the conflict management model tool

In order to manage CBT more effectively and achieve better outcomes, it is important for practitioners and stakeholders to understand that conflict will occur during CBT and that if effective conflict management is applied, 'instances' of conflict can result in positive 'impacts', ultimately supporting improved project outcomes. The main practical contribution of the Conflict Management Model is its application as a tool to address conflict between stakeholder groups. As a tool to assist in understanding and managing conflict in CBT, the model was developed as a means to visualise and analyse the pattern of the conflict themes that occur within a practical setting. The model can be applied in real-time or retrospectively so stakeholder groups can understand the current situation and learn from past actions in order to make more informed decisions.

Conflict management is the on-going process of identifying 'instances' of conflict and responding appropriately. The Conflict Management Model assists stakeholders to recognise 'instances' of conflict and understand that such conflict is an expected part of the process. Furthermore, the model confirms that conflict 'instances' eventually result in negative or positive 'impacts'. Hence, the 'response (s)' to a conflict 'instance' is an essential part of the success of any CBT project. By understanding the potential benefits of conflict and the complexity within CBT conflict, as explained by the Conflict Management Model, stakeholders should not be deterred from continuing on with development when conflict 'instances' occur. In summary, the model helps put the entire CBT process into context and assists in the management of CBT by creating a platform that addresses the following:

- Identification of what is happening through the recognition of 'instances', 'responses', and 'impacts';
- Understanding the patterns across and between these 'instances', 'responses', and 'impacts';
- Identifying 'instances' arising that require a 'response',
- Recognising 'responses' that lead to either positive or negative 'impacts'
- Identification of positive 'impacts', which can be elaborated and built upon, potentially influencing overall project outcomes;
- Identification of negative 'impacts', which may become new 'instances' of conflict;
- The need to intervene to minimise negative 'impacts' and maximise positive 'impacts';
- Anticipation of on-going conflict 'instances';
- Learning in detail from past or present CBT projects to manage current or future projects better.

The Conflict Management Model provides a simple, easy-to-follow approach to support community participation in the planning and implementation process, as deemed necessary by Sheppard and Meitner (2005). It is worth noting that conflict 'instances' may not always be clearly evident as conflict, such as a lack of commitment and/or participation, but these can still be mapped and addressed through the use of the model. The Conflict Management Model can aid stakeholder

