

Report On

Understanding Workplace Conflicts Through an HR Lens: A Case of Task
Disputes Between Organizational Units

By

Rasheed Shadman Rouf
18304117

An internship report submitted to the BRAC Business School in partial
fulfillment of the requirements for the degree of
Bachelor in Business Administration

BRAC Business School
BRAC University
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Declaration

It is hereby declared that,

1. The internship report submitted is my original work while completing my degree at BRAC University.
2. The content does not contain material previously published and written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Rasheed Shadman Rouf
18304117

Supervisor's Full Name & Signature:

Dr. Nusrat Hafiz
Assistant Professor & Director, Women Empowerment Cell,
BRAC Business School
BRAC University

Letter of Transmittal

31st December, 2025

Dr. Nusrat Hafiz

Assistant Professor & Director, Women Empowerment Cell,

BRAC Business School

BRAC University

KHA 224 Pragati Sarani, Merul Badda, Dhaka 1212,

Bangladesh

Subject: Submission of Internship Report

Dear Ma'am,

With due respect and great pleasure, I am submitting my internship report on the chosen topic "Understanding Workplace Conflicts Through an HR Lens: A Case of Task Disputes Between Organizational Units". The 3 (three) months internship program was a great experience as it gave me wide exposure to the professional environment.

I tried my best to follow the guidelines while preparing the report. This internship program was a great opportunity to get hands-on experience.

I would be happy to answer any queries on the report. Any criticism of the report is welcomed as it is a way of improving oneself.

Sincerely yours,

Rasheed Shadman Rouf

18304117

BRAC Business School

BRAC University

Non-disclosure Agreement

This agreement is made and entered into by and between StudyNet Global Limited and the undersigned student at BRAC University.

Rasheed Shadman Rouf
18304117
BRAC Business School
BRAC University

Acknowledgment

The success behind the completion of this report is because of the contributions from many people who have given their time and shared their thoughts to improve the report. First, I would like to express my deepest gratitude to the Almighty Allah for giving me the patience and strength to complete the report within the scheduled time.

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Without the help of all mentioned people it would not have been possible to complete this report.

Executive Summary

This internship report is based on the 3 months internship program which I am completing at StudyNet Global Limited under the Human Resource Department from 7th October, 2025 to 7th January, 2026 as a requirement for my Bachelor's degree in Business Administration at BRAC University.

StudyNet Global Limited is an international education consultancy which was established in 2012. The company is engaged in providing educational counselling, admission processing and visa assistance services to students who wish to pursue higher education in Australia.

The objective of the report was to identify how the learned theories and concepts during the BBA program are practiced in managing internal workplace conflicts from an HR perspective, particularly focusing on interdepartmental conflict between the Counselling and Admission teams within StudyNet Global Limited.

For preparing the report, both primary and secondary data were used. The source of primary data was my day-to-day observation and the task I carried out during my three months internship program. The source of secondary data was the other employee working in the organization, relevant research articles, the company website, internal policies and other accessible organizational documents.

StudyNet Global Limited is one of the growing education consultancy organizations operating in Bangladesh. The company's HR practices play a vital role in supporting daily operations and maintaining employee coordination. The purpose of this report is to examine how interdepartmental conflicts affect the smooth functioning of the organization from an HR point of view. In this report, some recommendations were also provided to help improve interdepartmental communication and conflict management practices.

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Acronym

HR - Human Resource
HRIS - Human Resource Information System
L&D - Learning and Development
ER - Employee Relations
CSR - Corporate Social Responsibility
StudyNet - StudyNet Global Limited

Chapter 1: Overview of Internship

1.1 Student Information

I, Rasheed Shadman Rouf, am a student of the Bachelor of Business Administration (BBA) program with a major in Human Resource Management (HRM) at BRAC University. As part of the academic requirement of my undergraduate studies, I did a three-month internship program designed to provide real-world exposure and bridge the gap between academic learning and professional practice.

Throughout my academic journey, I have studied various fundamental and specialized courses related to business, including Organizational Behaviour, Human Resource Management, Strategic HRM, Manpower Planning, Training & Development, Employee Relations etc. These courses have provided me with theoretical insights into how organizations manage people, develop skills and maintain productive workplace environments. However, I firmly believe that no amount of classroom learning can substitute for the experience of working in a professional setting.

The internship experience allowed me to apply my theoretical knowledge to actual workplace scenarios. It also enabled me to understand how HR professionals contribute to the success of an organization by balancing employee needs with organizational goals. This internship report documents my experience at StudyNet Global Limited, reflecting my learning, contributions, challenges and recommendations based on my tenure in the organization.

1.2 Internship Information

1.2.1 Period, Company Name, Department and Address

My internship was being conducted at StudyNet Global Limited, a reputed international educational consultancy firm that assists students in achieving their dreams of studying abroad. The company operates both locally and internationally, offering guidance for admissions, visa processing and educational counselling. StudyNet Global Limited is known for its professional work environment, dynamic organizational culture and emphasis on employee development.

The internship program spans a total of three months, during which I have worked in the HR department. The Head Office is located at Level-2, South Breeze Center, House 5, Road No. 11, Banani, Dhaka 1213.

The internship program StudyNet Global Limited was well structured and designed to give interns a thorough understanding of how HR functions in a real business setting. It provides opportunities for learning through direct participation in HR projects, administrative tasks and employee engagement initiatives. This experience allowed me to observe how theoretical concepts from my course work are implemented in daily organizational operations.

1.2.2 Internship Company Supervisor's Information

I have worked under the direct supervision of Mirza Sadman Samit Sir (Assistant Manager, HR) at StudyNet Global Limited. Sadman Sir has extensive experience in HR operations and employee management. His guidance played a crucial role in shaping my understanding of the practical side of Human Resources.

He had provided continuous mentorship in my internship, assigned tasks that are both challenging and educational. Regular feedback sessions with him helped me identify my strengths and areas of improvement. Under his supervision I was being introduced to the functional aspects of Learning & Development (L&D) and Employee Relations (ER). These two areas have a significant impact on employee engagement and organizational growth. His professional mentorship helped me transform smoothly from a student mindset to a more responsible and analytical approach suitable for the corporate environment.

1.2.3 Job Scope

As a Line HR Intern, my responsibilities were diverse and designed to provide exposure to multiple departments with HR functions. The internship followed a rotational structure to understand various departments with a particular emphasis on Learning & Development (L&D) and Employee Relations (ER).

The purpose of my internship was not only to perform administrative tasks but also to observe, learn and contribute to HR processes that drive employee performance and organizational success.

Job Responsibilities

- Assisting in planning, organizing and implementing training and development programs for employees.
- Supporting the HR team in creating training materials, managing attendance reports and conducting feedback surveys.
- Helping analyze post-training feedback and prepare reports to assess training effectiveness.
- Collaborating in updating the training calendar and monitoring employee progress throughout various learning modules.
- Participating in knowledge sharing sessions to understand how training aligns with employee performance and company objectives.
- Assisting in handling employee inquiries and helping address minor workplace concerns through proper communication channels.
- Supporting the HR team in promoting a healthy and positive workplace culture through employee engagement activity.
- Observing the ways HR professionals manage employee grievances and maintain harmony within the team.
- Maintaining and updating employee records, attendance sheets and training files in both digital and physical formats.
- Assisting in onboarding new employees and ensuring they receive proper orientation and training materials.
- Helping coordinate inter-departmental communication to facilitate the smooth flow of HR operations.
- Preparing summary reports, HR correspondence and data analyses for departmental review.

Through these diverse responsibilities, I have learned how the HR department acts as a strategic partner in enhancing employee performance, improving communication and ensuring compliance with organizational policies.

1.3 Internship Outcomes

1.3.1 Student's Contribution to the Company

In this internship, I have made meaningful contributions to StudyNet Global Limited. My primary role was supporting the HR department in managing daily operations, maintaining employee data and organizing learning programs. I have actively

participated in coordinating internal training sessions, which is improving employee participation and feedback collection processes.

