

A COMMUNICATIONS PROFILE OF A LARGE SUGAR
FACTORY IN NORTHERN NATAL

by

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DECLARATION

Apart from the influence and guidance I have received from my supervisor, and views I have exchanged with my colleagues on the subject of this study, and apart from quotations specially referenced in the text, this dissertation is entirely my own, and errors that remain are my sole responsibility.

This work has not been submitted for a degree in any other university.

N A Gasa
January 1988

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SUMMARY

A critical study of the communication problems at Mill F originated with the concern expressed by top management of the T-H company. These problems could be viewed against the rapid changes in the socio-political environment. The continual socio-political, economic and technological changes result in a continual change in expectations and aspirations at certain levels of the work force.

The lack of open sharing of the respective perceptions of management and the workforce creates a wide cleavage between the two groups leading to strained interpersonal and inter-group communications relationships in the workplace.

The realisation of organisational goals and objectives becomes difficult to achieve in an environment characterised by diverse perceptions and attitudes. As the management/worker relations become weaker, the union/worker relations become stronger.

This situation is by no means unique in South Africa. A comparative study of the South African and Australian industrial relations systems had a remarkable thing in common - socio-political issues cannot be "divorced" from the workplace. The industrial relations systems and practices need to be understood within the framework of respective histories, as well as economic, socio-political and legal systems of different countries. The Australian multiracial, multilingual and multicultural society had one noticeable exception from its South African counterpart. The human relations climate on the shopfloor is relatively tension-free.

The research findings are based on a stratified sample of 387 respondents from managerial, supervisory and non-supervisory levels who participated in the research interviews out of a total of 526 employees.

The communication structures, processes and relationships were perceived by all levels of employees to be ineffective, albeit for different reasons. Other non-communication related issues were raised which indicated that communication cannot be looked at in isolation. It was concluded that not only were the communication structures ineffective, but also, the communication climate was tense due to perceived lack of trust and sincerity at various levels.

Guidelines were suggested for improving communication. A holistic communication strategy which will be part of the manpower policy was developed with the management team in order for them to have 'ownership' of the document. Recommendations for future research that cover the broader human relations aspects were put forward.

OPSOMMING

Kommer uitgespreek deur die topbestuur van die T-H maatskappy ten opsigte van kommunikasieprobleme wat by die F-meule ondervind is, het aanleiding tot 'n kritiese ondersoek na hierdie aangeleentheid gegee.

Hierdie probleme kan beskou word teen die agtergrond van die snelle veranderinge wat op sosio-politiese gebied ondervind word. Die volgehoue sosio-politiese, ekonomiese en tegnologiese veranderinge werk voortdurende wysigings in verwagtinge en aspirasies van mense op sekere arbeidsvlakke in die hand.

Die feit dat die arbeidskrag en die bestuur nie onderline in mekaar se persepsies deel nie, het tot gevolg dat daar 'n wye kloof tussen die twee groepe ontstaan wat tot gespanne interpersoonlike en inter-groep kommunikasieverhoudinge by die werkplek lei.

Organisatoriese mikpunte en doewitte word moeilik gerealiseer in 'n omgewing wat gekenmerk word deur uiteenlopende persepsies en houdings. Namate verhoudinge tussen die bestuur en die werker verswak, verstewig die band tussen vakbond en werkers.

Hierdie toestand is geensins uniek in Suid Afrika nie. 'n Vergelykende studie van die Suid Afrikaanse en Australiaanse industriële verhoudingsisteme toon byvoorbeeld een merkwaardige ooreenkoms, naamlik dat sosio-politiese vraagstukke nie van die werkplek verwyderd kan staan nie.

Industriële verhoudingsisteme en praktyke moet binne die raamwerk van die twee lande se onderskeie geskiedenis sowel as hul ekonomiese, sosio-politiese en regstelsels beskou word. Australie se veelrassige, veeltalige en veelkulturele samelewing verskil egter in een opsig totaal met die van Suid Afrika, naamlik in die sin dat die menslike verhoudingsklimaat by die werkplek relatief spanningvry is.

Navorsingsbevindinge word gebaseer op 'n gestratifiseerde moniter van 387 respondente uit 'n totaal van 526 werknemers op besturrs-, opsigters- en nie-opsigtersvlak wat deelgeneem het aan navorsingsonderhoude.

Alhoewel daar verskillende redes voor bestaan, word kommunikasiestrukture, -processes, en -verhoudinge op alles personeelvlakke as oneffektief beskou. Ander sake wat nie verband hou met kommunikasie-gerelateerde probleme nie, word geopper en dui aan dat kommunikasie nie in isolasie beskou kan word nie.

