

A VALIDATED MODEL OF THE SOUTH AFRICAN LABOUR RELATIONS SYSTEM

BY

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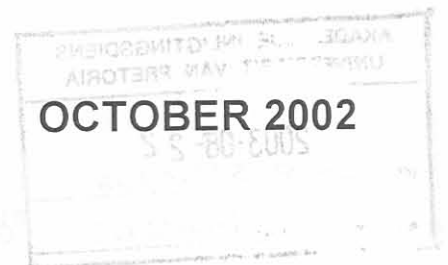
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I, Lukas Ignatius Ehlers, hereby declare that this is an original thesis that was never submitted to any other learning institution for purposes of obtaining a qualification.



Lukas Ignatius Ehlers

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CHAPTER SUMMARY

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South African labour relations practitioners have an important influence on the direction, attitudes and behaviour that typify the South African labour relations system. These practitioners should subsequently be equipped with adequate insight, knowledge and skills to meet labour relations challenges in the new South African economy. The objectives of this thesis were therefore to develop a valid model of the South African labour relations system as well as related models of labour relations practice at three different levels. These models should provide a reliable foundation for practice, research and skills development related to the South African labour relations system. The nature of systems, models and labour relations as a field of study, was discussed in literature overviews. Specific conclusions on the components of the South African labour relations system were drawn. Following a content analysis of appropriate definitions and theoretical models, a draft model of the South African labour relations system was developed. A panel of experts was then selected to judge the necessity of each component of the draft model and to judge the relationship between the respective themes and labour relations practices at introductory, advanced and specialist levels. These judgements were then analysed in accordance with the Lawshe method to determine the content validity of models. Research findings confirmed that the model of the South African labour relations system is valid, since it includes validated individual components, and possesses an overall content validity index of 0.66. This exceeds the level of 0.51 applicable in terms of the Lawshe method. It was found that the three models representing different levels of labour relations practice, also possess acceptable content validity indexes at the following levels: Introductory model = 0.65, Advanced model = 0.73, Specialist model = 0.81. Specific conceptual frameworks and a table reflecting the specific individual themes that are related to each respective model were finally proposed and explained. Guidelines for applying the model for purposes of analysis, training and practice were included in the final Chapter.

CHAPTER 1: INTRODUCTION

1. INTRODUCTION

Labour relations as a field of study, has its origin at the exact time when any one individual homo sapien started performing labour in co-operation with, or on instruction of another homo sapien in a specific environment. It can be accepted that labour relations would not exist where labour is not being performed, or in circumstances where a person performs labour without being related to another person in the context of performing the labour at hand. A labour relationship can therefore exist in any situation where any one person involved in a relationship with one or more other people is performing any form of labour, and such relationship is directly related to the labour being performed.

This elementary view of labour relations is founded on the actual literal meaning of the two words used to construct the term. The Oxford Dictionary defines “Labour” (among others) as:

1. Physical or mental work
2. Exertion
3. A task
4. Working people distinguished from management

The Oxford Dictionary also defines “Relation/s” (among others) as:

1. Dealings with others
2. The way in which things are related to others
3. A similarity, correspondence or contrast between people or things or events
4. Being related

It can be argued that labour relations can be compared to human relations within a group that is involved in some or other form of labour. This very simplistic argument is however not entirely true, since many other variables, such as the natural environment, societal conditions, human behaviour and technology will influence or determine the purpose and nature of the labour being performed by individuals or groups.

The field of labour relations should not be unconditionally compared to ordinary human relations, because it encompasses the study of all variables, processes and structures that specifically influence the outcomes of human labour, being performed in a specific relationship and environment. The following distinctions should be noted in this regard:

Industrial relations has its origins in the industrial revolution, and focuses on the interaction between groups of people working in specific industries. It is therefore more concerned with the methods that are applied to regulate conflict between all parties and stakeholders in a particular industry or enterprise (Finnemore, 1999:1; Bendix, 1997:3).

Employee relations refers to the conflict, co-operation and communication that takes place between employers and employees in a workplace, irrespective of the type of bargaining structure and environment in which it exists (Swanepoel et al, 2000:635).

Labour relations refers to the relationships between people who are involved in some form of labour and those with whom, and for whom they labour, as well as the environmental variables and dynamics that influence the labour relationship (Bendix, 1997:3; Swanepoel et al, 2000:635).

The above terms are often used as synonyms in literature. Various authors will display a personal preference for the use of either term, in accordance with their own views. In this thesis, however, the term "labour relations" will be used, since it refers to all aspects of relationships in any labour environment, as opposed to

industrial relations that concerns itself with labour relations in a specific industrial environment, and employee relations that is more concerned with the interaction of parties in the workplace.

2. THE EVOLUTION OF LABOUR RELATIONS IN SOUTH AFRICA

The modern South African labour relations system has evolved over many centuries. It is founded on many principles which were introduced to the original inhabitants of the land by a variety of European and Asian settlers (Wiehahn, 1982:i-1; Bendix, 1997: 77-103; Finnemore, 1999:20-42). Polarisation and marginalisation in policy and law were distinctive features of the early developmental years of the South African labour relations system. Many governments endeavored to balance the South African labour relations system, but contributed little to redress the obvious imbalances in the system. The policy of apartheid further contributed to polarisation and marginalisation, to the extreme of total exclusion of parties that should have been major participants in the development of the South African labour relations system.

Instead of redressing imbalances in the labour relations system, Nationalist governments which came to power in 1948, opted to introduce protectionist and paternalistic labour relations legislation and structures. This had the effect of rendering black workers and their organisations powerless in as far as labour relations and the political arena were concerned (Marx, 1996:31). These actions fumed labour unrest and eventually resulted in many years of industrial strife and conflict. After reaching a point of no return, the Wiehahn Report was commissioned in 1978. The resulting report document is widely considered to be the Magna Carta of the modern South African labour relations system.

The Wiehahn Commission paved the way for eventual non-adversarial labour relations in South Africa and created the opportunity for the introduction of progressive labour relations principles in a disaster prone society. It concluded that the modern South African labour relations system should be founded on six basic rights, namely: (Wiehahn, 1982:443-453)

1. The right to work.
2. The right of freedom of association.
3. The right to collective bargaining.
4. The right to withhold labour.
5. The right to protection.
6. The right to develop.

These basic rights were consequently introduced by the promulgation of a largely revised Labour Relations Act in 1979, and changes to other existing labour legislation. The Commission specifically noted that a labour relations system impacts on the social, economic and political development in the immediate society, and that it is often used as a battlefield for the attainment of rights in these spheres. It further reiterated that changes in labour relations will result in tension in other areas of society, and that the South African society will have to change on more fronts than only labour relations. It was abundantly clear that a society that does not wish to adapt to change, might suffer the loss of all customs and institutions that it holds dear. These sentiments were heeded to an extent and South Africa slowly turned towards a reformed society.

Although the transition period which took place between 1979 and 1994 can not be unequivocally described as a harmonious and co-operative process, the foundations for greater democracy in the workplace were firmly laid (Kemp, 1992:6). Many of the existing laws were out of touch with a changing society and were consequently heavily opposed and criticised by trade unions and managers (Rautenbach, 1993:1). Most South African workers were still experiencing a poor quality of life in townships, leading to more vociferous opposition to social injustice and subsequent heightened labour-management conflict in the workplace (Odernik-Duke, 1990:4-5). The transition period in South Africa was a somewhat miraculous effort to avert a prolonged civil war and to settle democracy by means of a negotiated settlement.

The full democratisation of South African society and South African labour relations, dawned with the first ever democratic elections in 1994. Many significant changes in the Labour Relations system have taken place since then. Trade unionism in South Africa flourished (Coleman, 2000:16-19) in the new dispensation and set the standard in Africa, where many governments still persist in repressing trade union activities. (Jordan, 2000:41)

Many relics from the past, however, continue to influence the South African workplace (Rautenbach, 1994:11). It is not surprising that according to research findings the typical South African worker is 30% more likely to get “very irritated” in the workplace than their American counterparts (Burton, 2001:24). Organisations should introduce mechanisms to deal with conflict constructively, and the obvious champions of this course are the labour relations practitioners of South Africa.

Sustained economic growth remains one of the most important challenges to improve conditions in the South African society. The advent of a new global economic dispensation that is more technologically based, further necessitates the development of human capital that has the ability to absorb and apply knowledge within the new global and technological environment (Yadavalli, 2001:9). Globalisation and the need for economic growth put pressure on managers and trade unions alike (Milani, 2001:3). It requires that the South African workforce and labour relations practitioners in particular, adapt and rise to new challenges.

Ramaisha (2002:1) summarised the present challenges in the South African labour relations environment as follows:

“You as employment relations practitioners need to advise us ordinary mortals on how we can truly harmonize our programme for the rebirth of Africa in the context of a globalization revolution where not only are the instruments of work transforming, but work itself. In the context where the

unit production is moving away from the large industrial factory. In a context characterized by decentralized modes of production linked through networks made possible by new information technology. In the context where restless capital spasmodically roves flexibly in the pursuit of better returns - exploiting opportunities where they present themselves and departing where they cease to be of value. "

"How do we promote sound employment relations and promote the African Renaissance in a context where the model of a stable, long-term employment in the same firm is increasingly being phased out? We live in a world where the incidence of part-time work, temporary work, subcontracting and outsourcing is rapidly increasing. "

3. THE NEED FOR AN INTEGRATED MODEL OF LABOUR RELATIONS

Modern South African labour relations have become increasingly vulnerable to constantly changing influences from the macro economic environment. These include technological development, global competitiveness and regional change within the African continent, AIDS, violence and a multiple of other societal influences emanating from efforts to rectify the remnants of past discrimination (Frost, 2001:21). Along with these influences, local organisations are continuously challenged to adapt to a dynamic, often volatile, societal and political system in an effort to improve societal growth and stability through improved productivity levels. Industrial unrest and declining productivity largely contribute to poor confidence in the South African economy and may eventually lead to large-scale unemployment and poor social conditions. Against this background, it becomes clear that unproductive labour relations can not be afforded, since it impacts at the heart of all economic and social activity in society. Clearly, Labour Relations practitioners functioning at all levels of the Labour Relations system have a tremendously important function in the maintenance of labour peace and the stimulation of productive industry (Ramaisha, 2002:1).

The influence from a magnitude of variables and the rapid changes in society led to many diverse approaches being adopted in the development of decision-makers and practitioners in both management and the trade union movement. These approaches were not necessarily conducive to the development of a culture of understanding, co-operation and mutual respect. A need developed for a holistic integrated approach to studying, researching and practicing labour relations in the modern South African economy. This thesis aims to propose such an approach.

4. LABOUR RELATIONS PRACTICE IN SOUTH AFRICA

Within the ambit of the broad field of study of human resource management, two of the most common areas of practitioner specialisation are those of labour relations management and training management. Undergraduate and diploma qualifications in human resource management typically reflect the different mainstreams of specialisation in their respective curricula at a general level, with in depth specialisation usually addressed at the post graduate or post diploma level.

The Wiehahn Commission (1982:251-255) concluded that the revised Labour Relations system that was to be implemented in 1979, would require specialised skills and that the labour relations training offered by tertiary institutions were inadequate at the time. Since then, labour relations training did receive more attention in general management and Human Resource management courses, although the need for specialised training was never properly addressed.

Due to the interdisciplinary nature of the field, labour relations practitioners come from a variety of academic backgrounds in the legal, economic and management science or humanities disciplines. Market needs have until now only been serviced by some specialist university honors programmes and business school management development courses (Swanepoel, 2000:2). Table 1-1 reflects those positions that are commonly occupied by labour relations practitioners:

TABLE 1-1: TYPICAL OCCUPATIONS IN LABOUR RELATIONS

EMPLOYER GROUP	OCCUPATION
Management and employer organisations/federations	Labour Relations/Human Resources clerk Labour Relations/Human Resources officer Labour Relations training officer Employee assistance official Employer organisation official Labour market analyst Affirmative action programme manager Labour Relations manager/director <i>(Although line managers , supervisors and ordinary employees are not viewed as labour relations specialists, they also require training in labour relations)</i>
Independent practitioners	Associate Labour Relations consultant Independent Labour Relations consultant Research consultant Labour lawyer Labour law advisor Academics
Statutory organisations	CCMA case management officer CCMA conciliator Department of Labour Inspector Bargaining council: Inspector/official Labour Economist Department of Labour official Labour research specialist <i>(Although line managers, supervisors, ordinary employees and shop stewards are not viewed as labour relations specialists, they also require training in labour relations)</i>
Trade Unions and Trade Union Federation	Trade Union administrative official Full-time shop steward Local Union organiser Regional or National Union secretary/official <i>(Although ordinary employees and shop stewards are not viewed as labour relations specialists, they also require training in labour relations)</i>

Traditional approaches to labour relations training in South Africa were dramatically challenged with the advent of the new South African labour relations system. This system placed greater emphasis on industrial democracy and non-adversarial approaches to labour relations. A drastic paradigm shift in all participants at all levels of interaction in labour relations has become unavoidable and critical for the effective implementation of skills and knowledge that are required in the various components of the labour relations system (Myburgh & Barnard, 1990: 1).

Labour relations practitioners at all levels, are often expected to be the champions of change in the workplace. They will consequently have to be more than adequately equipped with sufficient insight, skills and knowledge if they are to prevail in their ensuing battles with unfounded bias, discrimination, bad faith, labour unrest and destructive conflict. It is further imperative that the development of labour relations competencies is conducted within the national training and education policy and legal framework for skills development.

During 1994 a comprehensive national study on the supply and demand of human resource practitioners was commissioned by the South African Board for Personnel Practice and conducted by the HSRC. The following specific findings apply to labour relations practitioners:

- only a small percentage of trained labour relations practitioners seem to serve the market (1.7%),
- there appears to be an oversupply of generalists in human resources management,
- industry would seem to indicate that practitioners' pre-employment experience and practical exposure to labour relations are in dire need and
- there is a need for trained labour relations specialists in the middle and upper levels of the profession.

Considering the present need for leadership in an ever changing and challenging labour relations environment, the findings of the report seem to further vindicate the need for specialised training programmes in labour relations. Kulubanis (1999:20-22) elaborates on the need for skills development programmes that address the actual development need and forwards the opinion that many skills development programmes are not specifically developed for the purpose that it is being applied. Such programmes are therefore unable to deliver the outcomes that were actually intended.

5. DEVELOPING SOUTH AFRICAN LABOUR RELATIONS PRACTITIONERS

5.1 Introduction

The South African economy suffers from a chronic shortage of skilled labour. This has negative consequences on economic growth and hampers the ability of the labour market to adapt to the instability often associated with globalization. (ILO, 1999:2) The skills shortage can be ascribed to the apartheid education system, which was founded on the principle of education and training to a privileged societal segment with little or no regard for the development of the total population.

Considering the imbalance in education and training opportunities, it is not surprising that management representatives are often well trained and skilled to participate effectively in the South African labour relations system, as opposed to supervisors, ordinary workers and trade union representatives that often lack appropriate skills and training. This lack of training and skills often leads to inefficiency in the intricate and intense interpersonal processes associated with effective negotiation and implementation of collective agreements and solutions to conflict (Swanepoel, 2000:1).

5.2 Levels of practice

Skills and knowledge needs of labour relations practitioners will differ, since labour relations interaction occurs at different levels of organisation and society. The skills needs of labour relations practitioners and other persons involved in labour relations can generally be classified as a basic competency level, an advanced competency level and a specialist competency level. Wolmarans and Eksteen (1987:6) proposed the following generic classification of training needs:

- Macro-level needs:

These are needs for skills and knowledge that can be applied to influence the cause of national issues such as politics, social issues, economy, technology and even the international environment. These needs may also be described as societal level needs.

- Meso-level needs:

These are organisational level needs for skills and knowledge that can be used to influence the organisational environment. eg. mission, vision, changes, policy, equipment and regulations. These needs may also be described as organisational or group level needs.

- Micro-level needs:

These are individual skills and knowledge needs that exist within an individual person. They may include various types of technical and behavioural knowledge and skills. These needs may also be described as individual needs.

The following table reflects the different dimensions in which needs for labour relations skills may exist:

TABLE 1-2: DIMENSIONS OF LABOUR RELATIONS SKILLS NEEDS

Societal level needs			MD
Organisational level needs			LR
Group level needs		SS	
Individual level needs	EE		
TRAINING LEVEL	Introductory	Advanced	Specialist

The skills and knowledge needs of practitioners in the various dimensions may be explained as follows:

- MD - Needs in this dimension are usually related to the behaviour of senior managers and directors, senior union officials, senior government officials and labour relations managers.
- LR - Needs in this dimension are usually related to the behaviour of labour relations consultants or specialists.
- SS - Needs in this dimension are usually related to the behaviour of line managers, shop stewards, labour relations officers.
- EE - Needs in this dimension are usually related to the behaviour of employees.

Labour relations training for top, middle, and lower management levels, shop stewards and union officials has always been viewed as extremely important in all organisations for the effective implementation of procedures, programmes and policy (Tustin & Geldenhuys, 2000:228). The following groups of participants were traditionally viewed as important focal groups for training in labour relations:

New employees: Induction courses should address specific labour relations issues relevant to employees, for example grievance and disciplinary procedures and conditions of employment. This process gives the employer the opportunity to lay the foundation for a harmonious working environment. It contributes towards the maintenance of labour peace.

Supervisors and management: Supervisors and managers should receive training in the application of labour relations policy and procedures and in communication, problem-solving, and interactive skills.

Shop stewards: The organisation may wish to provide shop stewards with training related to their specific role in the organisation. Management should preferably consult with unions about training material and where possible, conduct the training jointly.

Reese (1983:57) proposed a generic model that provides guidelines for the minimum training required by various participants in labour relations. This model is reflected in Table 1-3. Although this model is outdated, it provides an indication of typical development needs in labour relations skills:

	1	2	3	4
1- awareness, awareness and disciplinary procedures				
2- communication and negotiating				
3- understanding and applying labour relations policy				
4- development and procedure				
(a) the union				
(b) the employer				
(c) the industry				
Legislation pertaining to IR and access up to Category				
Understanding the limits of one's own authority in IR				
Basic skills of:				
(a) communication				
(b) human relations				
(c) preparing cases				
(d) negotiation				
(e) grievance handling				
The human and social factors which influence the conduct of IR				

Source: Trustees, Future Industrial Relations Training for Management, Training And Research in Industrial Relations, Durban, December, 1984, pp. 79-82, adapted

TABLE 1-3: LEVELS OF TRAINING IN LABOUR RELATIONS

Key to symbols: ✓ Full training needed
 + Some training needed
 - Training not essential

Knowledge of	Senior managers	Line managers	Supervisors/foremen	IR specialists
Company's IR policies	✓	✓	✓	✓
Contracts, awards, agreements to which the company is party:				
(a) Underlying considerations, negotiations, enforcement	✓	+	+	✓
(b) specific terms and conditions of employment	✓	✓	✓	✓
Negotiating machinery:				
(a) to which the company is party	✓	+	+	✓
(b) within the company	✓	✓	+	✓
Pay system within the company	✓	+	+	✓
Pay systems (generally)	+	-	-	✓
Trade unions structures and organisations:				
(a) in the nation	+	-	-	✓
(b) in the district	✓	✓	+	✓
(c) in the industry	✓	✓	+	✓
(d) in the company	✓	✓	✓	✓
Role of employees in IR procedures of the company				
(a) job delegates (shop stewards)	✓	✓	✓	✓
(b) full-time union officials	✓	✓	✓	✓
(c) union executives	+	+	-	✓
Role of managerial and other senior staff in the industrial relations procedures of the organisation:				
(a) managers	✓	✓	✓	✓
(b) personnel staff	✓	✓	✓	✓
(c) supervisors	✓	✓	✓	✓
Own specific role in operating the IR procedures and in formulating policy.	✓	+	+	✓
Own specific role in:				
(a) disputes, grievance and disciplinary procedures	-	✓	✓	✓
(b) consultative and negotiating machinery	✓	✓	✓	✓
(c) formulating and advising on IR policy	-	-	-	✓
IR development and practices in:				
(a) the nation	+	+	-	✓
(b) the region	+	+	-	✓
(c) the industry	✓	+	-	✓
Legislation pertaining to IR and relevance to Company	✓	+	+	✓
Understanding the limits of one's own authority in IR	-	✓	✓	✓
Basic skills of:				
(a) communication	✓	✓	✓	✓
(b) human relations	✓	✓	✓	✓
(c) preparing cases	-	+	+	✓
(d) negotiation	✓	✓	+	✓
(e) grievance handling	+	✓	✓	✓
The human and social factors which influence the conduct of IR	✓	+	+	✓

Source: Brosnan, Peter, Industrial Relations Training For Management, *Training And Research in Industrial Relations*, Bangkok, December, 1980, pp. 39-40, adapted.

5.3 Using models as foundations for skills development interventions

Although the development of a comprehensive learning model for labour relations falls outside of the scope of this thesis, it remains important to be mindful of the fact that the development and accreditation of all formal training in South Africa is governed by laws and guidelines as prescribed in the South African Qualifications Authority Act and the Skills Development Act.

It should however be noted that models, such as the models proposed in this research, can serve as a type of roadmap that guides designers in developing training interventions. Nadler (1982:4) believes that a valid and reliable model will assist designers and learners to understand the essence of complicated processes. Models also enable training facilitators to represent reality in a simplified and comprehensible form. The use of models enables developers and facilitators of training interventions to structure interventions in a systematic format and procedure (Jerling, 1997:88). Benefits can also be derived from the use of valid theoretical models as points of departure and reference in the development and presentation of training interventions. Anglin (1991:116) shares the opinion that there are definite benefits in applying a systematic approach to the development of training interventions.

The following steps are generally applied in the development and presentation of learning interventions (Romiszowski, 1981:20; Tracy, 1984:42 & Nadler, 1982:12):

- (1) Analyse the environment and system in which the trainee operates.
- (2) Identify and analyse the specific tasks that will be performed.
- (3) Specify the required skills that trainees should possess.
- (4) Determine the capabilities and skills levels of trainees.
- (5) Identify detailed training and educational needs.
- (6) Develop the instructional model or instructional intervention.
- (7) Present the training intervention.
- (8) Evaluate the effectiveness of training.

It is believed that a validated model will contribute to the effective analysis and structuring of the activities identified above, although it should be emphasized that the mere use of a validated model will definitely not guarantee compliance with the multiple guidelines established by legislation, qualification authorities and skills development regulatory institutions.

5.4 Compliance with training legislation

The South African Qualifications Authority (SAQA) has been empowered to establish a National Qualifications Framework (NQF), in an effort to ensure that all training and skills development interventions in South Africa comply with an integrated framework that will ensure effective skills development in the labour market. The NQF is presently divided into eight levels of qualifications. Specific level descriptors have been proposed to determine the level at which different qualifications should be registered.

TABLE 1-4: THE NATIONAL QUALIFICATIONS FRAMEWORK

THE NQF	
LEVEL 8	Doctorates , Further research
LEVEL 7	Higher degrees (Eg. Hons, Masters) Professional Qualifications
LEVEL 6	First Degrees (Eg. BA, BCom, BTech) Higher Diplomas
LEVEL 5	Diplomas (Eg. N Dip and equivalent) Occupational Certificates
LEVEL 4	School/College/Training Certificates (Gr 12)
LEVEL 3	School/College/Training Certificates (Gr 11)
LEVEL 2	School/College/Training Certificates (Gr 10)
LEVEL 1	Senior Phase (Gr 9) - ABET level 4 Intermediate phase - ABET level 3 Foundation phase - ABET level 2 Preschool - ABET level 1

Twelve National Standards Bodies (NSBs) oversee the development and registration of specific standards for skills development at different levels by numerous Standard Generating Bodies (SGBs). The actual facilitation of skills development that complies with prescribed standards has mostly been delegated to Sectoral Education and Training Authorities (SETAs) that were established in terms of the Skills Development Act. Skills development interventions are undertaken by accredited learning institutions, accredited service providers and accredited employers.

The formal development of labour relations practitioners at tertiary learning institutions must comply with the criteria that applies to qualifications registered at various higher levels of the NQF. This means that the training of labour relations practitioners should be founded on very specific skills based outcomes as prescribed by SAQA. These outcomes should be properly researched and aligned with the expectations of employers. Tertiary institutions are hereby forced to revisit current training practices and would therefore benefit by the introduction of a structured model approach to the development of labour relations practitioners.

Less formal labour relations skills development interventions applicable to supervisors, line managers, shop stewards and other non-specialist groupings participating in labour relations, also need to conform to the NQF accreditation criteria. (Witepski, 2000:6). This requires that training providers need to register skills development interventions with the overseeing SETA, in order to ensure compliance with the criteria set by SAQA. It is therefore important to ensure that all skills development interventions undertaken outside formal learning institutions comply with the skill outcomes based requirements of SAQA (Hattingh, 2001:32-35).

Service providers and employers are also forced to ensure that skills development interventions in this regard is structured. They would therefore also benefit by the introduction of a well-structured model approach to the development of the labour relations skills of the aforementioned groups

(Mercorio & Mercorio, 2000, 46-113). A further incentive to employers is that they may reclaim parts of the Skills Development Levy that has been paid to SETAs, if they conform to skill development guidelines (Babb, 200:32; Blumentahl, 2001:32).

Although a validated model will not provide an ultimate solution for the identification of skills development needs, it will at least provide a useful frame of reference for developing and facilitating skills development interventions in compliance with the requirements of skills development legislation.

6. OBJECTIVES OF THESIS

6.1 Introduction

Adversarial values and actions throughout the development of the economy have typified South African labour relations in the past. Affirmative movement was however made toward a more inclusive and participative approach to labour relations challenges with the promulgation of the new Labour Relations Act , Basic Conditions of Employment Act, Employment Equity Act , SAQA Act and the Skills Development Act.

Labour relations practitioners should be equipped to meet the challenges of a dynamic and complex labour relations system (IPM,1994:2-6). In recent times competency based models emerged as the preferred way of running a business to ensure competitiveness (Sher, 2001:13). It is therefore imperative that labour relations practitioners possess the required insight, knowledge and skills competencies to ensure that they will be able to adapt, manage and lead in a dynamic practice environment. In this way they will contribute to the establishment and maintenance of harmony and prosperity in society.

The challenges of a dynamic environment, in which labour relations practitioners and other participants in labour relations are required to function, necessitate the development of a valid structured model. Such a model should represent the

components, relationships and influences that are typical of the current labour relations system of South Africa. Only then will it serve as a valid generic frame of reference that can be applied for purposes of practice, strategic planning, analysis, research and the development of South African labour relations practitioners involved at different operational levels in various spheres of labour relations practice.

OVERVIEW OF THESIS

6.2 Primary objective

The primary objective of this thesis is to develop a validated theoretical model that will represent and explain the most important components and processes that are typical of the current labour relations system of South Africa.

6.3 Secondary objectives

Due to the complex nature of the study and the multiple variables that have an effect on South African labour relations, secondary objectives were identified to ensure the systematic attainment of the primary objective. The secondary objectives were sixfold, namely to:

- i. Conduct a literature study on the nature of theoretical systems and models.
- ii. Perform a content analysis of definitions and models in order to identify the common components and behavioural principles that are characteristic of the South African labour relations system.
- iii. Identify specific components and principles that should be represented and explained in theoretical models of the South African labour relations system.
- iv. Use a panel of experts to determine the validity of theoretical models.

- v. Represent the South African labour relations system as a valid theoretical model and explain the components and processes related to the model.
- vi. Propose related valid theoretical models that represent labour relations practice at three different levels.

7. OVERVIEW OF THESIS

This thesis has been divided into eight Chapters. This first Chapter introduces the nature of the problem and establishes the need for the research being undertaken. Chapter two contains a comprehensive overview of the research methodology that was applied for purposes of this thesis. Chapter three provides an overview of theory related to the systems approach to the analysis and explanation of human behaviour phenomena, as well as a discussion of the nature, construction and application of models that are applied for this purpose. Applicable definitions, theoretical models and fundamental principles of labour relations are discussed in Chapters four and five. Specific research findings related to the validity of the model at different levels of practice are reflected and discussed in Chapters six and seven. Finally conclusions and recommendations are made and discussed in Chapter eight.

CHAPTER 2: RESEARCH METHODOLOGY

1. INTRODUCTION

The research methodology that was used in this thesis was founded on content analysis and the evaluation of the content validity and reliability of theoretical models by a panel of experts.

If a content validity approach is followed it is necessary to quantify the degree of commonality of perceptual judgements regarding the applicability or validity of the use of certain messages, interventions, procedures, models, tests or formats for purposes of generalisation. Chadwick, Bahr & Albrecht (1984:248-259) propose that a content validity approach be followed when a communication source containing relatively clear and inference free messages, can be identified and defined operationally. Lawshe (1975:566) is of the opinion that researchers should rather opt for a construct validity approach whenever high levels of abstraction and insight are required in making judgements and when a magnitude of inferences exist in and around messages.

Lawshe also proposed that the following steps be followed to determine the content validity of tests, procedures, models or other researched outcomes and interventions:

1. Identify a content domain.
2. Select a panel of experts.
3. Develop an appropriate questionnaire.
4. Capture responses of panelists and determine the number of "essential" responses for each of the respective items.
5. Determine the content validity ratio (CVR) in order to quantify the consensus among panelists.

The research procedure that was followed in this thesis is founded on the proposals of Chadwick Bahr & Albrecht and the methodology proposed by Lawshe. Table 2-1 reflects the steps that were followed:

TABLE 2-1: RESEARCH METHODOLOGY

STEP	ACTIVITY
1	Define research objectives
2	Define the content domain and identify research material
3	Identify categories and analyse content of research material
4	Determine reliability of content analysis
5	Develop a draft model
6	Develop a questionnaire
7	Identify panellists and forward questionnaires
8	Capture data
9	Determine validity of the model
10	Identify themes in different training models
11	Discuss research findings
12	Propose and discuss the validated model/frameworks

2. STEPS IN RESEARCH PROCEDURE

2.1 STEP 1: Define the research objectives

2.1.1 Primary objective

The primary objective of this thesis is to develop a validated theoretical model that will represent and explain the most important components and processes typical of the current labour relations system in South Africa.

2.1.2 Secondary objectives

Due to the complex nature of the study and the multiple variables that have an effect on South African labour relations, secondary objectives were identified to ensure the systematic attainment of the primary objective. The secondary objectives were as follows:

- i. Conduct a literature study on the nature of theoretical systems and models.
- ii. Perform a content analysis of definitions and models in order to identify the common components and behavioural principles characteristic of the South African labour relations system.
- iii. Identify specific components and principles that should be represented and explained in theoretical models of the South African labour relations system.
- iv. Use a panel to determine the validity of theoretical models.
- v. Represent the South African labour relations system as a valid theoretical model and explain the components and processes that are related to the model.
- vi. Propose related valid theoretical models that represent labour relations practice at three different levels.

2.2 STEP 2: Definition of the content domain and identify research material

2.2.1 Defining a content domain

Content domains exist in a larger content universe. Content domains must firstly be identified before the steps to determine content or construct reliability and validity can be applied. This entails the definition of a content domain, such as a specific element of a definition or a homogenous category in a model as an identifiable segment of a domain universe about which judgements are to be made, eg. theoretical models or definitions (Lawshe, 1975: 566-568).

2.2.2 Identification of research material

Research material was selected in accordance with the following criteria:

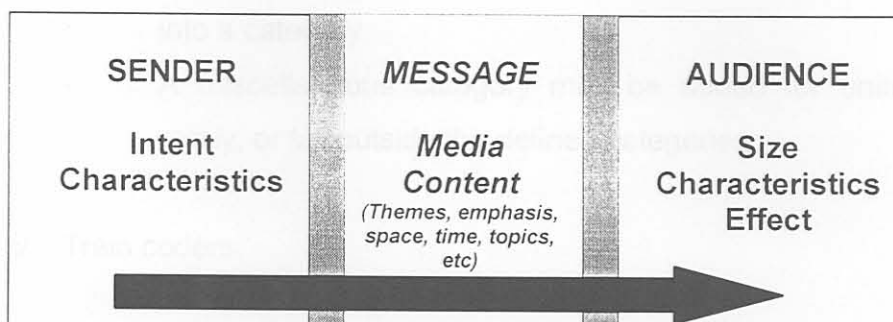
- As many as possible definitions of labour relations were identified. These definitions are not limited to any time period.
- As many as possible theoretical models of the South African labour relations system were identified.
- Theoretical models should be widely used for purposes of training labour relations practitioners at tertiary institutions or reputable institutions of higher learning in South Africa.
- Selected research material should contain a diagram of a theoretical model and a discussion of the principles on which the model was founded.
- Theoretical models must have been published between January 1996 and January 2002. Only this time period is relevant because of the following:
 - The newly elected ANC government commenced with the restructuring of labour relations in SA during 1995 with the introduction of a new Labour Relations Act.

- Several other laws regulating basic employment conditions, training and employment equity was introduced in this period.
- All workers in South Africa were granted protection of their Constitutional labour rights.
- Dramatic efforts to implement rapid affirmative action and to redress past inequities were made.
- A government that was more tolerant and even sympathetic toward trade unions was in power during this period.
- South Africa re-entered the international labour fold.
- Diversity in the workplace was catapulted into the primary focal area of labour relations management in this period.
- The economic situation in South Africa deteriorated, causing renewed focus on co-operation between labour relations partners to improve social conditions through job creation.
- The CCMA and Labour Courts were introduced and a new approach to dispute resolution was subsequently taken by all participants.

2.3 STEP 3: Identify specific categories and analyse the content of research material in the domain universe

Holsti (1969:14) describes content analysis as any technique used for the purposes of making inferences by objectively and systematically identifying specific characteristics of messages. A message is the central component in communications. The way in which a message is conveyed and received will have an effect on the effectiveness of the communication process. The following components of the communication process are important for the purposes of content analysis:

FIGURE 2-2: COMPONENTS OF THE COMMUNICATION PROCESS



Content analysis requires the systematical grouping of the content or information in communicated messages. Messages are then arranged in pre-identified categories, to enable their quantitative analysis (Mouton & Marais, 1992:67-69). Chadwick *et al* (1984:248-259) proposed that the following steps be followed in a content analysis procedure:

- i. A specific proposal of the problem in the form of a systematic statement needs to be made.
- ii. Sources of communications relevant to the research question need to be identified and located. The perimeter of the population or limits of a sample needs to be clearly defined, before selecting these sources.
- iii. Selection of a unit, or units of analysis that are to be identified from the sources. A unit is a specified component of a message, that will be coded in the respective categories (eg: any reference to unions).
- iv. Selection of the specific categories into which the units of analysis need to be coded (eg. input, output, transformation).
 - Categories may take on the form of single words, sentences, paragraphs, scenes, ideas, concepts, themes or entire messages.
 - Preliminary examinations will suggest appropriate units. Categories must be described in sufficient detail to ensure consistency.

- To avoid ambiguity categories must not have the same meaning.
 - Categories must be exhaustive so that all units can be clustered into a category.
 - A miscellaneous category may be added for units that occur rarely, or fall outside the defined categories.
- v. Train coders.
 - vi. Evaluate reliability, where needed.
 - vii. Analysis of data and writing of report.

2.4 STEP 4: Determine the reliability coefficient for content domains

All tabulations and calculations related to this section were performed manually. The number of references per category can be used to determine a reliability coefficient (CR) for each individual category (CRC) and for the finalised procedure, model, test or format (CRM). Chadwick *et al.*, (1984:250) are of the opinion that reliability will be acceptable at a level of 0.6 or above, with absolute reliability at a level of 1.0. They propose that the reliability of a content analysis can be simply computed by applying the following formula:

CRM = the mean of all RCs (or CRCs)

CR (Reliability Coefficient) = $\frac{\text{Number of units in category}}{\text{Total Number of units coded}}$

2.5 STEP 5: Develop a draft model

This involves the structuring of the categories with the highest content reliability into components that can be structured as a logical theoretical model. The model should meet the following requirements:

- Include all the most important components of the labour relations system that was identified in step 3.
- Represent a logical flow of interaction.
- Must be logically clustered into input, transformation and output sections.
- Illustrate through symbols when components are linked and interact.

2.6 STEP 6: Develop a questionnaire

The questionnaires used in this thesis have been included as Annexure A.

2.6.1 Guidelines on the development of questionnaires

Leedy and Ormrod (2001:202-204) proposed twelve guidelines for developing a questionnaire. These guidelines will improve the likelihood of co-operation and will ensure effective responses:

- i. Keep it short. Questionnaires should be as brief as possible and solicit only information essential to the research project. Every item should be tested by two criteria:
 - What does the researcher intend to do with the requested information?
 - Is it absolutely essential to have the information to solve part of the research problem?
- iii. Use clear, simple, unambiguous language. Write questions that communicate exactly what is expected. Avoid terms that the respondents may not understand, such as obscure words or technical jargon and words that do not have precise meanings, such as several and usually.
- ii. Check for unwarranted assumptions that are implicit in questions.
- iv. Word questions in ways that do not give clues about preferred or more desirable responses.
- v. Check for consistency.
- vi. Determine in advance how you will code the responses.

- vii. Keep the respondent's task simple.
- viii. Provide clear instructions.
- ix. Give a rationale for any items with an ambiguous purpose.
- x. Make the questionnaire attractive and professional looking.
- xi. Conduct a pilot test.
- xii. Scrutinize the almost-final product carefully to make sure it addresses the research needs.

Henerson et al (1987:57-82) described the following eight steps that should be followed in the development of an effective questionnaire:

- i) Formulate specific objectives and determine which information must be gathered.
- ii) Determine the format of the questionnaire. It must be decided whether open or closed questions will be used or a combination of the two. Multiple choice questions can also be used.
- iii) Determine the frame of reference of the target group in terms of vocabulary they will understand, how well they are informed about the subject and specific prejudice they act on.
- iv) Formulate the questions by identifying important areas and consider the solvency of each question thoroughly.
- v) Develop a system upon which the data can be summarised so that the result can be considered in a meaningful perspective.
- vi) Analyse each question individually to determine whether it is unambiguous and whether it measures what it is supposed to measure. The questions must be tested and reviewed if necessary.
- vii) The final questionnaire can now be compiled. The questionnaire must be logic and easily comprehensible so that vagueness will not impair the outcome.
- viii) The questionnaires are finally handed to the research group. It can either be distributed by their supervisors, or posted. The researcher must make sure that sufficient control measures exist.

2.6.2 Steps in the development of a questionnaire used to determine the content validity of a model

The questionnaire was developed and structured to guide and allow panelists to clearly indicate their judgements on the essentiality of the inclusion of different items in a model. Panelists were provided with a diagram of the model and brief information on the principles underlying the model. They were then instructed to consider each of a number of listed components of the proposed model and to select only one of three different responses which, in their opinion, best represents their own judgement regarding each of the respective components. They were then requested to write the corresponding code in the spaces provided next to each item under the "Judgement" block (Lawshe, 1975:566-568). The different responses and codes were:

- E** - Essential
- U** - Useful but not essential
- N** - Not necessary

For example: How important is the inclusion of each of the following components in a labour relations policy?

COMPONENT	JUDGEMENT
1. Collective bargaining	E or U or N
2. Discipline	E or U or N
3. Industrial action	E or U or N

2.6.3 Development of questionnaires to determine the relevance and validity of model components for general levels of labour relations practice

The determination of the relevance and validity of the different components of a labour relations model at three general levels of labour relations practice, is deemed important, since it will assist in the establishment of reliable foundations for developing and facilitating aligned skills development interventions in compliance with training legislation. The following procedure was applied in developing questionnaires for this purpose:

The initial content analysis of definitions and models provided clarity on common components deemed representative of current structures and practice in the South African labour relations system. These components were subsequently listed in four separate tables. The headings were “input”, “output”, “individual transformation process” and “collective transformation process”. Panelists were allowed to add additional themes or components they believed should have been included in the model. This could be done by writing the name of the new component in the spaces provided. Panelists were asked to indicate the essence of the additions in the same manner that was prescribed for the other components.

Panelists were then requested to consider the essence of each labour relations theme as listed in the respective tables and to decide if knowledge and skills of the respective theme or components were absolutely essential, essential, necessary but not essential or unnecessary at three general levels of labour relations practice in South Africa. The Lawshe scale was again used to represent the respective judgments, although a fourth category representing “absolutely essential” was added to allow panelists to indicate their judgments on the nature of the essentiality of the respective components. The categories were:

- 3 - Absolutely essential (specialist knowledge, insight and/or skills related to the component is an absolute requirement).
- 2 - Essential (thorough knowledge, insight and/or skills related to the component is an important requirement).
- 1 - Necessary but not essential (background information on the component will be adequate).
- 0 - Unnecessary (knowledge, insight and/or skills related to the component will normally not be required at this level).

Panelists were requested to make judgements regarding the inclusion of the listed themes for the following three levels of labour relations practice:

1. Introductory: Introductory practice can be defined as the activities that are typically performed by shop stewards, supervisors and junior labour relations officers.
2. Advanced: Advanced practice can be defined as the activities that are typically performed by union organisers, labour relations officers and line managers.
3. Specialist: Specialist practice can be defined as the activities that are typically performed by senior union officials, labour relations managers, influential leaders and decision-makers in industry and the union movement, labour consultants and senior and government officials.

2.7 STEP 7: Identify experts willing to act as panelists to validate the model and practice frameworks.

A content evaluation panel will normally comprise of experts in the field of the identified domains, or a domain universe in which the judgements are to be made. The panel was therefore selected in accordance with objective criteria dictated by the nature of and required outcomes of the research. Although the Lawshe Method of content validation only requires a minimum of four panelists, it was decided to include as many experts in the panel as practically possible. This further enhanced the value of the model by ensuring that it will be difficult to find many other researchers and practitioners with the credentials or authority to challenge the purported content validity of the model (Lawshe, 1975: 566-568).

The specialist nature of the research necessitated that experts dedicate at least one hour to consider the model and complete the questionnaire. Due to practical difficulties in involving a large number of experts in a study of this nature, it was

decided that a minimum of ten, and a maximum of twenty expert panelists will be required to participate in the judging process.