Additionally I have contributed to simplify documentation by designing a more organized system for recording attendance and training outcomes. Also, I have supported HR in preparing reports for management review, ensuring that data is accurate and up to date.

My involvement in employee engagement activities helped strengthen communication between HR and other departments. Moreover, I have contributed by assisting in onboarding new employees and ensuring their initial experience with the company looks positive. My enthusiasm, adaptability and attention to detail were being acknowledged by my supervisor, which motivated me to maintain a strong work ethic throughout the internship period.

1.3.2 Benefits to the Student

The internship at StudyNet Global Limited has proved to be an invaluable experience which is enhancing my professional, personal and development. It gave me a comprehensive understanding of how HR departments function and how their strategies influence overall organizational performance.

- **Professional Growth:** The internship taught me how to adapt to a corporate environment and maintain professional decorum. I have improved my ability to communicate effectively, collaborate with diverse teams and manage time efficiently. I have also learned how to handle pressure, meet deadlines and manage multiple tasks simultaneously.
- **Technical and Practical Knowledge:** I have gained hands-on experience in key HR functions such as training coordination, employee engagement and record management. Also, I have learned to use HR related software and tools for maintaining employee databases and performance records.
- **Understanding of Organizational Behavior:** By observing employee interactions and HR policies in action, I have developed a stronger understanding of how employee motivation, job satisfaction and leadership styles affect productivity.
- **Problem Solving and Decision Making Skills:** In my internship, I have encountered challenges that require analytical thinking and creative problem solving. These experiences improved my confidence in making decisions and addressing real workplace situations

- **Career Direction:** This internship has developed my interest in pursuing a career in human resource management, particularly in areas related to employee learning, engagement and well-being.

1.3.3 Problems/Difficulties

Like any professional experience, my internship has faced challenges. These obstacles, however, provided valuable learning opportunities and helped me develop resilience and adaptability.

- **Lack of Training Knowledge:** At the beginning, I had limited exposure to the design and evaluation of training programs. Understanding how to align employee development needs with organizational objectives was initially difficult. However, with proper guidance, I have gradually improved in this area.
- **Interdepartmental Communication Gap:** On certain occasions, I observed miscommunication between departments which delayed decision making or disrupted workflow. This helped me to understand the importance of clear communication and coordination in organizational effectiveness.
- **Workload and Time Management:** Balancing multiple tasks, especially during busy periods such as training or event organization, was challenging. I have learned to prioritize tasks, manage time efficiently and stay organized under pressure.
- **Adjustment to Corporate Environment:** Transitioning from academic to professional life requires discipline, punctuality and adherence to formal protocols. Initially, I faced difficulties adapting to the office environment. However, day by day, I have become more confident and self-assured.

1.3.4 Recommendations

Based on my internship experience, I would like to suggest several recommendations that could enhance the internship program at StudyNet Global Limited.

- **Comprehensive Orientation:** A structured orientation at the beginning of the internship can help new interns familiarize themselves with the organization's culture, policies and workflow.
- **Regular Feedback Sessions:** Weekly or bi-weekly feedback meetings between interns and supervisors would help track progress and provide opportunities for guidance and improvement.
- **Practical Skill Training:** Offering short training sessions on HR software tools, data management and communication skills would make interns more effective and confident.

- **Recognition and Incentive System:** A simple recognition system or performance certificates could serve as strong motivation for interns to perform at their best.
- **Cross-Department Exposure:** Allowing interns to spend short periods in other departments would help them understand how HR collaborates across organizational functions.

Chapter 2: Organizational Profile

2.1 Introduction

This chapter presents a comprehensive profile of StudyNet Pty Ltd, the host organization for my internship. It outlines the objectives, scopes, methodology and significance of the study, followed by an overview of the company, its management and HR practices, marketing strategies, operations and information systems, financial performance and competitive environment. The chapter aims to provide insight into how the organization functions, how it aligns its human resource and marketing processes with its business goals and how my learning aligns with real-world practice.

2.1.1 Objective

- To provide a detailed overview of StudyNet Pty Ltd including its background, mission, structure and service offerings.
- To analyze the management, HR, marketing, operations and financial practices of the company.
- To identify strengths and weaknesses in the organization's strategic and operational activities.
- To contextualize my internship role within the broader organizational framework and identify implications for learning and development.

2.1.2 Scope of Study

The scope of study covers the period of my internship (three months) and focuses on the HR, Marketing and Admission oriented functions of StudyNet Pty Ltd in its Dhaka, Bangladesh office. The scope expects to examine how the company manages its departments, how the internship role fits within the departments and how internal processes support external outcomes. The study excludes full financial disclosures beyond what is publicly available or what the company chooses to share.

2.1.3 Methodology

- Secondary data from the company website and linkedin profile. For example, StudyNet describes itself as 'An Australian technology based education and migration consultancy dedicated to providing students around the world with access to Australian educational choices.' (StudyNet Pty Ltd, 2025)
- Company branch information such as offices in Bangladesh, India, Indonesia and Australia. (StudyNet Pty Ltd)
- Primary data from personal observation, like, departmental interactions, HR records, marketing campaigns, training events and weekly HR team meetings.
- Informal interviews and conversations with my supervisor (Asst. Manager, HR) and HR team members regarding internal HR planning and training practices.

2.1.4 Significance of the Study

This organizational profile allows me to understand the practical application of management, HR, marketing and operational theories learnt in my BBA major in HRM. It provides the company with a reflective account of its internship programme from an interns perspective, potentially identifying practical recommendations for improvement.

2.1.5 Limitations

- Limited access to full financial statements and internal documentation.
- Some data are not disclosed to interns, like detailed performance appraisal metrics, compensation structure.
- The report covers only the three months of internship period and may not fully represent long-term practices or changes.
- The focus is primarily on the Dhaka office and may not reflect all global operations of StudyNet.

2.2 Overview of the Company

2.2.1 Company Background

StudyNet Pty Ltd was established on 6th March, 2012 as an Australian technology based education and migration consultancy. It aims to provide students worldwide access to Australian educational choices. At its inception in Sydney, the business has grown from 1 office to 10 offices representing 4 countries, with over 250+ dedicated team members. The company claims to have already helped 20,000+ students to fulfil their dream to study in Australia.

2.2.2 Mission, Vision and Values

- **Mission:** 'To empower lives around the world through education.'
- **Vision:** 'To make your studying abroad plan and migration journey easier and awesome.'
- **Purpose:** To make every step seamless for international students dreaming about studying in Australia.
- **Values:** Put client interest ahead, be the brand, build a positive team, make every step easy for the client.

2.2.3 Service offerings and Geographic Presence

StudyNet provides a range of services including course and university counselling, student visa services, scholarship guidance, migration advice and post enrollment services. In Bangladesh it has physical branches in Banani, Dhanmondi, Chattagram and Sylhet. The Australian offices include Sydney, Melbourne, Perth and Brisbane. The global presence enables StudyNet to function both onshore and offshore, servicing international students and forming B2B partnerships with sub-agents.

2.2.4 Organizational Structure and Departments

- HR
- Marketing (Responsible for lead generation through digital campaigns, analogue banner campaigns and events)
- Contact Center (Allocates leads to experienced counsellors via walk-in or online meetings)
- Counselling/Sales
- Admission/Application
- Finance & Accounts

2.3 Management Practices

2.3.1 Leadership Style

Based on my observations, the leadership style at StudyNet appears to lean towards a participative style. For example, the Asst. HR manager regularly invite interns and junior staff to contribute ideas for training sessions and employee engagement events.

2.3.2 HR Planning Process

- Recruitment and Selection
- Compensation System
- Training and Development Initiatives
- Performance appraisal system

2.3.3 Analysis

The participative leadership approach and structured HR practices help StudyNet align employee capabilities with the company's mission of empowering students. However, intern feedback suggests there may be gaps in formal training frameworks.