Daar word tot die slotsom gekom dat die kommunikasiestrukture nie alleenlik oneffektief is nie, maar dat die kommunikasieklimaat gespanne is ween 'n gewaarwording van gebrek aan vertroue en opregtheid op verskillende vlakke.

Kigsnoere word verskaf met die oog op verbeterde kommunikasie. 'n Holistiese kommunikasiestrategie wat deel sal vorm van die mannekragbeleid, is in samewerking met die bestuursplan ontwikkel ten einder "eienaarskap" van die dokument aan die bestuur te verleen. Daar word ook aanbevelings gemaak ten opsigte van moontlike toekomstige navorsing wat wyer menslike verhoudingaspekte sal dek.

CHAPTER ONE

BACKGROUND OF THE STUDY AND FORMULATION OF OBJECTIVES

1.1 INTRODUCTION

In the context of South African industrial relations, the relationships between management and workers and between the workers themselves, have been characterised by the conflict situation which exists in any multiracial, multilingual and multicultural society. The South African industrial environment houses a microcosm of multi-racial community with all the attendant differences in ethnicity, culture, religion, language, ideologies, social status and relative wealth. All these factors do have an effect on the interaction patterns within the enterprise and will thus have an effect on the effectiveness of intergroup and interpersonal communication relationships.

The South African shopfloor offers an opportunity for individuals of all races, sex, creed and widely divergent views and values to come together for a common purpose. This sharing and striving together make communication a crucial issue in the workplace. The creation of shared meanings is no easy task amongst people who have very little in common. Worse still, the South African shopfloor functions in a climate of political, economic, social and technological change which tends to continually change the relative positions and expectations of different population groups.

Organisations* do not exist in a vacuum but rather within a social system. The socio-political system will, therefore, have an effect on the human relations within an organisation.

There are a number of factors which influence profoundly the quality of communication relationships in an organisation such as the attitudes and perceptions of people within the organisation, the organisational* climate in which communication takes place and the communication skills which exist within the organisation. The respective attitudes and perceptions of management and the workforce may be unnecessarily incongruent simply because of lack of adequate and effective communication within the organisational structure.

*The word "organisation" is open to ambiguity. To resolve this a rigorous definition is given in Chapter 2 (2.2.6). Generally the context will determine which of the two meanings is intended.

The alienation of the workers from management and the organisation is not uncommon in many South African companies. In most cases, this is due to the lack of understanding of the perceptions and attitudes of the workers by management and visa versa. Many a manager has been oblivious to, or chosen to ignore the fact that perceptions of both workers and management to a particular situation, despite the fact that these may not correlate well with objective reality, will still determine the success or failure of organisational endeavour in its pursuit of improved productivity and profitability.

The organisational level of effectiveness depends to a great extent on the effectiveness of the communication that takes place within the organisation. According to Bradley and Baird (1983), each organisation anticipates certain patterns of interaction that reflect the organisational structure and indicates the relationships that ought to exist between workers.

The communication relationships in an organisation are determined by both the observable non-verbal behaviour and the cues of information expressed verbally. Much of the interaction between people is made of the non-verbal communication and what seems critical in communication is not so much what is said but rather how the person behaves. Both the content of communication and the context in which it is used, are important factors which determine the meaning which is finally conveyed to the receiver. Manning (1987) states that every message has content; it also has quality and structure which all together determine its impact. This means that the smaller the difference between the meaning intended by the sender and the meaning received by the receiver, the more effective the communication. Human communication, therefore, has a relationship as well as a content aspect.

The effectiveness of communication in an organisation may also be an indication of the quality of the relationships that exist between management and the workers and also between the workers themselves. Employee performance, vital to the success of any enterprise, is importantly affected by how well employees identify their own goals with those of the company. To be fully effective, a communications programme must, i) be properly organised and integrated into the structure of the corporate enterprise, ii) have the support of top management to operate in a climate favourable to free and open exchange of views and attitudes, and iii) have continuity (Kindre 1986 : 71).

Rogers and Argarwalla-Rogers (1976) view communication as the means through which individuals can gain an understanding of their organisational roles, and through which subsystems can be integrated.

Open, honest and multidirectional communication encourages commitment to organisational goals and facilitates understanding of the issues by all people in the organisation. Communication is, therefore, an integral part of organisational functioning. Because communication plays such an important role as an integration process, management need to develop a system of communication that not only keeps workers informed, but also provides the opportunity for intermanagement communication which is so necessary for the accomplishment of management functions.

Communication can be seen as the process which makes all other organisational processes possible. Other management functions such as decisionmaking, motivating, problem-solving, leading and conflict handling are all dependent on effective communication. This is why authors like Bavelas and Barrett (1978) hold the view that the organisation's existence as a system depends on the effectiveness with which organisational goals can be accomplished.