A relatively small group of ten expert panelists needs to display a relatively high consensus on the validity of the model and their consensus needs to be reflected in a CVR value higher than 0.62. This value could also be loosely related to the opinion of Chadwick *et al* (1984:250), who proposed that a reliability coefficient of 0.6 or above for a content analysis would be regarded as acceptable. The maximum of twenty panelists were decided on by doubling the minimum number of panelists, with a view to making provision for an eventuality where a number of panelists fail to complete or return questionnaires. The validity of the model could also be judged more effectively if more than ten panelists were to return questionnaires.

A total of twenty-five experts who represented management, trade unions, state departments, labour lawyers and the academic world were subsequently identified and telephonically invited to participate. Panelists were deemed to be experts for purposes of this research if they possessed at least a Masters degree, or equivalent, in Labour Relations or a closely related field. Prior learning was also recognised for purposes of determining the value of a qualification. An expert must have been actively involved in labour relations related work in the period between 1993 and 2001 and preferably for longer than ten years in total. All panelists must also have been willing to dedicate approximately one hour of their free time to consider the model and complete the questionnaire. Of the twenty-five experts who were initially approached, twenty-one agreed to participate in the research. Fourteen experts returned a correctly completed questionnaire. This amounted to a return rate of sixty six percent. The panel had the following characteristics:

$n/2$ is the total number of panelists divided by two

CVR is a direct linear transformation from the percentage saying "essential"

TABLE 2-3: COMPOSITION OF PANEL OF EXPERTS

CATEGORY	NUMBER	DOCTORATES	MASTERS OR EQUIVALENT	AVE YEARS EXPERIENCE
Academic	Four	Three	One	Fifteen
Labour Relations Management	Four	Nil	Four	Eighteen
Trade Unionists	Four	Nil	Four	Fourteen
Labour Law Specialists	Two	One	One	Fourteen
TOTAL	Fourteen	Four	Ten	Ave =Fifteen

2.8 STEP 8: Capture data and perform mathematical and statistical analysis.

The judgements of the respective panelists were captured on a personal computer. Microsoft Access and Microsoft Excel were used for this purpose. Statistical and mathematical calculations were performed on a personal computer using Microsoft Excel.

2.9 STEP 9: Determine content validity of model

2.9.1 Quantifying of consensus among panelists

The consensus among panelists on the necessity to include a specific component, can be quantified by determining the content validity ratio (CVR) (Lawshe, 1975: 566-568). The following formula is used for this purpose:

$$\text{CVR} = \frac{n_e - n/2}{n/2}$$

n_e is the number of panelists indicating "essential".
 (This variable may be replaced by another eg. " n_n = the number of panelists indicating unnecessary" or other variables under investigation.)

$n/2$ is the total number of panelists divided by two.

CVR is a direct linear transformation from the panelists saying "essential".

The utility of the CVR can be derived from the following characteristics:

- When fewer than half say “essential”, the CVR is negative.
- When half say “essential” and half do not, The CVR is zero.
- When all say “essential”, the CVR is computed to be 1.00. (It is adjusted to .99 for ease of manipulation.)
- When the number saying “essential” is more than half, but less than all, the CVR is somewhere between zero and 0.99.

2.9.2 Interpretation of the CVR value of judgements on components.

TABLE 2-4: MINIMUM VALUES OF CVR AND CVR_t FOR DIFFERENT NUMBERS OF PANELISTS: ONE TAILED TEST, P = 0.05 (Lawshe,1975:568)

NUMBER OF PANELISTS	MINIMUM ACCEPTABLE CVR VALUE
5	0.99
6	0.99
7	0.99
8	0.75
9	0.78
10	0.62
11	0.59
12	0.56
13	0.54
14	0.51
15	0.49
20	0.42
25	0.37
30	0.33
35	0.31
40	0.29

The following assumptions can be made when interpreting the CVR according to Lawshe (1975:566-568):

- i. When all panelists disagree on the essentiality of an item, it can be deducted that the item is not truly essential.

- ii. When all panelists fully agree that an item is essential, they could either be all wrong or all right. Since they are viewed as experts, it must be concluded that all of them cannot be wrong and the item can be considered essential.
- iii. In doubtful cases the following two assumptions, which are consistent with established psychophysical principles, can be made:
- Any item or performance which is perceived to be “essential” by more than half of the panelists, has some degree of content validity.
 - The more panelists (beyond 50%) who perceive the item as “essential”, the greater the extent or degree of its content validity.
- iv. It might sometimes be necessary to weight the CVR computed for different items. Lawshe (1975:574) cautions that the rating concept, or weighting, is not compatible with the content validity analysis method as described above, since the rationale in the content validity method rests on both logical considerations and empirical evidence. Authors have identified several criteria that may be used to establish assigned to CVRs. Some of these criteria are: relevance, importance, usefulness and time spent.

2.9.3 Quantifying and interpretation of the content validity of the model

The Content validity index (CVI) is simply a mean of the CVR values of items retained in the validated procedure, model, test or format. It represents the commonality of judgements regarding the validity, or applicability, of the final procedure, model, test or format being researched. The overall content validity will be higher if the value of the CVI is closer to 0.99 and vice versa.

2.10 STEP 10: Review and discuss research findings on the validity of the model

For purposes of computing the mean for each model component or link, the following conversion was done for the values reflected in the questionnaire:

E - (representing essential) was replaced by 2

N - (representing necessary but not essential) was replaced by 1

U - (representing unnecessary) was replaced by 0

Only those components and links with CVR values and means meeting the minimum values were retained in the final model. In exceptional cases, other traditional item analysis methods could have been used to further select those rejected items that may be retained in the final format. A thorough motivation was provided whenever this occurred. The following criteria was applied in selecting components and links of the validated model of labour relations:

1. Accept unconditionally if CVR is equal to or larger than 0.51. This value applies to 14 panelists in accordance with Lawshe's table of CVR values reflected on page 35.
2. Accept if CVR is between 0 and 0.5 and the mean of judgments is higher than 1.5. A value of higher than 1.5 would indicate that the mean of judgements is closer to the value of "essential" judgements than to the value of "necessary" judgements. A CVR value of 0 indicates that the panel was undecided and that not less than fifty percent of the panel believed that the component or link is essential.
3. Reject if CVR is less than 0 and the mean is lower than 1.5. This means that it will be impossible to include any component that was not judged to be essential by at least half of the panel, or any component possessing a mean of judgements that is closer to "unnecessary" than to "essential."

2.11 STEP 11: Discuss research findings on the relevance and validity of model components at three general practice levels

The means and CVR values of the respective judgements were calculated and considered for each of the three general levels of labour relations practice. To ensure consistency and compliance with the Lawshe method for determining the CVR, it was decided to use the sum of “essential” judgements and “absolutely essential” judgements to represent the number of “essential” judgements for each respective component. The following criteria was applied in selecting the final components of each of the respective learning frameworks:

1. Accept theme unconditionally if CVR is equal to or larger than 0.51. This value applies to 14 panelists according to Lawshe’s table.
2. Accept theme if CVR is between 0 and 0.51, and the mean of judgments is higher than 2. A value of 2 or higher would indicate that the mean of judgments is higher than 66 % of the maximum value of 3, and is therefore equal to or higher than the minimum value assigned to “essential” .
3. Reject theme if CVR is less than 0 and the mean is lower than 2. This ensures that components not judged as essential by at least half of the panelists, and components with mean values below 66%, will be excluded from a framework. The 66% value was chosen to correspond with the 60% level that was proposed as a minimum level for acceptable content reliability (Chadwick *et al*, 1984:250).

In exceptional cases, other traditional item analysis methods could have been used to further select those rejected items that may be retained in the final format. A thorough motivation was provided whenever this occurred.

2.12 STEP 12: Draw final conclusions and make recommendations.

Conclusions and recommendations were made in Chapter eight.

3. SUMMARY

This Chapter provided an overview of the steps applied in the conducting of research related to this thesis. The various theoretical foundations of the research procedure were described. The various statistical and mathematical formulas applied, were explained. More detailed discussions of findings and conclusions were included in later Chapters of this thesis.

CHAPTER 3: SYSTEMS AND MODELS

1. INTRODUCTION TO SYSTEMS

It is important to note the difference between the following concepts in the context of this thesis (Bellinger, 2001:1):

A system exists and operates in time and space. It is an entity that maintains its existence through the mutual interaction of its parts. The key emphasis here is one of "mutual interaction," in that something is occurring between the parts, over time, which maintains the system. A system is different from a heap or a collection. This definition of a system implies something beyond cause and effect. Rather than simply A affecting B, there is an implication that B also affects A. Examples of systems are particle, atom, molecule, cell, organ, person, community, state, nation, world, solar system, galaxy, and universe, in increasing levels of complexity. Bellinger believes that there is actually only one system, "the Universe". All other systems are really sub-systems of this larger system. He is of the opinion that all systems can be defined by the drawing of boundaries.

A model is a simplified representation of a system at some particular point in time or space. It is intended to promote understanding of the real system.

A simulation is the manipulation of a model in such a way that it operates in time or space to compress it. This enables one to perceive the interactions that would not otherwise be apparent because of their separation in time or space.

Systems approaches to the theoretical ordering of information are widely used in a variety of fields requiring scientific analysis, systematic study and simulation. Carter, Martin, Mayblin & Munday (1988:12) identified the following types of systems:

- Natural systems, such as the ecosystems of forests.
- Abstract systems, such as a set of linked mathematical equations or a computer program.
- Designed systems, such as telephone hardware.
- Systems of human activities, such as a person making coffee or people organising to meet a certain goal.

The study of human activities, however, is difficult due to the many and diverse variables that influence it. Scientists have developed several methods for studying human behaviour in organisations. The systems approach have proved most useful (Van der Merwe, 1989: 26-29). Systems have also been described as:

An organised structured whole composed of parts, derived from the Greek word "Systema" (Mautner, 1997:554).

"..... a group of parts united by some form of regular interaction or interdependence, in such a way that they form a united whole" (Athos and Coffey, 1968:30).

"..... an organized whole, consisting of interrelating and interdependent parts.....Interdependency is a key concept in systems theory. The elements of a system interact with one another and are interdependent" (Beach, 1980:137).

"..... something that is made out of parts that, in turn, are related in an orderly fashion" (Connellan, 1978:18).

" An organisation of pieces which interface or operate together to accomplish the purpose for which they were designed" (Warren, 1979:19).

"...an integrated set of elements that interact with each other" (Briggs, Gustafson & Tillman, 1991:5).

"..... a number of interdependent components that form a whole and work together with a view to attaining a common goal" (Gerber, Nel & van Dyk , 1998:35).

Systems are related to cybernetics which is the study of the control and internal governance of systems, where the various operations interact reciprocally and systematically (Scruton, 1992:124).

2. SYSTEMS THINKING

Systems thinking is a mindset for understanding how things work. The application of systems thinking is founded on the Gestalt concept. According to this concept the whole is more than a mere summation of its constituent parts (Davies, 1973:13). It is a perspective for going beyond events, to look for patterns of behaviour, to seek underlying systemic interrelationships which are responsible for the patterns of behavior and the events. It embodies a world-view which implies that the foundation for understanding lies in interpreting interrelationships within systems. The interrelationships are responsible for the manner in which systems operate and result in the patterns of behavior and events that are being perceived (Bellinger, 2001:1).

Lynch (1971:12) proposed that the following general aspects of systems be investigated in the context of systems analysis:

- The objectives of the system.
- The environment of the system.
- The resources of the system.
- The components of the system.
- The activities, goals and measures of performance of system components.
- The management of the system.

Romiszowski (1981:11) proposed that a systems approach to solving a problem will generally follow five general stages:

- Problem definition in systems terms.
- Analysis of problem with a view to generating alternatives.
- Selection and synthesis of an optimal solution.
- Controlled implementation.
- Evaluation and possible revision.

Ballé (1994:35-42) provided more insight on the analysis of the actual behaviour within a system. He is of the opinion that systems thinking allows an analyst or researcher to gain a more accurate impression of the actions and components of a system. He described the following conceptual characteristics of systems:

- i. Systems thinking takes into account that the various forms of events or components of a system influence each other through different forms of feedback. A feedback loop may exist when A influences B in a cause and effect relationship, or in the form of a loop when A influences B and B again causes a change in A. The feedback may also exist in the relationships between more than two variables.

- ii. A feedback diagram, or systems model, will be helpful in determining and reflecting the linear causes of actions within the system. It may be viewed as a story that follows a course of events to a conclusion.
- iii. Certain behaviour and components in a system can cause various forms of delays that will influence the behaviour within a system. The delays should be objectively evaluated in the context of the behaviour and components of a whole system, rather than individual events.
- iv. There are positive and negative influences on events and actions that take place within the system. These influences may change the behaviour and outcomes of the system. The outcomes that follow these influences may vary due to different circumstances that prevail within the system and its environment.
- v. The population of a system refers to the number of roleplayers that are involved in the attainment of the required outcomes of the system. The behaviour of the system may change when the characteristics and behaviour of the population changes significantly.
- vi. There is a causal relationship between the structure of the system and the dynamic behaviour that occurs within a system. Different structures may therefore cause different forms of behaviour and outcomes within a system.
- vii. An influence diagram such as a systems model enables the explanation of concepts that will often be impossible or difficult to explain in writing or verbally.
- viii. Systems models may be viewed as a form of language used to describe and predict the dynamic behaviour and outcomes of complex systems. This language allows researchers to understand the dynamics and complexities better.

- ix. A systems approach provides a vocabulary to describe organisations in operational terms, as opposed to normal correlational thinking mostly limited to relationships and not the eventual influences, causes and outcomes of relationships.
- x. Operational thinking will normally focus on analysis resources, actions, motivations, conditions and delays, whereas in systems thinking the dynamic influences, conditions and flow rates occurring in the model may also be added.
- xi. Systems thinking is based on the principle that nothing comes from nothing and that all that is produced will stem from a primary resource. Resources refer to the stockpile of elements that can be used to produce an outcome. Only some resources are seen as renewable.
- xii. The actions in a system can be viewed as that which is being done in the system. It will influence the flow of resources in the system.
- xiii. Motivations are the reasons why roleplayers in a system do certain things. Motivations may be rooted in internal motives, the environment, structure or behaviour of other people.
- xiv. Conditions are what people monitor to see whether they have achieved their objectives or goals. They serve as points of reference and have a primary impact on the actions within a system.

3.1.2 Prey/Prodator System

3. CLASSIFICATION OF SYSTEMS

3.1 Introduction

Systems may be simply characterised as open or closed, although no system will ever be totally open or closed. The distinction can be explained as follows (Carter et al, 1988:7 ; Bellinger, 2001:2):

A totally closed system would be self-contained, with no environment at all. It could not be influenced by any external events and it would not serve any purpose in an external environment. A closed system is one that does not need to interact with its environment to maintain its existence. Examples are atoms and molecules. Mechanical systems are closed systems.

A totally open system is an organic system that must interact with its environment in order to maintain its existence and the environment will at least be influenced by the actions within and output of the system. An open system may interact with its environment in a growth or balancing fashion.

3.2. Boulding's Classification

Five general classes of systems which encompass all other systems were defined by Boulding (in Bellinger, 2001:2-3). These classes provide a means of understanding some general characteristics of systems. These systems are arranged in what Boulding considered to be an evolutionary hierarchy.

3.2.1 Parasitic System

This is a system in which a positive influence from one element to another provides a negative influence in return to the first element, eg: "I get positive things from you and provide you a negative return in response. Essentially I subsist on you."

3.2.2 Prey/Predator System

In this type of system the elements are essentially dependent on each other from the perspective that the quantity of one element determines the quantity of the other element. Foxes and rabbits are an example of such a system. Even though the fox may eat an individual rabbit, the fox is instrumental in maintaining the health of the overall rabbit population. "I will feed upon you even though my existence is dependent upon your existence."

3.2.3 Threat System

A threat system is one in which one element doesn't do something if the other element doesn't do something else. The U.S./Soviet Arms Race was a specific example. This particular example led to escalation since each side said to the other, "if you start a war I will destroy you." Yet to continue to validate the threat each side had to continue building arms. This is a fine example of two countries racing headlong to where neither of them wanted to be. Other examples are "if you don't do something I don't want you to do then I won't do something you don't want me to do" or "if you do something I want you to do, then I won't do something you don't want me to."

3.2.4 Exchange System

The capitalist economy is a very good example of an exchange system. Elements of the system provide goods and services to other elements in exchange for money or other goods and services, eg "if you do something I want you to do, then I will do something you want me to do". This may also be stated as "if I do something you want me to do then I expect you will do something I want you to do."

3.2.5 Integrative System

Examples of an integrative system are charitable organisations or business endeavors where individuals will co-operate to accomplish some common desired objective or goal. This means that they do something together because of what they want to accomplish.

3.3 Bellinger's Classification

Bellinger (2001:3) recognises the classification of Boulding, but proposed the following supplementary classification method based on the actual behaviour that occurs in a system.

A Protection System is reactive and will only act when certain events occur.

A Regulating System continuously measures or samples control variables and compares actual results with pre-set desired values and responds by adjusting accordingly to regulate control variables.

An Optimising System is systemic by nature and regulates selected variables in accordance with desired values. It also ascertains what the desired values should be to satisfy pre-determined goals.

An Adaptive System is evolutionary in that the system changes its internal structure in order to optimise its behaviour in spite of continuous changes in the environment.

3.4 The nature of employment systems

The relationships between employers and employees are systems that are often transformed from an exchange system to a threat system. The employee is hired under an exchange premise. "I will pay you (what you want) if you do this work (what I want)".

Once the employee is hired the situation changes and becomes, "if you do what I want, I won't fire you." The greatest leverage is found in integrative systems, where all individuals are motivated by what they are endeavoring to create (Bellinger, 2001:3).

4. CHARACTERISTICS OF OPEN SYSTEMS

The following discussion is a summary of related literature in Gerber et al (1998:34-38), Connellan (1978:15-19), Katz&Kahn,1978:17-34, Baron (1986: 427-430), Cascio (1982:40), Arnold & Feldman,(1988:3-12) and Carter, Martin, Mayblin & Munday (1988:8-23).

4.1 Input process:

Any open system depends on the intake of energy or input to activate the functioning process. Input in organisations may include labour, capital, resources and information.

4.2 Transformation process:

All open systems transform inputs by means of a specifically ordered transformation process, in order to produce the desired outcome that the system aims to provide. Transformation processes will therefore differ between systems.

4.3 Output process:

Each open system has an output process that will be the result of the transformation of input in transformation process. The way in which the specific transformation of input takes place, will depend on the nature and specifications of the output. It is therefore important to know which output is desired from a system before deciding on the input and throughput processes. A system can evaluate its outcomes, and feeds back the evaluation information into the system components and processes. It will therefore be possible to modify a system as necessary, to correct or improve its performance, or to adapt the goals or targets. Goals and targets represent the required outcomes of the system.

4.4 A process or cycle of events takes place:

The output of the system is generated through a cycle of events that takes place between and in the system components. This new output energy will often be re-introduced to the system as new input.

4.5 Mutual dependence:

The components of a system are interdependent on one another. Should a change take place in one part of the system, all the other components of the system will be directly or indirectly influenced.

4.6 Control of output

The output of a system will depend on the system environment, system structure and the processes that occur within the system. Control over the aforementioned can take place in the form of a self-maintaining causal network that will maintain itself in the same general state indefinitely (eg, rainforests).

It is also possible to exercise deliberate or purposeful control of structures and processes in a system to achieve a preset goal or desired outcome (eg. Making ice cream). This control form involves:

- Specialised arrangements for decision making and control.
- Free choice among a number of competing alternatives.

Outcomes are determined by choices made in accordance with a plan and not just by the working of natural forces. Purposeful models will require a controller who may perform the role of a change facilitator or a direct interventionist. Effective purposeful control requires that controllers have in-depth knowledge and understanding of a system's functioning, and the effects those different interventions will have on systems outcomes.

4.7 A system has boundaries

The boundaries of a system will indicate the outer perimeters of the environment that will interact with the components of the system. Boundaries will depend on whether the system is open or closed. A closed system is self-sustaining and independent from all external input or influences, whereas an open system will take inputs from its environment, process the inputs in a specific throughput pattern and return the inputs to the environment in a different form as an output. A system will therefore be open if there is interaction and mutual dependence between the system and the environment.

5. LABOUR RELATIONS AS AN OPEN SYSTEM

It is apparent that a systems approach toward the analysis of labour relations in South Africa would necessitate the analysis of a whole, which comprises components and interactions within a specific environment. Carter *et al* (1988:40) propose that the following questions be asked to ascertain whether a phenomenon has systemic content:

- i. Is it reasonably clear what success would consist of?
- ii. Is the effort spent on analysis justifiable, or is the phenomena simple to understand?
- iii. Will an investigation lead to the answering of questions such as “how does it work” or what causes behaviour?
- iv. Will information on the particular nature of the phenomenon be an important contributor to the effective answering of a question, solving of a problem or the completion of a task?

Specific statements that represent the characteristics of open systems may prove useful to establish criteria statements. These criteria statements can be applied to determine whether a specific phenomenon possesses an open systems nature.

Table 3-1 reflects such statements and tabulates the relationship between labour relationship characteristics and the characteristics of open systems. The statements were identified from the discussion of system characteristics, and were used as criteria to determine whether labour relations as a field of study can be represented as an open system. A perusal of the content of Table 3-1 provides adequate proof that labour relations can be viewed as an open system.

TABLE 3-1: LABOUR RELATIONS AS AN OPEN SYSTEM

CHARACTERISTICS OF OPEN SYSTEMS	LR COMPLIANCE
1. A system will process, or transform, input to a form of output.	COMPLIES
2. A system functions in an environment, and will be influenced by the environment, and may also influence its environment.	COMPLIES
3. A system is composed of components that are all part of the input, transformation and output processes in a system.	COMPLIES
4. System components may contain related sub-components, which are also linked to and dependent on the processes taking place in the model, and other components and sub-components.	COMPLIES
5. Components are linked and mutually dependent. The connecting links between components represent the interaction and causal connections between components.	COMPLIES
6. Connecting links between components represent processes, that makes the system components interact according to a cycle of events to achieve its output.	COMPLIES
7. The input and transformation components and processes of a system may be controlled to achieve a specified output. To enable control a specific outcome needs to be defined.	COMPLIES
8. There are boundaries to the system and its components.	COMPLIES

6. INTRODUCTION TO MODELS

A model may be defined as different forms of abstractions of reality at a given time through a simplified representation of a particular real-world phenomenon (Robbins, 2001:19). Models exist most commonly as mental pictures or stories that represent people's assumptions about how their world works. These mental models tend to be stable, consistent and often over-simplified and are the product of education, experience, purpose and context. They are used in specific ways. Mental models are required to think, and have the potential to limit or expand human thought and subsequently the aim should be to analyse and manage mental models (Ballé, 1994:33).

Hanneman & McEwan (1975:23) define a model as "..... a structure of symbols and rules for relating those symbols, isomorphic with a set of points (data or theoretic) in an existing structure or process." It is accepted that all models are speculative by nature and will take on the form of theories and statements concerning laws and principles. Models provide a researcher with an organised structure which can be applied to test assumptions in practice (Hanneman et al, 1975: 421). A model may also be viewed as a conceptual framework, or structure that has been successfully developed in one field and is then applied, primarily as a guide for research and thinking, in some other, usually less well-developed field (Marx & Goodson, 1976:244).

A model can be especially useful if it has been found to possess an acceptable level of predictive validity, since it may then be used to make predictions that will enable researchers to make inferences without having to laboriously observe and test phenomena that may lie in future. The predictive function will further enable researchers using a model, to predict alternative outcomes of behavioural events with a higher probability than what would have been the case without a model (Hanneman et al, 1975: 424 & 428).

According to Marx and Goodson (1976:245) the use of a model relieves the researcher, or at least may be intended to relieve a researcher, of the responsibility for checking the adequacy of any substantive theoretical propositions. The researcher is, however, still expected to accept more responsibility in establishing relationships in the construction of a model. The symbols that are used to construct a model may be viewed as representations of related principles or theories. Literature indicates that it is possible to construct either symbolic or physical models. Hanneman et al (1975:428) are of the opinion that symbolic models, which include mathematical and verbal models, are easily co-ordinated to the subject matter, because only the logical characteristics of a system are symbolised.

THE SEVEN STEPS IN THE CONSTRUCTION OF A THEORETICAL MODEL

7. RESEARCH APPLICATIONS OF MODELS

Marx and Hillix (1963:52) proposed that a model and theory supplement each other. They explain the difference between theory and models in the following words: "Today we hear less about theories and more about models. What is the difference? The theory claims to be true, even though we all know that assurance about the validity of these claims varies greatly from theory to theory and from time to time for the same theory. The theory is an 'as', whereas the model is an 'as-if'. The theory is indicative, the model, subjunctive."

The use of a sound theoretical foundation to describe and organise the components and principles in the construction of a theoretical model, enhances the possibility of high descriptive and content validity of the components in, and processes of a system or whole under consideration. The proposing and proving of hypothesis for purposes of model construction and validation, will therefore contribute to the theoretical worth of a model, since a researcher will be in a position to prove propositions and deductions that were applied in the process of constructing the theoretical model.

Hypothesis in this regard, may include statements aimed at establishing content validity, representation, discrimination ability, reliability, consistency, overlap, applicability, theoretical soundness, predictive validity, flexibility or any other relevant criteria which are required for the purposes of the research.

8. MODEL CONSTRUCTION

The following table provides a broad overview of the most important steps that need to be considered in the construction of a scientifically valid model. The table was adapted from Erasmus, 1991:32 and Carter *et al*, 1988:1-17.

TABLE 3-2: STEPS IN THE CONSTRUCTION OF A THEORETICAL MODEL

1.	Consider the FUNCTION that the abstraction should fulfil and decide if a model is the most appropriate form.
2.	Consider the ADVANTAGES AND DISADVANTAGES of a model in the specific circumstances.
3.	Consider the SCIENTIFIC REQUIREMENTS that need to be met in the specific circumstances.
4.	Consider the TYPE of model that will be constructed.
5.	Consider the different VARIABLES which may influence the nature and specifications of the model that is to be constructed.
6.	Define the actual STEPS that will be followed in constructing the model.
7.	Determine the EVALUATION method that will be used to evaluate the model.

The following is a discussion of the various steps that should be followed in the construction of a theoretical model:

8.1 Functions of models

8.1.1 Organise

A model allows a researcher to organise and structure theoretical concepts in a manner that allows the analysis and explanation of a phenomenon as a whole, instead of isolated individual components.

8.1.2 Explore

Models allow researchers to explore and analyse the dynamic relationships and interaction within a system for purposes of the development of new theories and solutions to problems.

8.1.3 Predict

Marx & Hillix (1963:54) were of the opinion that theories can no longer be founded on superficial statements without real predictive value. A well researched and valid model allows researchers to predict alternative outcomes of behavioural events with a higher probability than what would have been possible without a model (Hanneman *et al.*, 1975: 432).

8.1.4 Measure

Measurement can only be done if the desired objective has been defined, and preferably clearly quantified. The outcomes that are defined in a model can be used for purposes of measurement, if the outcome of the model can be compared to the actual outcomes of a real-world system or phenomena. It will also be possible to determine the relationship between specific levels of outcome and behaviour of different influencing variables if the outcomes and behaviour in a system are accurately measured.

8.1.5 Explain

A valid model has the benefit that it can explain the relationships that occur in a system in the context of the whole system. The various behavioural outcomes of a system can also be traced and explained in terms of the influence of various systems components and actions that are causal to the outcome. A model also has the benefit that it can explain primary, secondary and even tertiary influences on variables and activities.

8.1.6 Illustrate

Models provide an illustration of the flow of activities in a system at a given point in time by means of drawings, diagrams, flowcharts or writing. This is especially beneficial when researchers and learners are required to understand the relationships between abstract or behavioural concepts.

8.2 Advantages and disadvantages of models

The obvious disadvantage of a model is that it is only a representation of a real world phenomenon, and that the actual behaviour in the phenomena may differ from the behaviour being represented and explained by the model. A model may also be invalid if it was developed without recognising the principles, environment or specific peculiarities of the phenomena being represented. Models may also lead to generalisation or oversimplification of complex phenomena, which in turn may lead to ineffective decisions or actions that are directly related to the phenomena. In spite of these disadvantages, a model still holds considerable benefits for research in behavioural sciences which is often abstract and complex.

Models lead to greater precision in thinking due their logical and explicit nature. The objective of research is to solve problems or to explain phenomena and models have proved to be most useful tools in this respect. A model will also allow a researcher to investigate practical phenomena and convert it to theory. This means that a researcher may convert an abstract or physical phenomenon into a structured theoretical model that has the ability to represent and explain the components and actions in a system. This leads to a closer relationship between theory and practice. Models are also suitable for the representation of systemic phenomena. The various input, transformation and output components of a system are easily converted to a structured model. The relationships and interactions in the system can also be represented in the model. Physical models provide an opportunity to analyse and evaluate physical realities of an object before constructing the object. The accurate representation of reality through a model may also hold economic benefits in the sense that accurate models will lead to improved decisionmaking (Erasmus, 1991:18-22).

8.3 Scientific requirements

8.3.1 Definitions of applicable research concepts

The following are brief definitions of some of the most important scientific requirements that should be met before a theoretical model can be viewed as valid (Robbins, 2001: 26-42; Chadwick et al, 1984:433-443; Kreitner & Kinicki, 1998:16 -18):

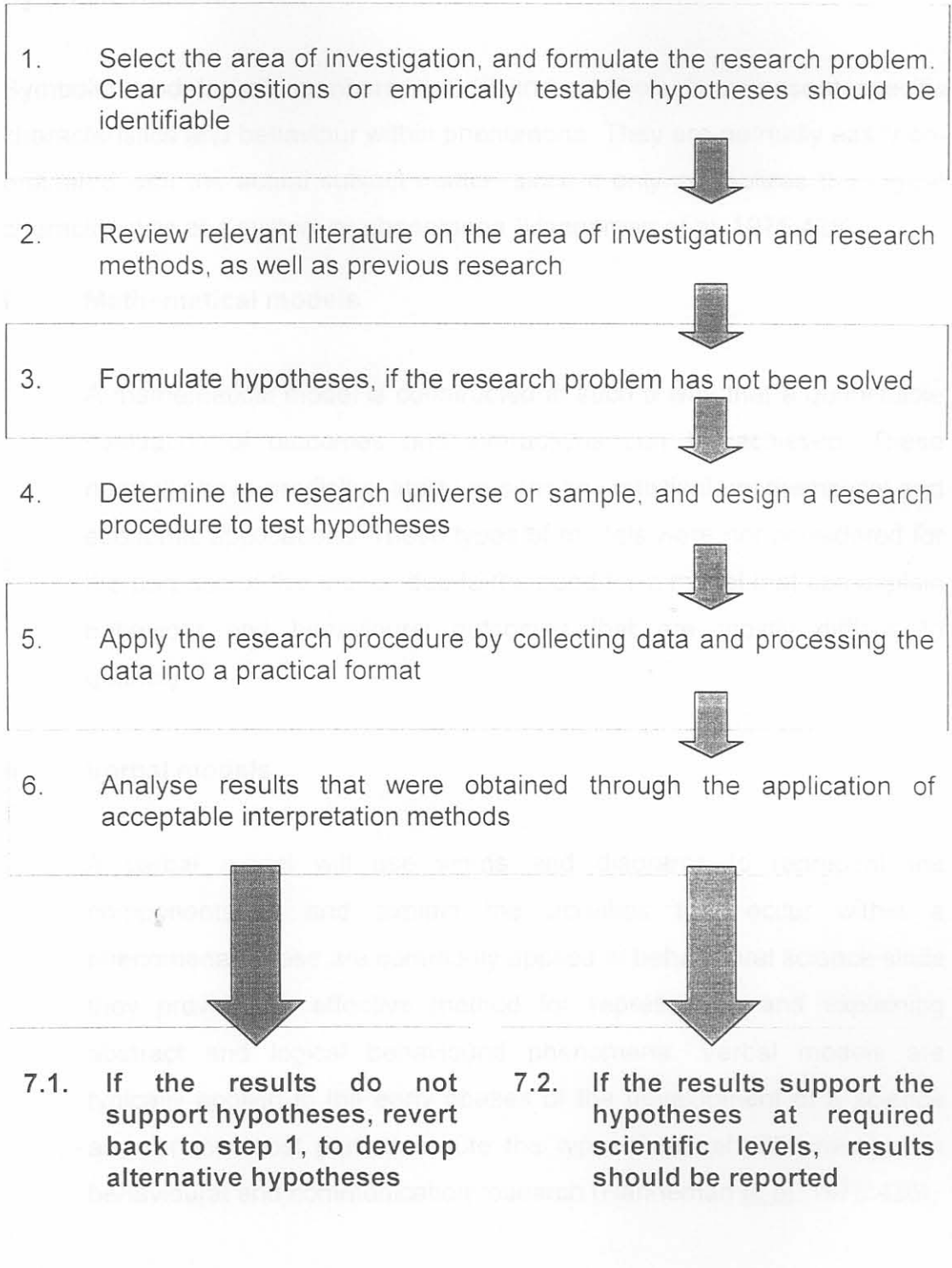
- i. Validity refers to the degree to which a model is actually representing or explaining what it claims to.
- ii. Reliability refers to the consistency of the same method of measurement which are made by different persons, or at different time periods. Different persons should therefore be able to agree on the validity and generalisability of a model.

- iii. Generalisability refers to the degree in which results of a research study is applicable to groups of individuals other than those who participate in the original study. A model should therefore be representative of the components and behaviour of the system that it wishes to represent and explain.
- iv. Analysis is the process of studying the nature of events, cultures, practices or other social entities by identifying component parts and how they relate to each other and to the larger entities in which they occur.
- v. A variable is any general characteristic that can be measured and that changes in either amplitude, intensity or both. Variables may exist, among others, on individual levels, group levels, organisational system levels, process levels, interaction levels, physical levels or environmental levels. A dependent variable is a response that is affected by an independent variable. An independent variable is the presumed cause of some change in the dependent variable. A moderating variable abates the effect of the interdependent variable on the dependent variable. It is also known as a contingency variable. It is important to identify and categorise the different variables that are represented within a model.
- vi. Causality refers to the implication that the independent variable causes the dependent variable. Proof of causality between behaviour and/or components will be required to determine the predictive validity of a model.

8.3.2 Research methodology

Several authors are of the opinion that most research projects are executed in accordance with basic steps (Kreitner & Kinicki, 1998:645, Chadwick *et al.* 1984:35). Figure 3-3 reflects such steps.

FIGURE 3-3: GENERIC STEPS IN A RESEARCH PROJECT



8.4 Types of models

8.4.1 Symbolic models

Symbolic models use numbers, words and symbols to represent specific characteristics and behaviour within phenomena. They are normally easily coordinated with the actual subject matter, since it only symbolizes the logical characteristics of a system or phenomena (Hanneman *et al*, 1975:428).

i. **Mathematical models**

A mathematical model is constructed in such a way that a quantifiable evaluation of outcomes and interactions can be achieved. These normally have predictive ability in specific statistical, mathematical and economic applications. These types of models were not considered for the purpose of this thesis, due to the need for a model that can explain behaviour and behavioural outcomes that are mostly difficult to quantify.

ii. **Verbal models**

A verbal model will use words and diagrams to represent the components of and explain the activities that occur within a phenomena. These are commonly applied in behavioural science since they provide an effective method for representing and explaining abstract and logical behavioural phenomena. Verbal models are typically applied in the early phases of the development of a science and for the most part constitute the type of model still prevalent in behavioural and communication research (Hanneman *et al*, 1975:426).

8.4.2 Physical models

Physical models will normally be encountered in the form of replica scale models of an object or a drawing of a structure. Physical models were not considered for purposes of this thesis.

8.4.3 Open models

Models can be classified as either open or closed. An open model considers that outside factors exist which can have an impact on the design process (Nadler, 1982:6). An open model interacts with the environment and has a number of characteristics:

- it tends to be verbal as opposed to a closed model which is mathematical,
- it is descriptive in nature, as it tends to describe a likely outcome if the model is applied,
- it provides no guarantees on the outcomes of the design process and feedback is not automatic in open models ,
- it has to be catered for specifically if required.

8.4.4 Closed models

A closed model will be based on the assumption that all inputs can be identified (Nadler, 1982:6). All possible variables are normally included when a model is constructed. A closed model has the following characteristics:

- it is predictive in the sense that the outcome is predictable,
- it tends to be mathematical; it is distinguished by the use of algorithms or yes-no choices,
- movement through the model tends to be linear.

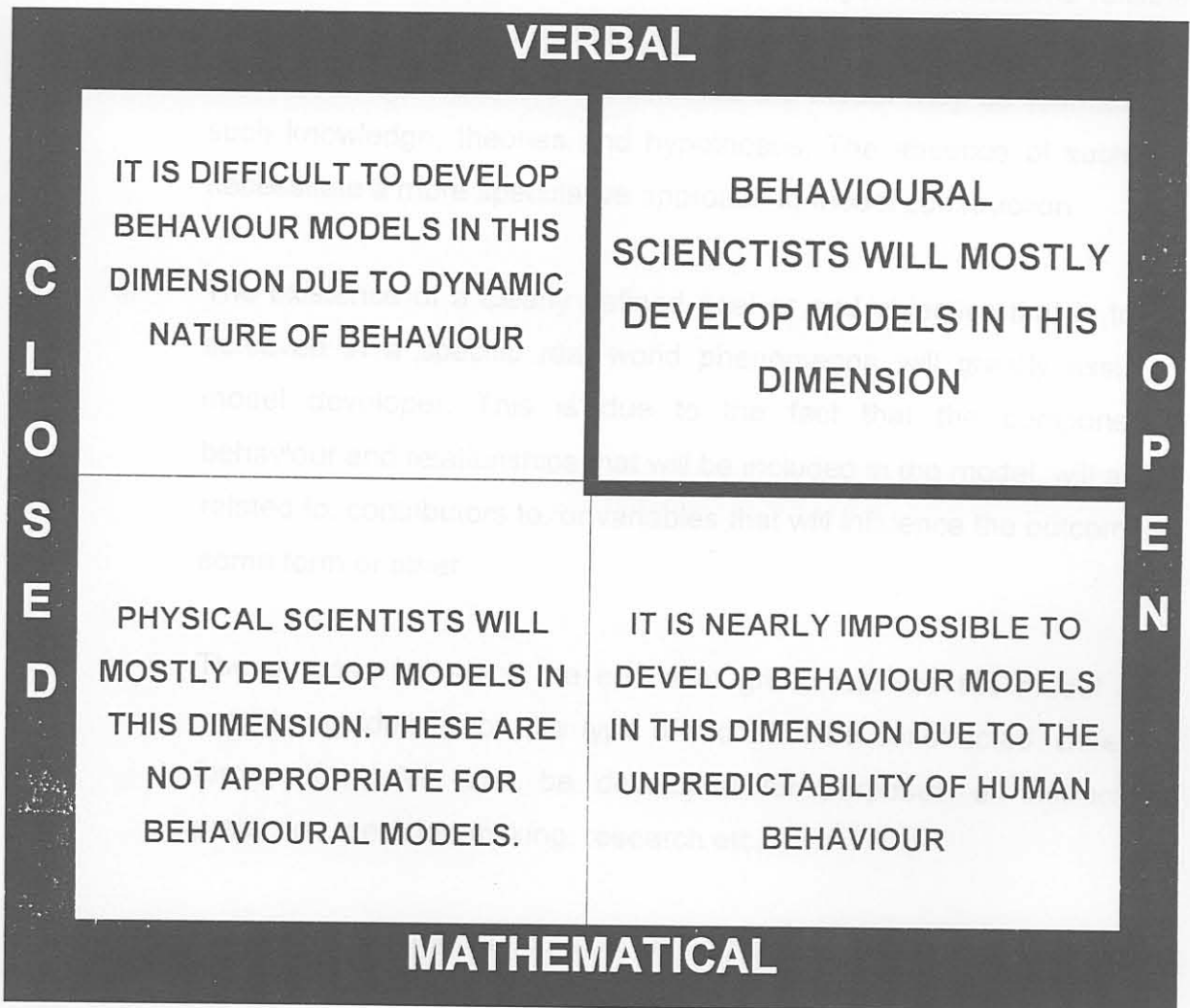
8.4.5 Dimensions of models

Models exist in certain dimensions. These dimensions can be defined as:

- Open or closed
- Verbal (symbolic) or mathematical.

Figure 3-4 illustrates the dimensions of models and the most appropriate dimensions for the development of behavioural models.

FIGURE 3-4: DIMENSIONS OF MODELS



8.5 Variables influencing the choice of model

Erasmus (1991:23) and Carter *et al* (1988:10) propose that the following variables be considered when deciding on the type and nature of a model that is to be constructed:

- i. The actual nature of the whole or system under consideration. Certain themes can be easily analysed without the use of a model, whereas others that are more complex and dynamic must be represented in the form of a model.
- ii. The quantity and quality of available knowledge, validated and reliable theories and existing proven hypotheses will largely assist a researcher in the development of a model, since the model may be founded on such knowledge, theories and hypotheses. The absence of such will necessitate a more speculative approach to model construction.
- iii. The existence of a clearly defined goal or end objective that is to be achieved in a specific real world phenomenon will greatly assist a model developer. This is due to the fact that the components, behaviour and relationships that will be included in the model, will all be related to, contributors to, or variables that will influence the outcome in some form or other.
- iv. The purpose for which the end user group will use the model also provides guidelines on the type of model to be constructed. Different forms of models can be developed for purposes of instruction, prediction, decision-making, research etc.
- v. The scope of a model could be defined as broad or narrow. A broader scope of application could necessitate the development of a more comprehensive and complex model, whereas a narrow scope could only require a simple model.

- vi. The description level of a model could be viewed as the resolution or level of measurement, that the researcher will be applying in the investigation process. A coarse resolution investigation normally refers to a less detailed investigation and requires a simple model. A fine resolution investigation might require a more detailed and complex model that has the ability to represent multiple variables under consideration.
- vii. The nature of components, processes and resources will influence the choice of models. A motorcar may easily be represented as a physical scale model, but abstract constructs would require verbal descriptions and symbolic representations.
- viii. The timescale during which events occur within a phenomenon will influence the nature of the model, due to the fact that behaviour and the nature of components and output needs may change over time.
- ix. The availability and willingness of experts to contribute to the development of a model will influence the choice of model. A complex and detailed model would require the input of experts, opposed to a simple model that can be easily constructed through observation and analysis by a single investigator.