2.4 Marketing Practices

2.4.1 Marketing Strategy

StudyNet adapts a multichannel marketing strategy aimed at generating leads. The strategy includes digital marketing and analogue marketing.

2.4.2 Target Customers

The target customers are international students (Primarily from Bangladesh, South Asia and other emerging markets) seeking to study in Australia.

2.4.3 Marketing Channels

- **Digital:** Social media, google ads, online webinars etc.
- **Analogue:** Banner in educational fair, local study abroad expos.
- **Referral/B2B Channels:** Sub agents in countries like Nepal, India and Bangladesh who refer students to StudyNet's Bangladesh or Australian office.

2.4.4 Product/New Product Development & Competitive Practices

The product in this context is the service offering: counselling and admission facilitation, visa/migration support and post-enrolment services. StudyNet continuously refines these services by integrating new online tools and virtual counselling sessions. The competitive environment demands rapid turnaround, high student satisfaction and strong conversion rates. StudyNet addresses this by emphasizing technology-based solutions (StudyNet Pty Limited, 2025).

2.4.5 Branding, Advertising, Promotion

StudyNet presents itself as a premium brand in the education consultancy market. Its website emphasizes global reach, professional service and tech-enabled support. Advertising includes online webinars (“Study in Australia Information Day - Dhaka Office”) and scholarships announcements (StudyNet Pty Limited, 2025).

2.4.6 Critical Marketing Issues and Gaps

Despite a strong marketing infrastructure, gaps include,

- Limited transparency of conversion metrics visible externally.
- Potential internal coordination issues between marketing and counselling teams (as observed during my internship).
- The challenge of differentiating services among many competitors in the Bangladesh market. Addressing these gaps will strengthen StudyNet’s competitive position.

2.5 Financial Performance and Accounting Practices

2.5.1 Financial Performance

Due to limitations in accessing full financial statements during my internship period, this section draws on available external data and acknowledges the constraint of incomplete data. StudyNet’s website does not publicly provide detailed annual reports.

2.5.2 Accounting Practices

Based on conversations with the Finance and Accounts team, StudyNet follows the accrual basis of accounting, ensures periodic reconciliation of student fees & agent commission and utilises an internal CRM for tracking student leads and revenue recognition.

2.5.3 Analysis and Implications

While the company appears to have established accounting controls and internal reporting practices, the lack of publicly available financial details limits external benchmarking.

2.6 Operation Management and Information System Practices

2.6.1 Information Systems and Data Management

StudyNet employs a CRM (Customer Relationship Management) system to capture student leads, track counselling interactions, monitor training and onboarding of employees and generate reports for management review.

2.6.2 Quality Management, Scheduling and Resource Allocation

Operations in the Dhaka office follow standard scheduling of training sessions, counselling assignment workflows, event calendars and lead conversion pipelines. Resource allocation is coordinated through the contact center and admission department. However, during busy campaign periods, I observed that scheduling conflicts occurred, highlighting the need for continuous process refinement.

2.6.3 Analysis

Given the service-driven nature of the business, robust information systems and scheduling are essential. StudyNet has built a technology-oriented platform but can further benefit from formalized SOPs (Standard Operating Procedures) for cross department handoffs.

2.7 Industry and Competitive Analysis

2.7.1 Porter's Five Forces

- **Threat of New Entrants:** Moderate as the student recruitment and migration services industry has moderate barriers but is still open to new agencies, especially in Bangladesh.
- **Bargaining Power of Suppliers:** Low to moderate as suppliers have many agents to choose from. StudyNet's global accreditation gives it some advantages.
- **Bargaining Power of Buyers (Student):** High as students have many consultancy options.
- **Threat of Substitute Services:** High. With online portals and direct university applications, students may bypass consultancies.
- **Rivalry Among Existing Competitors:** High.

2.7.2 SWOT Analysis

- **Strengths:** Global presence, strong brand, technology-enabled operations, comprehensive service offerings (Education+Migration).
- **Weaknesses:** Limited publicly available financial transparency, occasional internal coordination issues, intensive reliance on lead generation.
- **Opportunities:** Growth of International student markets, digital marketing expansion, deeper B2B partnerships, migration services expansion.
- **Threats:** Regulatory changes in student visa/migration sectors, increasing competition, direct university to student model.

2.7.3 Competitive Advantage

StudyNet's advantage lies in its integrated model, global footprint and technology orientation as reflected in its tagline. To maintain this advantage, continuous investment in training, digital systems and service differentiation is recommended.

2.8 Summary and Conclusion

This organizational profile has provided detailed insights into StudyNet's background, operational structure, management practices, marketing strategy, technology usage and competitive environment. The company effectively aligns HR planning, marketing outreach and conversion processes to deliver its mission of empowering lives through education.

2.9 Recommendations/Implications

- Develop a structured onboarding and training program for interns with clear learning outcomes and performance metrics.
- Establish formal hand-off workflows between departments to minimize delays and information loss.
- Leverage CRM data to monitor lead to conversion metrics and train staff on data interpretation for continuous improvement.
- Create internal dashboards to show performance indicators, shared across departments to align team efforts.

Chapter 3: Project Part

3.1 Introduction

3.1.1 Background and Problem Statement

The efficient functioning of any organization depends greatly on communication, coordination and collaboration among its internal departments. However, in many developing countries, organizations often struggle with internal conflicts that arise due to structural gaps, rapid growth, unclear communication channels, limited resources and differing departmental priorities. These issues are widely documented in global studies, which shows that organizations in developing economies frequently encounter conflicts related to misaligned objectives, poor information flow, overlapping responsibilities and competitions for limited organizational support. Such conflicts not only hinder daily operations but also negatively affect employee morale, service delivery and overall organization performance.

One important factor behind internal conflict in many developing-country organizations is the imbalance in employees' educational backgrounds. When individuals come from different levels of academic training, their interpretation of tasks, workplace ethics, communication style and overall understanding of responsibilities may differ significantly. Employees with higher levels of education may expect structured and professional discipline, while those with fewer academic experiences may depend on simpler instructions and informal communication. These differences can affect workplace morality, ethical decision making and the ability to understand and complete tasks consistently. When such individuals work in interdependent departments, misunderstanding and blame-shifting can occur more frequently.

In my internship organization, StudyNet Global Limited, a prominent conflict exists between the Counsellors and the Admission Team. Both departments are interdependent, as the counsellors guide students and prepare the initial documents, while the admission team completes the application process and ensures accuracy. However, each group consistently reports dissatisfaction with the other's work

Counsellors claim that the admission team does not complete their part properly or delays necessary steps. In contrast, the admission team argues that counsellors frequently submit incomplete documents or do not follow the required procedures.

The conflict is not limited to entry-level employees. Even the team leaders and supervisors sometimes engage in similar blame-sharing and miscommunication, which further intensifies the issue. When leaders mirror the same behaviour, it sets a negative tone for the department, normalizing conflicts instead of resolving it. As a result, the interdepartmental relationship weakens, teamwork becomes difficult and critical tasks, such as application processing, face frequent delays.

Furthermore, differences in educational levels and professional understanding of employees contribute to inconsistent expectations, varying interpretations of responsibility and ethical discrepancies in task completion.

The main problem identified is the ongoing conflict between the Counsellors and the Admission Team at StudyNet Global Limited, intensified by communication gaps, inconsistent understanding of responsibilities, differences in employee's educational background and the involvement of team leaders and supervisors in the same patterns of blame and miscommunication. This conflict leads to delays, task inaccuracies and disruptions in the company's smooth operational workflow.

3.1.2 Objective

The primary aim of this study is to investigate the interdepartmental conflict between the counselling team and the admission team at StudyNet Global Limited and analyze its impact on operational efficiency, employee morale and overall organizational performance. Through this internship-based research, the objectives are framed to guide both the practical understanding of HR management interventions and the development of actionable recommendations for conflict resolution.