1.2 OBJECTIVE OF THE STUDY

The primary objective of this study was to identify the nature and the causes of communication problems in Mill F with a view to developing a communication strategy and a set of guidelines for management in tackling the communication problem.

1.3 MOTIVATION FOR THE STUDY

This research study originated with the concern expressed by top management of T-H Company that they were faced with a mounting communication problem in their organisation. Recognising the importance of effective management/worker interaction in the accomplishment of their organisation's goals, they sought assistance in this regard.

The centre chosen as a basis for the study was Mill F, which is the largest sugar mill in the southern hemisphere and also part of Company T-H.

This centre was selected for two reasons:

- its senior management had identified the need to improve management/worker communications for the continued stability, productivity and profitability of their establishment
- the author's familiarity with the company, as an employee, and the opportunity provided to carry out a practical and useful study

1.4 AIMS OF THE STUDY

The operational aims of the study can be stated as:-

(a) to conduct a communications audit in order to determine

- how management and the workers perceive the organisational climate in their establishment, with particular emphasis on the communication relationships and the communication structures and processes used

- what the main communication problem areas are

- how the organisation should function, according to management's and the worker's perceptions

(b) to conduct a comparative analysis of the relevant industrial relations systems between South African and another country, Australia, with a view to highlighting the effects that these systems can have on the industrial environment and human relations.

- (c) to develop a communications strategy for use by management in promoting effective communication in their establishment and a set of guidelines for dealing with the issues highlighted through the communication audit.

It is hoped that this study will not only make a significant contribution to the improvement of the quality of management/worker interaction and the communication relationships in this establishment, but will also make a meaningful contribution to the existing stock of academic knowledge in the area of human resources management.

It is also felt that a study of this nature will give management sufficient first hand knowledge of the perceptions and attitudes at the various levels of supervision and among the workforce itself regarding the communication relationships, structures and processes.

Although this research is an in-depth study conducted in only one of the operating centres in T-H Company, the research instruments used can be adapted for use at any of the other operating centres where such research is being contemplated. It was also considered that each centre would be unique in terms of location, management style, Industrial Relations climate and culture.

The comparative analysis of the industrial relations systems would be a useful comparison in this study particularly in view of the complexities on the South African shopfloor. It is hoped that this analysis will give management a better understanding of the external factors which can create wide cleavages in human relations and in the management/worker communication relationships.

1.5 THE COMPANY

1.5.1 Historical Development

Mill F is the newest and the largest of five sugar mills belonging to the T-H Company which operates in Natal. The company operates five sugar mills, a central refinery and a Divisional Head Office. It also farms large sugar estates in various parts of Natal.

T-H Company is part of a large conglomerate which is a diversified industrial enterprise operating throughout Southern Africa. The company came into being on 1 April 1982 following a merger between two major sugar companies in Natal. Although the Group is a giant in South African industrial terms, it remains very conscious of its social responsibilities in relation to the people it employs.

Mill F with a crushing capacity of 600 tons of cane per hour is the biggest in the South African sugar industry. The mill was built in order to replace the company's two old sugar mills in northern Natal which had become antiquated and uneconomic to run. The two old mills were also too small to handle the crushing capacity for projected cane supplies.

The first crushing season commenced in May 1984 and the mill was officially opened by the Chairman of the T-H Group of companies on 9 June 1985.

The staffing of Mill F was from three sources:

- more than 90% of the staff were selected from the two old mills which were to close down in 1983 and 1984 respectively
- some of the staff were selected from the other operating centres within the T-H Company
- where the required skills and expertise were not available within the company, additional manpower was recruited outside the company

It is important to note that the percentages of staff selected from the two old mills were 49% and 51% respectively. Due to advanced technology and the high degree of automation in Mill F, the total staff complement at the time of conducting this study was only 528.

The following figures show the staffing levels and the crushing capacities of the old mills in relation to the new Mill F.

	<u>OLD MILL A</u>	<u>OLD MILL B</u>	<u>MILL F</u>
Crushing capacity	240 tons of cane per hour	180 tons of cane per hour	600 tons of cane per hour
Staff Complement	715	705	528

TABLE 1: STAFF COMPLEMENTS AND CRUSHING CAPACITIES AT THE MILLS

(The figures for Old Mill A and Old Mill B are an indication of the situation as at 1 April 1983 - the last crushing season for Old Mill A)

Those employees who could not be accommodated in the new mill were either transferred to the other operating centres within the company or retrenched.