8.6 Steps in the development of a systems model

A detailed description of the steps that were followed in researching and developing the model for purposes of this thesis was included in Chapter two.

8.7 Evaluation of a model

A model should be evaluated in the context of the purpose for which the model is designed (Hanneman *et al*, 1975:432). The evaluation of a model is situation bound, and therefore the worth of a model is arbitrary. A model cannot be viewed as true or false, since its value will be judged against the actual contribution to the understanding of a phenomena or problem at hand. Marx & Hillix (1963:245) were of the opinion that researchers involved in the development of a model are often not directly concerned with the validity of their assumptions, but only with their practical value in leading them to useful research and interpretation. They will therefore often rely on assumptions that are assumed to be true. Although this approach seems to be practical and focused on problem solving, it may lead to the development of models that are invalid and unreliable.

A validated model will be more reliable, useful and applicable if it has been evaluated against recognised criteria for determining validity, reliability and generalisability. There are several evaluation methods that can be applied for this purpose. The evaluation methods that were applied for purposes of this thesis were comprehensively discussed in Chapter two.

9. SUMMARY

The first part of this Chapter provided definitions and an overview of systems and systems thinking. It was concluded that labour relations phenomena could indeed be analysed and represented as a system. The latter part of the Chapter introduced the concept of constructing valid models as a research method and provided an overview of the different variables that should be considered in the process of constructing a theoretical model. This Chapter established that the development of a theoretical model of the South African labour relations system is possible, and that specific guidelines in this regard have been defined in literature.

CHAPTER 4: LABOUR RELATIONS FOUNDATIONS

1. INTRODUCTION

It is commonly accepted that labour relations will occur in some form in any organisational environment. An organisation, irrespective of its objectives, exists to satisfy the needs of a community that will normally exist in the form of goods, services or activities. An organisation will only be able to survive for as long as a specific need in a community exists and the organisation is able to satisfy the need in accordance with the expectations of the community regarding cost, quality, place and political correctness.

Organisations can be viewed as systems which are influenced by external environmental variables (eg: economic, social, political) and variables operating in the internal organisational environment (eg: individual and group behaviour in the organisation structure). All organisations will need a clear objective that is understood, accepted and pursued by all members of the organisation. This objective should be focussed on ensuring organisational growth and existence by satisfying the needs of society. In order to achieve objectives, the organisation will make use of the four primary production factors, namely entrepreneurship, natural and/or technological resources, capital and labour.

Since a productive labour force is the key to organisational goal achievement, the labour force of an organisation is expected to be productive. A productive labour force meets the required levels of availability, competence, motivation, health and harmony in the work environment. It is therefore common that organisations strive to attract suitable labour, train and develop them, motivate them and ensure their health and safety in a climate of labour peace or harmony in the workplace. Labour peace can be brought about and maintained through effective labour relations management practice.

Labour relations, as a field of study, therefore provides insight and understanding on how relations between employers and employees, within a specific organisational environment, can best be managed to effectively reach organisational objectives.

2. THE INTERDISCIPLINARY NATURE OF LABOUR RELATIONS

Labour relations can not be viewed as an independent science. It is a field of study that is founded on knowledge emanating from various scientific and behavioural disciplines. The following are the most important disciplines that influence the way in which labour relations are studied and analysed.

2.1 Law

Labour relations take place within a specific legal framework. These laws impact on various labour issues. Subsequently labour lawyers get involved in research and litigation with regards to the application of laws in labour relations. Numerous laws find application in the area of labour in general and labour relations in particular. Most labour relations practitioners and trade unionists also need to possess sound knowledge of labour laws. Labour law is, however, not the ultimate definition of the rules and processes needed to manage labour relations, since the human factor is omnipresent in all labour relationships.

2.2 Psychology

Psychologists, or more specifically industrial psychologists, study labour relations from the angle of the psychological aspects of human relations as they exist in the work situation. Various psychological aspects, such as perception, personality, group behaviour, decision making and motivation will have an impact on labour relations. The psychology expert who is interested specifically in labour relations, will therefore focus on work behaviour and conflict management.

2.3 Economics

Economists will study labour relations from a labour economics view. They will develop labour market theories, theories to relieve unemployment, demographics of the labour market, structures of the labour market and other economic issues. The demand for and supply of labour are investigated together with the effect of collective bargaining between trade unions and employers on wages, wage structures and inflation.

2.4 Sociology

Sociologists study behaviour of groups in a society. The specific area of specialisation in sociology, which focuses on man in the work situation, is called "industrial sociology". Here aspects such as the modern industrial society, the work organisation and in particular the relations between workers and their employers, between workers mutually, between workers and the state and most importantly, between workers and their work, are studied. Trade unions as an organisation where workers gather and interact with the purpose of protecting their interests, is a very common field of study within industrial sociology.

2.5 Management science

Labour relations may also be studied from a management science perspective. The practice of management as a science is concerned with how undertakings can be made successful. Any manager's ultimate responsibility lies with the success of the undertaking. The same applies to the labour relations manager. However, labour relations as the subject of study in managerial science is not such an established practice as is the case with other sciences.

2.6 Other related disciplines

The following disciplines are also related to labour relations in various forms: Political science, Criminology, Ergonomics, Logistics, Information Technology, Business Economics, Accounting and Auditing, Public Administration, Philosophy, Anthropology, Nursing and Medicine, Transport Economics, Accommodation and Food Management and many other disciplines. It should also be noted that Labour relations will occur in several types of industrial environments, each with its own unique challenges and influences on the work relationships that exist therein.

3. THE TRIPARTISTIC NATURE OF LABOUR RELATIONS

Labour relations exist primarily between employers and employees within a framework established and maintained by the state. Three parties are therefore involved in the labour relations system, and subsequently it has a tripartistic nature (Nel et al, 1997; Bendix 2001). The following is a brief overview of the roles of the three parties.

Employees get involved in labour relationships because they wish to ensure their existence and prosperity and aim to obtain wealth and security through selling labour to employers. There are many reasons why employees enter into employment relationships. Some of the most important reasons are:

- Compensation and social benefits.
- Need satisfaction, as described by Herzberg, Maslow and McClelland.
- Benefits arising from group affiliation.

Employers will employ the employees since they wish to maximise the efficiency or profit in their organisations, and they depend on human labour to achieve their objectives. The primary employment objectives of employers will be related to the mission of their organisation, eg:

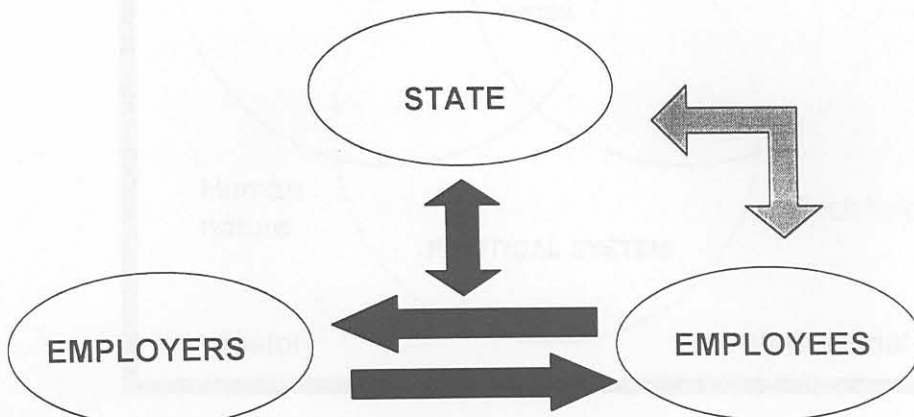
- Productivity in pursuit of organisational goal achievement.
- Need satisfaction of all stakeholders related to the organisation.
- Efficient and quality product or service delivery.

Specific labour relations objectives needs to be reached in order to achieve the primary objectives of the employer. These are:

- Employees are to be available at the right time and place.
- Employees need to posses skills and abilities at the required levels of competency.
- Employees must be motivated to perform their jobs optimally.
- Employees need to be physically and mentally healthy.
- Employees must contribute to the maintenance of harmony in labour relations.
- Employees must be loyal and reliable in the performance of their duties.

Employers may be unfairly targeted and forced to accept unreasonable demands for employees. Both parties may then seek to concentrate their power by forming organisations to protect and advance their interests, such as trade unions and employer organisations. All of these actions may lead to conflict that could eventually impact negatively on society as a whole.

FIGURE 4-1: THE THREE PARTIES TO LABOUR RELATIONS



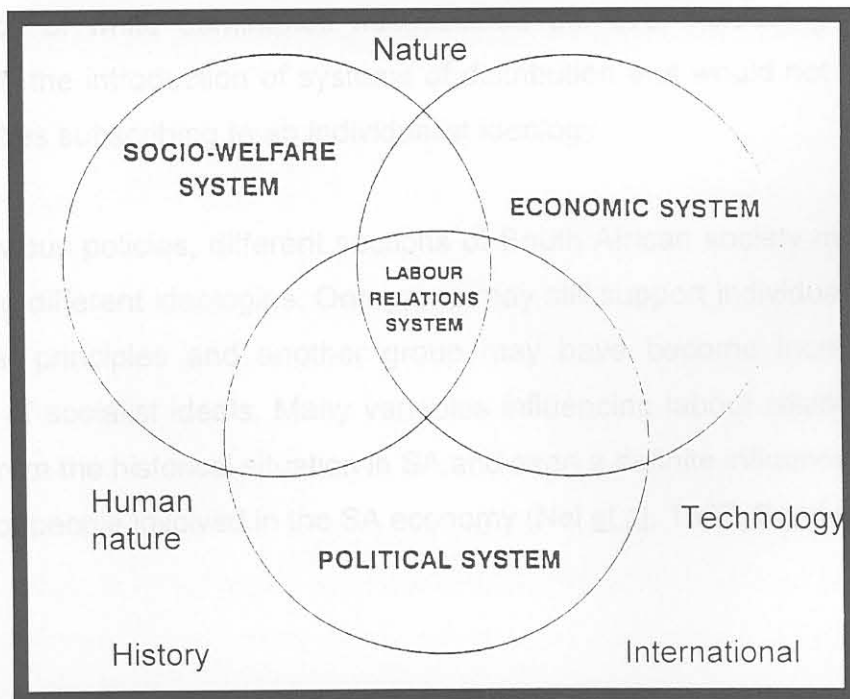
The state wishes to ensure economic prosperity, political stability and social upliftment in society. The state subsequently applies policies and laws to ensure the establishment of harmonious labour relations. These policies and laws will regulate and guide the relationships between the two primary parties. It may also set up institutions that will assist in the maintenance of labour harmony, such as the Department of Labour, the CCMA and the Labour Courts. The state can also find itself in the role of employer. In this respect it is bound to the same laws as other employers.

4. THE LABOUR RELATIONS ENVIRONMENT

4.1 Introduction

In all societies three interdependent systems can be identified; namely the economic system, socio-welfare system and the political system. Other environmental variables and conditions will influence the behaviour in and around these three systems. The following figure illustrates the nature of the labour relations environment (Lemmer, 1987, Ehlers, 2002):

FIGURE 4-2: LABOUR RELATIONS ENVIRONMENT



Labour relations management cannot be conducted in a vacuum, since it is a subsystem of the three primary societal systems. The three interdependent societal systems overlap and influence each other, leading to changes or activity in society. Labour relations overlap all three systems and will be influenced by changes and conditions in the three primary societal systems. The reverse also applies because conditions and changes in labour relations will also influence activities in the three primary societal systems. The aim of all leaders of the respective societal systems should be on the creation and maintenance of balance in all-societal systems. Should imbalances arise, societal stability will be disrupted and groups believing they were unfairly treated, may embark on a struggle in an effort to rectify the imbalance.

4.2 Historical influences on South African labour relations

Before 1994, South African society was characterised by the separation of people of different race groups. The dominant political and economic ideologies were based on a belief in individual freedom and the operation of the free market principle. The apartheid policy, however, created a situation where certain groups were denied individual freedom and, as a result, the market never operated freely. In fact, the implementation of the apartheid policy and the maintenance of white dominance necessitated the ever-increasing use of controls and the introduction of systems of distribution that would not exist in other societies subscribing to an individualist ideology.

Due to previous policies, different sections of South African society may now subscribe to different ideologies. One group may still support individualist and free market principles and another group may have become increasingly supportive of socialist ideals. Many variables influencing labour relations are remnants from the historical situation in SA and exert a definite influence on the behaviour of people involved in the SA economy (Nel *et al*, 1997; Bendix 2001).

4.3 Natural influences

4.3.1 Nature takes its own course and labour relations in all organisations will be influenced by occurrences in the natural environment of an organisation or society. Some of the most important natural phenomena that needs to be dealt with are droughts, floods, earthquakes, aids, foot and mouth disease, fatigue, starvation and holes in the ozone layer. HIV/AIDS may also be viewed as a natural phenomenon. (Bendix 2001; Ehlers, 2002)

4.4 Technology

Mankind continuously searches for answers to make life simpler and better and subsequently directs a lot of energy in pursuit of improved technology. Technological change also necessitates that people acquire new skills in order to apply the new technology in organisations. Progress in technology has unfortunately often caused the replacement of labour and contributed largely to changes in business patterns and methods. Technological change therefor holds major implications for the management of human resources (Nel et al, 1997; Finnemore, 2000; Bendix 2001).

4.5 Human nature

Employees need to be available, competent, motivated, healthy and peaceful in order to perform their duties productively in pursuit of organisational goal achievement. Organisations subsequently strive to attract and retain suitable members, reward members to ensure adequate levels of motivation, develop the skills of members to ensure competency, perform administrative functions relating to their members and to maintain harmony and balance among their members. It should be borne in mind that the actions of human beings will be influenced by the nature of their perceptions, values, skills, motivation, objectives, perceptions of reality and many other variables, which make the management of such individuals more difficult and challenging (Finnemore, 2000; Bendix, 2001; Ehlers 2002).

4.6 The economic system

4.6.1 Macro-economic level (National level)

Macro-economic conditions refer to the conditions in the national economy, as primarily managed by the government of the day. South Africa supports the free market system and the state promotes collective bargaining and consultation between parties involved in labour relations as the preferred methods for creating and maintaining harmony and balance in the labour relations system. NEDLAC as a body comprising of union, business and state delegates plays an important role in the formulation of government policy and laws, since they have the capacity to draft and/or review policy and legislative proposals before government passes it into legislation.

The government's overall economic policy, economic growth rate, inflation, taxes, interest rates, etc have a direct and indirect impact on labour relations.

If, for instance, the economy's growth rate is too slow, it implies greater unemployment due to a decrease in job opportunities. The level of inflation is often directly reflected in the demands of trade unions for higher wages. The opinion is that workers should at least not be worse off than the previous year and if the prices of consumer goods increase by 15%, trade unions may demand at least an increase of 15% to ensure that the standards of living of the employees will not drop.

Ongoing economic adversity may promote solidarity among the working class, resulting in their achieving greater political power. This may be used to bring about changes in both the political and labour relations systems. Alternatively, shared economic adversity could result in greater co-operation between employers, employees and the state and may cause the state to adopt a policy with less emphasis on collective bargaining in favor of more participative structures at workplace level (Nel *et al.*, 1997; Finnemore, 2000; Bendix, 2001).

The following macro-economic variables can exert a significant influence on labour relations :

- Government economic policy
- Economic growth
- Trade balances
- Inflation
- Credit and availability of money
- Consumer price index
- New and existing technology
- Productivity
- Unemployment
- Cost of importing goods
- Wealth distribution
- Labour Relations Legislation
- Policy of Trade Union Federations
- Policy of Business Federations
- Regional co-operation agreements
- Globalization

4.6.2 Micro-economic level (Organisational level)

Micro-economic conditions refer to economic conditions within a specific organisation, enterprise, industry or sector. In these sectors parties will interact on forums such as Bargaining Councils and Workplace forums. Agreements between the parties will be aligned with the conditions in their specific micro-economic environment.

Certain management decisions such as decisions related to capital investment, products, distribution etc. are traditionally regarded as management prerogatives. Such decisions will however affect labour relations very directly and may require for consultation and negotiation with employees.

Sales volumes and competition within an industry may also affect labour relations, since it is related to production levels and labour cost. The nature of, size and geographic location of the organisation also hold implications for labour relations. The larger the enterprise, and the wider the distribution of activities and constructions, the more difficult it will be to maintain healthy communication between management and employees. Factors such as productivity levels, training needs, technology, quality standards and high wastage levels may also affect the way management interacts with employees.

The way in which an enterprise is structured, plays a definite role in labour relations. Too much emphasis on formal structures for communication and control may also have a hampering effect on the quality of labour relations. Too many formalities (e.g. forms, regulations, rules, etc) which are applied too rigidly, can indeed be counter-productive and employees may become frustrated; rules may therefore be disobeyed more frequently. Management decisions and practices related to the human resource function will also influence labour relations (Nel et al, 1997; Finnemore, 2000; Bendix 2001).

4.7 The political system

In many modern societies, employers will often support the principles of capitalism, while most employees favor a socialist ideology. Usually, owing to the operation of a democratic political process, neither side is permitted to dominate. This further strengthens the possibility of mixed socio-political and economic systems. The government, however, remains responsible for the promulgation and application of legislation. If the government of the day changes, either in composition or in policy directions, it essentially holds implications for labour relations. Legislation may be of such a nature that relatively more sympathy will be shown for labour than for the employer. This balancing of interests in the labour relations system, occasioned by a balance of power in the political system, can be achieved only if all participants to the labour relationship also have a vote in the political system, which was not always the case in South Africa (Nel et al, 1997; Finnemore, 2000; Bendix, 2001).

4.8 The socio-welfare system

The South African society has many groups with dramatic differences in social needs and conditions. Efforts are therefor also being made to rectify the imbalances in society through the labour relations system. It is therefor important to understand that the state and trade unions place great emphasison the social upliftment responsibility of employers. This involves socio-welfare issues such as: housing, parental leave, healthcare, sanitation, electricity, communication, minimum wages, adult basic education, affirmative action, crime prevention, preventing illegal immigrants to secure employment in South Africa, AIDS awareness, creating jobs, investment in societal development and training and education.

South Africa is faced with a high population growth rate but slow economic growth leading to social problems such as unemployment and a consequent lack of suitably educated workers in the economic system. This again leads to downward spiraling economic conditions in society. Emphasis is therefor placed on the development of the workforce to ensure that people from all race groups, cultures and genders will be afforded the opportunity to gain skills. These skills should contribute to improve their standard of living as well as conditions in their immediate socio-welfare system.

The media also exerts an important influence on all aspects of societal interaction since the communication in media ensures that members of society become more aware of their rights. Where expectations for change exist, the media will publish these expectations and soinfluence the attitudes of leaders and the mass population in society (Nel et al, 1997; Finnemore, 2000; Bendix 2001).

4.9 Global or international influences

Whenever changes take place in the international environment, a society needs to re-align itself with such changes. The societal systems needs to adapt to meet

the challenges posed by the international environment. Should a society fail to adapt to these changes, the wealth and prosperity of members of society will decline and give rise to many problems. Some of the most important international influences are: globalization, the rapid growth of information technology, GATT, political allies, increased competition and economic power shifts (Ehlers, 2002).

5. CONFLICT AND CO-OPERATION IN LABOUR RELATIONS

Conflict is a central element of labour relations. It can be viewed as one of the most important focus areas of managers, employee representatives and state officials. The differing values, needs, expectations, attitudes, objectives, affiliations, interests and approaches of management and employees constitute the basic cause of conflict in labour relations. The following table reflects some of the most common differences in this regard:

TABLE 4-3: DIFFERENCES BETWEEN EMPLOYERS AND EMPLOYEES

EMPLOYERS WANT	EMPLOYEES WANT ...
Higher profits	High wages Health and safety Training Good fringe benefits
Freedom to control labour issues	Consultation, Negotiation and Participation in labour decisions
Freedom to make employment decisions	Job security Protection against unfair labour practices Protection against unfair discrimination
Productivity	Leave and other social benefits Pleasant working conditions Status Recognition Growth
Sole decision making power	Representation by trade unions
Business to be the most important issue	Attention to political and social issues
Specific rules, procedures and methods	Freedom to decide on how work is done

Since the parties involved in a labour relationship are mutually dependent, they are forced to reconcile their differences and to co-operate for the common good of the relationship, in an effort to reach their mutual and respective goals. None of the parties will achieve absolute control and goal achievement. This situation leads to a tense relationship in which they need to constantly compromise and adapt to ensure that they can at least satisfy some of their needs and demands. The parties subsequently display different co-operative behaviour forms in pursuit of a resolution to the conflict (Nel *et al.*, 1997; Finnemore, 2000; Bendix, 2001).

6. COMMON APPROACHES TO LABOUR RELATIONS INTERACTION

Several approaches to labour relations evolved as a result of the demanding challenges that the inherent conflict between management and workers posed. Some of these approaches have been founded on the work and theories that were discussed earlier in this Chapter, although some of them have been applied with greater success due to the improved recognition of the influence of behavioural variables on labour relations. The following approaches have been adopted :

6.1 The Unitary approach:

This approach is typical of short-sighted managers. It is based on the assumption that management should retain all control over labour issues in the workplace. Any dissent or disagreements by workers are seen as an effort to undermine management authority and are dealt with severely. This approach may be compared to paternalistic and autocratic management styles and does not allow for worker participation or involvement. Since workers are not given due recognition for their important role in the workplace, they will start rejecting this approach and eventually come into direct conflict with management. This approach clearly does not lead to a balanced relationship (Nel *et al.*, 1997:3; Finnemore, 1999:6).

6.2 The Radical approach

This approach is commonly followed by radical trade unions. It is based on the Marxist assumption that there can be no true benefit for workers in a capitalist society. It is believed that the uneven distribution of wealth in a capitalist society causes the exploitation of the working class because they do not own and control capital. Followers of this approach view laws as tools to protect and advance the interests of capitalists, that will only lead to further exploitation of workers. They will prefer not to co-operate with management, since management is seen as an enemy that is not interested in improving the worker's position in society. This approach will normally lead the parties into conflict, since unions will only focus on improving workers position, with little or no regard for the long-term viability and survival of the organisation. It is clear that this approach will also not assist in establishing harmonious relations in the workplace (Nel *et al.*, 1997:4, Finnemore, 1999:8-9).

6.3 The Pluralist approach

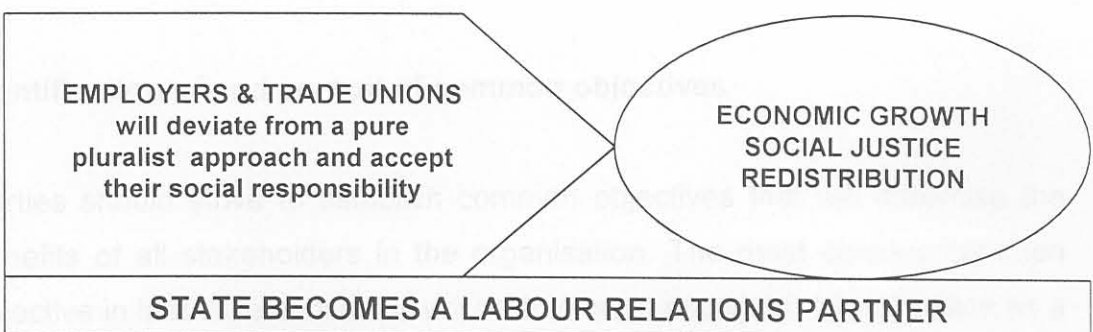
The shortcomings of the unitary and radical approaches necessitated a new approach to labour relations and subsequently the pluralist approach was embraced after the Second World War. This approach requires that both parties in the labour relationship recognize the potential for, and existence of conflict in the labour relationship. They will therefore agree on mutually acceptable methods and procedures to regulate and deal with the conflict in the relationship. It is understood that both employers and workers share a common objective to ensure the ongoing effectiveness of the organisation and therefore the parties will behave as equal partners in the process of defining rules and procedures applicable to the labour relationship. Negotiation is viewed as the preferred method for resolving conflict in the relationship and parties will enter into binding agreements that contain specific guidelines and procedures for managing conflict between them. Predefined dispute procedures will be followed if the parties fail to resolve their differences through negotiation. The pluralist approach necessitates that the parties accept their rights along with their duties, abide by agreements, act in good

faith and respect the delicate power balance between them. The parties are therefore jointly responsible for the regulation of their labour relationship with minimum interference by the state. This approach has proven to be more successful in the establishment and maintenance of labour peace, in societies where wealth is more equally distributed and the state does not have to intervene to redress imbalances (Nel et al, 1997:2; Finnemore, 1999:6-8).

6.4 The Societal-Corporatist approach

Due to past injustices that created imbalances in the South African society, the state was forced to be more directly involved in the labour relations system, thereby moving away from a purely pluralist approach with minimum state involvement. This was done with a view to redress past imbalances, without detrimentally affecting the economy. To achieve this, the state, employers and trade unions had to become partners in the management of labour relations, ensuring economic growth and the uplifting of society (Hague & Harrop, 1987:115-116). This type of co-operation is known as the societal-corporatist approach and is based on meaningful consultation and co-operation between the three primary parties.

FIGURE 4-4: THE SOCIETAL CORPORATIST APPROACH



This approach requires meaningful interaction between the parties at all levels of labour relations. Diverse issues such as such as the need for economic growth, unemployment, HIV in the workplace, industry trends and workplace restructuring are discussed by the parties.

In South Africa, structures such as NEDLAC, Bargaining Councils and Workplace forums were established to ensure regular interaction between parties. This approach seems to be the most appropriate for the present South African situation (Finnemore, 1999:9-12).

7. CONFLICT MANAGEMENT PRINCIPLES

Parties to a labour relationship should endeavour to create maximum levels of labour peace through the introduction and maintenance of effective structures and processes for conflict management. The objective of labour relations management is always to establish optimal labour peace with a view to ensure the effective attainment of organisational goals. The following steps may be applied to manage conflict effectively in organisations (Likert & Likert, 1976; Ehlers, 2002).

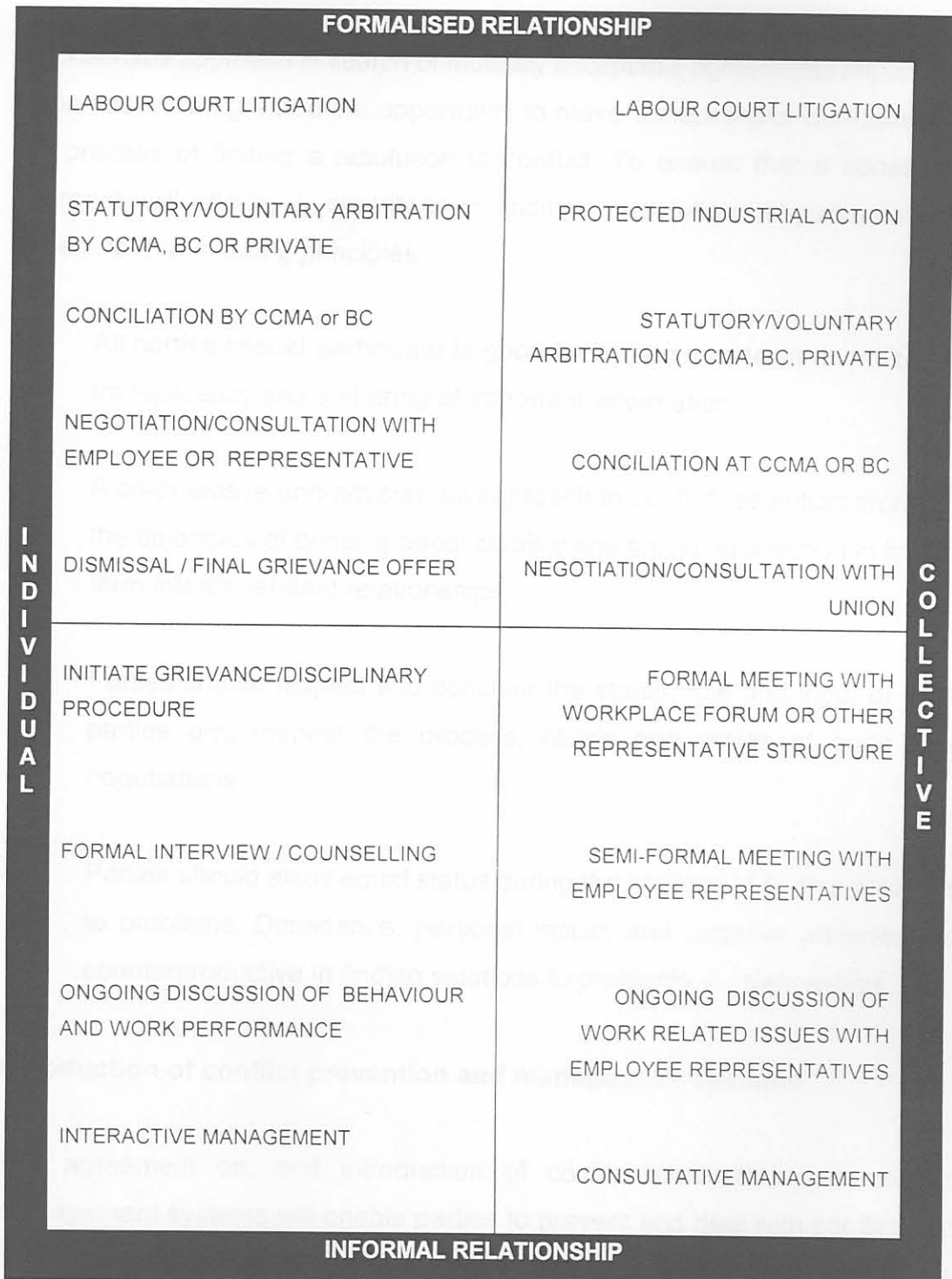
7.1 Identification of existing and potential conflict areas

The parties in the labour relationship have to identify the areas in which conflict can arise and try to establish the reasons for and sources of conflict in these areas. This will ensure a proper understanding of the origin and nature of conflict and will lay a foundation for the structuring of an effective conflict management system.

7.2 Identification of and pursuit of common objectives

Parties should strive to establish common objectives that will maximise the benefits of all stakeholders in the organisation. The most obvious common objective in labour relationships will be to ensure maximum labour peace as a prerequisite to productivity, quality, sales, etc. which will lead to optimal need satisfaction for all stakeholders in the organisation. Parties should accept that conflict is a natural and necessary phenomenon in labour relations and should agree on a common objective to prevent and/or effectively resolve conflict that may arise between them.

FIGURE 4-5: THE LABOUR RELATIONS CONFLICT MANAGEMENT ARENA



7.3 Consensus approach

In all relationships it should be accepted that there are always two sides to an argument and that it will therefore take the input and perseverance of all conflicting parties to agree on ways to resolve conflict.

A consensus approach in search of mutually acceptable agreements implies that all parties will be granted the opportunity to make a meaningful contribution to the process of finding a resolution to conflict. To ensure that a consensus approach will effectively contribute to finding a resolution, all parties should adhere to the following principles:

- All parties should participate in good faith and strive towards maximum transparency and a sharing of important information.
- A co-operative non-adversarial approach to conflict resolution promotes the objectives of bringing about stability and providing direction in longer-term interdependent relationships.
- Parties should respect and consider the status, role and input of other parties and respect the process, rituals and ethics of good faith negotiations.
- Parties should enjoy equal status during the process of finding solutions to problems. Dominance, personal insults and negative attitudes are counterproductive in finding solutions to problems in relationships.

7.4 Introduction of conflict prevention and management systems

The agreement on, and introduction of conflict prevention and conflict management systems will enable parties to prevent and deal with conflict that may threaten the harmony in the relationship between them. This should be done as soon as possible, preferably during the formation and definition of the

relationship, or in the earliest possible stage of interaction between the parties following the identification of conflict. In this respect it is important to identify or develop formal structures to prevent and resolve conflict. These structures will normally be in the form of formal documents, procedures and role prescriptions.

i. Formal documents:

Rules are normally formal and may take on forms such as statutes, agreements, contracts, government decisions, management policy and rules laid down internally by the enterprise itself. These documents define the relationship, rights and duties of parties clearly and prevent future misunderstandings and misinterpretation.

ii. Conflict resolution procedures:

Procedures are the grievance and disciplinary procedures which mainly concentrate on eliminating conflict or to restrict it to a minimum.

iii. Role prescriptions:

In this situation there are formal role prescriptions for individuals in the enterprise. Such role prescriptions focus on prescribing the expected behaviour of a specific person in a specific situation.

7.5 Informed and skilled participation in conflict management systems

All role-players should be properly informed on and skilled in the various conflict management methods to ensure that they understand the importance of the methods for constructive participation in the conflict management process. Role-players should particularly be informed on the various formal and informal methods for conflict resolution.

8. THE INFLUENCE OF POWER ON THE LABOUR RELATIONS SYSTEM

Both primary parties to labour relations possess various forms of power to influence the other party's behaviour or decisions. They will usually opt to use their power whenever they need to influence the balance in the labour relationship in their favor. The following forms of power are often encountered in collective bargaining relationships (Anstey, 1991:115-117):

- Formal authority is derived from a formal position within a structure that confers decision-making powers, eg: a General Manager.
- Sanction power is based in the capacity to inflict harm or interfere with another's ability to realise interests, eg: sanctions against a corrupt government.
- Nuisance power is rooted in the power to cause discomfort to another party, but stopping short of direct sanctions. A union may not have the power to call a strike at a given point in time, but still exert pressure on a company through go-slow tactics.
- Habitual power is based in the awareness that it is often easier to maintain the status quo than to change it. Power increases if the majority of people wish to retain status quo.
- Moral power is derived from the capacity to appeal to widely held values, such as the international support achieved by the ANC against apartheid.
- Resource power is based on the ability to control valued resources or the ability to deny others needed resources or to force them to expend theirs, eg. workers can withhold their labour.

- Procedural power is based on control over procedures by which decisions are made, such as the ability to delay meetings on technical aspects of a decision regarding an agreement.
- Expert power is based on information or skills in a specific area.
- Associational power refers to power that is gained from association with others with power. Eg: being related to a Parliamentarian.
- Personal power is rooted in a number of personal attributes that magnify other sources of power, such as self-assurance, articulateness, determination, endurance, a capacity for problem-solving.

The labour relationship experiences pressure whenever the parties fail to resolve these differences and more often than not these unresolved differences give rise to some or other form of power play that may even lead to a total breach in the labour relationship. The threat of the use of power by an opposing party normally serves to force the parties to resolve their differences for the common benefit of the relationship, although this may not always be the case in all labour relationships. Table 4-6 illustrates some of the more important sources of power of the respective parties:

TABLE 4-6: SOURCES OF POWER IN LABOUR RELATIONS

EMPLOYER POWER	EMPLOYEE POWER
Control of remuneration	Control of masses
Power to dismiss	Community support
Power to prescribe work rules	Union solidarity
Business affiliation and alliances	Political affiliation and alliances
Use of experts	Use of experts
Power to litigate	Power to litigate
Power to lockout employees	Power to embark on a strike
Power to victimise employees	Power to disrupt orderly operations
Power to intimidate and coerce	Power to intimidate and coerce

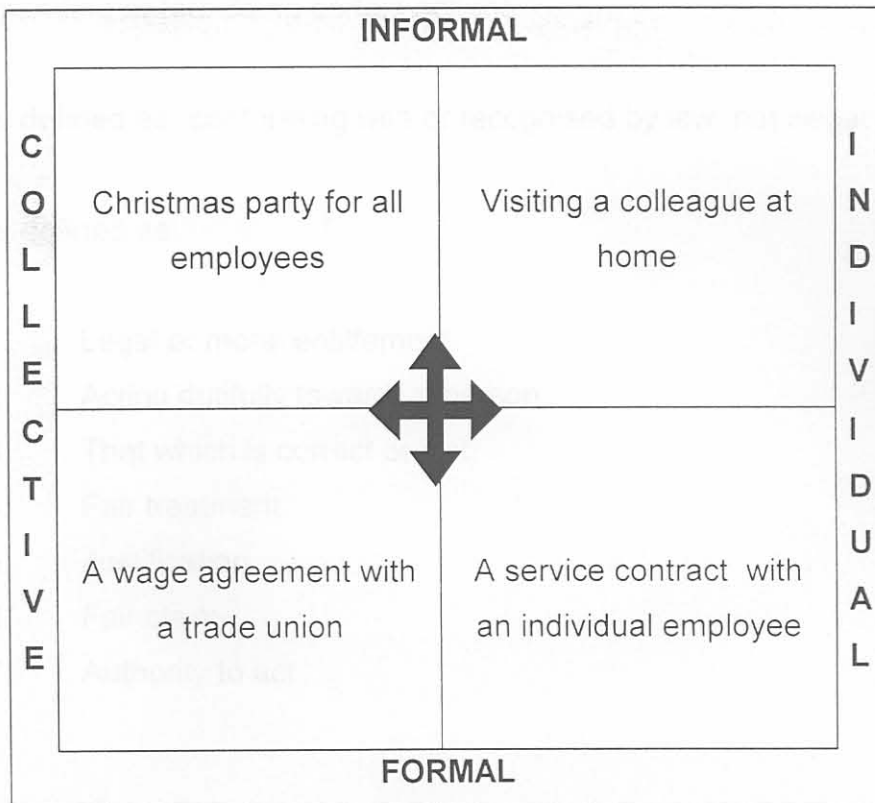
9. THE DIMENSIONS OF LABOUR RELATIONS

There are four general dimensions of modern labour relations. All of these dimensions exert an individual or concerted influence on the harmony and eventual outcomes in the relationship. It will be important to ensure that sound relations exist in all four dimensions (Nel *et al*, 1997).

The formal dimension exists in the formalised aspects of labour relations as reflected in contracts, agreements, legislation and plant-level procedures. The aforementioned documents are strictly adhered to by both parties and form the foundation of all formal interaction.

The informal dimension can be found in the interpersonal interaction between individuals and groups involved in the labour relationship. These interactions are not necessarily regulated or prescribed in formal documents and take place in the day to day management of an organisation or relationships.

FIGURE 4-7: DIMENSIONS OF LABOUR RELATIONS



The collective dimension exists in the interaction between a trade union, or two or more trade unions, as the representative of a collective entity, namely employees and an employer or group of employers who represents the interests of shareholders or stakeholders in an organisation. The collective dimension is normally regulated by formal contracts or agreements. These documents define structures and procedures for interaction between the various interest groups.

The individual dimension can be observed in the interaction between individuals such as supervisor/subordinate, peers, management/supervisors etc. This dimension revolves around the interaction between individuals in the organisation and will be visible in the formal or informal interpersonal interaction of the aforementioned parties.

10. LAWS, RIGHTS AND DUTIES ARE APPLICABLE TO LABOUR RELATIONS

The Oxford dictionary provides the following definitions (among others):

Law is defined as “a rule enacted or customary in a community and recognised as commanding or forbidding certain actions.”

Lawful is defined as “conforming with or recognised by law; not illegal”

A right is defined as:

1. Legal or moral entitlement.
2. Acting dutifully towards a person.
3. That which is correct or just.
4. Fair treatment.
5. Justification.
6. Fair claim.
7. Authority to act.

A duty is defined as:

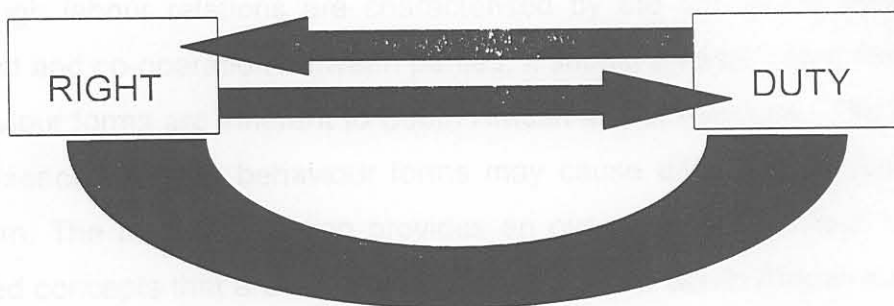
1. A moral or legal obligation.
2. Responsibility.
3. Binding force of what is right.
4. Job or function arising from business or office.

A privilege is defined as "A right, advantage, immunity, belonging to a person, class or office, special benefit or honour."

It is clear that a right, or entitlement, will also have an accompanying duty or obligation. Any person involved in a relationship who claims a right without accepting or performing the accompanying duty, may thus be acting as if the right is a privilege. This person then achieves an unfair advantage from a relationship, since the other party to the relationship will eventually be responsible for performing the accompanying duty. Harmonious interaction between humans is based on individuals accepting the accompanying duties when claiming rights (Ehlers, 2002).

Once a contract of employment has been entered into, whether in writing or verbally, it is accepted that the parties have agreed to accept certain duties to claim accompanying rights. The duties of one party constitute the rights of the other party and vice versa.

FIGURE 4-8: RIGHTS AND DUTIES



The employee has the right to remuneration, whereas the employer has the right to expect that the employee does his work as contracted. Any demand for payment in respect of work that was not performed as contracted will be unfair toward the employer.

All of the work-related expectations of parties to a labour relationship are not always recorded in a written contract. An employee will normally expect to be given an opportunity for promotion in good time. On the other hand the employer will also normally expect the employee to remain loyal to him while being employed. Should an employee perform his duties better in an effort to try and secure a promotion with an employer and the employer failed to notice the above average effort of the employee, the employee will normally feel hurt and unfairly treated. The employee may then attempt to remedy the situation by confronting the employer or even lodging a grievance or dispute. This would bring the parties into direct conflict.

It is clear that the parties will enter into a written contract as well as a type of unwritten contract that should both be honoured by them to ensure lawfulness, fairness and equity in the relationship. Should any party fail to honour these written or unwritten rights and duties, the trust relationship can be damaged. This may give rise to constructive or destructive behaviour aimed at redressing the perceived imbalance.