- To identify the causes of conflict between the counselling and admission team.
 - ◆ The research investigates how differences in task ownership, professional expectation, communication patterns and employee educational backgrounds contribute to the misunderstanding and disputes.
 - ◆ It also considers how supervisor and team-leader involvement in blame-shifting behaviour intensifies conflicts.

- To assess the impact of internal conflicts on operational efficiency.
 - ◆ The study analyzes specific incidents during the November 2025 and February 2026 intakes, where application processing was delayed by 3-4 days beyond expected timelines.
 - ◆ It evaluates how these delays affect student satisfaction, departmental workflow and the organizations' reputation in the educational consultancy sector.
- To examine the consequences of departmental conflicts on employee morale and interdepartmental relationships.
 - ◆ This includes understanding employee dissatisfaction, blame culture and communication gaps and their role in creating recurring operational inefficiencies.
 - ◆ The study also explores the influence of perceived hierarchical superiority or inferiority between employees in collaborative tasks.
- To analyze existing HR management practices in conflict resolution
 - ◆ The research evaluates the effectiveness of policies, procedures and historical HR records related to performance and disciplinary measures over the last two years.
 - ◆ It examines whether supervisors and team leaders are adequately equipped to manage disputes constructively or whether their actions inadvertently exacerbate conflicts (Mohamed, Mahamud and Bolatito, 2024; Momanyi & Juma, 2021).
- To recommend HR strategies and interventions for mitigating conflict and improving organizational outcomes.
 - ◆ The study aims to propose both short-term solutions, such as enhanced communication protocols and team-building initiatives, and long term strategies, including training, process redesign and structured performance management systems.
 - ◆ The recommendations are intended to facilitate smoother collaboration, reduced operational delays and improved employee engagement, thereby aligning departmental objectives with the organization's overall mission and values.

By achieving these objectives, the study contributes to a practical understanding of how interdepartmental conflicts in developing-country organizations can be analyzed, managed and resolved through effective HR practices. It provides a framework for HR professionals to address recurring disputes, ensure accountability and implement preventive measures, which is critical for organizations like StudyNet Global Limited that rely on precise interdepartmental coordination for operational success.

3.1.3 Significance

The significance of this study lies in its practical contribution to understanding internal conflicts within organizations in developing countries, particularly in service-oriented sectors educational consultancy. Internal conflict between departments can have profound consequences on operational efficiency, employee satisfaction and overall organizational effectiveness. By examining the conflict between departments the counselling team and admission team at StudyNet, this study offers several critical insights:

→ Practical HR Intervention Insight

- ◆ The research highlights how HR can identify early signs of interdepartmental disputes, assess their root causes and implement effective resolution strategies.
- ◆ It underscores the importance of structured communication channels, clearly defined task responsibilities and accountability mechanisms in reducing operational delays (Umair, Aslam & Yousaf, 2018).

→ Employee Morale & Team Dynamics

- ◆ This study sheds light on how conflicts, when left unmanaged, can lower employee morale, reduce collaboration and perpetuate blame-shifting culture.
- ◆ Understanding these dynamics allows HR managers to develop training programs, mentoring systems and team building exercises that enhance interdepartmental relationships.

→ Operational Efficiency and Client Satisfaction

- ◆ Internal conflicts between counsellors and the admission team were observed to cause 3-4 days delays in application processing for November 2025 and February 2026 intakes, directly affecting student satisfaction.

- ◆ By analyzing these issues, HR can implement process improvements, clear standard operating procedures and conflict resolution protocols that ensure timely and accurate service delivery.
- Contribution to Academic Knowledge
 - ◆ From an academic perspective, the study contributes to the literature on conflict management in developing countries, providing a case that combines theoretical concepts with practical organizational observations.
 - ◆ The research also emphasizes the role of educational background and professional understanding in shaping interdepartmental interactions and conflicts, adding a nuanced dimension to existing studies (Salami & Ososuakpor, 2022; Peterson, 2023).
- Future Organizational Planning
 - ◆ The findings will aid StudyNet and similar organizations in designing proactive HR policies, leadership development programs and performance management frameworks.
 - ◆ It also equips management tools to predict potential conflict areas and implement preventive measures, fostering a more cohesive work environment.

In summary, this study is significant because it bridges the gap between observed workplace conflicts and HR-driven solutions, emphasizing how strategic HR interventions can improve operational outcomes and employee satisfaction in a real world organizational context.

3.1.4 Scope of the Study

The scope of this study is carefully defined to ensure focused analysis while capturing the essential dynamics of interdepartmental conflicts of StudyNet.

- Organizational Scope
 - ◆ The study focuses specially on the Counselling and Admission Departments, which are directly responsible for guiding students and processing applications for Australian University intakes.
 - ◆ The HR department role in conflict resolution, supervision and monitoring of departmental performance is also considered.

→ Employee Scope

- ◆ The research involves 24 employees observed directly, with 17 counsellors and 25 admission staff included in the analysis.
- ◆ Observation and interview include both entry level employees and supervisors/team leaders reflecting the influence of hierarchical interactions on conflict dynamics.

→ Temporal Scope

- ◆ The study examines conflicts during the November 2025 and February 2026 intakes, the two periods where operational delays were most significant.
- ◆ The two-month data collection period captures both pick activity periods and post-intake evaluation phases to understand recurring patterns.

→ Data and Evidence Scope

- ◆ Both primary data (personal observations, informal interviews, discussion with supervisors, HR records) and secondary data (company documents, internal performance reports and literature references) are used.
- ◆ Historical HR records on poor performance over the last two years are incorporated to provide context and validate observed patterns of departmental conflicts.

→ Focus Limitations

- ◆ The study does not cover financial performance, marketing strategies or other departments beyond HR, Counselling and Admission.
- ◆ Confidential student data is excluded and only departmental workflows and internal employee interactions are analyzed.

By clearly defining the scope, the study ensures that findings, analysis and recommendations remain relevant, actionable and directly aligned with improving interdepartmental coordination and HR management practices.

3.2 Literature Review

The role of internal conflict management in organizational performance has been widely discussed in contemporary HR literature, particularly in developing countries where resource limitations, structural gaps and hierarchical challenges often exacerbate disputes between departments. Effective conflict management is critical to maintaining productivity, morale and organizational sustainability (Mohamed, Mahamud & Bolatito, 2024).

3.2.1 Understanding Interdepartmental Conflict

Interdepartmental conflict arises when two or more teams within an organization compete for resources, hold different priorities or experience poor communication (Umair, Aslam & Yousaf, 2018). In service-based organizations, such as educational consultancy firms, these conflicts can severely disrupt workflow continuity, information accuracy and customer satisfaction.

Several studies indicate that task interdependence, where the output of one department is the input of another, is a primary source of conflict. For instance, in the context of Nigerian firms, Salami and Ososuakpor (2022) found that misaligned departmental goals and unclear accountability contribute to persistent disputes and operational inefficiencies. Similarly, Peterson (2023) highlights that blame culture among teams and supervisors often amplifies conflict, reducing overall employee cohesion and negatively affecting organizational performance.

3.2.2 Causes of Conflict in Developing-Country Organizations

→ Communication Gaps

- ◆ Lack of standardized communication protocols can result in misunderstanding, duplicate efforts and error in task completion (Momanyi & Juma, 2021).
- ◆ In StudyNet, informal communication between counsellor and admission team has led to frequent misinterpretation of responsibilities, as observed during the intakes.

→ Differences in Educational Background

- ◆ Variations in education and professional experience influence task comprehension, ethical standard and procedural adherence (Mohamed, Mahamud & Bolatito, 2024).