The commissioning period was a very trying period for the new management team. Some of the important features of this period were:

- Excessively long working hours with very little social life for most employees due to commissioning pressure
- A top-heavy management structure in the Engineering and Process Departments which was designed to carry the additional workload of commissioning a high technology mill which had a number of new concepts and design innovations
- The unhealthy working relationships caused by the formation of cliques amongst employees selected from the two old mills
- The conflicting management styles between members of the new management team
- The interunion rivalry between the two Black trade unions which had collective employee representivity at the two old mills
- Too many people on site, for example, mill employees, the commissioning project team and the various contractors which were involved in the building of the mill
- Inadequate hygiene facilities for employees during the commissioning phase, for example, change-rooms, canteens, toilets, offices, car park, and so on

- Low morale and insecurity amongst various levels of the workforce due to the new work environment which was threatening by its very size and advanced technology
- The advanced technology at the new mill necessitating the restructuring of most jobs and retraining of staff
- Insufficient communication between management and the workers due to commissioning pressure
- Inadequate policies and operating procedures at the new mill due to its relative newness
- Job grading problems as there were a number of new jobs which had not been correctly evaluated yet

1.5.2 The Management Structure

The following organograms show the commissioning and post commissioning management structures in the Engineering, Process, Transport, Administration and Personnel Departments.

In the Engineering and Process Departments, additional manpower was required during the commissioning period whilst in the Transport, Administration and Personnel Departments there were no major structural changes (see Figures 1 and 2).

There were also some changes in the top management structure after the commissioning period (see Figure 3).

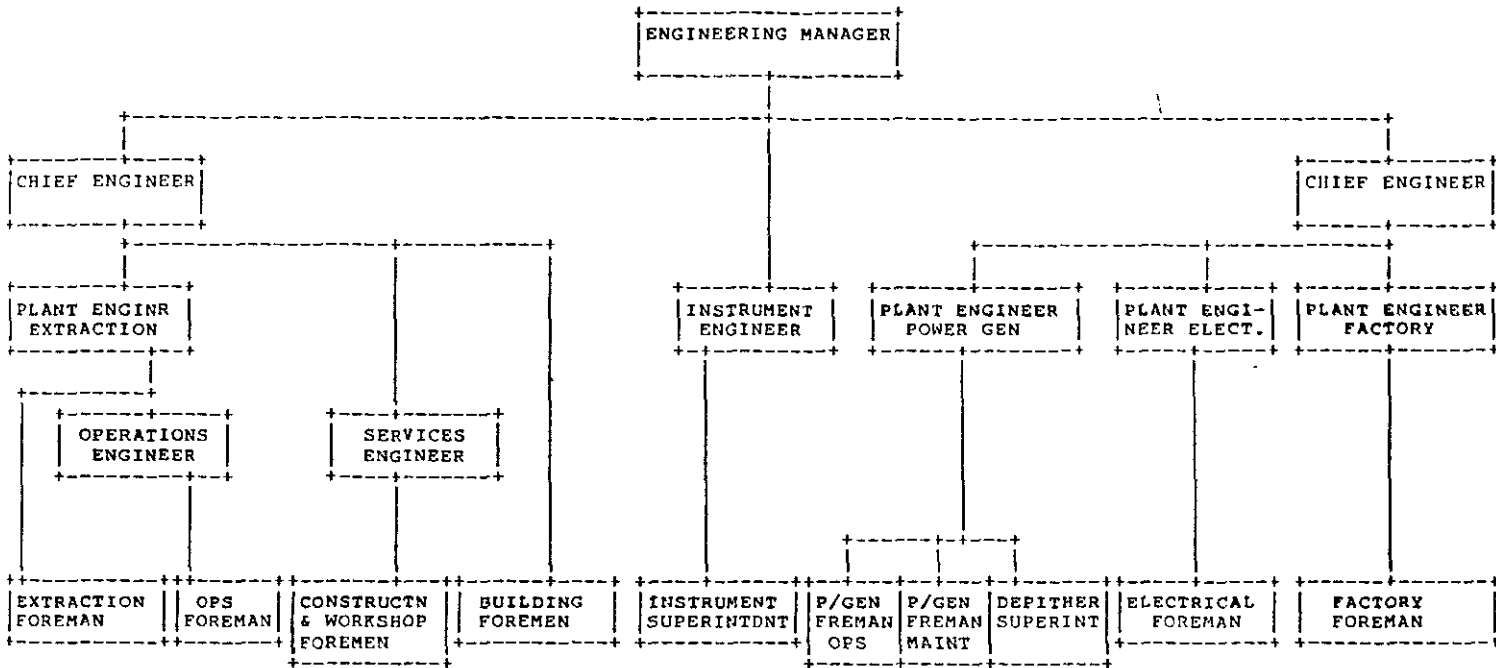
The changes in the management structure altered the reporting relationships and the chain of command during the post-commissioning phase. This should be seen as yet a further change in the lines of communication within the mill.