11. CHARACTERISTICS OF LABOUR RELATIONS INTERACTION

Although labour relations are characterised by the concurrent incidence of conflict and co-operation between parties, it should also be noted that specific behaviour forms are inherent to South African labour relations. The presence or absence of these behaviour forms may cause different outcomes in the system. The following section provides an overview of behaviour forms and related concepts that are often referred to in related South African literature.

11.1 Trust

Trust can exist between two or more parties to a relationship and is a requirement for enduring harmony in a labour relationship. The Oxford Dictionary defines the term “trust” (among others) as:

1. Firm belief in the reliability, truth, or strength etc. of a person or thing.
2. Confident expectation.
3. Responsibility (position of great trust).
4. To place trust in, believe in or rely on the character or behaviour.
5. To have confidence that someone will carefully use something.
6. To have hope or confidence that something will happen.
7. To put faith in someone, in the hope that something will be done.
8. To take someone’s word in trust needs no evidence or investigation
9. When a person is found trustworthy - he is seen as reliable and deserving of trust, and often deserving of special privileges.

The trust relationship between parties plays an important role in labour relations. Labour Court decisions are often influenced by the degree to which the trust in a specific labour relationship has been breached.

11.2 Fairness

Fairness normally refers to the treatment of one party (employee) by another party (employer). The Oxford Dictionary defines the term “fair” (among others) as:

1. Just.
2. Unbiased.
3. In accordance with the rules.
4. Of moderate quality or amount.
5. Straightforwardly and above board (fair and square).
6. A reasonable or satisfactory proposition (fair enough).
7. Equal opportunities and treatment for all (fair play).

“Unfair” is simply defined as not fair, not just or not impartial.

The concept of “fairness” is so laden with nuances and subjective assessments and its interpretation so dependent on circumstances that it would be virtually impossible to establish clear standards of fairness in any labour relations system. For the purposes of labour relations an action or behaviour could be considered fair if:

- there is balance between the parties,
- if both parties received equitable treatment,
- if there is conformity with universally accepted standards,
- if consistency was exhibited, or
- if there is a balanced acceptance of rights and accompanying duties by the respective parties to a relationship.

The South African Labour Court provided the following interpretation of fairness: (Brassey, 1994:15)

"The notion of fairness is philosophically as well as rationally difficult to understand. In truth, however, it is not the notion that causes the difficulty so much as its application. 'Do unto others as you would have them do unto you' is a pretty fair reflection of the notion. The difficulty is that not everyone wants the same thing done to them."

The Labour Court has often determined that an action may be lawful, but may still unfair under the circumstances. It should also be noted that an action that is unlawful would normally not be viewed as fair.

11.3 Equity

Equity normally refers to the way in which one party (an employer) treats two or more other parties (two or more employees). The Oxford Dictionary defines the term “ equity” (among others) as:

1. Fairness.
2. Impartiality.
3. Equity of actors (a trade union for actors).
4. Fair and just (equitable).

This term is derived from the word equal, and can be seen as an expression that refers to equal treatment of supposed equals.

11.4 Good faith

Good faith is a requirement for trust and mutually acceptable outcomes in a relationship. The Oxford Dictionary defines the term “ good faith ” as an “ honest and sincere intention.” The following definitions provide further perspective on the term:

“ Good” is defined (among others) as:

1. Having the right or desired qualities.
2. Having a good (positive) effect on.
3. What is beneficial or morally right.
4. Kind, well-behaved, enjoyable, agreeable.
5. Not less than, a fairly big number or quantity.
6. Thorough, considerable, valid, sound, commendable, worthy.
8. Efficient, competent, reliable.
9. A profit to an advantage.

The term “faith” is defined (among others) as

1. Complete trust or confidence.
2. Religious belief.
3. Religion or creed.
4. Loyalty.
5. Trustworthiness (faithful).

A lack of good faith in labour relations may lead to conflict situations that could cause the demise of an organisation. South African labour laws aim to protect parties against bad faith conduct by their labour relations partners.

11.5 Discrimination

During any form of decision-making or selection between two or more alternatives related to labour relations matters, the human ability to discriminate will be used.

The Oxford dictionary defines “discriminate” (among others) as:

1. To have good taste or judgement.
2. To make a distinction.
3. To give unfair treatment especially because of prejudice.

“Judgement is defined (among others) as:

1. Critical faculty.
2. Discernment.
3. Good sense.
4. Opinion or estimate.
5. What one really feels is advisable.
6. Sentence of a court of justice.

It is important to understand that any form of judgement or decision-making will always result in either fair or unfair discrimination under the specific circumstances. The vast majority of employment decisions are, by their very nature, "discriminatory".

To enable proper organisation and goal achievement in organisations, individuals and specific groups of employees will always be treated differently from others when management makes decisions about recruitment, selection, training, promotion, salary increases and employment benefits.

Due to this inherent discrimination, decision-makers should be able to prove that each decision was made fairly. A fair employment decision will however, always be based on rational, judgmental discrimination, as opposed to unfair discriminatory decisions that may be the result of unfounded biases, prejudice and stereotypes.

11.6 Prejudice

Prejudice may lead to many forms of unfair discrimination and conflict in labour relations. The Oxford dictionary defines the term "prejudice" (among others) as:

1. A preconceived opinion.
2. Bias.
3. Partiality.
4. Harm that results from some action or judgement.
5. Being to the detriment of a right, claim or statement.
6. To impair the validity or force of a right, claim or statement.

11.7 Typical behaviour forms

The following table reflects descriptions of common behaviour forms that are typically encountered in individual and collective labour relations.

TABLE 4-9: TYPICAL BEHAVIOUR FORMS IN LABOUR RELATIONS

Abusing	Delaying	Misjudging
Accepting	Denying	Mistreating
Accusing	Detracting	Negotiating
Adhering	Dictating	Objective setting
Affirming	Disagreeing	Obliging
Agreeing	Disciplining	Opposing
Allaying	Discriminating	Ordering
Appealing	Dismissing	Patronizing
Arguing	Distancing	Persuading
Assessing	Diverting	Politicking
Attending	Enforcing	Positioning
Avoiding	Establishing	Power application
Awarding	Evaluating	Proposing
Breaching	Expediting	Rationalizing
Coaching	Exploiting	Recognizing
Communicating	Facilitating	Recording
Complaining	Harassing	Referring
Compromising	Honoring	Reflecting
Condoning	Ignoring	Refusing
Condescending	Implementing	Rejecting
Confirming	Inciting	Remunerating
Conflicting	Inducting	Requesting
Confusing	Indulging	Resolving
Considering	Influencing	Responding
Consolidating	Informing	Retaliating
Conspiring	Instructing	Retracting
Consulting	Insulting	Retrenching
Contracting	Interfering	Reimbursing
Co-operating	Interviewing	Rewarding
Co-opting	Intimidating	Strategizing
Correcting	Introducing	Structuring
Contravening	Intruding	Submitting
Correcting	Involving	Supporting
Counseling	Leading	Threatening
Countering	Mentoring	Trusting
Deciding	Motivating	Verifying
Declining	Misinforming	Victimizing
Defining	Misunderstanding	Withdrawing

12. SUMMARY

The objective of this Chapter was to explain the foundations of labour relations. The Chapter includes discussions of the role of labour relations in organisations, the interdisciplinary nature of labour relations, the dimensions of labour relations and the various environmental variables that influence labour relations. The importance of balanced rights and duties in labour relations were also discussed. In conclusion, related behavioural phenomena such as conflict, co-operation, power and social expectations were explained within a labour relations context.

FIGURE 5.1. LABOUR RELATIONS APPROACHES IN ORGANISATIONAL CONTEXT

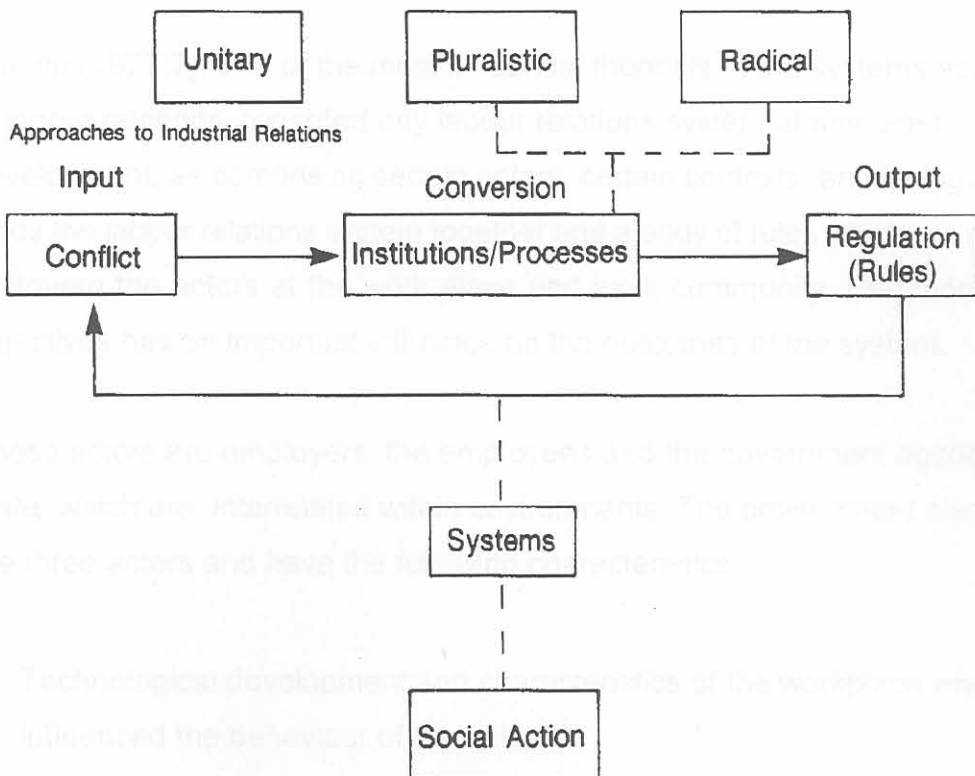


CHAPTER 5: DEFINITIONS AND MODELS OF LABOUR RELATIONS

1. INTRODUCTION

Labour relations theorists have mainly subscribed to three approaches in the analysis and study of labour relations. Salamon (1987:25) proposed that the different approaches should be jointly applied in the process of analysis and study, since there is no single correct approach. He represented the application of the different theories in the following organisational context:

FIGURE 5-1: LABOUR RELATIONS APPROACHES IN ORGANISATIONAL CONTEXT



Bluen (1983:441) presented these theories on a continuum that represents the different theorist's emphasis on either harmony or conflict or both, as outcomes of labour relations.

FIGURE 5-2: CONFLICT/HARMONY CONTINUUM

Dunlop (Systems)	Flanders (Industrial government)	Hyman (Radical)
HARMONY		CONFLICT

The following is a discussion of the most important aspects of the three most influential approaches to studying and analysing labour relations.

2. THE SYSTEMS APPROACH

Dunlop (1977:7), one of the most influential theorists in the systems approach to labour relations, regarded any labour relations system at any one time in its development, as comprising certain actors, certain contexts, an ideology which binds the labour relations system together and a body of rules which are created to govern the actors at the work place and work community. Commonality of objectives has an important influence on the outcomes of the system.

These actors are employers, the employees and the government agencies, or state, which are interrelated within environments. The environment also affect the three actors and have the following characteristics:

- Technological development and characteristics of the workplace which influenced the behaviour of the actors.

- The market, or budgetary constraints and economic factors, which affected decisions such as wage rates.
- The distribution of power in the wider society. For example: if the state supports unions, unions would have more influence.

There are also rules which govern the behaviour of the actors in the relationship. The two main types of rules within which the actors operate are:

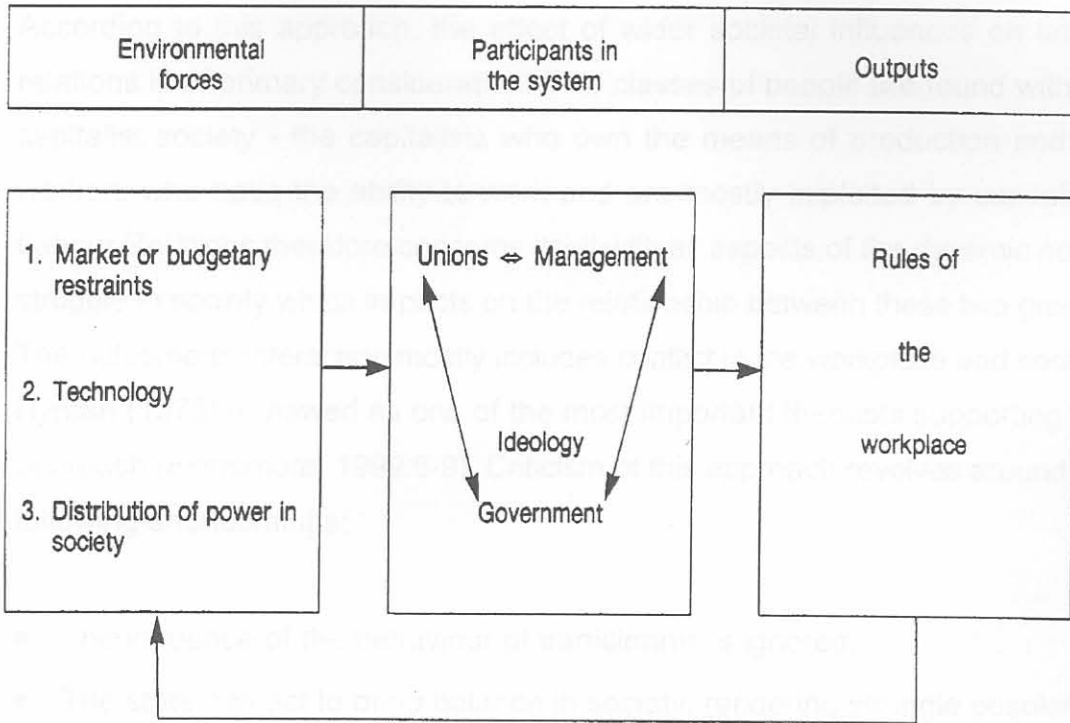
1. Substantive rules which specify actual conditions of employment (eg. wage rates and working hours).
2. Procedural rules which regulate the manner in which the actors operate eg. when and how negotiations will take place.

An ideology or set of ideas and beliefs commonly held by the actors, helps to bind together or integrate the system as an entity. Organisations in society, trade unions, management and the state are involved in the spinning of a web of workplace forces. Labour Relations is viewed as a subsystem of society.

The systems approach of Dunlop seems to neglect the importance of behavioural variables. The approach needs to be expanded to encompass the influence of these variables.

The following graph of Dunlop's systems approach was proposed by Allen and Keaveny (1983:20):

FIGURE 5-3: DUNLOP'S SYSTEM THEORY



3. THE INDUSTRIAL-GOVERNMENT APPROACH (OXFORD APPROACH)

The supporters of this approach believe that the formulation and institution of job regulations through collective bargaining are to of primary importance. It is assumed that the various conflicting interest groups of an industrial society are able to reach agreement through the process of collective bargaining. The outcome of interaction depends on the participant's abilities regarding the collective bargaining process. The most important theorists who trusted in this approach are: Flanders, Bain, Clegg, Fox Hughes, McCarthy and Marsh all of whom worked at Oxford University (Bluen, 1983:430-436). The primary criticism against this approach is that the influence of the behaviour of participants in the system is ignored. Labour relations are influenced by many variables that do not form part of the collective bargaining process.

4. THE RADICAL APPROACH (NEO-MARXIST APPROACH)

According to this approach, the effect of wider societal influences on labour relations is of primary consideration. Two classes of people are found within a capitalist society - the capitalists who own the means of production and the workers who have the ability to work and are mostly exploited by capitalists. Labour Relations therefore concerns itself with all aspects of the dynamic power struggle in society which impacts on the relationship between these two groups. The outcome of interaction mostly includes conflict in the workplace and society. Hyman (1975) is viewed as one of the most important theorists supporting this approach (Finnemore, 1999:6-9). Criticism of this approach revolves around the following shortcomings:

- The influence of the behaviour of participants is ignored.
- The state can act to bring balance in society, rendering struggle obsolete.
- Trade unions are beneficiaries and opponents of the system.

5. THEORETICAL MODELS OF LABOUR RELATIONS

5.1 Introduction

Several South African authors have proposed theoretical models in varying diagrammatical formats during the period defined in the research methodology. The following is a discussion of the most important features of these models.

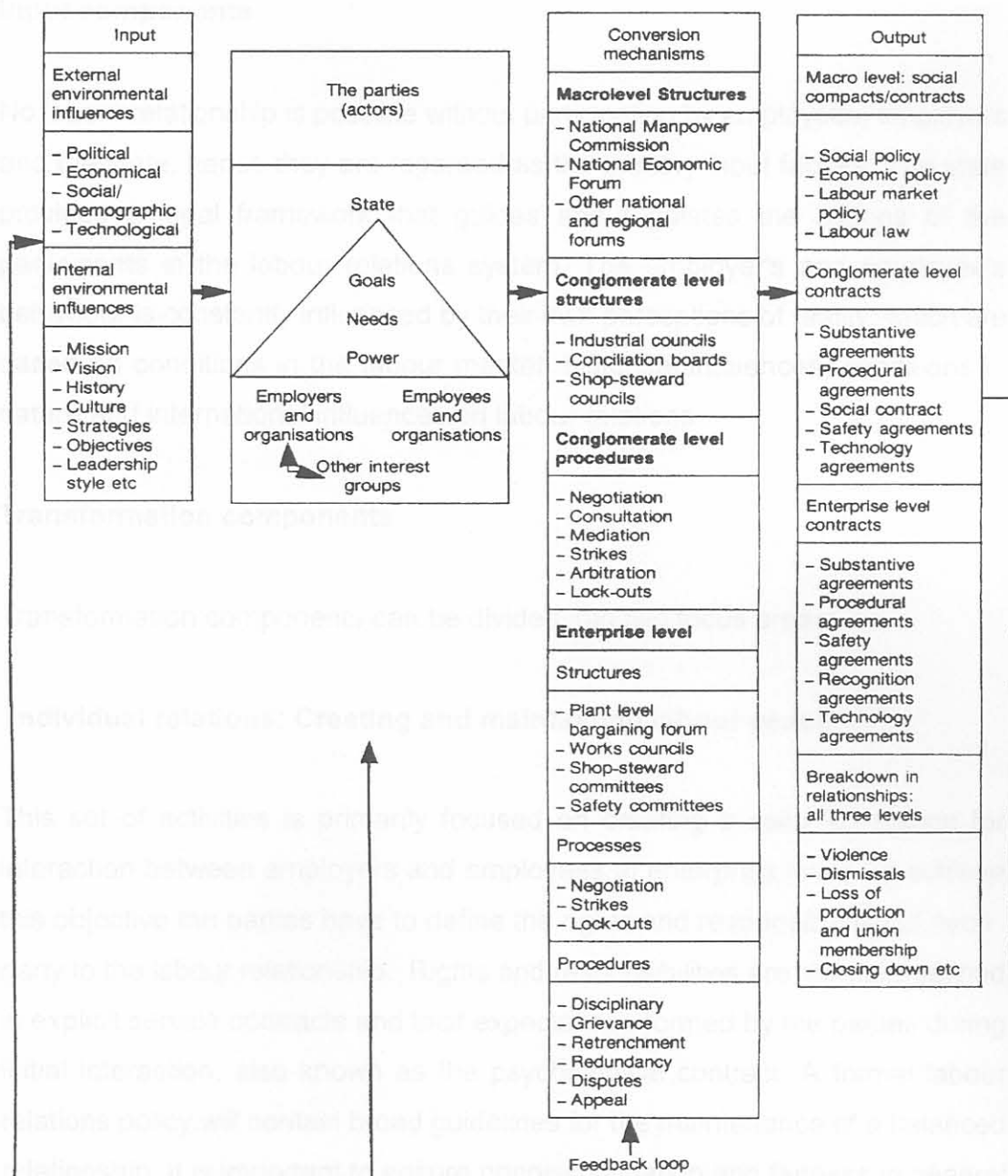
5.2 Slabbert, Prinsloo and Backer (1996: 16-17)

The authors explained their approach as follows: "The framework presented in Figure 5.4 consists of four basic components:

- inputs, summarised by the concepts of goals, conflict and power which are conditioned by the flow of effects from environmental subsystems;

- converting mechanisms;
- the outputs, comprising the financial, social and psychological rewards to employees, or the breakdown of the relationship; and
- a feedback loop, through which the outputs flow back into the industrial-relations system and the effects of which also flow into the different environmental subsystems."

FIGURE 5-4: THE SLABBERT MODEL



5.3 Nel and Others (1998:12-17)

The authors view labour relations as a system comprising input, throughput and output factors. Environmental variables constantly influence labour relations, leading to varying outcomes. Some outcomes are undesirable, and efforts should therefore be made to adapt the transformation process in such a way that a desired outcome of labour peace can be ensured. The following is a brief discussion of the most important components:

5.3.1 Input components

No labour relationship is possible without participation by employees, employers and the state, hence they are regarded as the primary input factors. The state provides a legal framework that guides and regulates the actions of the participants in the labour relations system. The employer's and employee's behaviour is constantly influenced by their own perceptions of reality, which are based on conditions in the labour market, historical influences, conditions in nature and international influences on labour relations.

5.3.2. Transformation components

Transformation components can be divided into two focus areas:

5.3.2.1 Individual relations: Creating and maintaining labour peace

This set of activities is primarily focused on creating a solid foundation for interaction between employers and employees at enterprise level. To achieve this objective the parties have to define the rights and responsibilities of each party to the labour relationship. Rights and responsibilities are normally defined in explicit service contracts and tacit expectations formed by the parties during initial interaction, also known as the psychological contract. A formal labour relations policy will contain broad guidelines for the maintenance of a balanced relationship. It is important to ensure nondiscrimination and fairness in general

Human Resource management practices, such as communication, recruiting and job evaluation. This will prevent grievances and disputes that may harm the relationship. A representation system, such as a workplace forum serves to improve communication and understanding between parties and serves as a subsystem for ensuring labour peace. Enterprise level procedures, such as grievance, disciplinary and retrenchment procedures serve as self-correcting mechanisms to defuse flashpoints in the relationship and to maintain labour peace.

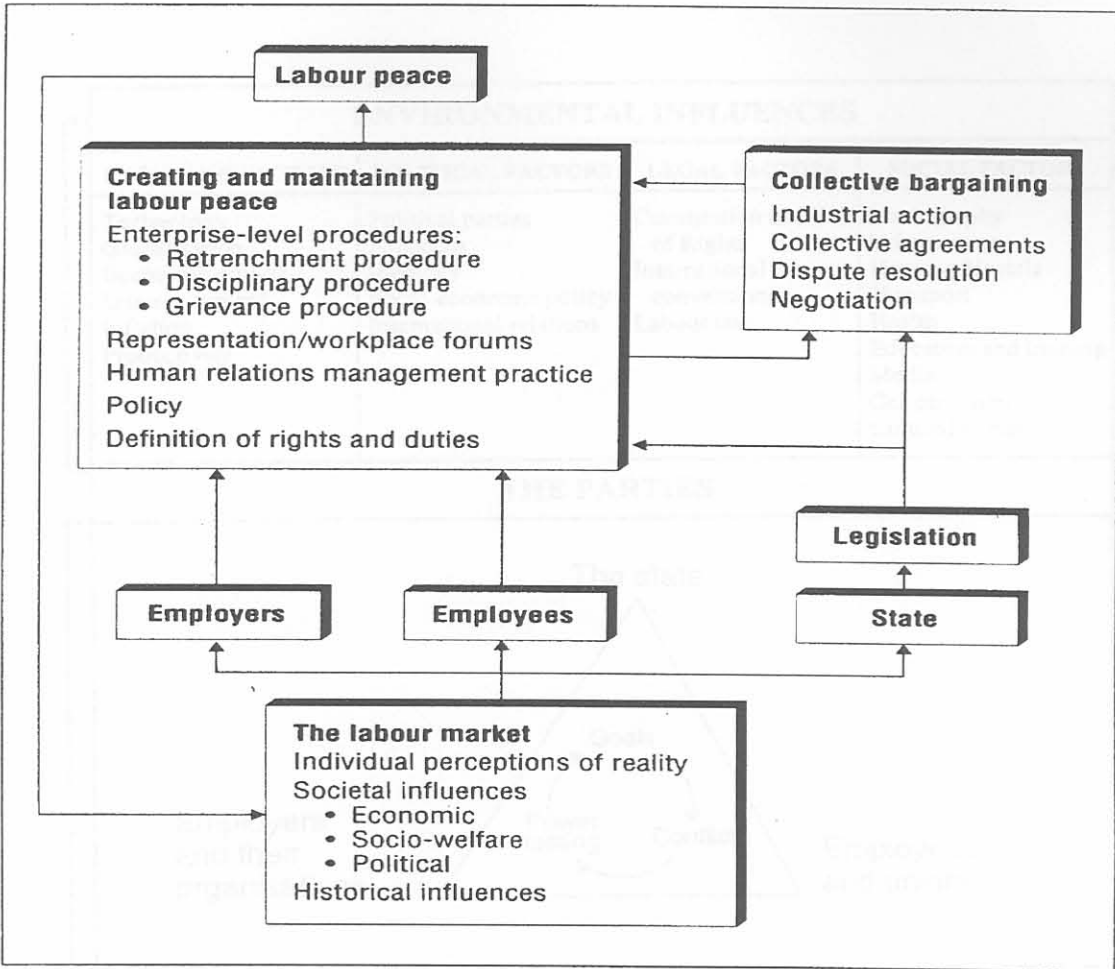
5.3.2.2 Collective relations: Balancing the system through collective bargaining

The collective bargaining process deals primarily with the interaction between trade unions and employers. The negotiation and implementation of collective agreements is the preferred method for resolving conflict in the relationship. A specific dispute resolution procedure is adopted in case of the parties failing to agree through negotiation. Should all attempts at resolving the conflict fail, the parties may institute industrial action in the form of strikes or lockouts.

5.3.3 Output components

The desired output of any labour relations system is harmony in labour relations or labour peace. Labour peace is a prerequisite for achieving organisational objectives and being productive. This is the ideal outcome arising from the interaction between the parties in all the transformation processes. The level of labour peace influences the future prosperity of society and impacts on the input factors referred to in the model.

FIGURE 5-5: THE NEL MODEL



5.4 Finnemore (1999:16-17)

The author explained her approach as follows: “A useful framework to clarify the field of study is suggested by Craig (1975). It is based on an open systems model which traces the linkages between the environmental factors which impinge upon the labour relations actors and their goals and power bases, as well as the structures and procedures which have been developed to institutionalise and control conflict. The possible outcomes of these processes are also incorporated in the model, and these in turn feed back into the environment, creating a continuous dynamic system.”

FIGURE 5-6: THE FINNEMORE MODEL

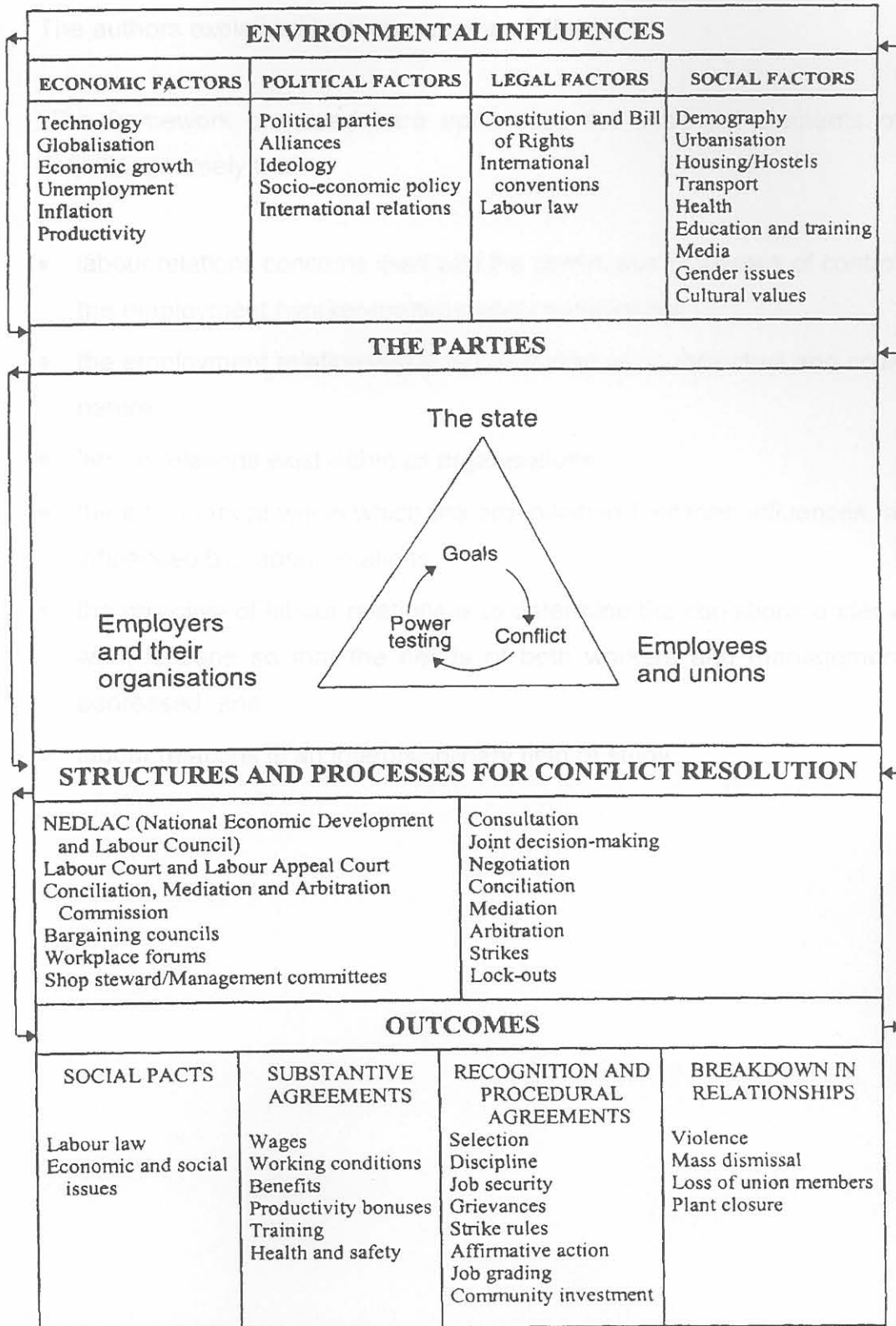


FIGURE 5-7: THE TUSTIN MODEL

5.5 Tustin and Geldenhuys (2000:51-57)

The authors explained their approach as follows:

“The framework proposed here epitomises the essential elements of this definition, namely that:

- labour relations concerns itself with the continuous processes of control over the employment (worker-management) relationship;
- the employment relationship is dynamic and of an individual and collective nature;
- labour relations exist within all organisations;
- the environment within which the organisation functions influences, and is influenced by, labour relations;
- the objective of labour relations is to determine the conditions under which work is done so that the needs of both workers and management are addressed; and
- labour relations is an interdisciplinary field of study.”

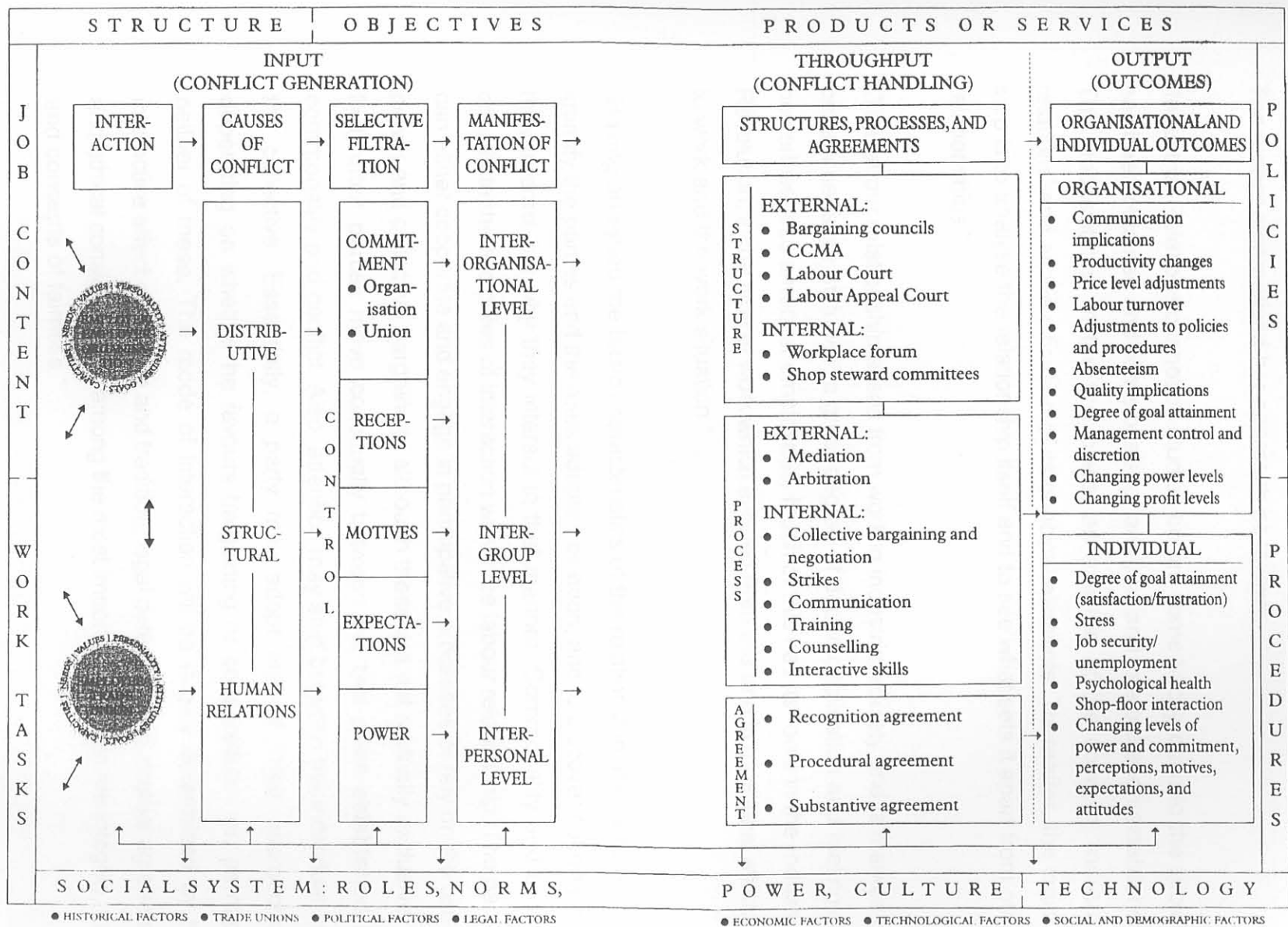


FIGURE 5-7: THE TUSTIN MODEL

5.6 Bendix (2001:2-20)

The author summarised her approach as follows:

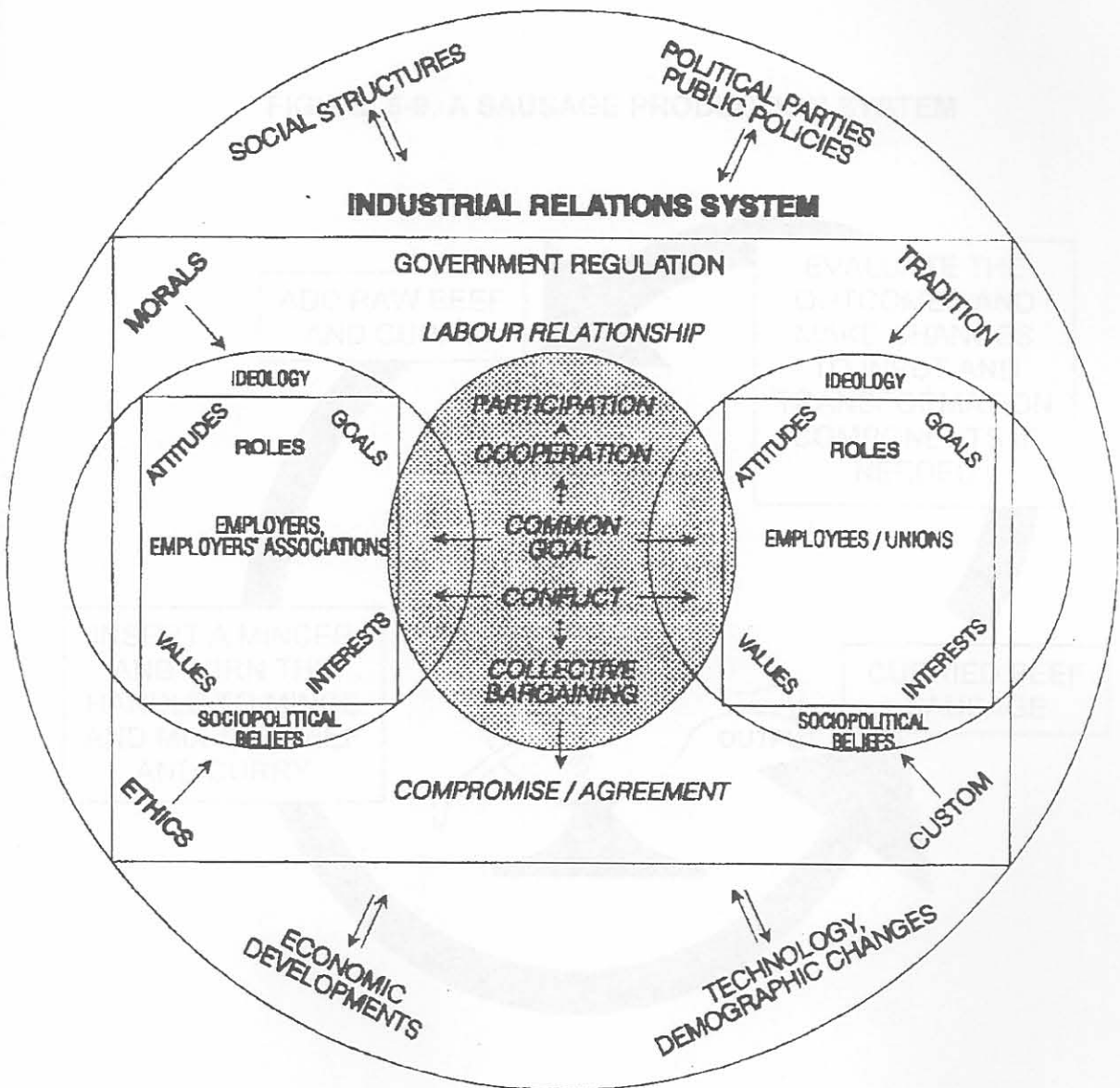
“Industrial Relations cannot be studied before some background to the subject has been obtained and some basis for analysis and interpretation established. This necessitates, in the first place, an analysis of the concept ‘Industrial relations’ and an identification of its principal elements. Thereafter, the logical step is to analyse the relationship itself and to see what sets it apart from other relationships.”

“The labour relationship arises from work in industrial society and is marked by certain negative attitudes, a great degree of depersonalisation and feelings of powerlessness amongst employees. Much of this has its roots in the Industrial Revolution, in the type of work which evolved from this and in traditional attitudes to work and the work situation.”

“Having analysed the basic characteristics of the relationship, it is necessary to identify the parties and the roles adopted by each, and to discover not only how they interact but why they interact in that manner. Commonality and conflict constitute the two poles of interaction within the labour relationship. The parties can either cooperate and engage in participative processes or rely on the use of power and collective bargaining, although these are not mutually exclusive. In fact, often parties move continually between the two poles established by commonality and conflict. Also, attention may shift between the individual and the collective. Essentially, a party may adopt one of three approaches, depending on whether he favours bargaining or cooperation - or, perhaps, neither of these. The mode of interaction will be largely determined by the interactive effect of custom and tradition, legal determination, mutual agreement and ethical considerations, among the most important of which are integrity, trust and concepts of fairness.”

“Finally, there are numerous external factors which will influence the manner in which the parties behave towards each other. These include sociopolitical and economic factors and the role of trade unions, as well as demographic and technological developments.”

FIGURE 5-8: THE BENDIX MODEL



5.7 Ehlers (2002: 34-40)

The functioning of the labour relations system is related to the functioning of a sausage production system. The principles on which the system are founded are the same as the principles that are applicable to the model proposed by Nel and others, save for a different definition of outcomes and added environmental influences.