- ◆ Employees with higher qualifications may have structured expectations, whereas less educated staff might depend on simplified instructions. These differences contribute to perceived incompetence, superiority/inferiority attitudes and interpersonal tension.
- Blame-Shifting Behaviour
 - ◆ When conflicts are not resolved constructively, employees tend to shift responsibility instead of collaboratively problem-solving (Njuki, 2012).
 - ◆ At StudyNet, both counsellors and the admission team reported that the other team does not complete tasks properly, a pattern reinforced when team leaders engage in similar behaviour.
- Supervisor and Leadership Influence
 - ◆ Leadership styles play a decisive role in conflict escalation or resolution. Weak intervention by supervisors can inadvertently normalize conflicts (John-Eke & Akintokunbo, 2020).
 - ◆ Observations from HR documents show repeated poor performance patterns over the last two years, suggesting that supervisory oversight has not been consistently effective in mitigating interdepartmental disputes.
- Operational Pressure and Workload
 - ◆ High pressure periods, such as Australian University intakes and expo, amplify stress and competition between departments.
 - ◆ In StudyNet, application processing delays 3-4 days occurred during November 2025 and February 2026 intake, directly linked to miscoordination and delayed feedback cycle.

3.2.3 Conflict Management Strategies in Literature

Studies emphasize several effective HR-led conflict management strategies in developing-country organizations:

- **Structured Communication Channels:** Establishing formal communication protocols ensures clarity in task assignment and prevents misinterpretation (Atoke-Adeolu-Akande, Sanya & Okereke, 2019).
- **Performance Monitoring and Feedback:** Regular review of departmental tasks and employee performance helps identify potential conflicts early (Karage, 2021).
- **Training & Development:** Equipping employees with skills in teamwork, communication and problem-solving reduces interdepartmental friction (Momanyi & Juma, 2021).
- **Leadership and Mediation:** Active involvements of supervisors and HR in mediating disputes fosters accountability and collaborative problem-solving (Mohamed, Mahamud & Bolatito, 2024).

At StudyNet, although HR maintains records of poor performance and conducts feedback sessions, blame culture and inconsistent supervision limit the effectiveness of these measures.

3.2.4 Conceptual Framework

To analyze interdepartmental conflict in StudyNet, the following conceptual framework is proposed:

Factor	Impact
Communication Gaps	Misunderstanding, delayed tasks
Educational Differences	Inconsistent task interpretation, ethical disagreements
Blame-Shifting Behaviour	Reduced morale, increased tension
Supervisors Involvement	Escalation or normalization of conflict
Operational Pressure	Increased likelihood of disputes during peak intake periods

Figure 1: Conflict Cycle between Counselling and Admission Teams

Figure 1: Conflict Cycle Between Counselling and Admission Teams



3.3 Methodology

This section outlines the methodological approach used to analyze the interdepartmental conflict between the counsellor and admission team at StudyNet. The methodology combines both qualitative and quantitative approaches to provide a comprehensive understanding of the issue and its impact on organizational performance.

3.3.1 Research Design

The study adopts a mixed method approach, combining qualitative observation and quantitative data from HR records. The purpose is to investigate:

- The causes of internal conflict.
- Its impact on workflow and task efficiency.
- The role of leadership and supervision in conflict escalation or resolution.

The research design ensures that the findings are grounded in both practical observations and documented evidence.

3.3.2 Data Type

Data Type	Description
Qualitative	Observation of interdepartmental interactions, informal interviews, discussions with supervisors and employee quotes.
Quantitative	HR record of poor performance, application processing delays and complaint logs over the last two years.

Rational: Combining qualitative insights with quantitative evidence allows a robust analysis of both perception and performance (Mohamed,Mahamud & Bolatito, 2024).

3.3.3 Primary Data Sources

Source	Description
Personal Observation	Day-to-day observations of counsellors and admission team interactions over two months.
Informal Interviews	Casual interviews with employees regarding workflow issues and interpersonal challenges.
Discussions with Supervisor	Meetings with the Assistant HR Manager to understand past conflicts and departmental concerns.
Internal HR records (non-confidential)	Review of employee performance reports, complaint logs and historical HR data over the last two years.

3.3.4 Sample Information

Parameter	Value
Total employees observed	24
Departments	HR, Counselling, Admission
Number of Counsellors	17
Number in Admission Team	25
Data collection period	2 months
Observation intakes	November 2025 and February 2026

3.3.5 Data Collection Procedure

- **Observation:** Monitored interactions between counsellors and admission team during application processing and student counselling sessions.
- **Interviews:** Conducted informal interviews with employees to understand perceptions of departmental efficiency, task ownership and communication barriers.
- **HR Document Analysis:** Reviews performance reports and complaints filled in the last two years to quantify recurring issues and identify patterns.
- **Supervisors Insights:** Engaged in discussion with the Asst. HR Manager to correlate observed conflicts with leadership practices and organizational policies.

3.3.6 Data Analysis Techniques

- **Qualitative Analysis**
 - ◆ Thematic coding of interview responses and observations to identify common conflict triggers, such as blame-shifting, informal communication and task delays.
 - ◆ Categorization of conflicts according to intensity, frequency and department involved.
- **Quantitative Analysis**
 - ◆ Tabulation of delays during November 2025 and February 2026 intakes, showing 3-4 days of delays per application on average.
 - ◆ Performance trend analysis using HR data to identify recurring patterns of poor task completion and complaints.