A number of positions became redundant in the Engineering and Process Departments after the commissioning period, as indicated in Figure 4.

FIGURE : 1

COMMISSIONING ORGANOGRAMS OF THE TECHNICAL DEPARTMENTS

1. MILL F'S ENGINEERING COMMISSIONING STRUCTURE



2. MILL F'S PROCESS COMMISSIONING STRUCTURE

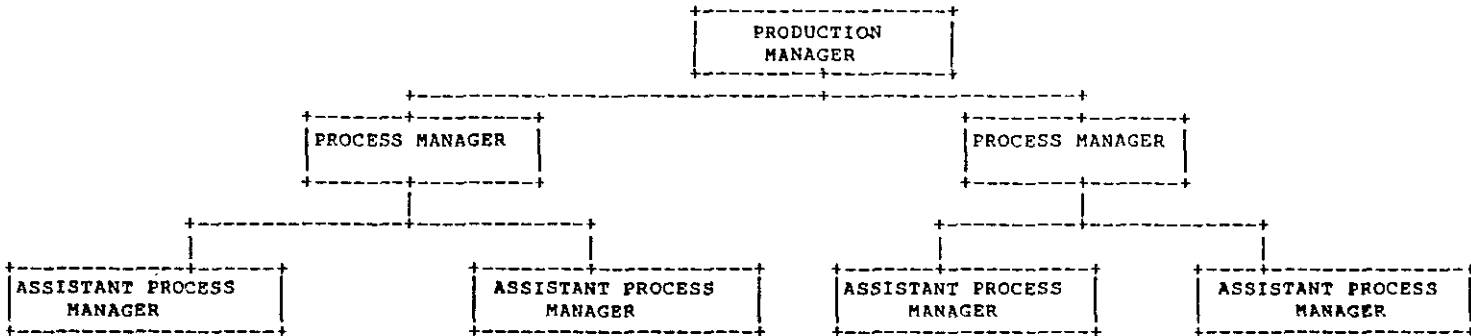
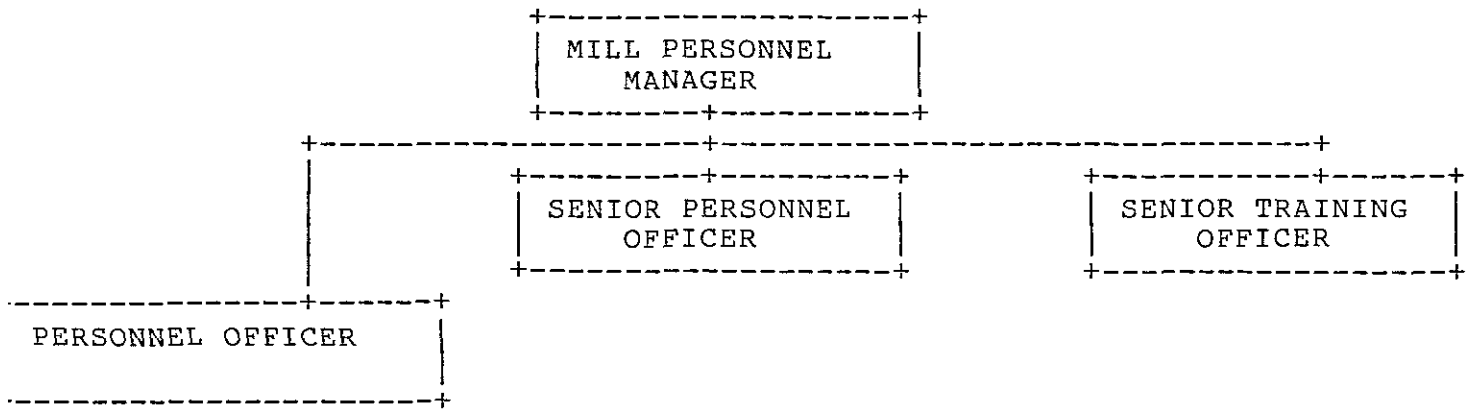