FIGURE 5-9: A SAUSAGE PRODUCTION SYSTEM

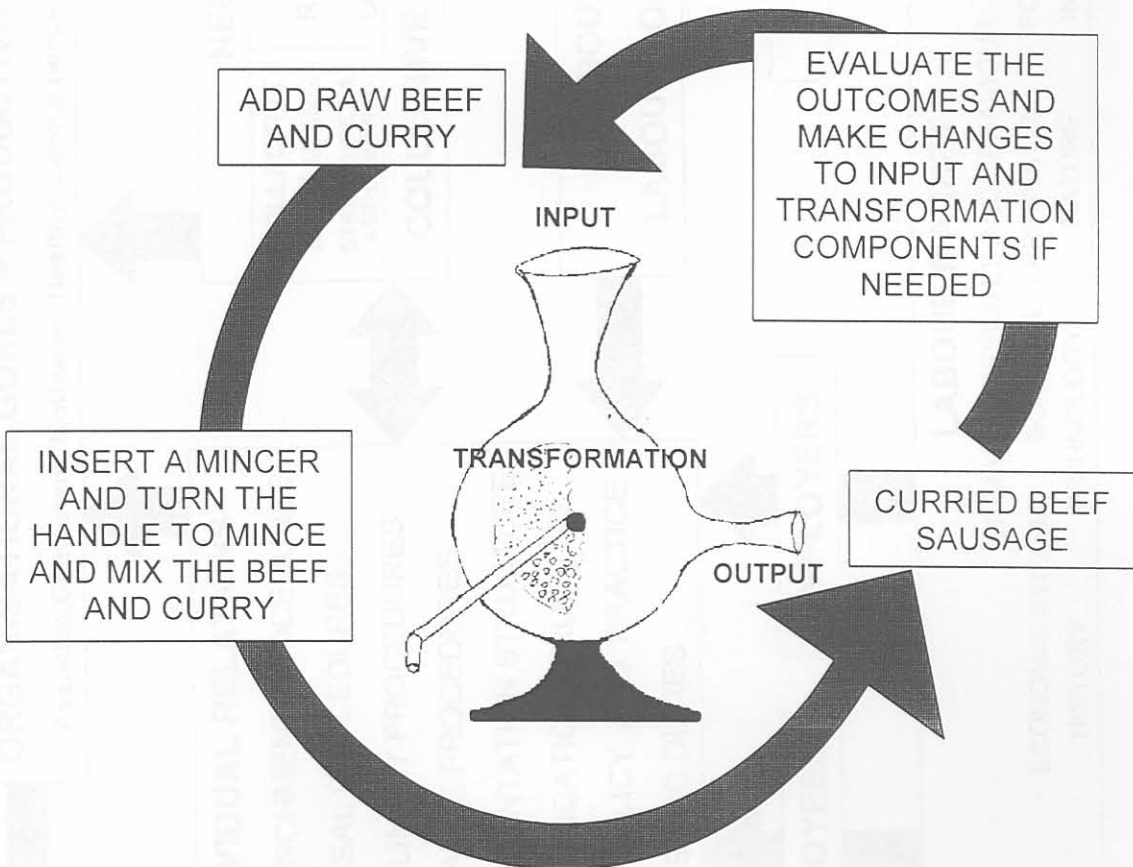




FIGURE 5-10: THE EHLERS MODEL

6. COMMON COMPONENTS OF THEORETICAL MODELS

Behavioural models in social science will normally not be viewed as right or wrong, since it will be very difficult to define a single model of labour relations that will include all the dynamic aspects of the field of study. All the above models are however founded on the systems approach to labour relations. This means that they consist of input, transformation and output categories, which provides for easier categorisation of similarities. A thorough content analysis yielded the following results regarding the commonality of elements of the different models:

TABLE 5-11: RELIABILITY COEFFICIENTS OF COMPONENTS OF LABOUR RELATIONS MODELS

COMPONENT	NUMBER OF REFERENCES (MAX = 6)	RELIABILITY COEFFICIENT
Input		
- State	6	1
- Employers	6	1
- Employees (trade Unions)	6	1
- Other interest groups	1	0.16
- Legislative framework	5	0.83
- Economic influences	5	0.83
- Political influences	5	0.83
- Social influences	5	0.83
- Demographic changes	3	0.50
- History	4	0.67
- Global influences	2	0.33
- Natural influences	2	0.33
- Human behaviour	2	0.33
- Technology	5	0.83
- Input will be influenced by output	5	0.83
Output		
- Labour peace/harmony	1	0.16
- Organisational goal achievement	3	0.50
- Employee goal achievement	2	0.33
- Products or services	1	0.16
- Productivity	2	0.33
- Agreements and Contracts	3	0.50
- Social contracts	2	0.33
- Breach in relationship	2	0.33

COMPONENT	NUMBER OF REFERENCES (MAX = 6)	RELIABILITY COEFFICIENT
- Common goal	1	0.16
- Individual behavioural outcomes	2	0.33
- Societal need satisfaction	5	0.83
- Labour market outcomes	1	0.16
- Revised labour policies and laws	1	0.16
Individual transformation		
- Defining rights and duties/Contracting	2	0.33
- HR Management policies	2	0.33
- HR Management practice	2	0.33
- Communication	2	0.33
- Representation structures	5	0.83
- Grievance resolution	3	0.50
- Discipline	3	0.50
- Dismissal	3	0.50
Collective transformation		
- Consultation/Negotiation	5	0.83
- Collective agreements	4	0.67
- Procedures in collective agreements	2	0.33
- Organisational level collective bargaining structures	3	0.50
- Industry level collective bargaining structures	3	0.50
- Macro level collective bargaining structures	2	0.33
- Formal dispute resolution (Conciliation, Arbitration)	5	0.50
- Litigation	2	0.33
- Industrial action	4	0.67
Behavioural principles		
- Conflict	2	0.33
- Affirmative action	1	0.16
- Co-operation	1	0.16
- Power	3	0.50
- Motives/objectives/expectations	4	0.67
- Ethics/Values	1	0.16
- Roles	1	0.16
- Norms	1	0.16
- Interests	1	0.16
- Participation / Joint decisionmaking	1	0.16
- Commitment	1	0.16
- Perceptions	1	0.16
- General management practice	2	0.33
- General organisational behaviour	2	0.33

TABLE 5-12: CLASSIFICATION AND RANKING OF COMMON MODEL COMPONENTS

NATURE	RANK	COMPONENTS
INPUT	1 – 1	The state, employers and employees are involved in labour relations
INPUT	2 – 0.83	Technology, Economics, Politics, Social issues & Legislation exert an influence on the system
OUTPUT SOCIETAL	2 - 0.83	Labour relations outcomes will influence conditions in broader society and the various input components of a model
TRANSFORM COLLECTIVE	2 – 0.83	Representation
TRANSFORM COLLECTIVE	2 – 0.83	Consultation and/or negotiation
INPUT	3 – 0.67	Historical development
OUTPUT-GROUP	3 - 0.67	Collective agreements
OUTPUT GROUP	3 – 0.67	Industrial action
INPUT	3 – 0.67	The participants have differing needs, objectives and expectations
INPUT	4– 0.50	Demographic characteristics
TRANSFORM INDIVIDUAL	4– 0.50	Grievance resolution
TRANSFORM INDIVIDUAL	4– 0.50	Disciplinary action
OUTPUT INDIVIDUAL	4– 0.50	Dismissal
TRANSFORM COLLECTIVE	4 – 0.50	Organisational level collective bargaining structures
OUTPUT COLLECTIVE	4 – 0.50	Industry level collective bargaining structures
TRANSFORM INDIVIDUAL OR COLLECTIVE	4 – 0.50	Formal dispute resolution mechanisms
INPUT TRANSFORM	4 – 0.50	Power variables
INPUT	5 – 0.33	Global influences
INPUT	5 – 0.33	Natural influences
INPUT	5 – 0.33	Human behaviour
OUTPUT INDIVIDUAL	5 – 0.33	Employee goal achievement
OUTPUT INDIVIDUAL GROUP ORG	5 – 0.33	Productivity

NATURE	RANK	COMPONENTS
OUTPUT SOCIETAL	5 – 0.33	Social contracts
OUTPUT INDIVIDUAL COLLECTIVE	5 – 0.33	Breach in relationship
OUTPUT INDIVIDUAL	5 – 0.33	Individual behaviour outcomes
TRANSFORM INDIVIDUAL COLLECTIVE	5 – 0.33	Definition of rights and duties/ Contracting
TRANSFORM INDIVIDUAL COLLECTIVE	5 – 0.33	HR management policies
TRANSFORM INDIVIDUAL COLLECTIVE	5 – 0.33	HR management practices
TRANSFORM INDIVIDUAL COLLECTIVE	5 – 0.33	Communication
TRANSFORM COLLECTIVE	5 – 0.33	Macro-level bargaining structures
TRANSFORM INDIVIDUAL COLLECTIVE	5 – 0.33	Litigation
TRANSFORM INDIVIDUAL COLLECTIVE	5 – 0.33	Conflict

7. DEFINITIONS OF LABOUR RELATIONS

Although an absolute definition of labour relations will be impossible, the majority of labour relations authors and theorists will agree that labour relations can be simply defined as a field of study that is concerned with human behaviour in, around and related to a workplace or work relationship. It is studied with a view to improve relationships in the workplace in order to prevent detrimental effects on the functioning and goal achievement of the parties and stakeholders involved. An analysis of definitions of prominent authors in the field of labour relations will provide a better understanding of the diverse nature of the field of study. Several international and South African authors have attempted to define labour and industrial relations. The following is a list of definitions that meet the requirements defined in the research methodology.

7.1 Definitions by international authors

Bain & Clegg (1974:95): Industrial relations is the study of all aspects of job regulations -the making and administering of the rules which regulate employment relationships - regardless of whether these are seen as being formal or informal, structured or unstructured.

Barbash (1964: 66): The area of study and practice concerned with the administration of the employment function in modern public and private enterprise; this function involves workers' unions, managers, government and the various publics.

Dunlop (1958:viii-ix, 380): The central task of a theory of industrial relations is to explain why particular rules are established in particular industrial-relations systems and how and why they change in response to changes affecting the system. The rules of the work place and work community become the general focus of enquiry to be explained by theoretical analysis... The study of industrial relations may therefore be described as a study of the institutions of job regulation'.

Flanders (1965: 21):The subject deals with certain regulated or institutionalized relationships in industry. Personal, or in the language of sociology 'unstructured', relationships have their importance for management and workers, but they lie outside the scope of a system of industrial relations.

Hartley & Kelly (1986:162): There are individual as well as collective aspects in the control of the employment relationship. Industrial relations, therefore, is as relevant to the individual as it is to a workforce... Industrial relations is about individual means of control, resistance, influence, cooperation and power as well as about collective mechanisms through trade unions, employers' associations and the state.

Hodgetts (1984: 6): Industrial relations can be seen as a process by which management brings workers into contact with the organisation in such a way that the objectives of both groups are achieved.

Hyman (1975: 31): Industrial relations are the processes of control over work relations. It is through these processes and the institutions of job regulation that attempts are made to control the conflict arising as a result of the interaction between employers and employees.

Jowell (1980: 44): Industrial relations broadly means the relations between management and workers that have developed in the process of industrialisation and one can define an industrial relations system as a system of job regulation.

Kochan (1980: 1): In its broadest sense, industrial relations is an interdisciplinary field that encompasses the study of all aspects of people at work. The field includes the study of individuals, groups of workers who may or may not organise into a union or an association, the behaviour of employer and union organisations, the public policy or legal framework governing employment conditions, the economics of employment problems, and even the comparative analysis of industrial relations systems in different countries over different time periods.

Margerison (1969: 274): Industrial relations is defined as the study of people in a situation, organization or system interacting in the doing of work in relation to some form of contract either written or unwritten.

Sauer & Voelker (1993:4) Industrial relations refers to the competitive and cooperative relationships that arise out of the employment of labour by an enterprise. Such relationships occur whenever an employer and worker (or their representatives) come into contact with one another in a work situation. Each party tries to achieve several goals. The employer wants to use the worker to

maximize the efficiency, prestige, or profitability of the organization; the workers attempts to achieve employment security, higher income, and self-actualization from the job. Often both parties can realize their goals by co-operating with each other, but at other times the goals of one can only be attained at the expense of the other. In these latter cases, open conflict may very well occur.

Walker (1979: 11): The commonsense view of "industrial relations" are concerned with trade unions, collective bargaining and strikes is too narrow, both from the practical point of view and for the purpose of scientific study. Industrial relations include the whole range of relations between workers, managers and government which determine the conditions under which work is done.... Industrial relations are essentially concerned with the accommodation between the various interests that are involved in the process of getting work done.

Williams & Guest (1969: 201) Industrial relations is the study of conflict between management and worker, of why conflict arises, why it takes a certain form and how it can most effectively be managed.

7.2 Definitions by South African authors

Anstey (1985: 35): Industrial relations is the process through which employers and employees interact, and through which they regulate conflict in the workplace.

Bendix S. (1996:3) Industrial relations is a study of relationships, the work situation and working man, the problems and issues of modern industrialised and industrialising society and of certain processes, structures, institutions and regulations, all of which are placed or occur within a specific social, political, economic and historical context none of which can or should be studied in isolation.

Bendix W. (1977:36) Industrial relations is a classification and abstraction of all phenomena arising from human activity in the pursuit of economical goals and interaction in the work situation of an industrial system, on accepted principles.

Dixon (1980: 291): Industrial relations includes all aspects of the collective and individual relationships between employers and employees and is concerned with far more than the institutions and procedures of collective bargaining.

Ehlers (2002:4) The primary objective of Labour Relations management is to establish and promote labour peace by maintaining balance between the interests of all stakeholders. This must be done to ensure that an organisation efficiently achieves its objectives of providing a service, activity or product to the community that it serves. In order to achieve these objectives, fair service conditions are defined and agreed to by employers and employees and applied to the relationship between them, within a legislative framework, as provided by the state, with due consideration of environmental influences. Disputes between the parties are resolved through communication, negotiation, formal conflict resolution procedures and/or the use of power through industrial action.

Finnemore (1999:1) There is no simple definition of labour relations, because the term has come to include many things in both the public and private sectors, and wherever people are employed to do work.

Nel & van Rooyen (1989:18): The relationship and interaction between workers and management, the structures designed to formalise the relationship, and the systems created to support the interaction, have gradually evolved into the academic discipline generally known as industrial relations. Industrial relations, however, also include the conditions under which a worker seeks to satisfy his economic, social, sociological and psychological needs, and the effect on himself and on society of his attempts to do so.

Nel et al (1997:4) Industrial relations refers to a complex system of individual and collective actions as well as formal and informal relationships existing between the state, employers, employees and related institutions, concerning all aspects of the employment relationship.

Slabbert (1991:3): Industrial relations is the establishment, development and maintenance of an acceptable, mutually advantageous interaction system between employers and workers under the protection of the state.

Swanepoel et al (1998:611): Labour relations as a topic in management science is viewed as being concerned with the relations (primarily collective but also to a lesser extent individual) between employer/s (and/or manager/s as the representatives of the employer) and workers (and/or their representatives such as trade unions) which develop from employment relationships and which are essentially concerned with balancing the various interests of, and regulating the levels of cooperation and conflict between, the parties involved. In all of this, the government and its relevant representatives, institutions, structures, systems and laws obviously play an important, though secondary role.

Tustin & Geldenhuys (2000:33): Labour relations is an interdisciplinary field of study which concerns itself with the continuous processes of control over the dynamic individual and collective relationship between workers and management in organisations, functioning within the wider environment, with a view to determining the conditions under which work is done so that the needs of both parties are addressed

Wiehahn (1982:443) Labour relations is a multi-dimensional complexity of relationships that exists in and emanate from the work situation in an organisational context, within the parameters of a socio-economic ideology which are determined by the state.

Wheeler (1986: 544): The core of the field of industrial relations is human beings in the employment relationship. This relationship has both an individual and an institutional component. The individual component is the human person who is in the relationship and who brings along all the complex attributes of the animal homo sapiens. The institutional component is "employment", which, by both law and tradition, is an exchange of an employee's promise 'to obey for an employer's promise to pay.'

7.3 Common elements in definitions:

Definitions in social science are usually not right or wrong. It will be very difficult to provide a single definition of labour relations that will include all of the dynamic aspects of the field of study. The study of several definitions of a subject will however yield a deeper understanding of the nature of a subject. Since there are no absolute definitions or elements in definitions, the elements that are listed in the following tables were primarily derived from the summary of the components of theoretical models of labour relations that were analyzed.

TABLE 5-13: RELIABILITY COEFFICIENTS OF ELEMENTS OF LABOUR RELATIONS DEFINITIONS

ELEMENTS	International definitions (MAX = 13)	RSA definitions (MAX = 13)	All definitions (MAX = 26)
General			
- Work/labour	3 = 0.23	5 = 0.38	8 = 0.31
- Process	6 = 0.46	0	6 = 0.23
- Regulation	2 = 0.15	2 = 0.15	4 = 0.15
- Control	2 = 0.15	1 = 0.08	3 = 0.12
- Dynamic	0	1 = 0.08	1 = 0.04
- Complex	0	2 = 0.15	2 = 0.08
- Conflict	5 = 0.38	2 = 0.15	7 = 0.27
- Competition	1 = 0.08	0	1 = 0.04
- Co-operation	3 = 0.	1 = 0.08	4 = 0.15
- Power	1 = 0.	1 = 0.08	2 = 0.08
- Multi-disciplinary	1 = 0.	2 = 0.15	3 = 0.12
- Formal/Informal	1 = 0.	1 = 0.08	2 = 0.08
- Balancing interests	0 = 0.	2 = 0.15	2 = 0.08

ELEMENTS	International definitions (MAX = 13)	RSA definitions (MAX = 13)	All definitions (MAX = 26)
Input			
- State	4 = 0.31	4 = 0.31	8 = 0.31
- Employers (and/or representatives)	9 = 0.69	5 = 0.38	14 = 0.54
- Employees (and/or Trade unions)	9 = 0.69	6 = 0.46	15 = 0.58
- Economic influences	0	3 = 0.23	3 = 0.12
- Social influences	0	3 = 0.23	3 = 0.12
- Global environment	0	0	0
- Technology	0	0	0
- History	0	1 = 0.08	1 = 0.04
- Legislative framework	1 = 0.08	3 = 0.23	4 = 0.15
- Natural influences	0	0	0
- Human behaviour	0	1 = 0.08	1 = 0.04
Output			
- Organisational goal achievement	2 = 0.	1 = 0.08	3 = 0.12
- Employee goal achievement	2 = 0.	0	2 = 0.08
- Economic objectives	2 = 0.	1 = 0.08	3 = 0.12
- Societal welfare	0	0	0
- Need satisfaction	0	0	0
- Productivity	0	0	0
- Harmony/Labour peace	0	1 = 0.08	1 = 0.04
Transformation			
- Individual and collective	1 = 0.08	5 = 0.38	6 = 0.23
- Communication	0	1 = 0.08	1 = 0.04
- Interaction between parties	1 = 0.08	6 = 0.46	7 = 0.27
- Definition of rules/procedures	5 = 0.38	2 = 0.15	7 = 0.27
- Application of rules procedures	3 = 0.23	1 = 0.08	4 = 0.15
- Conflict management process and procedures	0	2 = 0.15	2 = 0.08
- Collective bargaining process	0	1 = 0.08	1 = 0.04
- Collective bargaining structures	0	2 = 0.15	2 = 0.08
- Entering into collective agreements	0	0	0
- Administrating collective agreements	0	0	0
- Disputes	0	0	0
- Industrial action	0	1 = 0.08	1 = 0.04

The low reliability coefficients can be ascribed to the following:

- The categories or elements that were chosen, were not deducted specifically from the definitions, but rather chosen to represent common components that are represented in theoretical models.
- Most of the definitions are formulated in a wider sense, without specific references to detail of influences and processes.
- Only specific and very closely related references to each of the respective elements were included in the analysis.

These coefficients, however, provide useful guidelines for identifying the most common elements in definitions. The seven most prominent elements are reflected in Table 5-14.

TABLE 5-14: CLASSIFICATION AND RANKING OF MOST COMMON ELEMENTS OF LABOUR RELATIONS DEFINITIONS

NATURE	RATING	ELEMENT
INPUT	1 – 0.58	Employees and trade unions are involved in labour relations
INPUT	2 – 0.54	Employers and their organisations are involved in labour relations
INPUT	3 – 0.31	The state is involved in labour relations in various forms
OUTPUT	3 – 0.31	Work or labour is a central concept in labour relations
TRANSFORM	4 – 0.27	Conflict exists in labour relations
TRANSFORM	4 – 0.27	There is interaction between the parties in labour relations
TRANSFORM	4 – 0.27	Rules and procedures are defined and applied to labour relations
INPUT TRANSFORM OUTPUT	5 – 0.23	Labour relations is a process
TRANSFORM	5 – 0.23	Labour relations occur in individual and collective dimensions
TRANSFORM	6 – 0.15	Regulation occurs in labour relations
TRANSFORM	6 – 0.15	Co-operation occurs in labour relations
TRANSFORM	6 – 0.15	Labour relations requires the application of rules and procedures
TRANSFORM	6 – 0.15	A legislative framework applies to labour relations

8. SUMMARY

This Chapter consisted of a discussion of the most important theories of labour relations, various theoretical models and definitions of labour relations. The content of theoretical models and definitions of labour relations were then analysed. The following summaries reflect those principles and components that were identified as being representative of the South African labour relations system. These deductions are founded on the outcomes of the content analysis that was conducted on theoretical models of, and definitions of labour relations.

8.1 General principles

1. Interaction between parties involved in work is the central concept.
2. There are three primary parties involved in labour relations systems.
3. Labour relations is a process that occurs in an organisational environment.
4. Interaction may occur in different dimensions.
5. Laws, rights and duties influence labour relations.
6. The parties aim to regulate the outcomes of labour relations.
7. Conflict and/or co-operation are the central processes in labour relations.
8. Behavioural outcomes such as trust and good faith influence behaviour.
9. Various sources and levels of power influence behaviour of parties.

8.2 Output components

1. The following respective outcomes of labour relations are mutually dependent.
 - 1.1. Societal level outcomes.
 - 1.2. Organisational level outcomes.
 - 1.3. Group level outcomes.
 - 1.4. Individual level outcomes.
2. Outcomes influence other components of the system.

8.3 Input components

1. Participants:
 - 1.1. State and its representatives.
 - 1.2. Employers and their representatives.
 - 1.3. Employees and their representatives.
2. Influences on input:
 - 2.1. Technology.
 - 2.2. History.
 - 2.3. Economic system.
 - 2.4. Social system.
 - 2.5. Political system.
 - 2.6. Global issues.
 - 2.7. Nature.
 - 2.8. Human behaviour.
3. There are dynamic and complex relationships between most of the input components.
4. Input components are closely related to the behaviour of all three participants.

8.4 Transformation: Individual transformation components

1. The needs, objectives and expectations of participants will influence the behaviour they display in the individual interaction process.
2. Laws influence individual interaction.
3. Processes:
 - 3.1. Contracting and defining rights and duties.
 - 3.2. Implementing HR and LR policy.

- 3.3. Fair remuneration of employees.
- 3.4. Implementing fair service conditions.
- 3.5. Communicating.
- 3.6. HR management.
- 3.7. General HR practices.
- 3.8. Training and development.
- 3.9. Maintaining health and safety.
- 3.10. Resolving grievances.
- 3.11. Maintaining discipline.

4. Influences:

- 4.1. Managerial process influences behaviour.
- 4.2. The needs, expectations and objectives of participants influence the individual transformation process.
- 4.3. Organisational behaviour dynamics influence individual interaction.

5. There are dynamic and complex relationships between most of the individual transformation components.

6. Individual interaction leads to individual level outcomes, and will influence group and organisational level outcomes.

8.5 Transformation: Collective transformation components

1. The needs, objectives and expectations of participants will influence the behaviour that they display in the collective interaction process.
2. Laws influence collective interaction.
3. All components and influences related to the individual interaction process will also influence collective interaction.

4. Representation.

5. Interaction in collective bargaining structures:

- 5.1. Organisational level structures.
- 5.2. Industry level structures.
- 5.3. Societal level structures.

6. Collective bargaining processes:

- 6.1. Consultation.
- 6.2. Negotiation.
- 6.3. Facilitation.

7. Dispute resolution processes:

- 7.1. Conciliation.
- 7.2. Mediation.
- 7.3. Arbitration.
- 7.4. Litigation.

8. There are dynamic and complex relationships between most of the collective transformation components.

9. Collective interaction leads to group level outcomes and will influence individual and organisational level outcomes.

CHAPTER 6: RESEARCH FINDINGS: LABOUR RELATIONS MODEL

1. INTRODUCTION

Following an initial content analysis of labour relations models and definitions, the content validity of the identified elements and components were summarised in Chapter five. A draft model of the South African labour relations system was then developed and a panel of experts judged the validity of different components and principles related to the draft model. Statistical and mathematical analyses were then performed. Related research findings are presented in this Chapter.

2. DRAFT MODEL OF THE SOUTH AFRICAN LABOUR RELATIONS SYSTEM

2.1 Postulates applicable to the draft model

The following postulates were derived from the outcomes of the content analysis of definitions and models. These postulates were used to develop the draft model:

- Labour relations can be represented as a system. This means that given inputs are transformed to specific outputs or outcomes. The outcomes of a system will in turn influence the input variables and the transformation process within the system.
- The primary input of the labour relations system can be viewed as employers, employees and the state. Their needs, objectives and behaviour will be determined and/or influenced by a number of dynamic variables operating in the labour environment.

- The state will establish and maintain a legislative framework to regulate and influence the behaviour of employers and employees in the transformation process. Legislation can be viewed as an integral component of the transformation process.

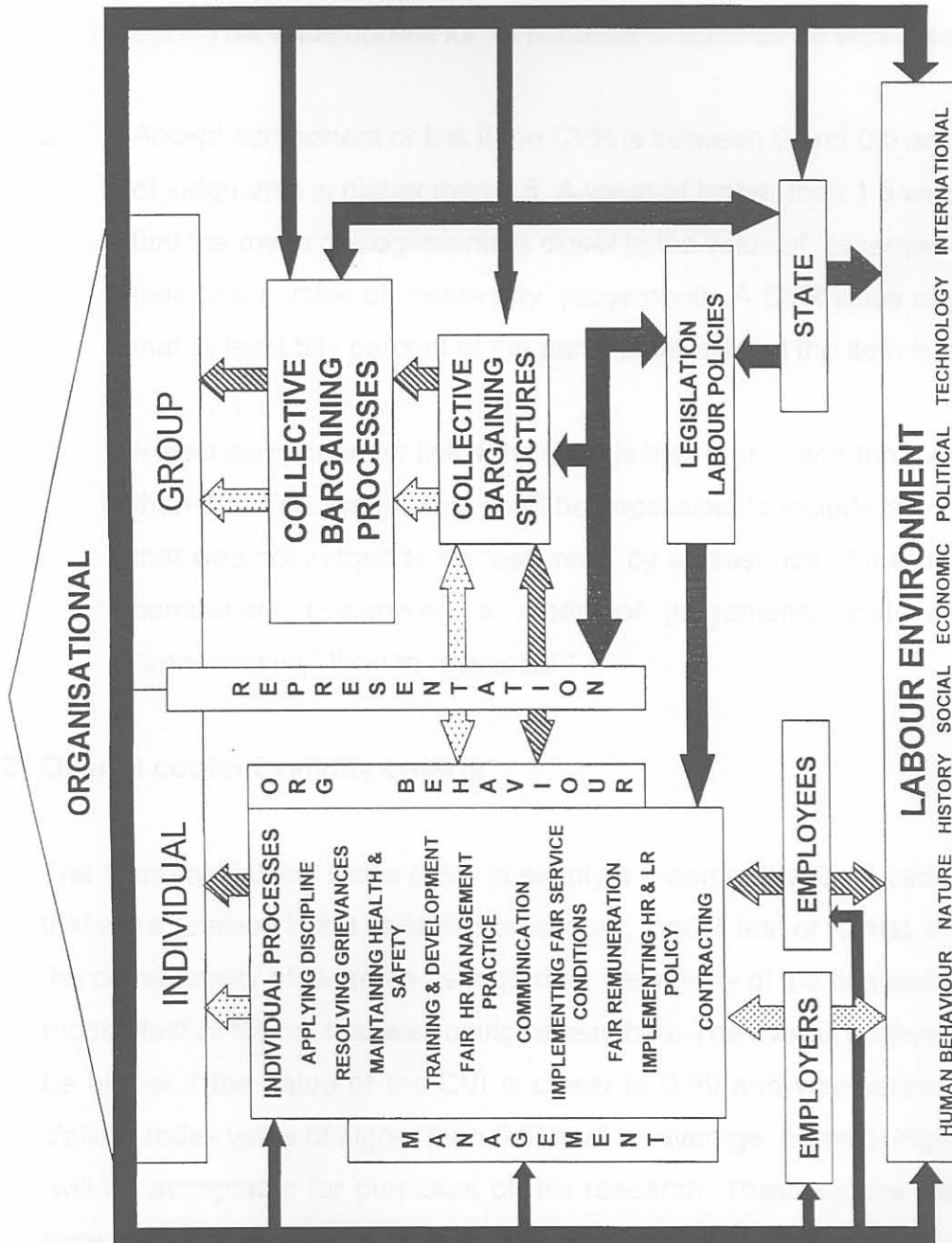
2.2 Diagram of the draft model

- Labour relations interaction may occur in an individual dimension. This dimension is typified by recognized labour relations procedures and practices. The behaviour of individual employees and employers must comply with applicable legislation. The general managerial function and the organisational behaviour of participants will exert an influence on the direction of behaviour in this dimension.
- Individual labour relations may evolve into a collective dimension. This will occur when employees group together and acquire representation by a trade union or another form of employee representation. Employers may also group together and be represented by employer organisations or other forms of employer representation. In some instances the state may become involved in collective labour relations through representatives of their choosing.
- Parties involved in the collective dimension will interact within various types of bargaining structures that are determined and/or regulated by legislation. Specific collective labour relations processes are adopted by the parties to reach agreements, resolve differences and deal with conflict and disputes. These processes are influenced by behaviour in other processes and components in the system and are determined and/or regulated by legislation.
- Behaviour of participants in the respective individual and collective labour relations transformation processes, gives rise to certain outcomes. These outcomes are interrelated and can occur at individual, group, organisational and societal level. Representation will also influence system outcomes.

- Labour relations system outcomes exert a feedback influence on the components and behaviour that are common to the input and transformation processes of a labour relations system.

2.2 Diagram of the draft model

FIGURE 6-1: DRAFT LABOUR RELATIONS MODEL



2.3 Validity criteria

2.3.1 Validity criteria for individual components and links

The following criteria were applied in selecting individual components and links for the validated model of labour relations:

1. Accept component or link unconditionally if the CVR is equal or larger than 0.51. This value applies for 14 panelists in accordance with Lawshe's table.
2. Accept component or link if the CVR is between 0 and 0.5 and the mean of judgments is higher than 1.5. A value of higher than 1.5 would indicate that the mean of judgements is closer to the value of "essential" judgements than to the value of "necessary" judgements. A CVR value of 0 indicates that at least fifty percent of the panel believed that the item is essential.
3. Reject component or link if the CVR is less than 0 and the mean is lower than 1.5. This means that it will be impossible to include any component that was not judged to be "essential" by at least half of the panel, or any component possessing a mean of judgements that is closer to "unnecessary" than to "essential".

2.3.2 Overall content validity criteria

The Content Validity Index (CVI) is simply a mean of the CVR values of items that were retained in the validated procedure, model, test or format. It represents the commonality of judgements regarding the validity of the finalized procedure, model, test or format that was being researched. The overall content validity will be higher if the value of the CVI is closer to 0.99 and vice versa. A Content Validity Index value of higher than 0.51 and an average mean of higher than 1.5 will be acceptable for purposes of this research. These values were derived from the discussion of content validity and reliability in Chapter two.

2.4 Content validity of components of the draft model

TABLE 6-2: CVR AND MEAN OF COMPONENTS OF THE DRAFT MODEL

MODEL COMPONENTS	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.6		INCLUDE
AVERAGE MEAN		1.79	INCLUDE
1. Technology (labour environment influence)	0.14	1.57	INCLUDE
2. History (labour environment influence)	-0.14	1.43	REJECT
3. Basic human behaviour– needs, motivation, etc.(labour environment influence)	0.57	1.79	INCLUDE
4. Nature – Phenomena and disasters (labour environment influence)	-0.43	1.21	REJECT
5. Economic system – Micro and macro (Labour environment influence)	0.86	1.93	INCLUDE
6. Political system (labour environment influence)	0.86	1.93	INCLUDE
7. Social system – Housing, education, HIV etc.(labour environment influence)	0.43	1.71	INCLUDE
8. International or global events and conditions	0.00	1.50	INCLUDE
9. Employers and their representatives	1.00	2.00	INCLUDE
10. Employees and their representatives	1.00	2.00	INCLUDE
11. The State and its representatives	0.71	1.86	INCLUDE
12. Legislation and policies (state policies and related labour laws)	0.86	1.93	INCLUDE
13. Management practice (planning, organizing, leading, control etc.)	0.57	1.79	INCLUDE
14. Organisational behaviour (groups, attitudes, decisions, traits, values etc.)	0.29	1.64	INCLUDE
15. Contracting (legal and psychological contracts)	0.43	1.71	INCLUDE
16. Implementing HR & LR policy (guidelines for whole spectrum)	0.86	1.93	INCLUDE

MODEL COMPONENTS	CVR	MEAN	DECISION
17. Fair remuneration (determination, Job evaluation, etc.)	0.71	1.86	INCLUDE
18. Fair service conditions (leave, working hours, breaks etc.)	0.86	1.93	INCLUDE
19. Communication (skills, methods, structures etc.)	0.71	1.86	INCLUDE
20. Fair HR Management practices (staffing, evaluating, promoting etc.)	0.71	1.79	INCLUDE
21. Training and development (assessment, Needs analysis, interventions etc.)	0.43	1.71	INCLUDE
22. Maintaining health and safety (structures, procedures, programmes etc.)	0.14	1.50	INCLUDE
23. Resolving grievances (informal and formally)	0.86	1.93	INCLUDE
24. Applying discipline (counseling, reprimanding, warning leading to outcomes)	0.86	1.86	INCLUDE
25. Representation (shop stewards, unions, employer organisations etc.)	0.71	1.86	INCLUDE
26. Collective bargaining structures (bargaining council, recognition etc.)	0.86	1.93	INCLUDE
27. Collective bargaining processes (negotiation, dispute resolution, strikes etc)	1.00	2.00	INCLUDE
28. Individual outcomes (availability, competence, health, dismissal etc)	0.71	1.79	INCLUDE
29. Group outcomes (agreements, industrial action, productivity etc.)	0.86	1.93	INCLUDE
30. Organisational outcomes (goal achievement, effectiveness, profitability etc.)	0.71	1.86	INCLUDE
31. Societal outcomes (Economic growth, welfare, stability etc.)	0.43	1.71	INCLUDE

2.5 Content validity of links in the draft model

TABLE 6-3: CVR AND MEAN OF LINKS IN THE DRAFT MODEL

INTERACTION AND FEEDBACK INDICATORS	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.42		
AVERAGE MEAN		1.67	
1. Influence link between legislation and individual transformation process	0.57	1.79	INCLUDE
2. Link between legislation and representation	0.57	1.71	INCLUDE
3. Link between legislation and collective bargaining structures	0.86	1.93	INCLUDE
4. Link between legislation and collective bargaining processes	0.86	1.86	INCLUDE
5. Link between participants and individual transformation process	0.29	1.57	INCLUDE
6. Links between individual transformation process and representation	0.00	1.50	INCLUDE
7. Links between representation and collective transformation process	0.57	1.79	INCLUDE
8. Links between representation and collective bargaining structures	0.86	1.93	INCLUDE
9. Links between collective bargaining structures and collective bargaining processes	0.71	1.86	INCLUDE
10. Link between individual transformation processes and individual outcomes	0.14	1.50	INCLUDE
11. Link between collective bargaining process and group outcomes	0.57	1.71	INCLUDE
12. Link and feedback between outcomes and representation	0.00	1.36	REJECT
13. Link between individual and group outcomes	-0.14	1.29	REJECT
14. Link between individual and group outcomes and organisational outcomes	0.29	1.64	INCLUDE
15. Feedback links from outcomes to collective bargaining components	0.57	1.79	INCLUDE
16. Feedback links from societal outcomes to participants and environment	0.00	1.43	REJECT
CONSTANT FEEDBACK LINK: General feedback link from system outcomes to labour market	NA	NA	INCLUDE

3. A VALID MODEL OF THE SOUTH AFRICAN LABOUR RELATIONS SYSTEM

3.1 Postulates applicable to the valid model

The initial set of postulates that applied to the draft model was revised and adapted to read as follows:

- Labour relations can be represented as a system. This means that given inputs are transformed to specific outputs or outcomes. The outcomes of a system will in turn influence the input variables and the transformation process within the system.
- The primary input of the labour relations system can be viewed as the behaviour of employers, employees and the state.
- The behaviour of employers, employees and the state will be related to need satisfaction. Behaviour will be determined and/or at least influenced by a number of dynamic variables operating in the labour relations environment.
- The state subscribes to social and labour market policies and will subsequently establish and maintain a legislative framework to give effect to such policies.
- Legislation will influence the behaviour of employers and employees in all dimensions of labour relations.
- Labour relations interaction will also occur in an individual dimension. This dimension is typified by recognized labour relations procedures and practices. The general managerial function and the organisational behaviour of participants will exert an influence on the nature and direction of behaviour in this dimension.

- Individual labour relations may evolve into a collective dimension. This will occur when employees organise in an effort to influence their work environment and acquire representation by a trade union or another form of employee representation.
- Employers may group together and be represented by employer organisations or other forms of employer representation.
- In some instances the state may become involved in collective labour relations through representatives of their choice.
- Parties involved in the collective dimension will interact in various types of bargaining structures that are determined and/or regulated by legislation.
- Specific collective labour relations processes are adopted by the parties to reach agreements, resolve differences and deal with conflict and disputes. These processes are influenced by behaviour in other processes and components in the system and are determined and/or regulated by legislation.
- Behaviour of participants in the respective individual and collective labour relations transformation processes, leads to certain outcomes. These outcomes are interrelated and can occur at individual, group, organisational and societal level. Representation will also influence system outcomes.
- Labour relations system outcomes exert a feedback influence on the processes, components and behaviour that are common to the input and transformation processes of a labour relations system.

3.2 Content validity of components of the valid model

Two components that were included in the draft model, namely history and nature were rejected as components of the valid model. History should however be viewed as a sub-component of the social system, since it exerts a primary influence on social conditions in society. Nature exerts an important influence on social, economic and social conditions. It could be viewed as a general influence that is related to either of the systems under different circumstances.

The valid model includes only those components and links that met the criteria for inclusion. The overall Content Validity Index is acceptable at a level of 0.66 and the average of the means confirms acceptable validity at a level of 1.82. The following table reflects the validity of components that were included in the model.

TABLE 6-4: CONTENT VALIDITY OF COMPONENTS OF THE VALID MODEL

MODEL COMPONENTS	CVR	MEAN
CVI (CVR MEAN)	0.66	
AVERAGE MEAN		1.82
1. Technology (labour environment influence)	0.14	1.57
2. Basic human behaviour–needs, motivation, etc.(labour environment influence)	0.57	1.79
3. Economic system – Micro and macro (labour environment influence)	0.86	1.93
4. Political system (labour environment influence)	0.86	1.93
5. Social system – Housing, education, HIV etc.(labour environment influence)	0.43	1.71
6. International or global events and conditions	0.00	1.50
7. Employers and their representatives	1.00	2.00
8. Employees and their representatives	1.00	2.00
9. The State and its representatives	0.71	1.86

MODEL COMPONENTS	CVR	MEAN
10. Legislation and policies (state policies and related labour laws)	0.86	1.93
11. Management practice (planning, organizing, leading, control etc.)	0.57	1.79
12. Organisational behaviour (groups, attitudes, decisions, traits, values etc.)	0.29	1.64
13. Contracting (legal and psychological contracts)	0.43	1.71
14. Implementing HR & LR policy (guidelines for whole spectrum)	0.86	1.93
15. Fair remuneration (determination, Job evaluation, etc.)	0.71	1.86
16. Fair service conditions (leave, working hours, breaks etc.)	0.86	1.93
17. Communication (skills, methods, structures etc.)	0.71	1.86
18. Fair HR Management practices (staffing, evaluating, promoting etc.)	0.71	1.79
19. Training and development (assessment, needs analysis, interventions etc.)	0.43	1.71
20. Maintaining health and safety (structures, procedures, programmes etc.)	0.14	1.50
21. Resolving grievances (Informal and formally)	0.86	1.93
22. Applying discipline (counseling, reprimanding, warning leading to outcomes)	0.86	1.86
23. Representation (shop stewards, unions, employer organisations etc.)	0.71	1.86
24. Collective bargaining structures (bargaining council, recognition etc.)	0.86	1.93
25. Collective bargaining processes (negotiation, dispute resolution, strikes etc)	1.00	2.00
26. Individual outcomes (availability, competence, health, dismissal etc)	0.71	1.79
27. Group outcomes (agreements, industrial action, productivity etc.)	0.86	1.93
28. Organisational outcomes (goal achievement, effectiveness, profitability etc.)	0.71	1.86
29. Societal outcomes (economic growth, welfare, stability etc.)	0.43	1.71

3.3 Content validity of links in the valid model

A number of feedback links that were included in the draft model were excluded from the valid model. These are:

- Link and feedback between outcomes and representation.
- Feedback links from societal outcomes to participants and environment.

The panel was undecided on the inclusion of the above two links. This is proved by the CVR value of 0 that was calculated. The low mean of judgements confirmed that these two links should be excluded.

- Link between individual and group outcomes.

The majority of panel members also rejected the link between individual and group outcomes and it was subsequently not included.