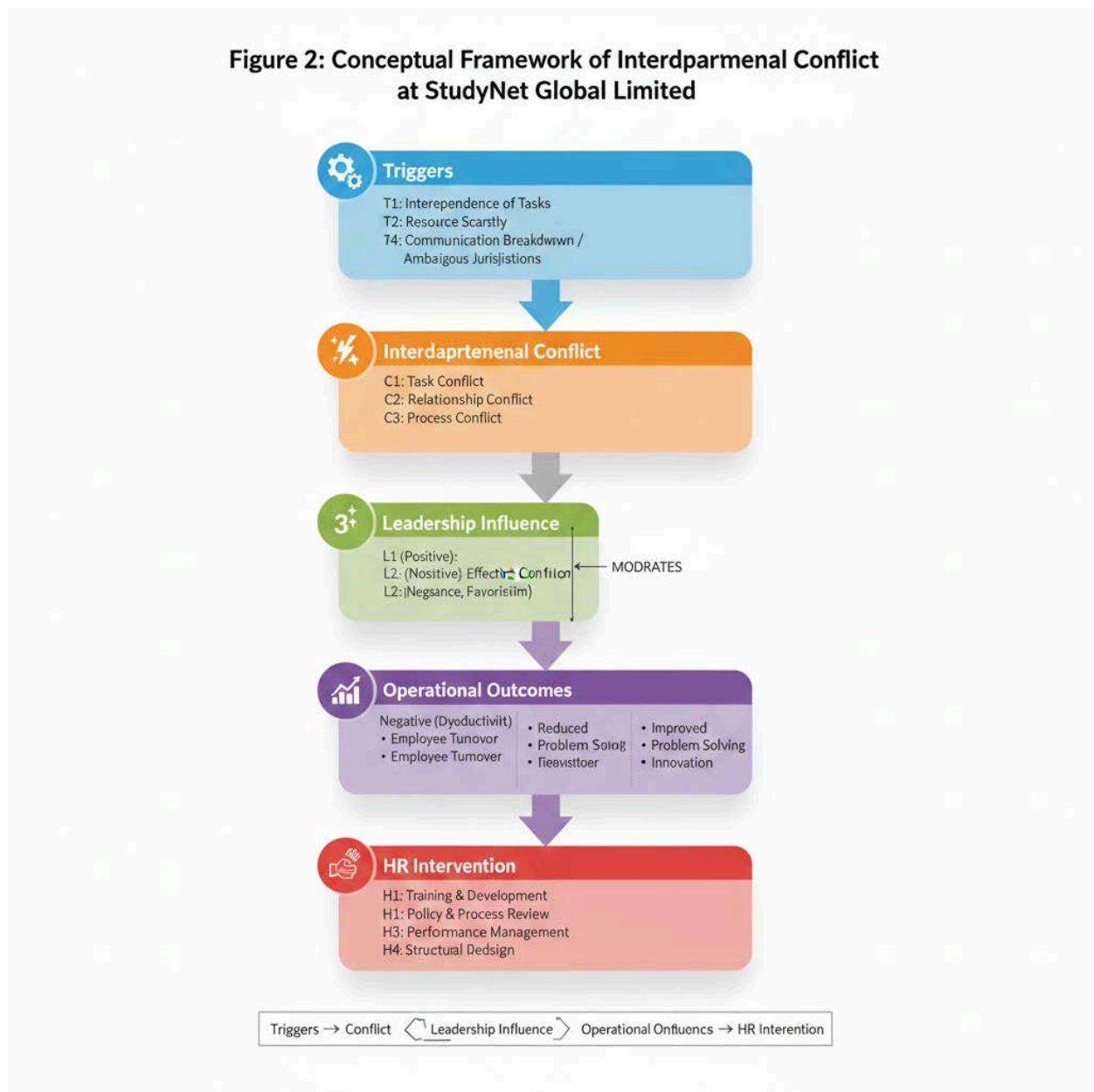
3.3.7 Ethical Considerations

- Employee identities are anonymized to ensure confidentiality.
- HR documents and internal records were used with permission and only for research purposes.
- Interviews were conducted voluntarily, ensuring no coercion or influence on responses.

3.3.8 Conceptual Framework for Analysis

- Trigger Factors: Communication gaps, task ambiguity, educational differences.
- Conflict Manifestation: Delays, blame-shifting, student complaints.
- Leadership Role: Supervisor involvement that escalates or mitigate conflicts.
- Outcome: Workflow disruptions, decreased morale, operational inefficiencies.

Figure 2: Conceptual Framework of Interdepartmental Conflict at StudyNet



3.4 Findings and Analysis

This section presents a detailed analysis of interdepartmental conflict between counselling and the admission team at StudyNet. The findings are based on personal observations, informal interviews, supervisor discussions and HR records.

3.4.1 Overview of Observed Conflicts

During both intakes, repeated conflicts were observed, primarily revolving around:

- Delays in application processing (3-4 days beyond expected timeline).
- Blame-shifting between departments instead of collaborative problem-solving.
- Lack of clarity in task ownership.
- Informal communication causing misunderstandings.
- Supervisor involvement sometimes escalates conflicts.

Table: Observed Conflict Incidents

Type of Conflict	Number of Incidents	Departments Involved	Average Delay (Days)
Incomplete document submission	18	Counsellor-Admission	3
Task return due to error	22	Admission-Counsellor	4
Blame-Shifting/Verbal disputes	15	Counsellor & Admission	N/A
Supervisor escalation or miscommunication	8	All	N/A

Source: Personal observation and HR records.

3.4.2 Cause of Conflict

- **Task Ownership and Accountability Issues:** Counsellors frequently reported that the admission team did not verify application documents properly, returning tasks with corrections. Conversely, the admission team felt that Counsellors did not provide accurate information (Momonayi & Juma, 2021).
- **Perceived Status and Salary Differences:** Counsellors are paid higher, leading the admission team to perceive them as superior. This affects cooperation and willingness to share accurate information (Peterson, 2023).

- **Educational Background Differences:** Varied levels of education among employees contribute to misunderstandings, difference in ethics and task interpretation. Employees with higher education expect more structured communication, while others rely on informal methods.
- **Supervisor Involvement:** Team leaders and supervisors sometimes mirror the same blame-shifting behaviour, instead of resolving conflicts, normalizing the disputes (Njuki, 2012).
- **Process-Related Factors:** During peak intake periods, delays and miscommunications are amplified due to increased workload and tight deadlines.

Employee Quotes:

- **Counsellors:** “The admission team keeps sending back documents. Sometimes they don't even check properly. It feels like they don't want to do their part.”
- **Admission:** “Counsellors earn more and act superior. They don't handle students properly and provide minimal information.”
- **Supervisor:** “Sometimes I notice other team members are blaming my team. Do they even know the criteria?”

3.4.3 Quantitative Analysis of Delays

Chart 1: Average Delay in Application Processing

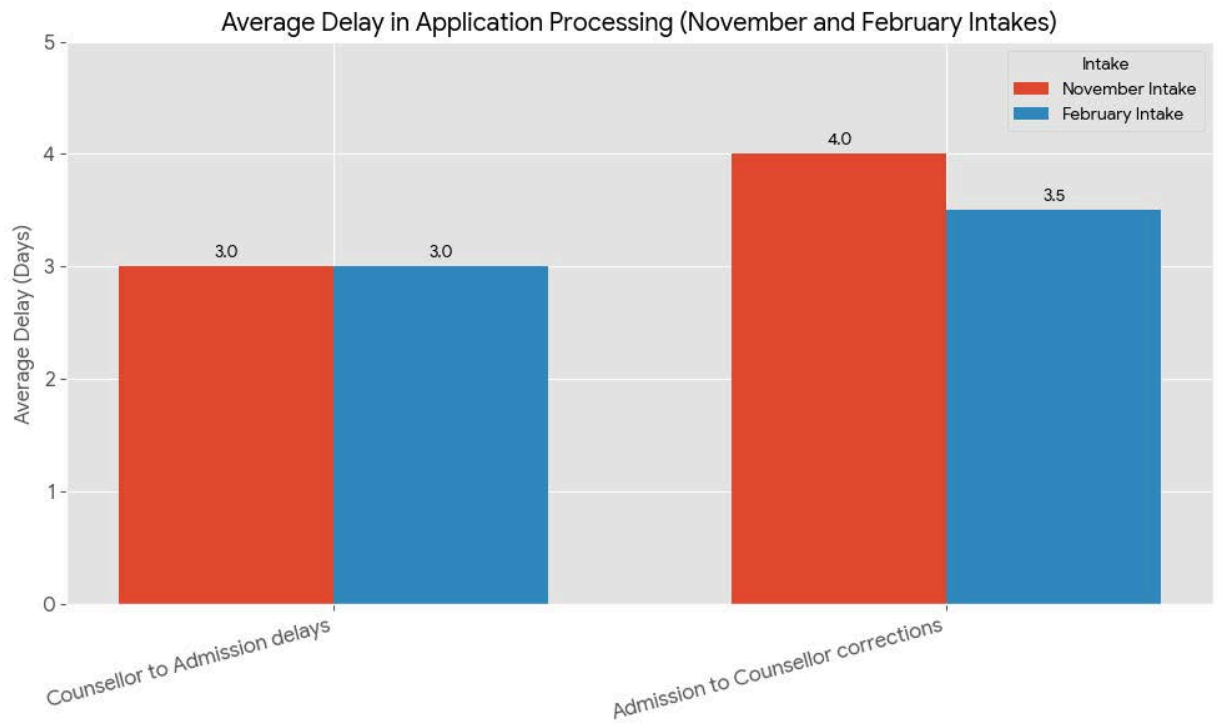


Table: HR Records of Poor Performance

Year	Department	Employees Reported for Poor Performance	Notes
2024	Counsellors	9	Repeated incomplete documents
2024	Admission Team	12	Error-prone task completion
2025	Counsellors	11	Miscommunication with Admission Team
2025	Admission Team	10	Students complaints about guidance