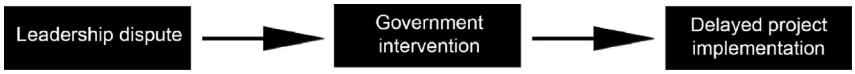


**Fig. 3.** Linear progression scenario.

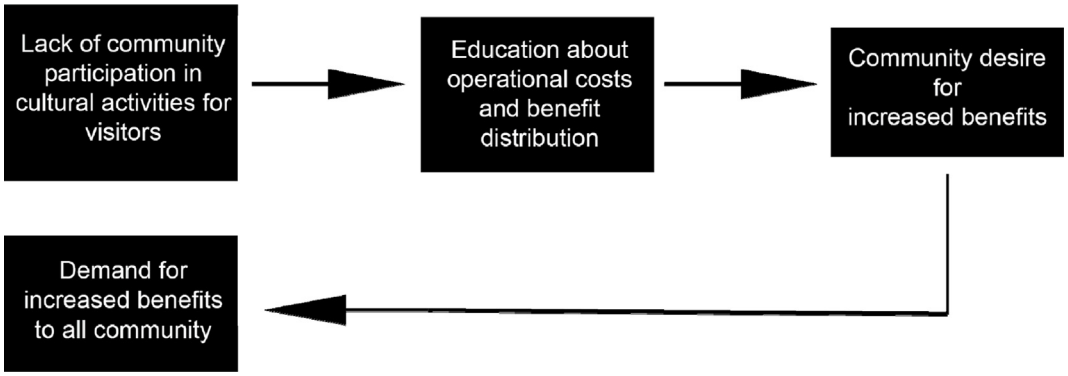


**Fig. 4.** New conflict develops scenario.

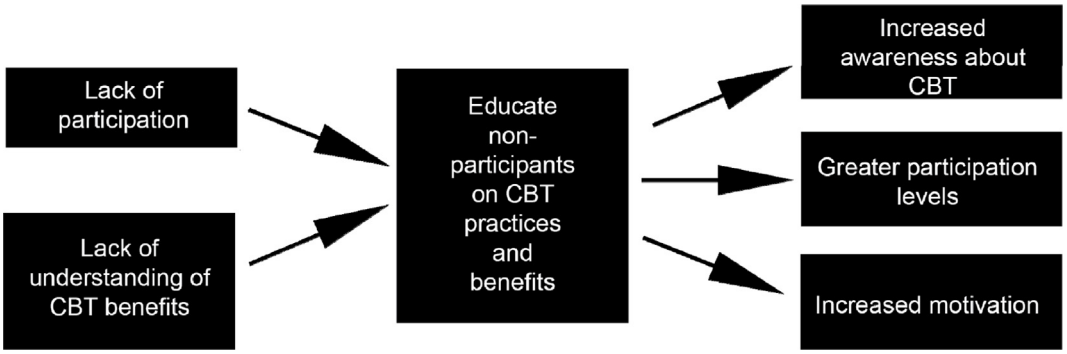


**Fig. 5.** Interrelated conflict themes scenario.

analysis by providing a tool that enables various stakeholder groups to share information and perspectives on the development and management processes that occur during the implementation process (Reed et al., 2009). The Conflict Management Model can serve as a decision support tool by creating a platform for anticipating and learning from conflict. One or more stakeholder group(s) can map out their perspectives related to conflict management during an initiative. This can then be shared amongst stakeholder groups to initiate dialogue and establish consensus through conflict management-based decision-making to aid in more fitting 'responses' to reduce negative 'impacts' and prevent new 'instances' of conflict from arising.

Importantly, as a dynamic tool, the Conflict Management Model can

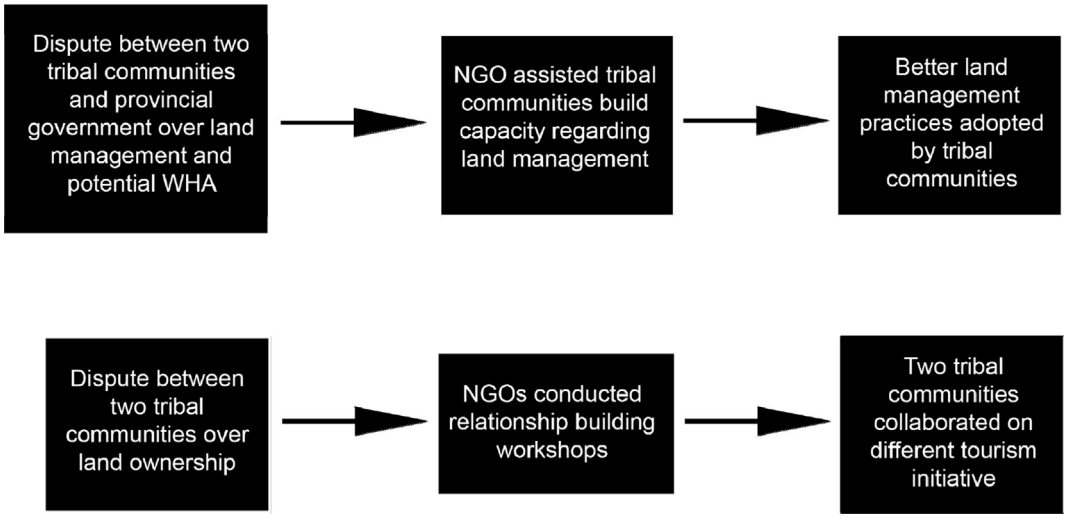


**Fig. 6.** Simultaneous conflict themes scenario.

improve the conflict management process through establishing understanding of the cause and effect relationship associated with each of the 'conflict themes'. Therefore, at any stage of development, stakeholders can assess how they attained either positive or negative outcomes during the CBT project by mapping out the relationships between each of the 'conflict themes'. The model can be applied in real-time and re-assessed periodically to determine how management decisions are affecting the development process. It is applicable when evaluating both short and long-term sequences.