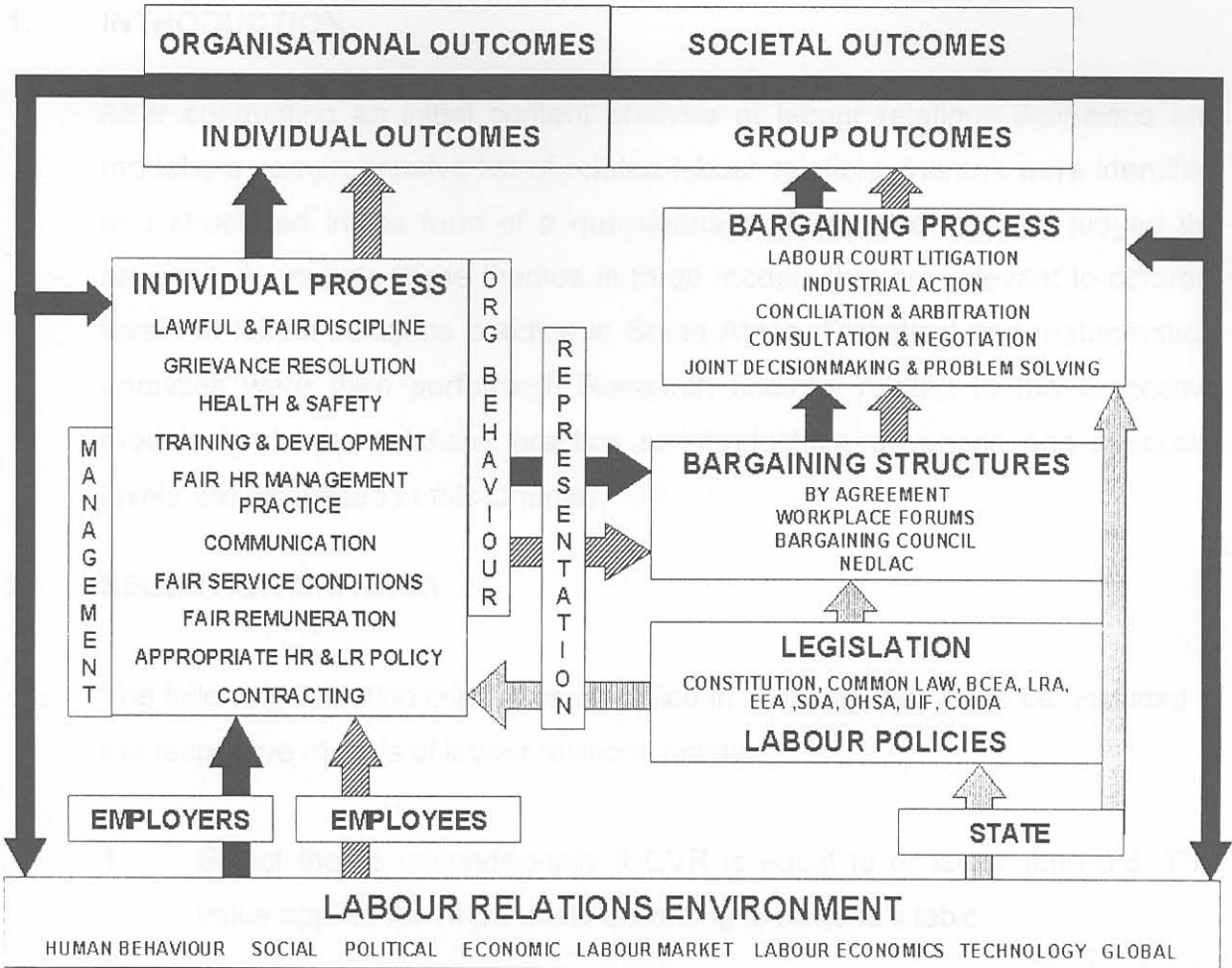
The effect of the exclusion of these links will be negligible, due to the fact that the various components are all related and influence each other in various forms that could be classed as primary or secondary influences. All of these influences can not always be represented as a direct influence link. It is believed that the feedback links that were included in the valid model adequately reflects interaction and possible causality. The model will be valid and reliable in providing a foundation for analysis of, and research into relationships between components.

The valid model includes only those links that met the criteria for inclusion. The overall Content Validity Index is acceptable at a level of 0.56 and the average of the means confirms acceptable validity at a level of 1.68. The following table reflects the validity of links that were included in the valid model.

TABLE 6-5 : CVR AND MEAN OF LINKS OF THE VALID MODEL

INTERACTION AND FEEDBACK INDICATORS	CVR	MEAN
CVI (CVR MEAN)	0.56	
AVERAGE MEAN		1.68
1. Influence link between legislation and individual transformation process	0.57	1.79
2. Link between legislation and representation	0.57	1.71
3. Link between legislation and collective bargaining structures	0.86	1.93
4. Link between legislation and collective bargaining processes	0.86	1.86
5. Link between participants and individual transformation process	0.29	1.57
6. Links between individual transformation process and representation	0.00	1.50
7. Links between representation and collective transformation process	0.57	1.79
8. Links between representation and collective bargaining structures	0.86	1.93
9. Links between collective bargaining structures and collective bargaining processes	0.71	1.86
10. Link between individual transformation processes and individual outcomes	0.14	1.50
11. Link between collective bargaining process and group outcomes	0.57	1.71
12. Link between individual and group outcomes and organisational outcomes	0.29	1.64
13. Feedback links from outcomes to collective bargaining components	0.57	1.79
CONSTANT FEEDBACK LINK: General feedback link from system outcomes to labour market	1	1

CHAPTER 6: RESEARCH FINDINGS: LR MODEL
FIGURE 6-6: A VALID MODEL OF THE SOUTH AFRICAN LABOUR RELATIONS SYSTEM



4. SUMMARY

This Chapter provided an overview and discussion of the research findings related to the validated model of the South African labour relations system. The exclusion of certain components and links included in the draft model were motivated. The content validity of the components and links in the validated model were found to be acceptable. The overall content validity of the model was also found to be acceptable and a conceptual framework of the validated model was proposed.

CHAPTER 7: RESEARCH FINDINGS: DIFFERENT LEVELS OF PRACTICE

1. INTRODUCTION

After conducting an initial content analysis of labour relations definitions and models, a comprehensive list of related labour relations themes were identified and structured in the form of a questionnaire. A panel of experts judged the necessity to include these themes in three models that are relevant to different levels of labour relations practice in South Africa. Statistical and mathematical analyses were then performed. Research findings related to the respective models for labour relations practice at introductory, advanced and specialist levels are discussed in this Chapter.

2. SELECTION CRITERIA

The following selection criteria were applied in selecting themes to be included in the respective models of labour relations practice:

1. Select theme unconditionally if CVR is equal to or larger than 0.5. This value applies for 14 panelists according to Lawshe's table.
2. Select theme if CVR is between 0 and 0.5 and the mean of judgments is higher than 2. A value of 2 or higher would indicate that the mean of judgments is higher than 66 % of the maximum value of 3 and is therefore equal to or higher than the value assigned to "essential" .
3. Reject theme if CVR is less than 0 and the mean is lower than 2. This ensures that themes that were not judged as "essential" by at least half of the panelists, and themes with mean values below 66%, will be excluded from a framework.

3. INTRODUCTORY LEVEL

Introductory learning can be defined as the activities typically performed by shop stewards, supervisors and junior labour relations officers.

3.1 Research findings related to the introductory level

The judgements of the panel of experts indicated that most of the themes included in the draft list, were deemed to be inappropriate at an introductory level of practice. 117 of the 145 listed themes (81 percent) were not included in the introductory level model.

The preferences of panelists were focussed on primary workplace relationships. These predictably included themes such as union and employer structures, rights and duties, communication process and structures, grievances and discipline. A comprehensive list of themes follows elsewhere in this Chapter.

Two themes included in the introductory model, indicate that the panel was of the opinion that their impact is of such importance that it warrants inclusion in an introductory framework. These themes are:

- HIV/AIDS, Mental fatigue, Stress.
- The influence of diversity and cultural differences.

It was also of interest that the panel did not view motivation as an important outcome. The panel rather chose job satisfaction and commitment as important outcomes in an introductory model.

The following tables provide an overview of the actual research findings related to the introductory framework.

TABLE 7-1: INPUT FINDINGS: INTRODUCTORY LEVEL

(Reject theme if CVR < 0 and/or Mean < 2)

THEMES : INPUT	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.13		REJECT
AVERAGE OF MEANS		1.68	REJECT
1. The nature and role of the state as a party to labour relations	0.14	2.00	INCLUDE
2. The nature and role of state institutions in labour relations	0.14	1.79	REJECT
3. The strategies and methods of the state	-0.29	1.36	REJECT
4. The nature of employee needs and behaviour	0.29	2.00	INCLUDE
5. The nature, objectives and function of trade unions	1.00	2.57	INCLUDE
6. The structure of trade unions and federations in SA	0.43	1.93	REJECT
7. The strategies and methods of trade unions	0.71	2.07	INCLUDE
8. The nature of employer needs and behaviour	0.43	2.07	INCLUDE
9. The nature, objectives and function of employer organisations	0.57	2.07	INCLUDE
10. The structure of employer organisations and federations in SA	0.00	1.57	REJECT
11. The strategies and methods of employer organisations	0.29	1.71	REJECT
12. The impact of general technology on labour relations	0.00	1.50	REJECT
13. The impact of electronic technology on labour relations	-0.14	1.36	REJECT
14. The role of basic human behaviour forms in labour relations	0.00	1.79	REJECT
15. The influence of globalization on labour relations	-0.14	1.36	REJECT
16. The role of micro economic variables labour relations (demand, production levels, scrap, absence etc)	0.00	1.50	REJECT
17. The role of macro-economic variables in labour relations (Inflation, Unemployment, economic growth, etc.)	0.14	1.57	REJECT
18. The influence of SA labour market conditions on labour relations	0.43	1.64	REJECT
19. Labour economic theory	-0.14	1.14	REJECT
20. The role of the formal political system in labour relations	0.29	1.86	REJECT
21. The role of government policies in labour relations (RDP, GEAR etc.)	-0.14	1.57	REJECT
22. The influence of political struggle on labour relations	-0.29	1.50	REJECT
23. The influence of political alliances on labour relations	-0.14	1.36	REJECT
24. The influence of basic social needs (water, electricity, sanitation, housing etc.) on labour relations	0.14	1.50	REJECT
25. The influence of burning social issues on labour relations (gender, discrimination, childcare, crime, harassment etc.)	0.29	1.79	REJECT
26. The influence of health issues on labour relations (AIDS, TB, fatigue, stress etc.)	0.57	2.07	INCLUDE
27. The influence of diversity and cultural differences	0.43	2.07	INCLUDE
28. The influence of societal attitudes, perceptions and - needs on labour relations	0.00	1.71	REJECT
29. The relationship between education and training and labour relations	0.00	1.57	REJECT
30. The influence of general SA history on labour relations	0.00	1.50	REJECT
31. The influence of struggle history on labour relations	0.14	1.71	REJECT
32. The impact of general natural conditions and phenomena on labour relations	-0.14	1.29	REJECT
33. The impact of natural disasters on labour relations	-0.57	0.93	REJECT
34. Different theoretical approaches to labour relations	-0.43	1.07	REJECT

TABLE 7-2: INDIVIDUAL TRANSFORMATION FINDINGS: INTRODUCTORY LEVEL

(Reject theme if CVR < 0 and/or Mean < 2)

THEMES : INDIVIDUAL TRANSFORMATION	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.22		REJECT
AVERAGE OF MEANS		1.78	REJECT
1. Overview of the SA legislative structure	0.14	1.79	REJECT
2. Application of the Constitution and Bill of Rights: Individual	-0.14	1.50	REJECT
3. The Basic Conditions of Employment Act	0.71	2.43	INCLUDE
4. The Employment Equity Act	0.71	2.43	INCLUDE
5. The Labour Relations Act: Individual	0.71	2.43	INCLUDE
6. Skills Development and – Levies Acts	0.29	1.71	REJECT
7. SAQA Act	-0.14	1.36	REJECT
8. Unemployment Insurance Act	-0.29	1.21	REJECT
9. Compensation for Occupational Injuries and Diseases Act	0.00	1.43	REJECT
10. Occupational Health and Safety Act	0.29	1.64	REJECT
11. Common law principles related to employment contracts	-0.14	1.50	REJECT
12. Rights and duties in labour relations	0.86	2.43	INCLUDE
13. The psychological contract between employer and employee	0.00	1.50	REJECT
14. Implementing HR & LR policies	0.14	1.64	REJECT
15. Fair employee remuneration practices	0.43	1.86	REJECT
16. Implementation of fair service conditions	0.57	2.14	INCLUDE
17. Communication in labour relations	0.86	2.43	INCLUDE
18. Communication skills	0.57	2.14	INCLUDE
19. Fair and equitable HR management practice (hiring, admin, evaluation, etc.)	0.43	1.79	REJECT
20. Health and safety management practice	0.14	1.93	REJECT
21. Training and development practice	-0.14	1.36	REJECT
22. Affirmative action	0.43	1.93	REJECT
23. Informal grievance resolution - process and skills	0.86	2.57	INCLUDE
24. Formal grievance resolution procedures- process and skills	0.86	2.57	INCLUDE
25. Informal maintenance of discipline - process and skills	0.86	2.50	INCLUDE
26. Formal disciplinary procedures - process and skills	0.86	2.64	INCLUDE
27. Advanced disciplinary procedures - process and skills	0.14	1.50	REJECT
28. Strategic management process (vision, mission, policy development etc.)	-0.86	0.64	REJECT
29. Operational managerial process (plan, organise, lead, control etc)	-0.57	1.00	REJECT
30. Structural management practice (organisation and task structures, workflow, etc.)	-0.57	0.79	REJECT
31. Basic forms of organisational behaviour (decisions, attitudes, groups, teams, power, politics, decision-making etc.)	-0.43	1.21	REJECT
32. Advanced forms of organisational behaviour (culture, climate, organisational development, learning organisation, etc.)	-0.57	0.86	REJECT

TABLE 7-3: COLLECTIVE TRANSFORMATION FINDINGS: INTRODUCTORY
LEVEL INTRODUCTORY LEVEL

(Reject theme if CVR < 0 and/or Mean < 2)

THEMES : COLLECTIVE TRANSFORMATION	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.03		REJECT
AVERAGE OF MEANS		1.5	REJECT
1. Application of the Constitution and Bill of rights: Collective	-0.29	1.14	REJECT
2. Labour Relations Act: Collective	0.71	2.14	INCLUDE
3. Employment Equity Act	0.71	2.14	INCLUDE
4. Relationship between Collective Bargaining & other labour laws	0.29	1.71	REJECT
5. Collective bargaining theory	0.14	1.57	REJECT
6. Nature and function of employee representation	0.86	2.43	INCLUDE
7. Skills for interacting with shop stewards or supervisors	0.71	2.29	INCLUDE
8. Skills for interacting with union organisers or LR managers	0.43	2.14	INCLUDE
9. Skills for interacting with senior union officials or LR Directors	0.29	1.79	REJECT
10.The nature and role of labour relations consultants	-0.43	1.21	REJECT
11.Organisational level structures (workplace forums, workplace comm's, recognition agreement structures, etc.)	0.57	2.07	INCLUDE
12.Industry level bargaining structures (bargaining councils, statutory councils)	0.29	1.79	REJECT
13.Societal level bargaining structures (NEDLAC, commissions, congresses etc.)	0.00	1.36	REJECT
14.Effective communication in labour relations	0.71	2.14	INCLUDE
15.Effective communication skills	0.71	2.29	INCLUDE
16.Effective interaction in labour relations	0.71	2.21	INCLUDE
17.Effective interaction skills	0.57	2.14	INCLUDE
18.Organisational rights of parties to labour relations	0.71	2.29	INCLUDE
19.Skills related to recognition/application of organizational rights	0.43	2.07	INCLUDE
20.Consultation process	0.57	2.00	INCLUDE
21.Consultation skills	0.43	1.71	REJECT
22.Negotiation process	0.71	2.07	INCLUDE
23.Negotiation skills	0.43	1.79	REJECT
24.Advanced negotiation skills	-0.14	1.14	REJECT
25.Establishing collective bargaining relationship and structures	0.14	1.36	REJECT
26.Drafting collective agreements	-0.86	0.64	REJECT
27.Types of collective agreements	-0.43	1.14	REJECT
28.Applying collective agreements	0.00	1.64	REJECT
29.Conciliation processes	0.00	1.43	REJECT
30.Conciliation skills	-0.29	1.21	REJECT
31.Facilitation skills	-0.43	1.07	REJECT
32.Mediation skills	-0.43	1.14	REJECT
33.Voluntary and statutory arbitration process	-0.43	0.93	REJECT
34.Arbitration skills	-0.71	0.79	REJECT
35.Advanced arbitration skills"	-1.00	0.43	REJECT
36.Labour Court litigation process	-1.00	0.43	REJECT
37.Labour Court litigation skills	-1.00	0.29	REJECT
38.Labour Appeal Court litigation process	-1.00	0.36	REJECT
39.Labour Appeal Court litigation skills	-1.00	0.29	REJECT
40.Strike management process and skills	0.00	1.43	REJECT
41.Lock-out management process and skills	-0.29	1.29	REJECT

TABLE 7-4: OUTPUT FINDINGS: INTRODUCTORY LEVEL

(Reject theme if CVR < 0 and/or Mean < 2)

THEMES: OUTPUT	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.09		REJECT
AVERAGE OF MEANS		1.58	REJECT
1.Social pacts as societal outcomes	-0.71	0.86	REJECT
2.Changes in government policies as societal outcomes	-0.71	0.93	REJECT
3.Changes to legislation as a societal outcome	-0.29	1.21	REJECT
4.End user need satisfaction as societal outcome	-0.43	1.14	REJECT
5.Socio-economic welfare as societal outcome	-0.57	1.21	REJECT
6.Economic growth as societal outcome	-0.29	1.36	REJECT
7.Productivity as a societal outcome	0.14	1.79	REJECT
8.Job creation as societal outcome	0.00	1.50	REJECT
9.Socio-political stability as societal outcome	-0.43	1.21	REJECT
10.Mass industrial protest action as a societal outcome	-0.29	1.36	REJECT
11.Productivity as organisational outcome	0.43	1.86	REJECT
12.Quality service/product delivery as organisational outcome	0.43	1.79	REJECT
13.Profitability as organisational outcome	0.00	1.57	REJECT
14.Effectiveness as organisational outcome	0.14	1.64	REJECT
15.Shareholder need satisfaction as organisational outcome	-0.14	1.14	REJECT
16.Outside stakeholder need satisfaction as organisational outcome	-0.29	1.00	REJECT
17.Collective agreements as group outcomes	0.57	1.86	REJECT
18.The nature of strikes as group outcomes	0.43	1.64	REJECT
19.The nature of secondary strikes as group outcomes	0.00	1.50	REJECT
20.The nature of lockouts as group outcomes	0.14	1.57	REJECT
21.Mass dismissals of striking employees as group outcome	0.57	1.79	REJECT
22.Mass retrenchment as group outcome	0.57	1.86	REJECT
23.Organisational expansion as an organisational outcome	-0.43	1.07	REJECT
24.Organisational demise as an organisational outcome	-0.43	1.07	REJECT
25.Improved trust levels as group outcome	0.57	1.93	REJECT
26.Availability as individual outcome	-0.14	1.36	REJECT
27.Competency as individual outcome	0.43	2.00	INCLUDE
28.Motivation as individual outcome	0.57	2.00	INCLUDE
29.Physical health as individual outcome	0.14	1.71	REJECT
30.Mental health as individual outcome	0.00	1.64	REJECT
31.Job satisfaction as individual outcome	0.71	2.21	INCLUDE
32.Commitment as individual outcome	0.29	1.86	INCLUDE
33.Personal need satisfaction as individual outcome	0.29	1.71	REJECT
34.Personal empowerment as individual outcome	0.57	1.93	REJECT
35.Dismissal as individual outcome	0.57	2.14	INCLUDE
36.Retrenchment as individual outcome	0.57	2.07	INCLUDE
37.Resignation as individual outcome	0.29	1.79	REJECT
38.Improved trust levels as individual outcome	0.29	1.86	REJECT

3.2 A valid model of labour relations practice at introductory level

The following tables reflect the themes selected for inclusion in the introductory model and the content validity of each theme:

TABLE 7-5: VALID INPUT THEMES: INTRODUCTORY MODEL

THEMES : INPUT	CVR	MEAN
1. The nature and role of the state as a party to labour relations	0.14	2.00
2. The nature of employee needs and behaviour	0.29	2.00
3. The nature, objectives and function of trade unions	1.00	2.57
4. The strategies and methods of trade unions	0.71	2.07
5. The nature of employer needs and behaviour	0.43	2.07
6. The nature, objectives and function of employer organisations	0.57	2.07
7. The influence of health issues on labour relations (HIV/AIDS, TB, mental fatigue, stress etc.)	0.57	2.07
8. The influence of diversity and cultural differences	0.43	2.07
9. The Basic Conditions of Employment Act	0.71	2.43
10. The Employment Equity Act	0.71	2.43
11. The Labour Relations Act: Individual	0.71	2.43

TABLE 7-6: VALID INDIVIDUAL TRANSFORMATION THEMES: INTRODUCTORY MODEL

THEMES : INDIVIDUAL TRANSFORMATION	CVR	MEAN
1. Rights and duties in labour relations	0.86	2.43
2. Implementation of fair service conditions	0.57	2.14
3. Communication in labour relations	0.86	2.43
4. Communication skills	0.57	2.14
5. Informal grievance resolution – process and skills	0.86	2.57
6. Formal grievance resolution procedures- process and skills	0.86	2.57
7. Informal maintenance of discipline - process and skills	0.86	2.50
8. Formal disciplinary procedures - process and skills	0.86	2.64

TABLE 7-7: VALID COLLECTIVE TRANSFORMATION THEMES: INTRODUCTORY MODEL

THEMES : COLLECTIVE TRANSFORMATION		CVR	MEAN
1.	Labour Relations Act: Collective	0.71	2.14
2.	Employment Equity Act	0.71	2.14
3.	Nature and function of employee representation	0.86	2.43
4.	Skills for interacting with shop stewards or supervisors	0.71	2.29
5.	Skills for interacting with union organisers or LR managers	0.43	2.14
6.	Organisational level structures (workplace forums, workplace committees, recognition agreement related structures, etc.)	0.57	2.07
7.	Effective communication in labour relations	0.71	2.14
8.	Effective communication skills	0.71	2.29
9.	Effective interaction in labour relations	0.71	2.21
10.	Effective interaction skills	0.57	2.14
11.	Organisational rights of parties to labour relations	0.71	2.29
12.	Skills related to recognition/application of organizational rights	0.43	2.07
13.	Consultation process	0.57	2.00
14.	Negotiation process	0.71	2.07

TABLE 7-8: VALID OUTPUT THEMES: INTRODUCTORY MODEL

THEMES : OUTPUT		CVR	MEAN
1.	Competency as individual outcome	0.43	2.00
2.	Motivation as individual outcome	0.57	2.00
3.	Job satisfaction as individual outcome	0.71	2.21
4.	Dismissal as individual outcome	0.57	2.14
5.	Retrenchment as individual outcome	0.57	2.07

TABLE 7-9: OVERALL CONTENT VALIDITY OF INTRODUCTORY MODEL

CVI (CVR MEAN)	0.65
AVERAGE OF MEANS	2.22

The overall content validity of the validated introductory framework is much higher than the required minimum required levels. The framework is therefore deemed valid for the intended purpose.

3.3 Application of the introductory model

It is believed that the introductory model can serve as a valid and reliable framework for research, enhancing understanding of labour relations and the development of learning interventions at this level, since all components and relationships have been derived from a valid model of the South African labour relations system.

This position is further supported by the fact that each of the respective labour relations themes included in the introductory model, has been judged to be essential by a panel of experts. Related research further proved that the overall content validity of the model is far higher than the minimum acceptable level normally prescribed.

FIGURE 7-11: A VALID MODEL OF LABOUR RELATIONS PRACTICE AT AN INTRODUCTORY LEVEL

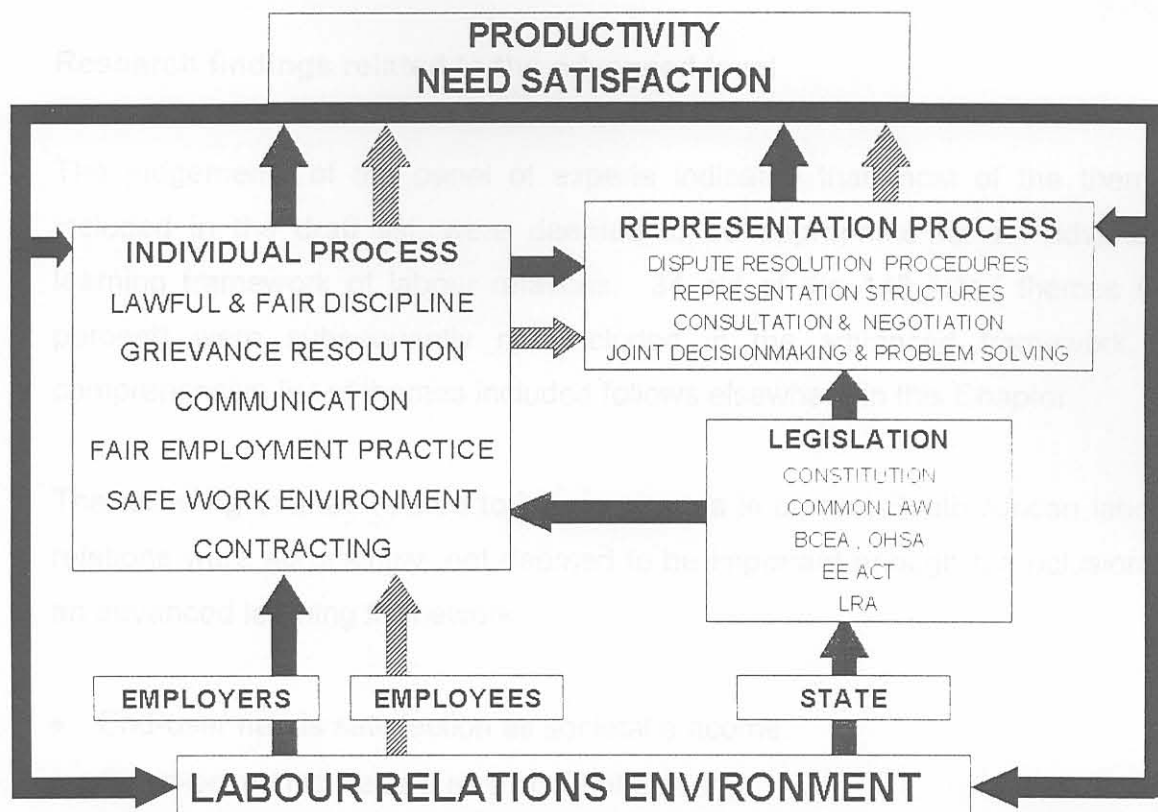


TABLE 7-12: INPUT FINDINGS: ADVANCED LEVEL

4. ADVANCED LEVEL

An advanced practice level can be defined as the activities typically performed by union organizers, labour relations officers and line managers.

4.1 Research findings related to the advanced level

The judgements of the panel of experts indicated that most of the themes included in the draft list, were deemed to be appropriate for an advanced learning framework of labour relations. 34 out of the 145 listed themes (23 percent) were subsequently not included in the advanced framework. A comprehensive list of themes included follows elsewhere in this Chapter.

The following themes related to burning issues in current South African labour relations were surprisingly, not deemed to be important enough for inclusion in an advanced learning framework:

- End-user needs satisfaction as societal outcome.
- Socio-economic welfare as a societal outcome.
- Shareholder and outside stakeholder need satisfaction as organisational outcome.
- Organisational expansion or demise as an organisational outcome.
- Availability as an individual outcome.

Panel members appear to be of the opinion that the advanced framework should be related to labour relations management practice *per sé*. The following tables provide an overview of the actual research findings related to the introductory model.

TABLE 7-12: INPUT FINDINGS: ADVANCED LEVEL

(Reject component if CVR < 0 and/or Mean < 2)

THEMES: INPUT	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.58		
AVERAGE OF MEANS		2.16	
1. The nature and role of the state as a party to labour relations	0.71	2.29	INCLUDE
2. The nature and role of state institutions in labour relations	0.57	2.21	INCLUDE
3. The strategies and methods of the state	0.43	1.86	REJECT
4. The nature of employee needs and behaviour	0.86	2.43	INCLUDE
5. The nature, objectives and function of trade unions	0.86	2.71	INCLUDE
6. The structure of trade unions and federations in SA	0.29	2.00	INCLUDE
7. The strategies and methods of trade unions	1.00	2.71	INCLUDE
8. The nature of employer needs and behaviour	0.86	2.57	INCLUDE
9. The nature, objectives and function of employer organisations	0.71	2.36	INCLUDE
10. The structure of employer organisations and federations in SA	0.14	1.79	REJECT
11. The strategies and methods of employer organisations	0.43	2.07	INCLUDE
12. The impact of general technology on labour relations	0.14	1.86	REJECT
13. The impact of electronic technology on labour relations	0.14	1.86	REJECT
14. The role of basic human behaviour forms in labour relations	0.71	2.29	INCLUDE
15. The influence of globalization on labour relations	1.00	2.29	INCLUDE
16. The role of micro economic variables labour relations (demand, production levels, scrap, absence etc)	0.71	2.36	INCLUDE
17. The role of macro-economic variables in labour relations (Inflation, Unemployment, economic growth, etc.)	0.86	2.29	INCLUDE
18. The influence of SA labour market conditions on labour relations	0.71	2.29	INCLUDE
19. Labour economic theory	0.43	2.00	INCLUDE
20. The role of the formal political system in labour relations	0.86	2.36	INCLUDE
21. The role of government policies in labour relations (RDP, GEAR etc.)	0.86	2.43	INCLUDE
22. The influence of political struggle on labour relations	0.57	2.14	INCLUDE
23. The influence of political alliances on labour relations	0.43	2.00	INCLUDE
24. The influence of basic social needs (water, electricity, sanitation, housing etc.) on labour relations	0.43	2.07	INCLUDE
25. The influence of burning social issues on labour relations (gender, discrimination, childcare, crime, harassment etc.)	0.86	2.43	INCLUDE
26. The influence of health issues on labour relations (AIDS, TB, fatigue, stress etc.)	0.86	2.57	INCLUDE
27. The influence of diversity and cultural differences	1.00	2.50	INCLUDE
28. The influence of societal attitudes, perceptions and -needs on labour relations	0.57	2.07	INCLUDE
29. The relationship between education and training and labour relations	0.86	2.29	INCLUDE
30. The influence of general SA history on labour relations	0.29	1.71	REJECT
31. The influence of struggle history on labour relations	0.43	1.86	REJECT
32. The impact of general natural conditions and phenomena on labour relations	0.00	1.43	REJECT
33. The impact of natural disasters on labour relations	-0.29	1.29	REJECT
34. Different theoretical approaches to labour relations	0.43	1.93	REJECT

TABLE 7-14: COLLECTIVE TRANSFORMATION FINDINGS: ADVANCED LEVEL

TABLE 7-13: INDIVIDUAL TRANSFORMATION FINDINGS: ADVANCED LEVEL

(Reject component if CVR < 0 and/or Mean < 2)

THEMES : INDIVIDUAL TRANSFORMATION	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.82		
AVERAGE OF MEANS		2.44	
1. Overview of the SA legislative structure	0.71	2.14	INCLUDE
2. Application of the Constitution and Bill of Rights: Individual	0.86	2.21	INCLUDE
3. The Basic Conditions of Employment Act	1.00	2.86	INCLUDE
4. The Employment Equity Act	1.00	2.86	INCLUDE
5. The Labour Relations Act: Individual	1.00	2.86	INCLUDE
6. Skills Development and – Levies Acts	1.00	2.57	INCLUDE
7. SAQA Act	1.00	2.43	INCLUDE
8. Unemployment Insurance Act	0.43	2.00	INCLUDE
9. Compensation for Occupational Injuries and Diseases Act	0.57	2.07	INCLUDE
10. Occupational Health and Safety Act	0.71	2.36	INCLUDE
11. Common law principles related to employment contracts	0.86	2.36	INCLUDE
12. Rights and duties in labour relations	1.00	2.71	INCLUDE
13. The psychological contract between employer and employee	0.57	2.21	INCLUDE
14. Implementing HR & LR policies	0.86	2.57	INCLUDE
15. Fair employee remuneration practices	0.86	2.50	INCLUDE
16. Implementation of fair service conditions	1.00	2.64	INCLUDE
17. Communication in labour relations	1.00	2.79	INCLUDE
18. Communication skills	1.00	2.64	INCLUDE
19. Fair and equitable HR management practice (hiring, admin, evaluation, etc.)	0.86	2.50	INCLUDE
20. Health and safety management practice	0.57	2.29	INCLUDE
21. Training and development practice	0.71	2.21	INCLUDE
22. Affirmative action	0.86	2.50	INCLUDE
23. Informal grievance resolution - process and skills	1.00	2.79	INCLUDE
24. Formal grievance resolution procedures- process and skills	1.00	2.93	INCLUDE
25. Informal maintenance of discipline - process and skills	1.00	2.86	INCLUDE
26. Formal disciplinary procedures - process and skills	1.00	2.86	INCLUDE
27. Advanced disciplinary procedures - process and skills	1.00	2.57	INCLUDE
28. Strategic management process (vision, mission, policy development etc.)	0.57	2.00	INCLUDE
29. Operational managerial process (plan, organise, lead, control etc)	0.71	2.07	INCLUDE
30. Structural management practice (organisation and task structures, workflow, etc.)	0.71	2.07	INCLUDE
31. Basic forms of organisational behaviour (decisions, attitudes, groups, teams, power, politics, decision-making etc.)	0.43	1.93	REJECT
32. Advanced forms of organisational behaviour (culture, climate, organisational development, learning organisation, etc.)	0.43	1.86	REJECT

TABLE 7-14: COLLECTIVE TRANSFORMATION FINDINGS: ADVANCED LEVEL

(Reject component if CVR < 0 and/or Mean < 2)

THEMES : COLLECTIVE TRANSFORMATION	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.69		
AVERAGE OF MEANS		2.16	
1. Application of the Constitution and Bill of rights: Collective	0.57	1.93	INCLUDE
2. Labour Relations Act: Collective	1.00	2.79	INCLUDE
3. Employment Equity Act	1.00	2.64	INCLUDE
4. Relationship between Collective Bargaining & other labour laws	0.86	2.29	INCLUDE
5. Collective bargaining theory	1.00	2.14	INCLUDE
6. Nature and function of employee representation	0.86	2.43	INCLUDE
7. Skills for interacting with shop stewards or supervisors	0.86	2.50	INCLUDE
8. Skills for interacting with union organisers or LR managers	0.86	2.50	INCLUDE
9. Skills for interacting with senior union officials or LR Directors	0.86	2.50	INCLUDE
10. The nature and role of labour relations consultants	0.29	1.71	REJECT
11. Organisational level structures (workplace forums, workplace comm's, recognition agreement structures, etc.)	0.86	2.43	INCLUDE
12. Industry level bargaining structures (bargaining councils, statutory councils)	0.86	2.21	INCLUDE
13. Societal level bargaining structures (NEDLAC, commissions, congresses etc.)	0.43	1.93	REJECT
14. Effective communication in labour relations	1.00	2.79	INCLUDE
15. Effective communication skills	1.00	2.71	INCLUDE
16. Effective interaction in labour relations	1.00	2.50	INCLUDE
17. Effective interaction skills	1.00	2.64	INCLUDE
18. Organisational rights of parties to labour relations	0.86	2.57	INCLUDE
19. Skills related to recognition/application of organizational rights	0.86	2.50	INCLUDE
20. Consultation process	1.00	2.36	INCLUDE
21. Consultation skills	0.86	2.36	INCLUDE
22. Negotiation process	1.00	2.64	INCLUDE
23. Negotiation skills	1.00	2.71	INCLUDE
24. Advanced negotiation skills	0.71	2.21	INCLUDE
25. Establishing collective bargaining relationship and structures	0.57	2.00	INCLUDE
26. Drafting collective agreements	0.43	1.86	REJECT
27. Types of collective agreements	0.71	2.00	INCLUDE
28. Applying collective agreements	0.86	2.29	INCLUDE
29. Conciliation processes	0.71	2.14	INCLUDE
30. Conciliation skills	0.71	2.14	INCLUDE
31. Facilitation skills	0.71	2.14	INCLUDE
32. Mediation skills	0.71	2.14	INCLUDE
33. Voluntary and statutory arbitration process	0.43	1.86	REJECT
34. Arbitration skills	0.71	1.93	REJECT
35. Advanced arbitration skills	0.14	1.50	REJECT
36. Labour Court litigation process	0.00	1.36	REJECT
37. Labour Court litigation skills	-0.43	1.00	REJECT
38. Labour Appeal Court litigation process	-0.14	1.14	REJECT
39. Labour Appeal Court litigation skills	-0.43	0.79	REJECT
40. Strike management process and skills	1.00	2.43	INCLUDE
41. Lock-out management process and skills	1.00	2.36	INCLUDE

TABLE 7-15: OUTPUT FINDINGS: ADVANCED LEVEL

(Reject component if CVR < 0 and/or Mean < 1.8)

THEMES : OUTPUT	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.64		
AVERAGE OF MEANS		2.24	
1. Social pacts as societal outcomes	0.00	1.71	REJECT
2. Changes in government policies as societal outcomes	0.14	1.86	REJECT
3. Changes to legislation as a societal outcome	0.57	2.07	INCLUDE
4. End user need satisfaction as societal outcome	0.43	1.93	REJECT
5. Socio-economic welfare as societal outcome	0.00	1.79	REJECT
6. Economic growth as societal outcome	0.29	2.00	INCLUDE
7. Productivity as a societal outcome	0.86	2.36	INCLUDE
8. Job creation as societal outcome	0.71	2.29	INCLUDE
9. Socio-political stability as societal outcome	0.57	2.00	INCLUDE
10. Mass industrial protest action as a societal outcome	0.71	2.21	INCLUDE
11. Productivity as organisational outcome	1.00	2.57	INCLUDE
12. Quality service/product delivery as organisational outcome	0.57	2.36	INCLUDE
13. Profitability as organisational outcome	0.57	2.29	INCLUDE
14. Effectiveness as organisational outcome	0.71	2.36	INCLUDE
15. Shareholder need satisfaction as organisational outcome	0.43	1.93	REJECT
16. Outside stakeholder need satisfaction as organisational outcome	0.14	1.79	REJECT
17. Collective agreements as group outcomes	0.86	2.36	INCLUDE
18. The nature of strikes as group outcomes	0.57	2.21	INCLUDE
19. The nature of secondary strikes as group outcomes	0.57	2.21	INCLUDE
20. The nature of lockouts as group outcomes	0.57	2.21	INCLUDE
21. Mass dismissals of striking employees as group outcome	0.71	2.29	INCLUDE
22. Mass retrenchment as group outcome	0.86	2.36	INCLUDE
23. Organisational expansion as an organisational outcome	0.14	1.86	REJECT
24. Organisational demise as an organisational outcome	0.14	1.86	REJECT
25. Improved trust levels as group outcome	0.86	2.36	INCLUDE
26. Availability as individual outcome	0.29	1.86	REJECT
27. Competency as individual outcome	1.00	2.50	INCLUDE
28. Motivation as individual outcome	1.00	2.64	INCLUDE
29. Physical health as individual outcome	0.57	2.21	INCLUDE
30. Mental health as individual outcome	0.43	2.14	INCLUDE
31. Job satisfaction as individual outcome	1.00	2.64	INCLUDE
32. Commitment as individual outcome	0.86	2.50	INCLUDE
33. Personal need satisfaction as individual outcome	0.57	2.14	INCLUDE
34. Personal empowerment as individual outcome	0.86	2.36	INCLUDE
35. Dismissal as individual outcome	1.00	2.64	INCLUDE
36. Retrenchment as individual outcome	1.00	2.57	INCLUDE
37. Resignation as individual outcome	0.86	2.36	INCLUDE
38. Improved trust levels as individual outcome	0.71	2.50	INCLUDE

4.2 A validated model of labour relations practice at advanced level

ADVANCED MODEL

The following tables reflect the validity of themes included in the model as well as the overall content validity of the advanced model.