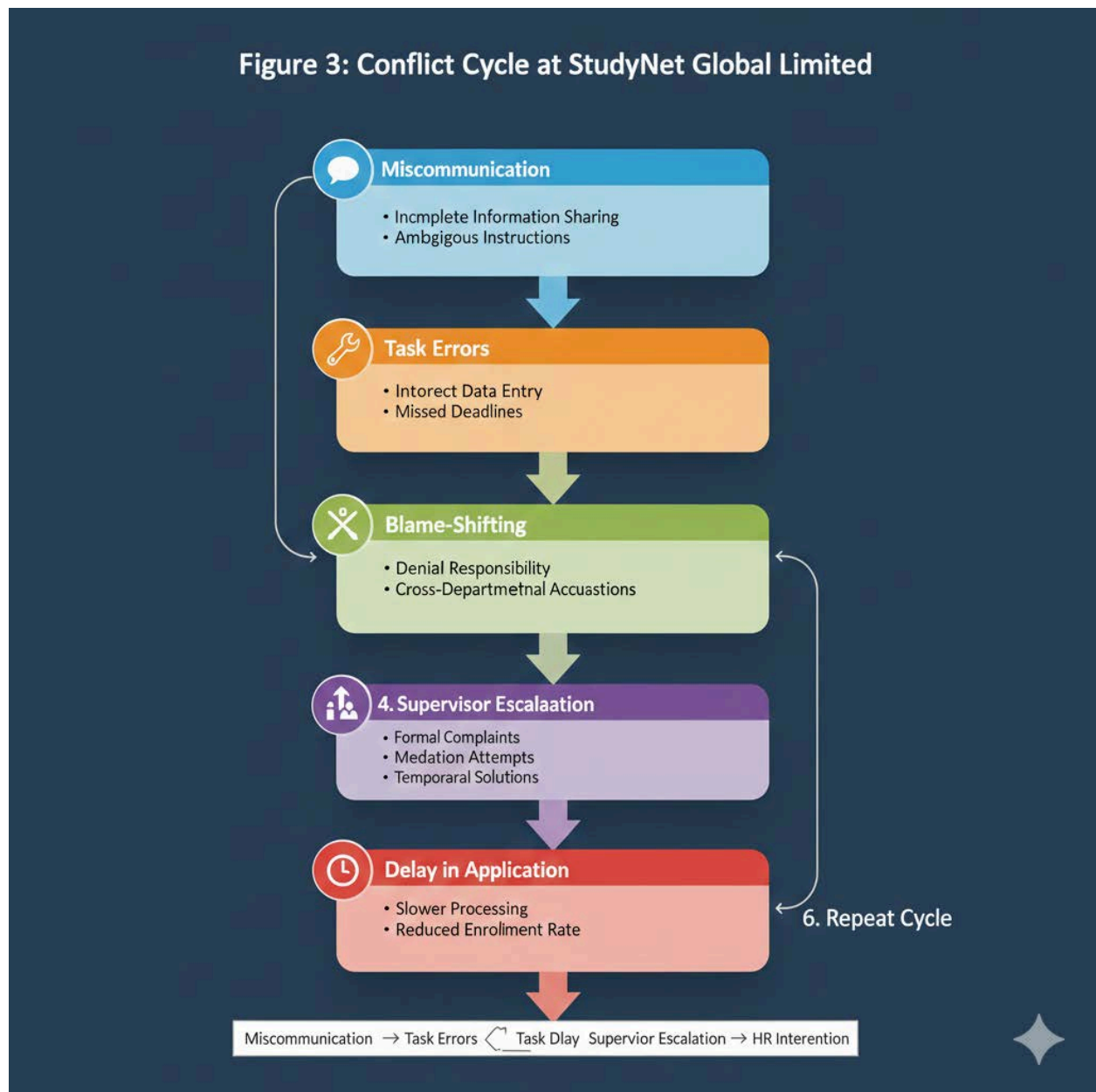
Source: Internal HR Documents, StudyNet Global Limited.

3.4.4 Conflict Impact on Organizational Performance

The conflicts observed have tangible effects on studynet operations:

- **Delayed Application Processing:** Students face delays of 3-4 days, affecting university submission deadlines.
- **Reduced Employee Morale:** Continuous blame-shifting creates frustration and decreases motivation.
- **Inefficient Communication:** Informal and unclear channels result in repeated errors and duplicated work.
- **Negative Student Experience:** Students receive inconsistent or incomplete guidance, impacting satisfaction and company reputation (Mohamed, Mahamud & Bolatito, 2024).
- **Workload Imbalance:** HR and team leaders spend extra time resolving disputes rather than focusing on strategic tasks.

Figure 3: Conflict Cycle at StudyNet



This cycle demonstrates how unresolved conflict perpetuates delays and workflow disruption (John-Eke & Akintokunbo, 2020).

3.4.5 Summary of Findings

- **Systemic Issue:** Conflicts are recurring and linked to task interdependence, educational differences and perception of status.
- **Leadership Role:** Supervisor behaviour is crucial in either mitigating or escalating disputes.
- **Operational Impact:** Delays in student applications, inefficient communication and negative morale are evident.
- **Quantitative Evidence:** HR records support the observation of poor performance and recurring disputes over the last two years.

The findings confirm that the main problem is interdepartmental conflict between counsellors and the admission team, amplified by miscommunication, task ambiguity, perceived hierarchies and inconsistent leadership intervention.

3.5 Summary and Conclusions

The analysis of the internship experience and HR data at StudyNet demonstrates that interdepartmental conflict between the counsellors and admission team significantly affect organizational efficiency.

The key findings are summarized as follows:

- **Recurring Conflict:** During the November 2025 and February 2026 intakes, repeated disputes were observed, resulting in delays of 3-4 days in student application processing. Both departments frequently blame each other for error and incomplete submission.
- **Educational and Perception Differences:** Employees' varying educational levels influence task understanding, ethical standards and workplace behaviour. Additionally, perceived status and salary differences create tension, reducing collaborations and increasing negative interactions.
- **Supervisor and Leadership Impact:** Team leaders and supervisors occasionally mirror the same blame-shifting behaviour instead of providing constructive conflict resolution. This behaviour normalizes conflicts and indirectly contributes to workflow disruptions.
- **Operational and Employee Impacts:** Delays in application processing, poor communication, lower morale and student dissatisfaction were observed. HR records over the last two years confirm repeated performance issues within these departments, highlighting systematic problems.

- **Conflict Cycle:** The conflict perpetuates a cycle of miscommunication, task error, blame-shifting, supervisor escalation and delays, negatively affecting organizational performance and employee motivation.

Conclusion:

The main problem identified in this project is the persistent interdepartmental conflict between counsellors and the admission team at StudyNet, compounded by miscommunication, task ambiguity, educational differences, perceived hierarchies and insufficient conflict interventions by supervisors. Addressing these issues requires strategic HR intervention to enhance collaboration, communication and operational efficiency.

3.6 Recommendations/Implications

3.6.1 Short-term Recommendations (Immediate actions within 3-6 months)

- Clear Task Assignment and Accountability
 - ◆ Define roles and responsibilities for both counsellors and admission team.
 - ◆ Use task tracking tools to ensure completion and accountability.
 - ◆ Example: Implement a shared digital checklist for all student applications.
- Structured Communication Channel
 - ◆ Replace informal messaging with formal documented communication channels.
 - ◆ Regular briefing at the start of each intake cycle to align expectations and priorities.
- Conflict Resolution Workshops
 - ◆ Conduct workshops for employees on effective communication, conflict resolution and collaboration skills.
 - ◆ Encourage team members to resolve minor disputes independently before escalation.
- Supervisor Accountability
 - ◆ Train supervisors on constructive conflict management, emphasizing their roles as facilitators rather than escalators of disputes (Karage, 2021).
 - ◆ Introduce supervisor performance metrics related to team harmony and dispute resolution.

→ Quick Feedback Mechanism

- ◆ Create a simple feedback loop where employees can report conflicts anonymously or directly to HR.
- ◆ HR can mediate quickly to prevent escalation.

3.6.2 Long-term Recommendations (6 months to 2 years)

→ Integrated Training Program

- ◆ Develop a continuous learning program for both departments focusing on communication, teamwork and ethical handling of student inquiries.