FIGURE : 2

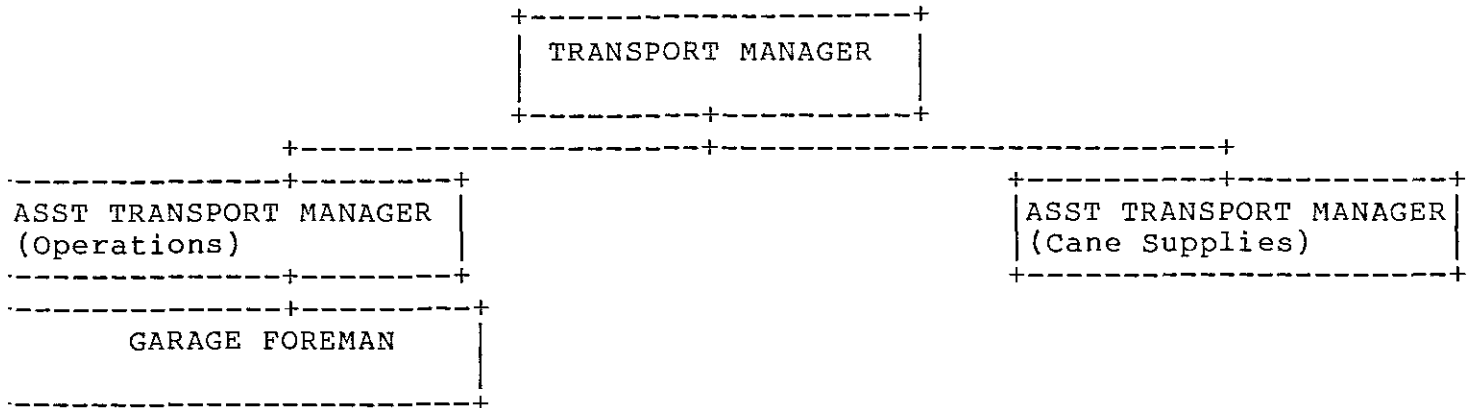
COMMISSIONING AND POST-COMMISSIONING ORGANOGRAMS OF THE SERVICE DEPARTMENTS

MILL F'S PERSONNEL COMMISSIONING AND POST-COMMISSIONING STRUCTURE

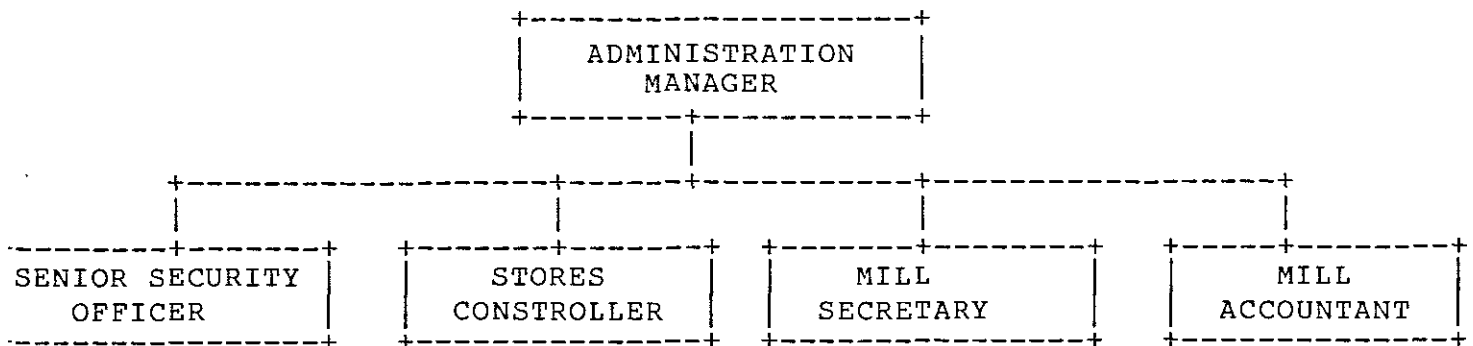


L.B: NO CHANGE IN THIS DEPARTMENT'S STRUCTURE

MILL F'S TRANSPORT COMMISSIONING AND POST-COMMISSIONING STRUCTURE



MILL F'S ADMINISTRATION COMMISSIONING AND POST-COMMISSIONING STRUCTURE

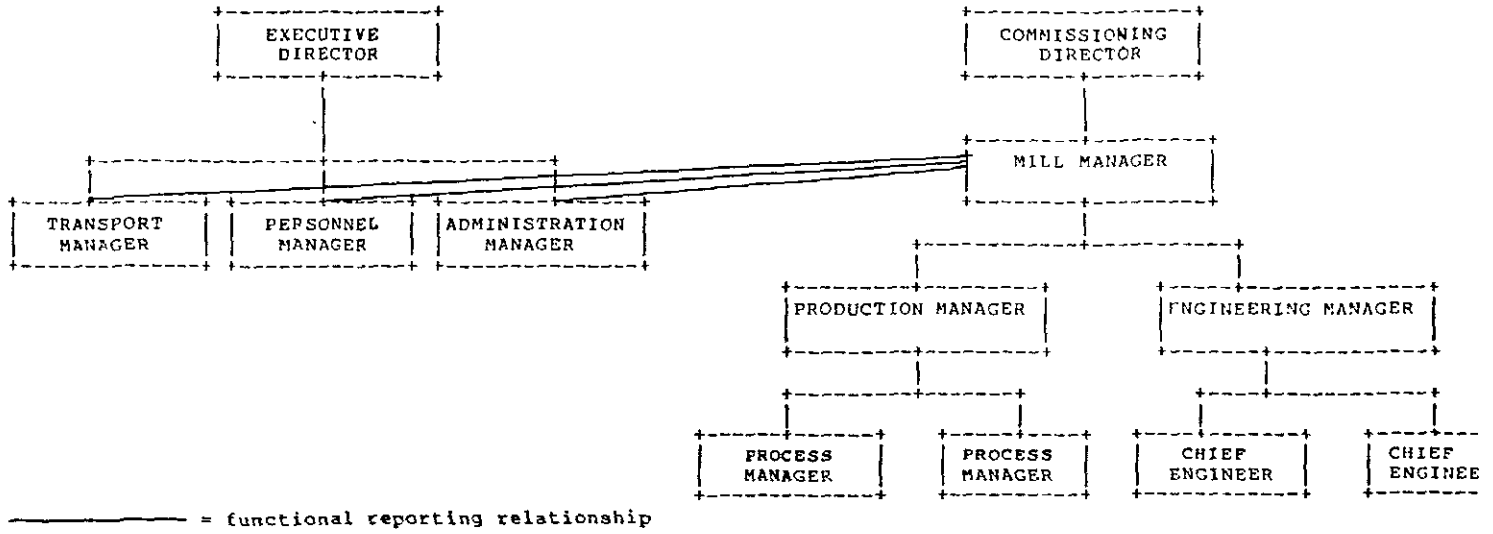


L.B: NO CHANGE IN THE MANAGEMENT REPORTING RELATIONSHIPS AND ORGANISATION STRUCTURE IN THESE DEPARTMENTS