TABLE 7-16: VALID INPUT THEMES : ADVANCED MODEL

THEMES : INPUT	CVR	MEAN
CVI (CVR MEAN)	0.72	
AVERAGE OF MEANS		2.31
1. The nature and role of the state as a party to labour relations	0.71	2.29
2. The nature and role of state institutions in labour relations	0.57	2.21
3. The nature of employee needs and behaviour	0.86	2.43
4. The nature, objectives and function of trade unions	0.86	2.71
5. The structure of trade unions and federations in SA	0.29	2.00
6. The strategies and methods of trade unions	1.00	2.71
7. The nature of employer needs and behaviour	0.86	2.57
8. The nature, objectives and function of employer organisations	0.71	2.36
9. The strategies and methods of employer organisations	0.43	2.07
10. The role of basic human behaviour forms in labour relations	0.71	2.29
11. The influence of globalization on labour relations	1.00	2.29
12. The role of micro-economic variables labour relations (demand, production levels, scrap, absence etc)	0.71	2.36
13. The role of macro economic variables in labour relations (inflation, unemployment, economic growth, etc.)	0.86	2.29
14. The influence of SA labour market conditions on labour relations	0.71	2.29
15. Labour economic theory	0.43	2.00
16. The role of the formal political system on labour relations	0.86	2.36
17. The role of government policies in labour relations (RDP, GEAR etc.)	0.86	2.43
18. The influence of political struggle on labour relations	0.57	2.14
19. The influence of political alliances on labour relations	0.43	2.00
20. The influence of basic social needs (water, electricity, sanitation, housing etc.) on labour relations	0.43	2.07
21. The influence of burning social issues on labour relations (gender, discrimination, childcare, crime, harassment etc.)	0.86	2.43
22. The influence of health issues on labour relations (HIV/AIDS, TB, mental fatigue, stress etc.)	0.86	2.57
23. The influence of diversity and cultural differences	1.00	2.50
24. The influence of societal attitudes, perceptions and -needs on labour relations	0.57	2.07
25. The relationship between education and training and labour relations	0.86	2.29

**TABLE 7-17: VALID INDIVIDUAL TRANSFORMATION THEMES:
ADVANCED MODEL**

THEMES : INDIVIDUAL TRANSFORMATION	CVR	MEAN
CVI (CVR MEAN)	0.85	
AVERAGE OF MEANS		2.5
1. The Basic Conditions of Employment Act	1.00	2.86
2. The Employment Equity Act	1.00	2.86
3. The Labour Relations Act: Individual	1.00	2.86
4. Skills Development and – Levies Act	1.00	2.57
5. SAQA Act	1.00	2.43
6. Unemployment Insurance Act	0.43	2.00
7. Compensation for Occupational Injuries and Diseases Act	0.57	2.07
8. Occupational Health and Safety Act	0.71	2.36
9. Common law principles related to employment contracts	0.86	2.36
10. Rights and duties in labour relations	1.00	2.71
11. The psychological contract between employer and employee	0.57	2.21
12. Implementing HR & LR policies	0.86	2.57
13. Fair employee remuneration practices	0.86	2.50
14. Implementation of fair service conditions	1.00	2.64
15. Communication in labour relations	1.00	2.79
16. Communication skills	1.00	2.64
17. Fair and equitable HR management practice (hiring, admin, evaluation, etc.)	0.86	2.50
18. Health and safety management practice	0.57	2.29
19. Training and development practice	0.71	2.21
20. Affirmative action	0.86	2.50
21. Informal grievance resolution - process and skills	1.00	2.79
22. Formal grievance resolution procedures- process and skills	1.00	2.93
23. Informal maintenance of discipline - process and skills	1.00	2.86
24. Formal disciplinary procedures - process and skills	1.00	2.86
25. Advanced disciplinary procedures - process and skills	1.00	2.57
26. Strategic management process (vision, mission, policy development etc.)	0.57	2.00
27. Operational managerial process (plan, organise, lead, control etc)	0.71	2.07
28. Structural management practice (organisation and task structures, workflow, etc.)	0.71	2.07

**TABLE 7-18: VALID COLLECTIVE TRANSFORMATION THEMES:
ADVANCED MODEL**

THEMES : COLLECTIVE TRANSFORMATION	CVR	MEAN
CVI (CVR MEAN)	0.87	
AVERAGE OF MEANS		2.39
1. Employment Equity Act	1.00	2.64
2. Relationship between Collective Bargaining and other labour laws	0.86	2.29
3. Collective bargaining theory	1.00	2.14
4. Nature and function of employee representation	0.86	2.43
5. Skills for interacting with shop stewards or supervisors	0.86	2.50
6. Skills for interacting with union organizers or LR managers	0.86	2.50
7. Skills for interacting with senior union officials or LR Directors	0.86	2.50
8. Organisational level structures (workplace forums, workplace committees, recognition agreement related structures, etc.)	0.86	2.43
9. Industry level bargaining structures (bargaining councils, statutory councils)	0.86	2.21
10. Effective communication in labour relations	1.00	2.79
11. Effective communication skills	1.00	2.71
12. Effective interaction in labour relations	1.00	2.50
13. Effective interaction skills	1.00	2.64
14. Organisational rights of parties to labour relations	0.86	2.57
15. Skills related to recognition/application of organizational rights	0.86	2.50
16. Consultation process	1.00	2.36
17. Consultation skills	0.86	2.36
18. Negotiation process	1.00	2.64
19. Negotiation skills	1.00	2.71
20. Advanced negotiation skills	0.71	2.21
21. Establishing collective bargaining relationships and structures	0.57	2.00
22. Types of collective agreements	0.71	2.00
23. Applying collective agreements	0.86	2.29
24. Conciliation processes	0.71	2.14
25. Conciliation skills	0.71	2.14
26. Facilitation skills	0.71	2.14
27. Mediation skills	0.71	2.14
28. Strike management process and skills	1.00	2.43
29. Lock-out management process and skills	1.00	2.36

TABLE 7-19: VALID OUTPUT THEMES: ADVANCED MODEL

THEMES : OUTPUT	CVR	MEAN
CVI (CVR MEAN)	0.74	
AVERAGE OF MEANS		2.33
1. Changes to legislation as a societal outcome	0.57	2.07
2. Economic growth as societal outcome	0.29	2.00
3. Productivity as a societal outcome	0.86	2.36
4. Job creation as societal outcome	0.71	2.29
5. Socio-political stability as societal outcome	0.57	2.00
6. Mass industrial protest action as a societal outcome	0.71	2.21
7. Productivity as organisational outcome	1.00	2.57
8. Quality service/product delivery as organisational outcome	0.57	2.36
9. Profitability as organisational outcome	0.57	2.29
10. Effectiveness as organisational outcome	0.71	2.36
11. Collective agreements as group outcomes	0.86	2.36
12. The nature of strikes as group outcomes	0.57	2.21
13. The nature of secondary strikes as group outcomes	0.57	2.21
14. The nature of lockouts as group outcomes	0.57	2.21
15. Mass dismissals of striking employees as group outcome	0.71	2.29
16. Mass retrenchment as group outcome	0.86	2.36
17. Improved trust levels as group outcome	0.86	2.36
18. Competency as individual outcome	1.00	2.50
19. Motivation as individual outcome	1.00	2.64
20. Physical health as individual outcome	0.57	2.21
21. Mental health as individual outcome	0.43	2.14
22. Job satisfaction as individual outcome	1.00	2.64
23. Commitment as individual outcome	0.86	2.50
24. Personal need satisfaction as individual outcome	0.57	2.14
25. Personal empowerment as individual outcome	0.86	2.36
26. Dismissal as individual outcome	1.00	2.64
27. Retrenchment as individual outcome	1.00	2.57
28. Resignation as individual outcome	0.86	2.36
29. Improved trust levels as individual outcome	0.71	2.50

TABLE 7-20: OVERALL VALIDITY OF ADVANCED MODEL

CVI (CVR MEAN)	0.73
AVERAGE MEANS	2.38

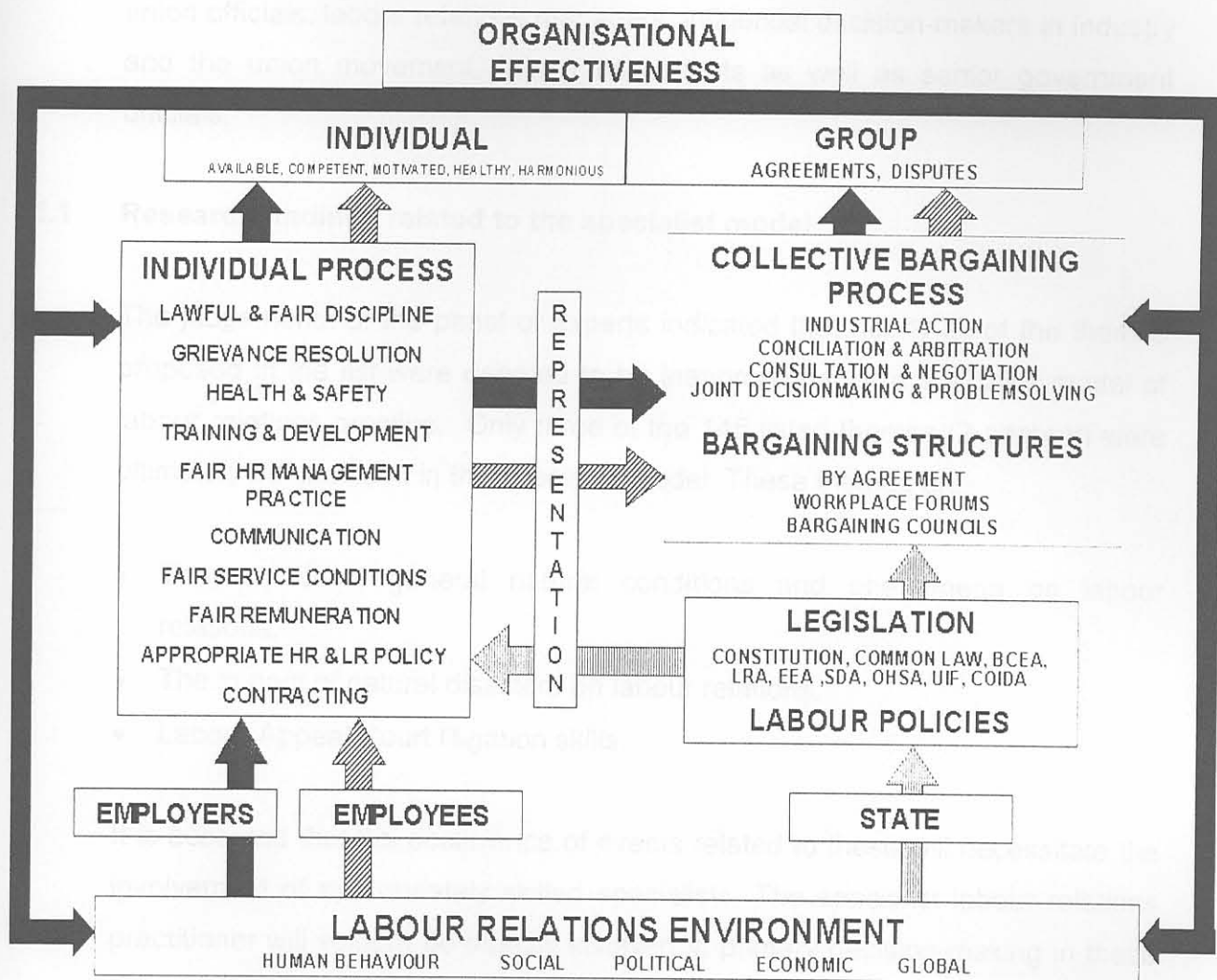
The overall content validity of the validated advanced framework is much higher than the required minimum required levels. The framework is deemed to be valid for the intended purpose.

4.3 Application of the advanced model

It is believed that this model can serve as a valid and reliable framework for research. It enhances understanding of labour relations and the development of learning interventions at this level, since all components and relationships have been derived from a valid model of the South African labour relations system.

This position is further supported by the fact that each of the respective labour relations themes included in the model was judged to be essential by a panel of experts. Related research further proved that the overall content validity of the model is far higher than the minimum acceptable level that is normally prescribed.

FIGURE 7-22: VALIDATED ADVANCED MODEL



5. SPECIALIST LEVEL

A specialist level can be defined as the activities typically performed by senior union officials, labour relations managers, influential decision-makers in industry and the union movement, labour consultants as well as senior government officials.

5.1 Research findings related to the specialist model

The judgements of the panel of experts indicated that nearly all of the themes proposed in the list were deemed to be inappropriate for a specialist model of labour relations practice. Only three of the 145 listed themes (2 percent) were ultimately not included in the specialist model. These themes are:

- The impact of general natural conditions and phenomena on labour relations.
- The impact of natural disasters on labour relations.
- Labour Appeal Court litigation skills.

It is accepted that the occurrence of events related to these will necessitate the involvement of appropriately skilled specialists. The specialist labour relations practitioner will seldom be directly involved in primary decision-making in these areas.

Although the themes included in the specialist model will not represent an absolutely exhaustive list of labour relations themes related to this level of practice, they are deemed to represent a fairly comprehensive list of the most important themes related to the current South African labour relations system. The following tables provide an overview of the research findings related to the specialist model.

TABLE 7-23: FINDINGS RELATED TO INPUT: SPECIALIST MODEL

(Reject component if CVR < 0 and/or Mean < 2)

THEMES: INPUT	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.74		ACCEPT
AVERAGE OF MEANS		2.47	ACCEPT
1. The nature and role of the state as a party to labour relations	0.43	2.21	INCLUDE
2. The nature and role of state institutions in labour relations	0.71	2.36	INCLUDE
3. The strategies and methods of the state	0.29	2.07	INCLUDE
4. The nature of employee needs and behaviour	0.86	2.57	INCLUDE
5. The nature, objectives and function of trade unions	0.86	2.57	INCLUDE
6. The structure of trade unions and federations in SA	0.57	2.36	INCLUDE
7. The strategies and methods of trade unions	0.86	2.79	INCLUDE
8. The nature of employer needs and behaviour	0.86	2.57	INCLUDE
9. The nature, objectives and function of employer organisations	0.71	2.43	INCLUDE
10. The structure of employer organisations and federations in SA	0.71	2.36	INCLUDE
11. The strategies and methods of employer organisations	0.86	2.43	INCLUDE
12. The impact of general technology on labour relations	0.71	2.29	INCLUDE
13. The impact of electronic technology on labour relations	0.57	2.14	INCLUDE
14. The role of basic human behaviour forms in labour relations	0.71	2.50	INCLUDE
15. The influence of globalization on labour relations	1.00	2.86	INCLUDE
16. The role of micro economic variables labour relations (demand, production levels, scrap, absence etc)	1.00	2.93	INCLUDE
17. The role of macro-economic variables in labour relations (Inflation, Unemployment, economic growth, etc.)	0.86	2.79	INCLUDE
18. The influence of SA labour market conditions on labour relations	0.86	2.64	INCLUDE
19. Labour economic theory	0.86	2.64	INCLUDE
20. The role of the formal political system in labour relations	0.71	2.50	INCLUDE
21. The role of government policies in labour relations (RDP, GEAR etc.)	0.86	2.79	INCLUDE
22. The influence of political struggle on labour relations	0.86	2.50	INCLUDE
23. The influence of political alliances on labour relations	0.86	2.43	INCLUDE
24. The influence of basic social needs (water, electricity, sanitation, housing etc.) on labour relations	0.71	2.21	INCLUDE
25. The influence of burning social issues on labour relations (gender, discrimination, childcare, crime, harassment etc.)	0.86	2.71	INCLUDE
26. The influence of health issues on labour relations (AIDS, TB, fatigue, stress etc.)	1.00	2.79	INCLUDE
27. The influence of diversity and cultural differences	1.00	2.86	INCLUDE
28. The influence of societal attitudes, perceptions and - needs on labour relations	0.71	2.43	INCLUDE
29. The relationship between education and training and labour relations	0.86	2.71	INCLUDE
30. The influence of general SA history on labour relations	0.43	2.07	INCLUDE
31. The influence of struggle history on labour relations	0.57	2.07	INCLUDE
32. The impact of general natural conditions and phenomena on labour relations	0.43	1.79	REJECT
33. The impact of natural disasters on labour relations	0.00	1.64	REJECT
34. Different theoretical approaches to labour relations	1.00	2.86	INCLUDE

TABLE 7-24: FINDINGS RELATED TO COLLECTIVE TRANSFORMATION

**TABLE 7-24: FINDINGS RELATED TO INDIVIDUAL TRANSFORMATION:
SPECIALIST MODEL**

(Reject component if CVR < 0 and/or Mean < 2)

THEMES : INDIVIDUAL TRANSFORMATION	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.86		ACCEPT
AVERAGE OF MEANS		2.73	ACCEPT
1. Overview of the SA legislative structure	0.57	2.21	INCLUDE
2. Application of the Constitution and Bill of Rights: Individual	1.00	2.71	INCLUDE
3. The Basic Conditions of Employment Act	0.86	2.86	INCLUDE
4. The Employment Equity Act	0.86	2.86	INCLUDE
5. The Labour Relations Act: Individual	0.86	2.86	INCLUDE
6. Skills Development and – Levies Acts	0.86	2.79	INCLUDE
7. SAQA Act	0.86	2.64	INCLUDE
8. Unemployment Insurance Act	0.57	2.43	INCLUDE
9. Compensation for Occupational Injuries and Diseases Act	0.57	2.50	INCLUDE
10. Occupational Health and Safety Act	0.71	2.71	INCLUDE
11. Common law principles related to employment contracts	1.00	2.93	INCLUDE
12. Rights and duties in labour relations	0.86	2.64	INCLUDE
13. The psychological contract between employer and employee	0.86	2.79	INCLUDE
14. Implementing HR & LR policies	0.86	2.86	INCLUDE
15. Fair employee remuneration practices	0.86	2.71	INCLUDE
16. Implementation of fair service conditions	0.86	2.71	INCLUDE
17. Communication in labour relations	1.00	2.86	INCLUDE
18. Communication skills	1.00	2.86	INCLUDE
19. Fair and equitable HR management practice (hiring, admin, evaluation, etc.)	0.86	2.79	INCLUDE
20. Health and safety management practice	0.86	2.57	INCLUDE
21. Training and development practice	0.86	2.71	INCLUDE
22. Affirmative action	0.86	2.79	INCLUDE
23. Informal grievance resolution - process and skills	0.86	2.79	INCLUDE
24. Formal grievance resolution procedures- process and skills	1.00	2.86	INCLUDE
25. Informal maintenance of discipline - process and skills	0.86	2.79	INCLUDE
26. Formal disciplinary procedures - process and skills	1.00	2.79	INCLUDE
27. Advanced disciplinary procedures - process and skills	1.00	3.00	INCLUDE
28. Strategic management process (vision, mission, policy development etc.)	1.00	2.93	INCLUDE
29. Operational managerial process (plan, organise, lead, control etc)	0.86	2.79	INCLUDE
30. Structural management practice (organisation and task structures, workflow, etc.)	0.86	2.71	INCLUDE
31. Basic forms of organisational behaviour (decisions, attitudes, groups, teams, power, politics, decision-making etc.)	0.86	2.43	INCLUDE
32. Advanced forms of organisational behaviour (culture, climate, organisational development, learning organisation, etc.)	0.86	2.50	INCLUDE

**TABLE 7-25: FINDINGS RELATED TO COLLECTIVE TRANSFORMATION:
SPECIALIST MODEL**

(Reject component if CVR < 0 and/or Mean < 2)

THEMES : COLLECTIVE TRANSFORMATION	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.84		ACCEPT
AVERAGE OF MEANS		2.71	ACCEPT
1. Application of the Constitution and Bill of rights: Collective	0.86	3.00	INCLUDE
2. Labour Relations Act: Collective	1.00	3.00	INCLUDE
3. Employment Equity Act	1.00	3.00	INCLUDE
4. Relationship between Collective Bargaining & other labour laws	0.86	2.79	INCLUDE
5. Collective bargaining theory	0.86	2.79	INCLUDE
6. Nature and function of employee representation	0.57	2.50	INCLUDE
7. Skills for interacting with shop stewards or supervisors	0.57	2.50	INCLUDE
8. Skills for interacting with union organisers or LR managers	0.57	2.50	INCLUDE
9. Skills for interacting with senior union officials or LR Directors	0.71	2.64	INCLUDE
10. The nature and role of labour relations consultants	0.57	2.50	INCLUDE
11. Organisational level structures (workplace forums, workplace comm's, recognition agreement structures, etc.)	0.86	2.64	INCLUDE
12. Industry level bargaining structures (bargaining councils, statutory councils)	1.00	2.79	INCLUDE
13. Societal level bargaining structures (NEDLAC, commissions, congresses etc.)	0.71	2.50	INCLUDE
14. Effective communication in labour relations	1.00	2.93	INCLUDE
15. Effective communication skills	0.86	2.86	INCLUDE
16. Effective interaction in labour relations	0.86	2.79	INCLUDE
17. Effective interaction skills	0.86	2.86	INCLUDE
18. Organisational rights of parties to labour relations	0.71	2.50	INCLUDE
19. Skills related to recognition/application of organizational rights	0.71	2.57	INCLUDE
20. Consultation process	1.00	2.79	INCLUDE
21. Consultation skills	1.00	2.79	INCLUDE
22. Negotiation process	1.00	2.79	INCLUDE
23. Negotiation skills	1.00	3.00	INCLUDE
24. Advanced negotiation skills	1.00	2.93	INCLUDE
25. Establishing collective bargaining relationship and structures	0.86	2.64	INCLUDE
26. Drafting collective agreements	1.00	3.00	INCLUDE
27. Types of collective agreements	1.00	2.79	INCLUDE
28. Applying collective agreements	1.00	2.79	INCLUDE
29. Conciliation processes	1.00	2.93	INCLUDE
30. Conciliation skills	0.86	2.79	INCLUDE
31. Facilitation skills	0.86	2.79	INCLUDE
32. Mediation skills	0.86	2.79	INCLUDE
33. Voluntary and statutory arbitration process	0.86	2.71	INCLUDE
34. Arbitration skills	1.00	2.86	INCLUDE
35. Advanced arbitration skills	0.86	2.71	INCLUDE
36. Labour Court litigation process	1.00	2.57	INCLUDE
37. Labour Court litigation skills	0.57	2.07	INCLUDE
38. Labour Appeal Court litigation process	0.43	2.14	INCLUDE
39. Labour Appeal Court litigation skills	0.14	1.57	REJECT
40. Strike management process and skills	1.00	3.00	INCLUDE
41. Lock-out management process and skills	1.00	3.00	INCLUDE

TABLE 7-26: FINDINGS RELATED TO OUTPUT: SPECIALIST MODEL

TABLE 7-27: OVERALL VALIDITY OF SPECIALIST MODEL

(Reject component if CVR < 0 and/or Mean < 2)

THEMES: OUTPUT	CVR	MEAN	DECISION
CVI (CVR MEAN)	0.81		ACCEPT
AVERAGE OF MEANS		2.61	ACCEPT
1. Social pacts as societal outcomes	0.57	2.29	INCLUDE
2. Changes in government policies as societal outcomes	0.86	2.5	INCLUDE
3. Changes to legislation as a societal outcome	0.86	2.50	INCLUDE
4. End user need satisfaction as societal outcome	0.71	2.43	INCLUDE
5. Socio-economic welfare as societal outcome	0.57	2.29	INCLUDE
6. Economic growth as societal outcome	0.71	2.50	INCLUDE
7. Productivity as a societal outcome	1.00	2.79	INCLUDE
8. Job creation as societal outcome	1.00	2.71	INCLUDE
9. Socio-political stability as societal outcome	0.71	2.50	INCLUDE
10. Mass industrial protest action as a societal outcome	0.86	2.64	INCLUDE
11. Productivity as organisational outcome	1.00	2.93	INCLUDE
12. Quality service/product delivery as organisational outcome	0.86	2.71	INCLUDE
13. Profitability as organisational outcome	0.86	2.57	INCLUDE
14. Effectiveness as organisational outcome	0.86	2.64	INCLUDE
15. Shareholder need satisfaction as organisational outcome	0.57	2.43	INCLUDE
16. Outside stakeholder need satisfaction as organisational outcome	0.43	2.29	INCLUDE
17. Collective agreements as group outcomes	1.00	2.79	INCLUDE
18. The nature of strikes as group outcomes	0.86	2.64	INCLUDE
19. The nature of secondary strikes as group outcomes	1.00	2.57	INCLUDE
20. The nature of lockouts as group outcomes	1.00	2.71	INCLUDE
21. Mass dismissals of striking employees as group outcome	0.86	2.79	INCLUDE
22. Mass retrenchment as group outcome	1.00	2.79	INCLUDE
23. Organisational expansion as an organisational outcome	0.71	2.50	INCLUDE
24. Organisational demise as an organisational outcome	0.71	2.43	INCLUDE
25. Improved trust levels as group outcome	0.86	2.64	INCLUDE
26. Availability as individual outcome	0.57	2.29	INCLUDE
27. Competency as individual outcome	0.86	2.71	INCLUDE
28. Motivation as individual outcome	1.00	2.93	INCLUDE
29. Physical health as individual outcome	0.57	2.50	INCLUDE
30. Mental health as individual outcome	0.57	2.43	INCLUDE
31. Job satisfaction as individual outcome	0.86	2.79	INCLUDE
32. Commitment as individual outcome	1.00	2.79	INCLUDE
33. Personal need satisfaction as individual outcome	0.86	2.57	INCLUDE
34. Personal empowerment as individual outcome	0.86	2.64	INCLUDE
35. Dismissal as individual outcome	0.86	2.79	INCLUDE
36. Retrenchment as individual outcome	0.86	2.79	INCLUDE
37. Resignation as individual outcome	0.71	2.64	INCLUDE
38. Improved trust levels as individual outcome	0.86	2.79	INCLUDE

TABLE 7-27: OVERALL VALIDITY OF SPECIALIST MODEL

CVI (CVR MEAN)	0.81
AVERAGE MEANS	2.63

The overall content validity of the validated specialist framework is much higher than the required minimum required levels. The framework is therefore deemed to be valid for the intended purpose.

5.2 Application of the specialist learning model.

It is believed that this model can serve as a valid and reliable framework for research. It enhances understanding of labour relations and the development of learning interventions at this level, since all components and relationships have been derived from a valid model of the South African labour relations system.

This position is further supported by the fact that each of the respective labour relations themes incorporated in the model was judged to be essential by a panel of experts. Related research further proved that the overall content validity of the model is far higher than the minimum acceptable level that is normally prescribed.

6. SUMMARY

Research findings related to introductory, advanced and specialist levels of labour relations practice in South Africa were proposed and discussed in this Chapter. It was established that the respective themes included in both of the respective models possess a higher level content validity than the acceptable levels in this regard. The overall content validity of each of the three models also exceeded the minimum levels normally deemed to be acceptable. Specific conceptual models were also produced for each practice level.

6. SUMMARY

Research findings related to introductory, advanced and specialist levels of labour relations practice in South Africa were proposed and discussed in this Chapter. It was established that the respective themes included in each of the respective models possess a higher level content validity than the acceptable levels in this regard. The overall content validity of each of the three models also exceeded the minimum levels normally deemed to be acceptable. Specific conceptual models were also proposed for each practice level.

systems approach to the analysis and explanation of human behaviour phenomena and the nature of theoretical models as concluded in Chapter three.

Methodological, theoretical models and fundamental principles of labour relations were included in Chapters four and five. A-a specific research strategy was identified and discussed in Chapter six and seven. Conclusions and recommendations of the study are included in this Chapter.

2. ACHIEVEMENT OF OBJECTIVES

The objectives of the study were met as follows:

2.1 Primary objectives

A validated theoretical model that represents and explains the most important components and processes typical of the current labour relations system of South Africa was developed in accordance with the methodology described in Chapter two. The results were discussed in Chapter six.

2.1.1 An integrative definition of labour relations

The following integrative definition was developed to explain the process represented in the validated model:

CHAPTER 8: CONCLUSION AND RECOMMENDATIONS

1. INTRODUCTION

The first Chapter of this thesis introduced the nature of the problem under investigation and established the need for the research being undertaken. Chapter two provided a comprehensive overview of the research methodology applied for purposes of this thesis. The systems approach to the analysis and explanation of human behaviour phenomena and the nature of theoretical models were described in Chapter three.

Applicable definitions, theoretical models and fundamental principles of labour relations were discussed in Chapters four and five, and specific research findings were reflected and discussed in Chapters six and seven. Conclusions and recommendations are made and discussed in this Chapter.

2. ACHIEVEMENT OF OBJECTIVES

The objectives of this thesis were met as follows:

2.1 Primary objectives

A validated theoretical model that represents and explains the most important components and processes typical of the current labour relations system of South Africa, was developed in accordance with the methodology described in Chapter two. The results were discussed in Chapter six.

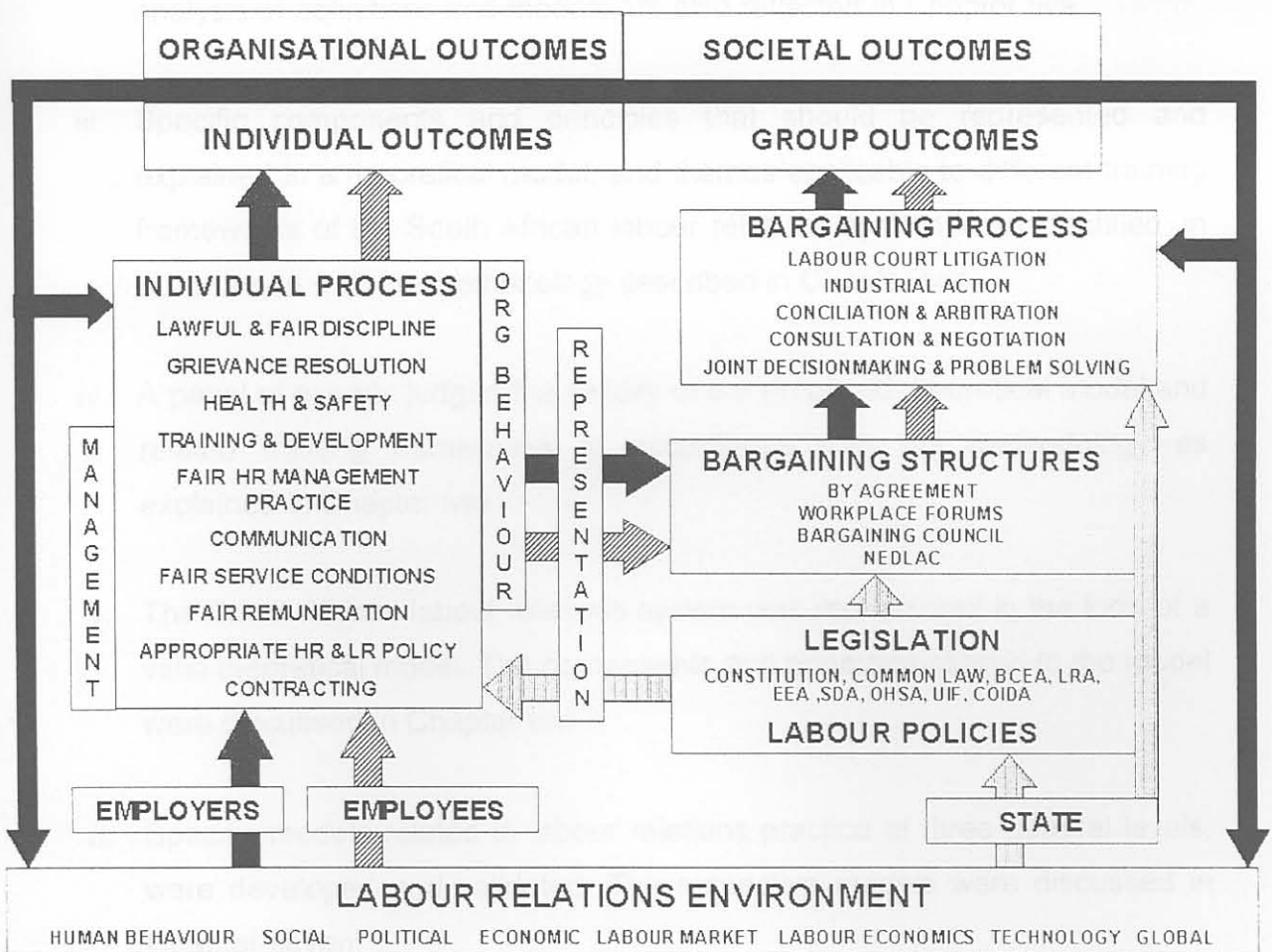
2.1.1 An integrated definition of labour relations

The following integrated definition was developed to explain the process represented in the validated model:

Labour Relations refer to those practices related to the continuous process of establishing and maintaining harmonious individual and/or collective labour relations, through various formal and/or informal communication processes and the application of rules, procedures, agreements, regulations, laws and/or power. These processes are aimed at facilitating the achievement of various individual, group, organisational and societal outcomes which requires specific behaviour related to required levels of performance by organisational stakeholders who pursue common and conflicting objectives. The behaviour of stakeholders will be influenced by multiple variables that exist in a dynamic internal and external environment.

2.1.2 A valid model of the South African labour relations system

FIGURE 8-1: VALID MODEL OF THE SA LABOUR RELATIONS SYSTEM



2.2 Secondary objectives

Due to the complex nature of the study and the multiple variables that have an effect on South African labour relations, secondary objectives were identified to ensure the systematic attainment of the primary objective. The six secondary objectives were achieved as follows:

- i. A literature study on the nature of theoretical systems and models were undertaken and included in Chapter three.
- ii. A content analysis of definitions and models were performed in order to identify the common components and behavioural principles characteristic of the South African labour relations system. The most important theoretical foundations of labour relations were discussed in Chapter four. Applicable models and definitions were included in Chapter five. Results of the content analysis of definitions and models are also reflected in Chapter five.
- iii. Specific components and principles that should be represented and explained in a theoretical model, and themes applicable to different training frameworks of the South African labour relations system were identified, in accordance with the methodology described in Chapter two.
- iv. A panel of experts judged the validity of the proposed theoretical model and related training frameworks in accordance with the methodology as explained in Chapter two.
- v. The South African labour relations system was represented in the form of a valid theoretical model. The components and principles related to the model were discussed in Chapter six.
- vi. Specific models related to labour relations practice at three general levels, were developed and validated. The respective models were discussed in Chapter seven.

3. ANALYSIS APPLICATIONS OF THE VALIDATED MODEL

3.1 The relationship between models and analysis

The outcomes of labour relations depend on the ability of participants to interact within the constraints of the labour relations environment where they are active. The valid model reflects and explains the various components and links in a labour relations system and provides an effective guideline for analysing problems in labour relations and developing integrated solutions to such problems. Reliable guidelines that could be followed to identify and solve problems in a specific labour relations scenario can also be derived from a valid model. Researchers and practitioners may apply the valid model for various forms of analysis. Such analysis may differ in terms of purpose, methodology, detail, scope, depth, practical or academic emphasis. All forms of analysis will however entail that the various components and relationships which are reflected in the model are focal areas for analysing and evaluating behaviour, influences, processes and structures that cause and affect certain labour relations outcomes.

3.2 Practical application

The following is an example of how an analysis and problem-solving procedure founded on the valid systems model, can be applied to analyse behaviour or conditions within a specific labour relations scenario. Circumstances may however dictate that the steps in the procedure are adapted for purposes of more detailed investigation.

3.2.1 Case Background:

On Sunday, at 19:00, the very stubborn management of Hard Luck Mine was informed that the mineworkers, who were due to start the night shift at Shaft No.5, were on strike. On their arrival, management found that, with the exception of a few individuals, the entire workforce was involved and that they were very noisy and uncooperative. The communication system on the mine made provision for a works committee of twenty employees, of which twelve had been chosen by management. There were a number of union members among the employees on the mine, but the management of Hard Luck Mine refused to talk to unions, although they had previously made attempts to have a workplace recognition agreement with the works committee. It was soon realized that the works committee would be of no use in the strike negotiations because the workers considered them to be management's puppets who are unable to discuss the workers real needs. Management did, however, establish that the workers were on strike because they were demanding the resignation of an unpopular manager and that their grievances must be resolved.

Management discussed the matter with the strikers and informed them that the strike was unprotected and unlawful. Management expressed a willingness to talk to a number of representatives appointed by the workers. The strikers did not agree to this. Another attempt was made to persuade the workers to appoint representatives to negotiate on their behalf, but without success. After management had a private meeting with the general manager, the strikers were informed that they were in the month of the annual increase and that they would be denied an increase because of the strike. The strikers became very angry because management also said that any employee who is unhappy with his work, could resign from Hard Luck Mine and try and find a better job. The workers refused to leave the mine area and also refused to resume work.

3.2.2 Basic analysis methodology

FIRSTLY: Identify and analyse the nature and effect of the output condition in question.

An unlawful strike is taking place in the organisation. Management is not getting production and is therefore losing income and workers are losing salaries.

SECONDLY: Analyse and identify the possible causes of the output in question. This may be done by analysing the behaviour or conditions that exist in each of the respective components of the transformation process and the relationship between them.

It appears as if management neglected the individual aspects of labour relations management, since they did not resolve the grievances of workers properly. A manager appears to have mistreated workers, there is no proper democratic representation structure and management tells workers to resign if they are not happy. The employer should guard against an unfair constructive dismissal.

The collective relationship is also neglected because union rights are not recognised - in breach of the law - no mutually accepted negotiating structure exists, no dispute procedures exist and this led to a strike. If management had these structures and procedures, the strike could have been averted.

THIRDLY: Identify the environmental influences on the transformation process and/or output condition in question. This may be done by analysing the behaviour or conditions that exist within each of the respective components of the input process represented in the model and the relationship between them.

Management is stubborn. This could be because they have attitudes that were created by the historical and political system that existed in the old South Africa. These attitudes led them to be stubborn and to neglect workers grievances and rights. Workers have the right to be represented by trade unions of their choice. They may feel that they are being treated unfair and that they are still suffering under historical injustice and unfairness that existed in the socio-political system. Both parties bring their needs and attitudes to work and this may lead to conflict as we see in this case study.

FOURTHLY: Compare the attitudes and behaviour of the parties with established principles of conflict management in labour relations and identify and analyse deficiencies.

Both management and the workers would have been much better off if they respected the influences of the past and if they both recognised the common need for productivity quality and the introduction of proper labour relations structures and procedures.

FINALLY: Consider the nature of the problems that inhibit the efficiency of the labour relations system and propose remedial action.

It is recommended that they start negotiations with each other and that they define procedures and practices in agreements that will prevent conflict and ensure proper consultation and negotiation. Management must resolve grievances and apply discipline fairly. The influence of historical events and the present socio-political order should also be properly addressed in policies and practice.

4. RESEARCH APPLICATIONS OF THE VALIDATED SYSTEMS MODEL

The validated model provides a useful foundation for understanding the interaction and outcomes in the South African labour relations system. The valid model could also be an important tool for researchers, since it provides a reliable conceptual framework for the analysis of the influence of different behaviour forms and processes on the various outcomes of the labour relations system. It is also believed that the validated model provides opportunities for research into causal relationships between different components of the model and comparisons of the behaviour of components in different environmental or system settings.

The following are examples of typical labour relations research issues and questions. It is believed that the valid model should provide a holistic perspective enabling researchers to analyse and investigate these issues in a comprehensive, structured and objective manner.

- What are the specific causes of conflict in individual or collective relationships?
- Which transformation activities are closely related to effective achievement of positive outcomes?
- How can we quantify the relationship between human resource management practices and labour relations outcomes?
- Which input variables are common to labour relationships that are characterised by extra-ordinary conflict?
- What are the actual costs of ineffective labour relations?
- Which procedures are most effective for purposes of conflict containment and conflict resolution?
- Which power variables affect behaviour and components in the labour relations system?
- How do parties use or abuse power in labour relations and what are the related outcomes of such behaviour?

- What are the differences in the levels of job security experienced by unionised and non-unionised employees?
- How effective is labour relationships involving external labour relations consultants?
- Does employee dissatisfaction and pressure for industrial change disappear under good management?
- What motivates the use of different conflict management systems and procedures?
- How can a balance be achieved between a system that encourages parties to make demands and other parties to oppose demands?
- What is the most effective means of training people in dispute resolution skills?
- What is the role of the psychological contract in collective labour relations?
- Can the knowledge of organisational development specialists be applied in dispute resolution systems design?
- How do traditional areas of selection, training, performance appraisal, productivity and morale influence the labour relations system?
- How can communication channels be designed and applied to improve labour relations?
- How can we demarcate and comprehend the motivations of management and labour?
- How can knowledge from related behavioural sciences be integrated into labour relations?
- How can we understand the complexity of the environment in which the practice of labour relations takes place?
- What are the psychological factors influencing conflict, power, co-operation, representation, conciliation, mediation, arbitration and strikes?
- Which factors are common in labour relations that resulted in violent confrontations?
- What is the influence of diversity on labour relations management systems?

- Which factors influence the strategies applied in, and outcomes of negotiations?
- What are the causes of industrial discontent, high labour turnover, absenteeism and sabotage?
- What are the primary causes of retrenchment and unemployment?
- Which circumstances led to higher productivity, better understanding and improved morale, and which circumstances led to resentment and a desire to get back at management?
- What is the impact of stress resulting from the processes in labour relations?
- What is the influence of role conflict, role ambiguity and commitment on labour relations?
- What is the relationship between societal change and labour relations systems?
- Which factors influence the labour relations climate in organisations?
- How do labour laws impact on day to day labour relations issues?
- Which practices are common to organisations that habitually achieve positive labour relations outcomes?

5. SKILLS DEVELOPMENT APPLICATIONS OF THE VALIDATED MODEL

It is proposed that developers of labour relations learning material use the models that were proposed for each of the respective practice levels as a foundation for developing applicable learning material.

It is suggested that the relationships between the different practice models and the National Qualifications Framework are further investigated and elaborated upon. This should be done against the background of the very specific guidelines for developing accredited skills development interventions as provided for in the SAQA Act and Skills Development Act. The following possibilities require further analysis and validation for purposes of compliance:

TABLE 8-2: PROPOSED RELATIONSHIP BETWEEN THE NQF AND LABOUR RELATIONS PRACTICE MODELS

THE NATIONAL QUALIFICATIONS FRAMEWORK		PROPOSED RELATIONSHIP WITH LABOUR RELATIONS PRACTICE MODELS
LEVEL 8	Doctorates Further research	SPECIALIST PRACTICE MODEL
LEVEL 7	Higher degrees (eg. Hons, Masters) Professional Qualifications	SPECIALIST PRACTICE MODEL
LEVEL 6	First Degrees (eg. BA, BCom, BTech) Higher Diplomas	ADVANCED PRACTICE MODEL
LEVEL 5	Diplomas (eg. N Dip and equivalent) Occupational Certificates	INTRODUCTORY PRACTICE MODEL
LEVEL 4	School/College/Training Certificates (Gr 12)	INTRODUCTORY PRACTICE MODEL
LEVEL 3	School/College/Training Certificates (Gr 11)	NOT APPLICABLE
LEVEL 2	School/College/Training Certificates (Gr 10)	NOT APPLICABLE
LEVEL 1	Senior Phase (Gr 9) - ABET level 4 Intermediate phase - ABET level 3 Foundation phase - ABET level 2 Preschool - ABET level 1	NOT APPLICABLE

The following tables could provide useful frameworks in the initial planning and structuring of learning material and interventions for each of the respective practice levels.

(Legend: IN=Introductory practice level, AD=Advanced practice level, SP=Specialist practice level, O=Exclude, X=Include).