As a reflective tool, the model can assist stakeholders in recognising the specific sequence of conflict related events that resulted in either positive or negative outcomes, thereby providing a format to evaluate past or present CBT projects in order to manage current or future projects better. By understanding the management sequence and outcomes associated with conflict, practitioners are able to better prepare themselves and community members for the challenges of the CBT process. The Conflict Management Model provides a tool for community members to indicate to the other stakeholder groups how their decisions affect and impact their lives, culture, and environment, as recommended by Marshall et al. (2007).

Lastly, the model creates accountability during the conflict management process. If necessary, any or all relevant stakeholder groups can model the sequence of events related to a project and have it interpreted by an arbitrator, financiers, the public, or any other concerned parties.

## 8. Conclusion

This research was exploratory and drew on CBT examples representing a range of stakeholder groups, from around the world. The obvious limitation is that the complete model developed in this research through retrospective application to CBT examples has not been subsequently tested qualitatively or quantitatively in other CBT applications. Future research could be undertaken to test, understand, and refine the model and its use in conflict management within CBT, both for contemporary and past CBT projects. Aspects for future research include:

- Is it worth trying to develop a common set of concepts under each theme or are they unique to each situation? And relatedly, do various stakeholder groups label and categorise concepts similarly?
- For this study, positive and negative 'impacts' were given equal weight. Future research could quantify the occurrence of negative vs positive 'impacts' and look for the antecedents in terms of 'instances' and 'responses' that can avoid negative 'impacts' and enhance positive 'impacts'.
- Testing the model in a variety of CBT settings would also provide the opportunity to understand the similarities and differences in the processes. For example, whether certain 'responses' commonly result in positive 'impacts', or whether other contextual factors, such as degree of community attachment, affect the process.
- The model is proposed with several conflict scenarios. Are any of these more or less likely to occur, and if so, should they be incorporated into CBT planning?
- As the model is applied, evaluation of the model's impact on the decision-making process and adopted strategies would improve its practical application.
- Similarly, research into how insight gained by using the model can improve future projects would be a valuable contribution.

Research into conflict in CBT could also expand into further understanding of the how and why of conflict 'instances', 'responses', and 'impacts', which then may enhance the model and its use. Theories of CBT development, such as those of Murphy (1985; 1988) and Simpson (2008), community development theories such as the Sustainable Livelihoods Approach (Wu & Pearce, 2014), and tourism theories such as Social Exchange Theory which addresses host-tourist relations (Ap, 1992; Rasoolimanesh, Jaafar, Kock, & Ramayah, 2015) could assist here. Finally, and significantly, the model could also be applied to other conflict situations and potential research applications are therefore considerable.

In summary, the research was originally conceptualised as an exploratory study to explore conflict and its management during CBT initiatives. This study has two main contributions. Firstly, it is the only study to focus primarily on conflict, and conflict management in CBT, and the research has confirmed, and consolidated, the existing knowledge of conflict, and its management, in CBT. Secondly, the study drew on the conflict/conflict management literature, and the data collected provided insight resulting in the development of a new Conflict Management Model that can be used as a tool throughout the entire CBT process. The initial simple linear progression model proposed, proved to be the foundation for assessing the complexity in real world CBT scenarios, and formed the basis for the additional scenarios of: new conflict develops, interrelated conflict themes, and simultaneous conflict themes. Based on the capability to better understand and map conflict processes in past and present CBT projects, the Conflict Management Model will provide CBT stakeholders with the ability to more accurately, and appropriately, manage present and future initiatives. This study is crucial in assisting CBT stakeholders to manage conflict to become more successful on a practical level, so CBT is an ideal that can be more consistently achieved in practice.

## Declarations of interest

None.

## Author contributions

The lead author designed the research, and collected and analysed the data, under the guidance of the additional authors. All authors made substantial contributions to the drafting and revising of the paper, and provided final approval of the version to be published.

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