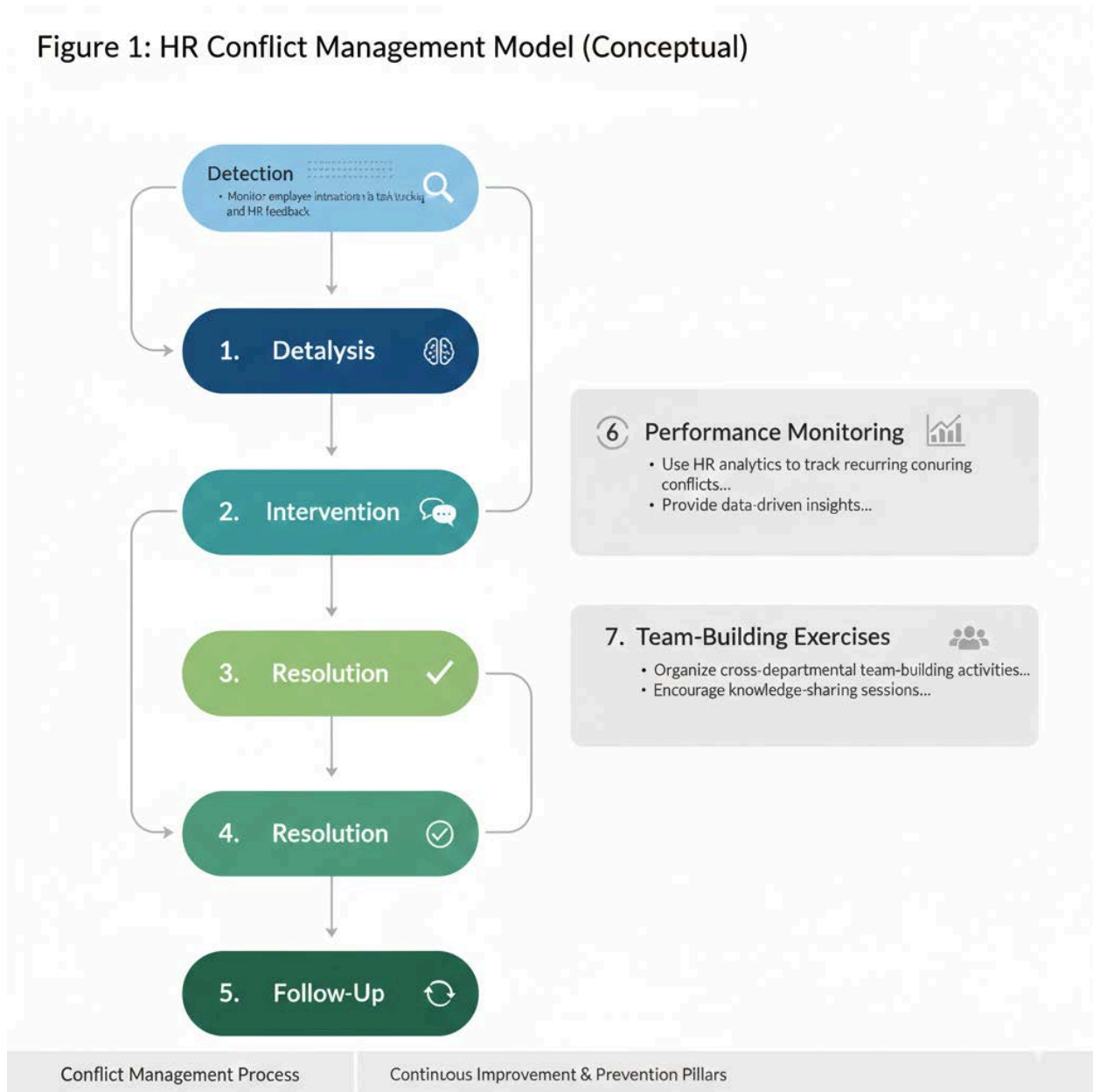
→ Career Development and Incentives

- ◆ Reduced perceived hierarchy by offering career growth opportunities for admission team members, aligning compensation and recognition with contribution.

→ HR Intervention Model for Conflict Management

◆ Figure 1: HR Conflict Management Model (Conceptual)

Figure 1: HR Conflict Management Model (Conceptual)



3.6.3 Expected Benefits

- Reduction in application processing delays.
- Enhanced employee morale and job satisfaction.
- Improved interdepartmental collaborations.
- Better student experience due to consistent guidance.
- Data-driven HR strategies to minimize recurring conflicts and improve organizational performance.

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3.8 Appendices

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APPENDIX A

StudyNet Global Limited Internship Project Appendix

Appendix A: Supporting Evidence for Interdepartmental Conflict and HR Analysis

This appendix consolidates all supporting qualitative and quantitative evidence used in Chapter 3 (Findings, Analysis, and Recommendations) of the *internship report*. The information presented here is based on personal observation, informal interviews, supervisor discussions, and non-confidential HR records collected during the full internship period.

A1. Organizational Workforce Overview

Category	Number
Total Employees	270
Counsellors	37
Admission Team Members	45
Departments Observed	Counselling, Admission, HR
Internship Duration	2 Months (Full Period)
Peak Conflict Periods	November 2025 & February 2026 Intakes

A2. Summary of Observed Conflict Incidents (Intake-Based)

Intake Period	Nature of Conflict	Observed Delay
November 2025	Application rejection, blame-shifting, communication gaps.	3–4 days
February 2026	Task resubmission, interdepartmental disputes	3–4 days
Regular Periods	Minimal conflict	1–2 days

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DHAKA- 1213, Bangladesh

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APPENDIX A

A3. Anonymized Employee Feedback (Cross-Departmental)

• Counsellor Perspectives

- Applications returned after several days due to alleged errors.
- Frustration over unclear feedback from Admission Team.
- Student dissatisfaction directed toward counsellors.

“

“After 3–4 days they send the file back, and the student thinks it’s our fault.”

– Anonymized Quote

• Admission Team Perspectives

- Complaints about incomplete documentation.
- Perception of counsellors’ superiority due to higher earnings.
- Concerns over poor student information handling.

“

“They earn more, so they think they are superior and don’t prepare files properly.”

– Anonymized Quote

A4. Supervisor and HR-Level Observations

Non-confidential HR records reviewed included:

Observation Area	Key Findings
Conflict Pattern	• Task-based and relationship-based.
Communication	• Largely informal, undocumented.
Accountability	• Unclear task ownership.
Supervisor Role	• In some cases escalated conflict.
Both	• Reactive rather than preventive.

- Trend Identified:
- Repeated performance concerns over two years with limited structured HR intervention.

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Appendix B

Project Proposal

Report on

Understanding Workplace Conflicts Through an HR Lens: A Case of Task
Disputes Between Organizational Units

By

Rasheed Shadman Rouf
18304117

To

Supervisor: Dr. Nusrat Hafiz

Assistant Professor & Director, Women Empowerment Cell,
BRAC Business School
BRAC University

&

Co-supervisor: Dr. Md. Hasan Maksud Chowdhury

Assistant Professor

BRAC Business School
BRAC University

Date: 31st December, 2025

Introduction

This internship report focuses on internal conflict between departments at StudyNet Global Limited. The topic was selected based on practical observations of communication and coordination problems between the counselling and admission team during my internship. The topic is relevant to my major in Human Resource Management and meets the academic requirements of the university.

Aims and Objectives

The main aim of this report is to relate academic knowledge with real workplace conflict situations. The objectives are,

- To identify the causes of interdepartmental conflict.
- To analyze its impact on organizational performance.
- To provide HR-based recommendations for improvement.

Methodology

The report is based on both primary and secondary data. Primary data were collected through observation and discussions during the internship period. Secondary data were collected from HR internal documents and relevant academic resources.

Significance

The report helps understand how internal conflict affects organizational efficiency and highlights the role of HR in improving coordination.

Timeline of the Work

The study was conducted over the three-month internship period.