TABLE 8-3: THEMES RELATED TO INPUT INFORMATION

THEMES: INPUT	IN	AD	SP
1. The nature and role of the state as a party to labour relations	X	X	X
2. The nature and role of state institutions in labour relations	O	X	X
3. The strategies and methods of the state	O	O	X
4. The nature of employee needs and behaviour	X	X	X
5. The nature, objectives and function of trade unions	X	X	X
6. The structure of trade unions and federations in SA	O	X	X
7. The strategies and methods of trade unions	X	X	X
8. The nature of employer needs and behaviour	X	X	X
9. The nature, objectives and function of employer organisations	X	X	X
10. The structure of employer organisations and federations in SA	O	O	X
11. The strategies and methods of employer organisations	O	X	X
12. The impact of general technology on labour relations	O	O	X
13. The impact of electronic technology on labour relations	O	O	X
14. The role of basic human behaviour forms in labour relations	O	X	X
15. The influence of globalisation on labour relations	O	X	X
16. The role of micro-economic variables labour relations (demand, production levels, scrap, absence etc)	O	X	X
17. The role of macro economic variables in labour relations (Inflation, Unemployment, economic growth, etc.)	O	X	X
18. The influence of SA labour market conditions on labour relations	O	X	X
19. Labour economic theory	O	X	X
20. The role of the formal political system on labour relations	O	X	X
21. The role of government policies in labour relations (RDP, GEAR etc.)	O	X	X
22. The influence of political struggle on labour relations	O	X	X
23. The influence of political alliances on labour relations	O	X	X
24. The influence of basic social needs (water, electricity, sanitation, housing etc.) on labour relations	O	X	X
25. The influence of burning social issues on labour relations (gender, discrimination, childcare, crime, harassment etc.)	O	X	X
26. The influence of health issues on labour relations (HIV/AIDS, TB, mental fatigue, stress etc.)	X	X	X
27. The influence of diversity and cultural differences	X	X	X
28. The influence of societal attitudes, perceptions and needs on labour relations	O	X	X
29. The relationship between education and training and labour relations	O	X	X
30. The influence of general SA history on labour relations	O	O	X
31. The influence of struggle history on labour relations	O	O	X
32. The impact of general natural conditions and phenomena on labour relations	O	O	O
33. The impact of natural disasters on labour relations	O	O	O
34. Different theoretical approaches to labour relations	O	O	X

TABLE 8-4: THEMES RELATED TO INDIVIDUAL TRANSFORMATION

THEMES : INDIVIDUAL TRANSFORMATION	IN	AD	SP
1. Overview of the SA labour legislation structure	○	X	X
2. Application of the Constitution and Bill of Rights: Individual	○	X	X
3. The Basic Conditions of Employment Act	X	X	X
4. The Employment Equity Act	X	X	X
5. The Labour Relations Act: Individual	X	X	X
6. Skills Development and Levies Act	○	X	X
7. SAQA Act	○	X	X
8. Unemployment Insurance Act	○	X	X
9. Compensation for Occupational Injuries and Diseases Act	○	X	X
10. Occupational Health and Safety Act	○	X	X
11. Common law principles related to employment contracts	○	X	X
12. Rights and duties in labour relations	X	X	X
13. The psychological contract between employer and employee	○	X	X
14. Implementing HR & LR policies	○	X	X
15. Fair employee remuneration practices	○	X	X
16. Implementation of fair service conditions	X	X	X
17. Communication in labour relations	X	X	X
18. Communication skills	X	X	X
19. Fair and equitable HR management practice (hiring, admin, evaluation, etc.)	○	X	X
20. Health and safety management practice	○	X	X
21. Training and development practice	○	X	X
22. Affirmative action	○	X	X
23. Informal grievance resolution - process and skills	X	X	X
24. Formal grievance resolution procedures- process and skills	X	X	X
25. Informal maintenance of discipline - process and skills	X	X	X
26. Formal disciplinary procedures – process and skills	X	X	X
27. Advanced disciplinary procedures - process and skills	○	X	X
28. Strategic management process (vision, mission, policy development etc.)	○	X	X
29. Operational managerial process (plan, organise, lead, control etc)	○	X	X
30. Structural management practice (organisation and task structures, workflow, etc.)	○	X	X
31. Basic forms of organisational behaviour (decisions, attitudes, groups, teams, power, politics, decisionmaking etc.)	○	○	X
32. Advanced forms of organisational behaviour (culture, climate, organisational development, learning organisation, etc.)	○	○	X

TABLE 8-5: THEMES RELATED TO COLLECTIVE TRANSFORMATION

THEMES : COLLECTIVE TRANSFORMATION	IN	AD	SP
1. Application of the Constitution and Bill of rights: Collective	○	X	X
2. Labour Relations Act: Collective	X	X	X
3. Employment Equity Act	X	X	X
4. Relationship between Collective Bargaining and other labour laws	○	X	X
5. Collective bargaining theory	○	X	X
6. Nature and function of employee representation	X	X	X
7. Skills for interacting with shop stewards or supervisors	X	X	X
8. Skills for interacting with union organizers or LR managers	X	X	X
9. Skills for interacting with senior union officials or LR Directors	○	X	X
10. The nature and role of labour relations consultants	○	○	X
11. Organisational level structures (Workplace forums, Workplace committees, Recognition agreement related structures, etc.)	X	X	X
12. Industry level bargaining structures (Bargaining Councils, Statutory councils)	○	X	X
13. Societal level bargaining structures (NEDLAC, Commissions, Congresses etc.)	○	○	X
14. Effective communication in labour relations	X	X	X
15. Effective communication skills	X	X	X
16. Effective interaction in labour relations	X	X	X
17. Effective interaction skills	X	X	X
18. Organisational rights of parties to labour relations	X	X	X
19. Skills related to recognition/application of organisational rights	X	X	X
20. Consultation process	X	X	X
21. Consultation skills	○	X	X
22. Negotiation process	X	X	X
23. Negotiation skills	○	X	X
24. Advanced negotiation skills	○	X	X
25. Establishing collective bargaining relationships and structures	○	X	X
26. Drafting collective agreements	○	○	X
27. Types of collective agreements	○	X	X
28. Applying collective agreements	○	X	X
29. Conciliation processes	○	X	X
30. Conciliation skills	○	X	X
31. Facilitation skills	○	X	X
32. Mediation skills	○	X	X
33. Voluntary and Statutory Arbitration process	○	○	X
34. Arbitration skills	○	○	X
35. Advanced arbitration skills	○	○	X
36. Labour Court litigation process	○	○	X
37. Labour Court litigation skills	○	○	X
38. Labour Appeal Court litigation process	○	○	X
39. Labour Appeal Court litigation skills	○	○	○
40. Strike management process and skills	○	X	X
41. Lock-out management process and skills	○	X	X

TABLE 8-6: THEMES RELATED TO OUTPUT

THEMES : OUTPUT	IN	AD	SP
1. Social pacts as societal outcomes	○	○	X
2. Changes in government policies as societal outcomes	○	○	X
3. Changes to legislation as a societal outcome	○	X	X
4. End user need satisfaction as societal outcome	○	○	X
5. Socio-economic welfare as societal outcome	○	○	X
6. Economic growth as societal outcome	○	X	X
7. Productivity as a societal outcome	○	X	X
8. Job creation as societal outcome	○	X	X
9. Socio-political stability as societal outcome	○	X	X
10. Mass industrial protest action as a societal outcome	○	X	X
11. Productivity as organisational outcome	○	X	X
12. Quality service/product delivery as organisational outcome	○	X	X
13. Profitability as organisational outcome	○	X	X
14. Effectiveness as organisational outcome	○	X	X
15. Shareholder need satisfaction as organisational outcome	○	○	X
16. Outside stakeholder need satisfaction as organisational outcome	○	○	X
17. Collective agreements as group outcomes	○	X	X
18. The nature of strikes as group outcomes	○	X	X
19. The nature of secondary strikes as group outcomes	○	X	X
20. The nature of lockouts as group outcomes	○	X	X
21. Mass dismissals of striking employees as group outcome	○	X	X
22. Mass retrenchment as group outcome	○	X	X
23. Organisational expansion as an organisational outcome	○	○	X
24. Organisational demise as an organisational outcome	○	○	X
25. Improved trust levels as group outcome	○	X	X
26. Availability as individual outcome	○	○	X
27. Competency as individual outcome	X	X	X
28. Motivation as individual outcome	X	X	X
29. Physical health as individual outcome	○	X	X
30. Mental health as individual outcome	○	X	X
31. Job satisfaction as individual outcome	X	X	X
32. Commitment as individual outcome	X	X	X
33. Personal need satisfaction as individual outcome	○	X	X
34. Personal empowerment as individual outcome	○	X	X
35. Dismissal as individual outcome	X	X	X
36. Retrenchment as individual outcome	X	X	X
37. Resignation as individual outcome	○	X	X
38. Improved trust levels as individual outcome	○	X	X

6. CONCLUSION

The introductory Chapter of this thesis established the case for the development of the knowledge, skills and insights of labour relations practitioners across the spectrum of economic activity. It was propositioned that labour relations practitioners exert a primary influence on the attitudes and behaviour of people involved in the South African labour relations system. This challenges labour relations practitioners to acquire excellent insight, knowledge and abilities to participate and assume leadership in this regard.

It was also argued that a valid theoretical systems model should promote holistic understanding and that it should therefore contribute to the promotion of excellent labour relations practice in South Africa.

The nature of systems, models and labour relations as a field of study was then discussed in literature overviews, and specific conclusions relating to the components of the South African labour relations system were drawn.

Following a content analysis of appropriate definitions and theoretical models, a panel of experts was selected to judge the essentiality of each component of the draft model and three related learning frameworks. These judgements were then analysed in terms of the Lawshe method for determining the content validity of models.

Research findings confirmed a conclusion that the model of the South African labour relations system is valid, since it includes validated individual components and possess an overall content validity index of 0.66, which exceeds the level of 0.51 that is applicable in terms of the Lawshe method.

Three generic models representing labour relations activities at different levels of practice were proposed. It is believed that these models are valid, since research confirmed that they include validated individual themes. It was also

established that all three models possess acceptable content validity indexes at the following levels:

Introductory level = 0.65

Advanced level = 0.73

Specialist level = 0.81

Specific conceptual frameworks were proposed for the valid model and the respective levels of labour relations practice. The primary and secondary objectives of this thesis were therefore achieved.

Understanding and applying the validated model of the South African labour relations system and the three related models of practice at different levels, should equip and empower educators, practitioners and researchers with insight in the behaviour and relationships between the multiple components and principles related to the field of labour relations. Improved understanding and insight in the systems nature of labour relations will facilitate more effective and focussed labour relations practice in all spheres of the South African people landscape.

South Africa urgently needs the leadership and benefits that labour relations practitioners can contribute to the economy and society. They should therefore generate a positive vision of the future and excel at facilitating and inspiring optimal levels of certainty and commitment in order to meet the challenges posed by diversity, adversity and uncertainty.

“If a man will begin with certainties, he shall end in doubts, but if he will be content to begin with doubts, he shall end in certainties.”

Francis Bacon (1561 – 1626)

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ANNEXURE A: QUESTIONNAIRE

LUKAS EHLERS

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P.O.Box 25985, Monumentpark, Pretoria, 0105

10 February 2002

Dear Panelist

VALIDATING A THEORETICAL MODEL OF THE SOUTH AFRICAN LABOUR RELATIONS SYSTEM

Thank you for agreeing to participate in this research project. As you know the purpose of my doctoral thesis is to propose a validated theoretical model of the SA labour relations system. It is hoped that this model will provide a reliable and valid framework for purposes of developing effective labour relations learning interventions at different competency levels, labour relations research and improving the insight, skills and knowledge of labour practitioners across the spectrum of labour relations practice.

Please peruse the accompanying diagram of the model and the explanatory notes, before judging the essence of the components and interaction links. It is absolutely essential that you evaluate the components and links critically.

Judging Section A

The Lawshe model for determining content validity of a model will be applied in the analysis of the input of a number of expert panelists who indicated their judgements on the essentiality for including certain components in a valid theoretical model. Each component has been identified during a content analysis of definitions and theoretical models that are applicable to the South African labour relations system. You may add components that you deem to be essential in the spaces provided.

Judging Section B

Section B is aimed at determining how essential the inclusion of various labour relations themes will be in models of labour relations that represents the behaviour and skills requirements of practitioners involved in different levels of labour relations practice. Instructions are provided at the beginning of the Section. Please consider and evaluate how essential the inclusion of each respective theme will be for each defined level, and indicate your judgement as prescribed. You may add components that you deem to be essential in the spaces provided.

Completed questionnaire

It will be highly appreciated if you could complete and return the completed questionnaire to Lukas Ehlers as soon as possible but not later than 22 February 2002. You may return it in any of the following ways:

- Fax the completed questionnaire to : 012 4609706
- Where possible e-mail the completed questionnaire to: eams@mweb.co.za
- Phone Lukas or Wilma at 012 4607779 and arrange that the completed questionnaire be collected at your premises.

Again, thank you very much for the time and effort that you are dedicating to this project. It is highly appreciated.

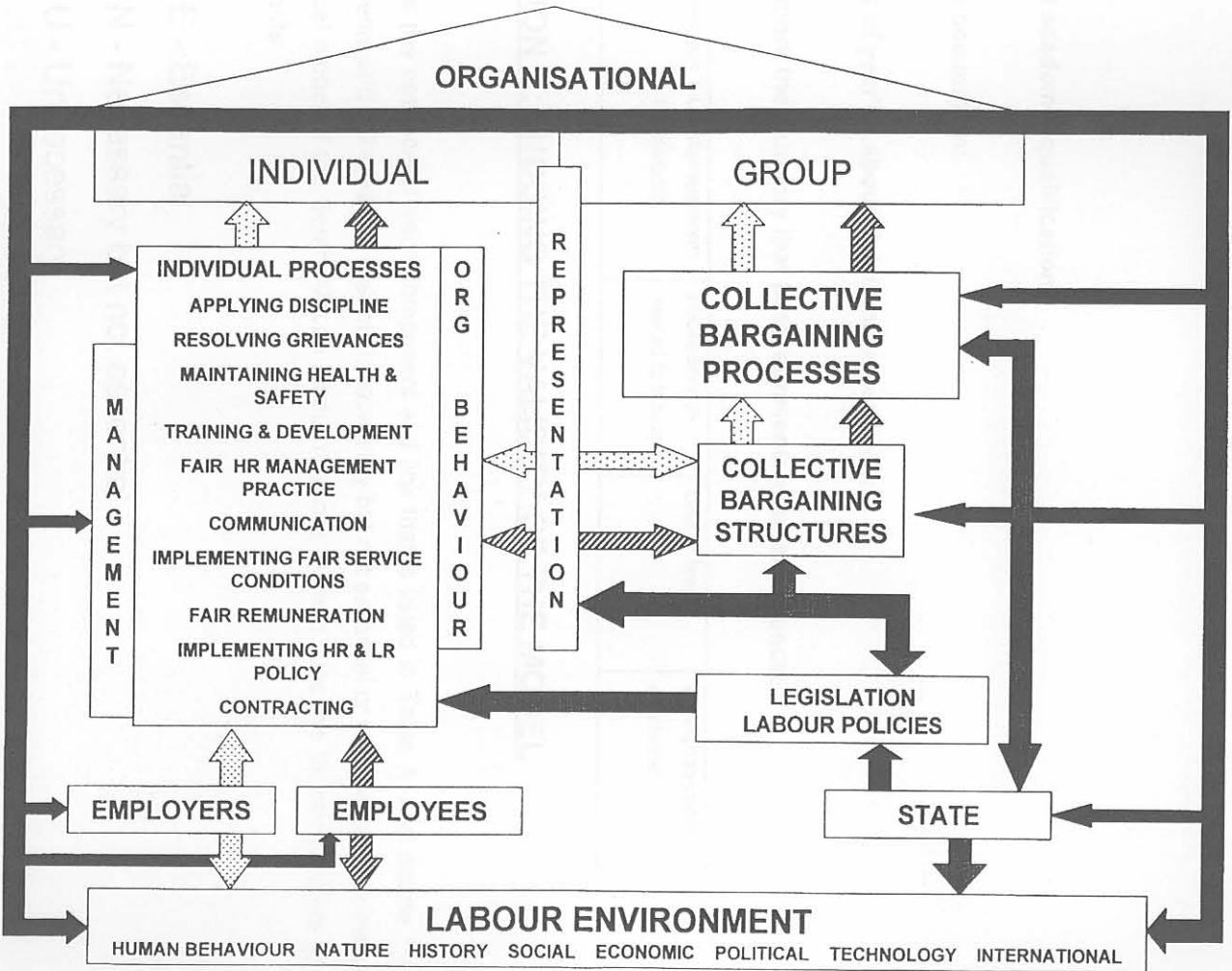
Yours sincerely

Lukas Ehlers

LABOUR RELATIONS MODEL: EXPLANATORY NOTES

1. Labour relations can be represented as a system. This means that given inputs are transformed to specific outputs or outcomes. The outcomes of a system will in turn influence the input variables and the transformation process within the system.
2. The primary input of the labour relations system can be viewed as employers, employees and the state. Their needs, objectives and behaviour will be determined and/or influenced by a number of dynamic variables operating in the labour environment.
3. The state will establish and maintain a legislative framework that will regulate and influence the behaviour of employers and employees in the transformation process. Legislation can thus be viewed as an integral component of the transformation process.
4. Labour relations interaction may occur in an individual dimension. This dimension is typified by recognized labour relations procedures and practices. The behaviour of individual employees and - employers must comply with applicable legislation. The general managerial function and the organisational behaviour of participants will exert an influence on the direction of behaviour in this dimension.
5. Individual labour relations may evolve into a collective dimension. This will occur when employees group together and acquire representation by a trade union or another form of employee representation. Employers may also group together and be represented by employer organisations or other forms of employers representation. In some instances the state may become involved in collective labour relations through representatives of their choosing.
6. Parties involved in the collective dimension will interact within various types of bargaining structures that are determined and/or regulated by legislation. Specific collective labour relations processes are adopted by the parties to reach agreements, resolve differences, and deal with conflict and disputes. These processes are influenced by behaviour in other processes and components in the system, and are determined and/or regulated by legislation.
7. Behaviour of participants in the respective individual and collective labour relations transformation processes, give rise to certain outcomes. These outcomes are interrelated and can occur at individual, group, organisational and societal level. Representation will also influence system outcomes.
8. Labour relations system outcomes exert a feedback influence on the components and behaviour that are common to the input and transformation processes of a labour relations system.

DRAFT MODEL OF THE SOUTH AFRICAN LABOUR RELATIONS SYSTEM



CONTENT VALIDITY QUESTIONNAIRE

A theoretical model of the South African labour relations system

Lukas Ehlers Tel: 012 4609706

BIOGRAPHICAL INFORMATION OF PANELIST:

Title:

Name:

Highest academic qualification:

Present occupation:

Number of year's Labour Relations experience:

Please mark the category that best represents your experience:

Trade Unionism	LR Management: Practitioner	Public service related to labour	Labour law	LR Management: Academic
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SECTION A: JUDGING THE VALIDITY OF THE MODEL

Consider the essence of each component and link that is listed in Table A, and decide if the respective components and linkages are essential, necessary but not essential or unnecessary for inclusion in a valid theoretical model of the South African labour relations system. Use the following letters to indicate your judgements:

E - Essential

N - Necessary but not essential

U - Unnecessary

TABLE A E – Essential N – Necessary but not essential U – Unnecessary

JUDGEMENT	MODEL COMPONENTS
	1. Technology (labour environment influence)
	2. History (labour environment influence)
	3. Basic human behaviour–needs,motivation, etc.(labour environment influence)
	4. Nature – phenomena and disasters (labour environment influence)
	5. Economic system – micro and macro (labour environment influence)
	6. Political system (labour environment influence)
	7. Social system – housing, education, hiv etc.(labour environment influence)
	8. International or global events and conditions
	9. Employers and their representatives
	10. Employees and their representatives
	11. The state and it's representatives
	12. Legislation and policies (state policies and related labour laws)
	13. Management practice (planning, organizing, leading, control etc.)
	14. Organisational behaviour (groups, attitudes, decisions, traits, values etc.)
	15. Contracting (legal and psychological contracts)
	16. Implementing HR & LR policy (guidelines for whole spectrum)
	17. Fair remuneration (determination, job evaluation, etc.)
	18. Fair service conditions (leave, working hours, breaks etc.)
	19. Communication (skills, methods, structures etc.)
	20. Fair hr management practices (staffing, evaluating, promoting etc.)
	21. Training and development (assessment, needs analysis, interventions etc.)
	22. Maintaining health and safety (structures, procedures, programmes etc.)
	23. Resolving grievances (informal and formally)
	24. Applying discipline (counseling, reprimanding, warning leading to outcomes)
	25. Representation (shop stewards, unions, employer organisations etc.)
	26. Collective bargaining structures (bargaining council, recognition etc.)
	27. Collective bargaining processes (negotiation, dispute resolution, strikes etc)
	28. Individual outcomes (availability, competence, health, dismissal etc)
	29. Group outcomes (agreements, industrial action, productivity etc.)
	30. Organisational outcomes (goal achievement, effectiveness, profitability etc.)
	31. Societal outcomes (economic growth, welfare, stability etc.)
	32.
	33.
	34.
	35.
JUDGEMENT	INTERACTION AND FEEDBACK INDICATORS
	1. Links between influences and participants
	2. Link between state and policy & legislation
	3. Influence link between legislation and individual transformation process
	4. Link between legislation and representation
	5. Link between legislation and collective bargaining structures
	6. Link between legislation and collective bargaining processes
	7. Link between participants and individual transformation process
	8. Links between individual transformation process and representation
	9. Links between representation and collective transformation process
	10. Links between representation and collective bargaining structures
	11. Links between collective bargaining structures and collective bargaining processes
	12. Link between individual transformation processes and individual outcomes
	13. Link between collective bargaining process and group outcomes
	14. Link and feedback between outcomes and representation
	15. Link between individual and group outcomes
	16. Link between individual and group outcomes and organisational outcomes
	17. Feedback links from outcomes to collective bargaining components
	18. Feedback links from societal outcomes to participants and environment

SECTION B: ESSENTIAL THEMES AT DIFFERENT LEVELS OF PRACTICE

Tables B, C, D and E contain lists of themes that are deemed to be representative of current structures and practice in the South African labour relations system. These themes were identified after conducting a thorough content analysis of six theoretical models of the South African labour relations system and 26 definitions of labour relations that were proposed by international and South African authors. It will be appreciated if you will add any additional themes that you believe should also be included in a labour relations model, in the spaces provided for such, and indicate the essence of the additions as prescribed.

Please consider the essence of each theme, and decide if the respective themes are absolutely essential, essential, necessary but not essential or unnecessary in theoretical models representing different levels of labour relations practice. Use the following numbers to indicate your judgements:

- 3 - Absolutely essential (Specialist knowledge, insight and/or skills related to the theme is an absolute requirement at this level)
- 2 - Essential (Thorough knowledge, insight and/or skills related to the theme is an important requirement at this level)
- 1 - Necessary but not essential (Background information on the theme will be adequate at this level)
- 0 - Unnecessary (Knowledge, insight and/or skills related to the theme will not be required at this level)

Please judge the essentiality of each respective theme for each of the following levels of labour relations practice:

1. Introductory: Indicate your judgement on how essential the inclusion of each respective theme will be in a model representing introductory level labour relations practice. Introductory level behaviour will require specific insights, knowledge and skills that are typically displayed by shop stewards, supervisors and junior labour relations officers.
2. Advanced: Indicate your judgement on how essential the inclusion of each respective theme will be in a model representing advanced level labour relations practice. Advanced level behaviour will require specific insights, knowledge and skills that are typically displayed by union organizers, labour relations officers, and line managers.
3. Specialist: Indicate your judgement on how essential the inclusion of each respective theme will be in a model representing specialist labour relations practice. Specialist level behaviour will require specific insights, knowledge and skills that are typically displayed by senior union officials, labour relations managers, influential decision-makers in industry and the union movement, labour consultants and senior government officials.

TABLE C: INDIVIDUAL TRANSFORMATION

3 - Absolutely essential 2 - Essential 1 - Necessary but not essential 0 - Unnecessary

TRANSFORMATION COMPONENTS : INDIVIDUAL	INTRO	ADVANCED	SPECIALIST
1. Overview of the SA legislative structure			
2. Application of the Constitution and Bill of Rights: Individual			
3. The Basic Conditions of Employment Act			
4. The Employment Equity Act			
5. The Labour Relations Act: Individual			
6. Skills Development and – Levies Acts			
7. SAQA Act			
8. Unemployment Insurance Act			
9. Compensation for Occupational Injuries and Diseases Act			
10. Occupational Health and Safety Act			
11. Common law principles related to employment contracts			
12. Rights and duties in labour relations			
13. The psychological contract between employer and employee			
14. Implementing HR & LR policies			
15. Fair employee remuneration practices			
16. Implementation of fair service conditions			
17. Communication in labour relations			
18. Communication skills			
19. Fair and equitable HR management practice (hiring, admin, evaluation, etc.)			
20. Health and safety management practice			
21. Training and development practice			
22. Affirmative action			
23. Informal grievance resolution - process and skills			
24. Formal grievance resolution procedures- process and skills			
25. Informal maintenance of discipline - process and skills			
26. Formal disciplinary procedures - process and skills			
27. Advanced disciplinary procedures - process and skills			
28. Strategic management process (vision, mission, policy development etc.)			
29. Operational managerial process (plan, organise, lead, control etc)			
30. Structural management practice (organisation and task structures, workflow, etc.)			
31. Basic forms of organisational behaviour (decisions, attitudes, groups, teams, power, politics, decisionmaking etc.)			
32. Advanced forms of organisational behaviour (culture, climate, organisational development, learning organisation, etc.)			
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TRANSFORMATION COMPONENTS : INDIVIDUAL	INTRO	ADVANCED	SPECIALIST

TRANSFORMATION COMPONENTS : COLLECTIVE 3 - Absolutely essential 2 - Essential 1 - Necessary but not essential 0 - Unnecessary

TABLE B: INPUT

3 - Absolutely essential

2 - Essential

1 - Necessary but not essential

0 - Unnecessary

INPUT COMPONENTS		INTRO	ADVANCED	SPECIALIST
1.	The nature and role of the state as a party to labour relations			
2.	The nature and role of state institutions in labour relations			
3.	The strategies and methods of the state			
4.	The nature of employee needs and behaviour			
5.	The nature, objectives and function of trade unions			
6.	The structure of trade unions and federations in sa			
7.	The strategies and methods of trade unions			
8.	The nature of employer needs and behaviour			
9.	The nature, objectives and function of employer organisations			
10.	The structure of employer organisations and federations in sa			
11.	The strategies and methods of employer organisations			
12.	The impact of general technology on labour relations			
13.	The impact of electronic technology on labour relations			
14.	The role of basic human behaviour forms in labour relations			
15.	The influence of globalization on labour relations			
16.	The role of micro economic variables labour relations (demand, production levels, scrap, absence etc)			
17.	The role of macro economic variables in labour relations (inflation, unemployment, economic growth, etc.)			
18.	The influence of sa labour market conditions on labour relations			
19.	Labour economic theory			
20.	The role of the formal political system on labour relations			
21.	The role of government policies in labour relations (RDP, GEAR etc.)			
22.	The influence of political struggle on labour relations			
23.	The influence of political alliances on labour relations			
24.	The influence of basic social needs (water, electricity, sanitation, housing etc.) on labour relations			
25.	The influence of burning social issues on labour relations (gender, discrimination, childcare, crime, harassment etc.)			
26.	The influence of health issues on labour relations (HIV/AIDS, TB, mental fatigue, stress etc.)			
27.	The influence of diversity and cultural differences			
28.	The influence of societal attitudes, perceptions and -needs on labour relations			
29.	The relationship between education and training and labour relations			
30.	The influence of general sa history on labour relations			
31.	The influence of struggle history on labour relations			
32.	The impact of general natural conditions and phenomena on labour relations			
33.	The impact of natural disasters on labour relations			
34.	Different theoretical approaches to labour relations			
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INPUT COMPONENTS	INTRO	ADVANCED	SPECIALIST	

3 - Absolutely essential

2 - Essential

1 - Necessary but not essential

0 - Unnecessary

TABLE D: COLLECTIVE TRANSFORMATION

3 - Absolutely essential 2 - Essential 1 - Necessary but not essential 0 - Unnecessary

TRANSFORMATION COMPONENTS : COLLECTIVE	INTRO	ADVANCED	SPECIALIST
1. Application of the Constitution and Bill of rights: Collective			
2. Labour Relations Act: Collective			
3. Employment Equity Act			
4. Relationship between collective bargaining and other labour laws			
5. Collective bargaining theory			
6. Nature and function of employee representation			
7. Skills for interacting with shop stewards or supervisors			
8. Skills for interacting with union organizers or LR managers			
9. Skills for interacting with senior union officials or LR Directors			
10. The nature and role of labour relations consultants			
11. Organisational level structures (workplace forums, workplace committees, recognition agreement related structures, etc.)			
12. Industry level bargaining structures (bargaining councils, statutory councils)			
13. Societal level bargaining structures (NEDLAC, commissions, congresses etc.)			
14. Effective communication in labour relations			
15. Effective communication skills			
16. Effective interaction in labour relations			
17. Effective interaction skills			
18. Organisational rights of parties to labour relations			
19. Skills related to recognition/application of organizational rights			
20. Consultation process			
21. Consultation skills			
22. Negotiation process			
23. Negotiation skills			
24. Advanced negotiation skills			
25. Establishing collective bargaining relationships and structures			
26. Drafting collective agreements			
27. Types of collective agreements			
28. Applying collective agreements			
29. Conciliation processes			
30. Conciliation skills			
31. Facilitation skills			
32. Mediation skills			
33. Voluntary and Statutory arbitration process			
34. Arbitration skills			
35. Advanced arbitration skills			
36. Labour Court litigation process			
37. Labour Court litigation skills			
38. Labour Appeal Court litigation process			
39. Labour Appeal Court litigation skills			
40. Strike management process and skills			
41. Lock-out management process and skills			
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TRANSFORMATION COMPONENTS : COLLECTIVE	INTRO	ADVANCED	SPECIALIST

3 - Absolutely essential 2 - Essential 1 - Necessary but not essential 0 - Unnecessary

TABLE E: OUTPUT

3 - Absolutely essential

2 - Essential

1 - Necessary but not essential

0 - Unnecessary

OUTPUT COMPONENTS	INTRO	ADVANCED	SPECIALIST
1. Social pacts as societal outcomes			
2. Changes in government policies as societal outcomes			
3. Changes to legislation as a societal outcome			
4. End user need satisfaction as societal outcome			
5. Socio-economic welfare as societal outcome			
6. Economic growth as societal outcome			
7. Productivity as a societal outcome			
8. Job creation as societal outcome			
9. Socio-political stability as societal outcome			
10. Mass industrial protest action as a societal outcome			
11. Productivity as organisational outcome			
12. Quality service/product delivery as organisational outcome			
13. Profitability as organisational outcome			
14. Effectiveness as organisational outcome			
15. Shareholder need satisfaction as organisational outcome			
16. Outside stakeholder need satisfaction as organisational outcome			
17. Collective agreements as group outcomes			
18. The nature of strikes as group outcomes			
19. The nature of secondary strikes as group outcomes			
20. The nature of lockouts as group outcomes			
21. Mass dismissals of striking employees as group outcome			
22. Mass retrenchment as group outcome			
23. Organisational expansion as an organisational outcome			
24. Organisational demise as an organisational outcome			
25. Improved trust levels as group outcome			
26. Availability as individual outcome			
27. Competency as individual outcome			
28. Motivation as individual outcome			
29. Physical health as individual outcome			
30. Mental health as individual outcome			
31. Job satisfaction as individual outcome			
32. Commitment as individual outcome			
33. Personal need satisfaction as individual outcome			
34. Personal empowerment as individual outcome			
35. Dismissal as individual outcome			
36. Retrenchment as individual outcome			
37. Resignation as individual outcome			
38. Improved trust levels as individual outcome			
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OUTPUT COMPONENTS	INTRO	ADVANCED	SPECIALIST

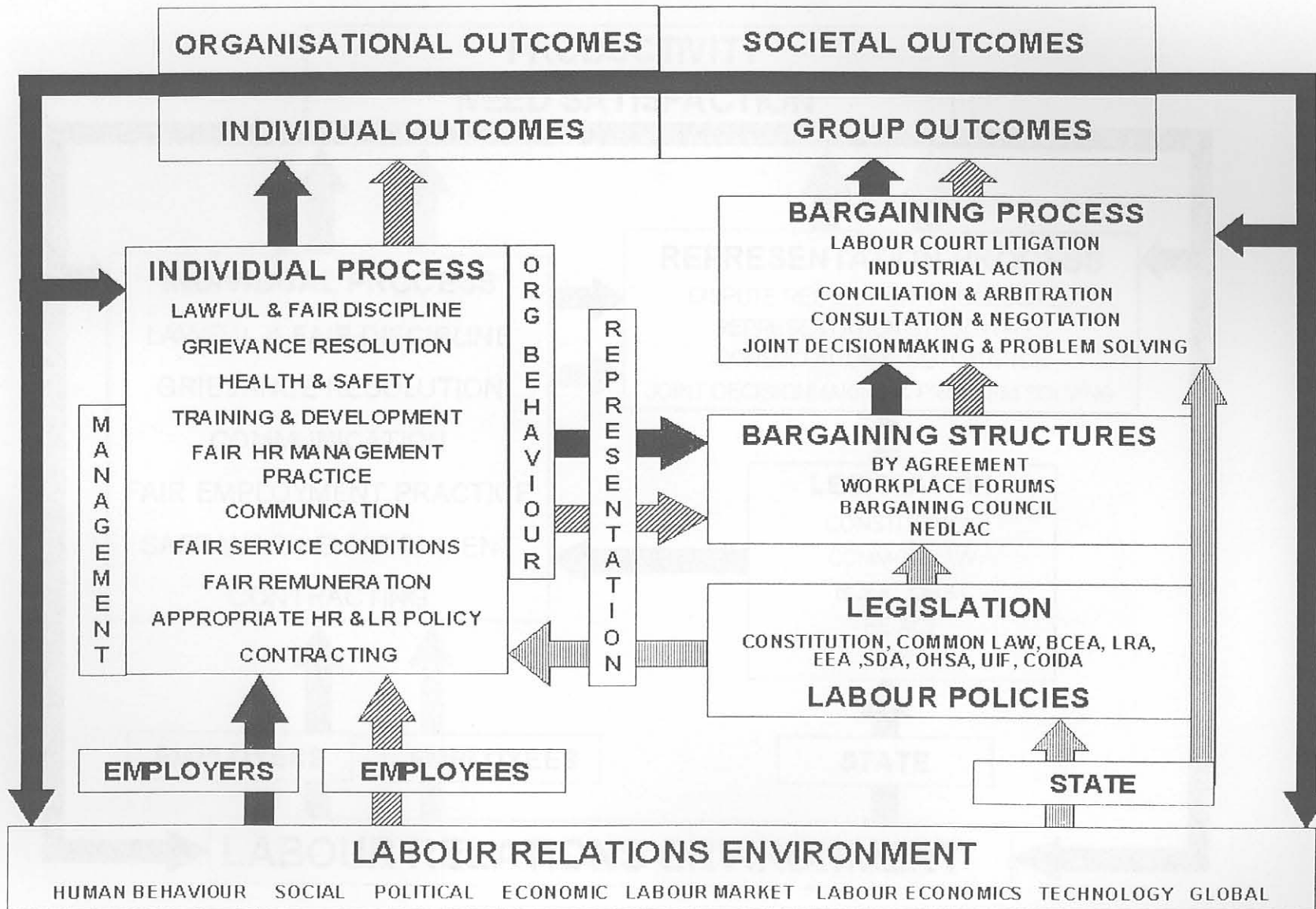
3 - Absolutely essential

2 - Essential

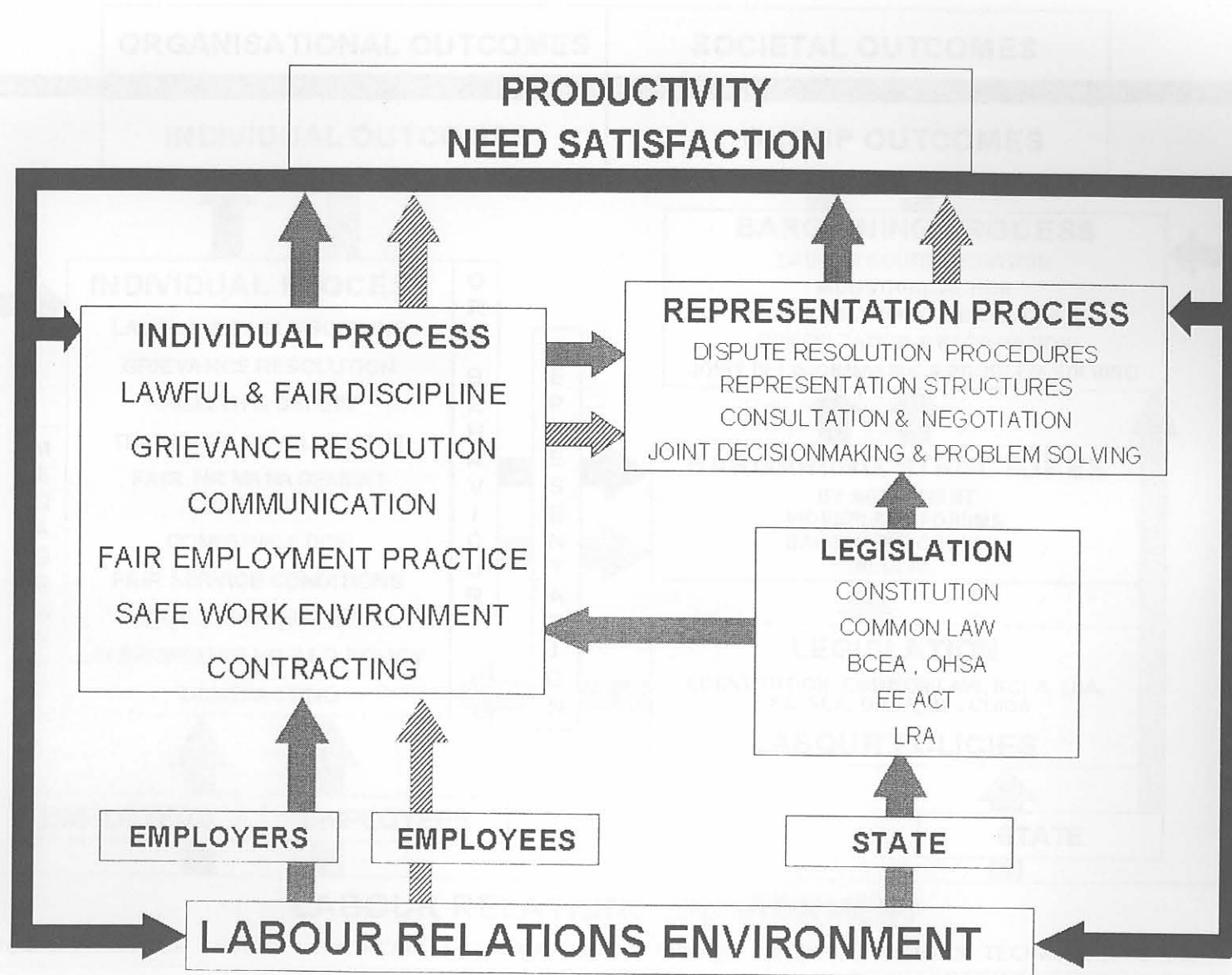
1 - Necessary but not essential

0 - Unnecessary

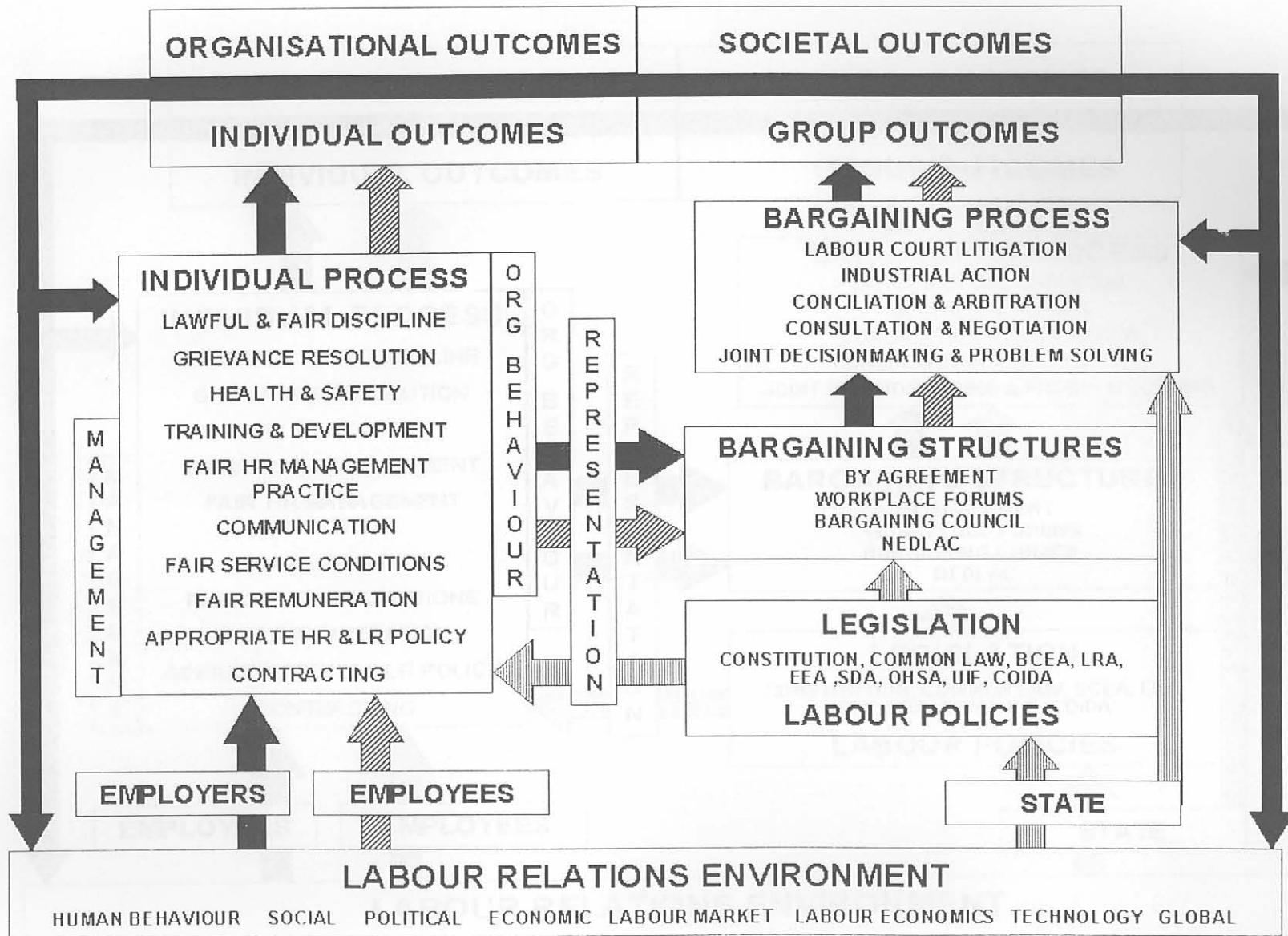
ANNEXURE B: VALIDATED MODEL OF THE SOUTH AFRICAN LABOUR RELATIONS SYSTEM



ANNEXURE C: A MODEL OF LABOUR RELATIONS PRACTICE AT INTRODUCTORY LEVEL



ANNEXURE D: A MODEL OF LABOUR RELATIONS PRACTICE AT ADVANCED LEVEL



ANNEXURE E: A MODEL OF LABOUR RELATIONS PRACTICE AT SPECIALIST LEVEL