FIGURE : 3

TOP MANAGEMENT COMMISSIONING AND POST COMMISSIONING STRUCTURES

1. MILL F'S TOP MANAGEMENT COMMISSIONING STRUCTURE



2. MILL F'S TOP MANAGEMENT POST-COMMISSIONING STRUCTURE

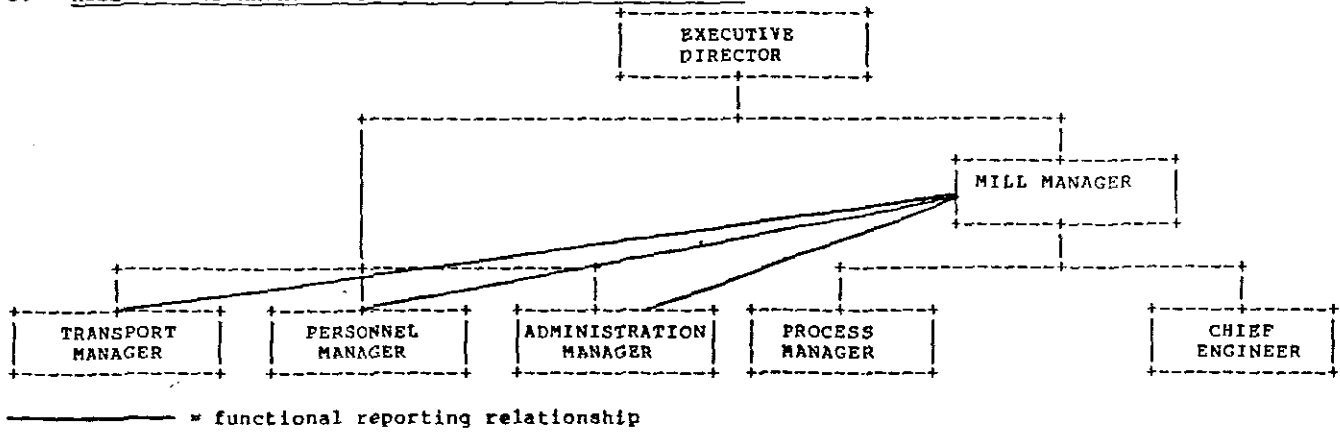
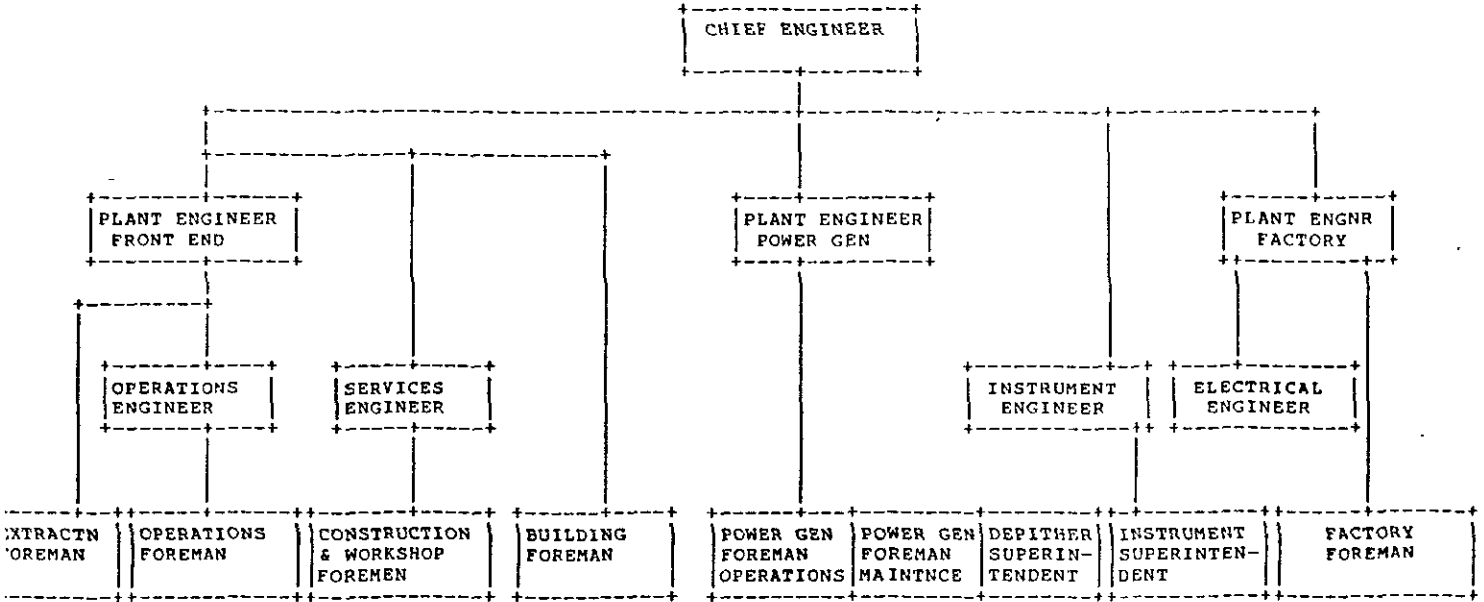


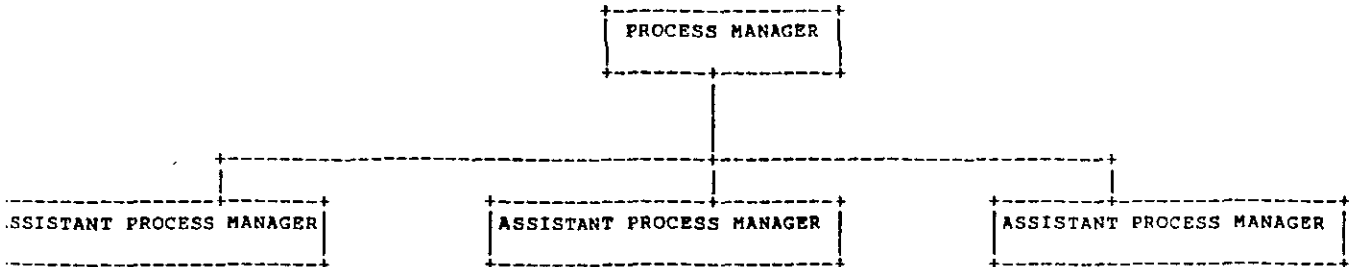
FIGURE 4

POST-COMMISSIONING ORGANOGRAMS OF THE TECHNICAL DEPARTMENTS

MILL F'S ENGINEERING POST-COMMISSIONING STRUCTURE



MILL F'S PROCESS DEPARTMENT POST-COMMISSIONING STRUCTURE



1.5.3 The Company Job Grading System

The grading of jobs in this company is based on the Paterson Job Grading System. This method uses a single major criterion of DECISIONMAKING in determining the worth and the grade for each job.

- Identification of Decision Bands (Decision-making levels)

The Paterson Plan defines 6 basic types or bands of decisions which together cover all jobs in an organisation. Each job is composed of a number of tasks and the decision required to complete each task can be defined. (Paterson : 1981).

The following diagrams illustrate the grading of jobs in the company using the Paterson Method:

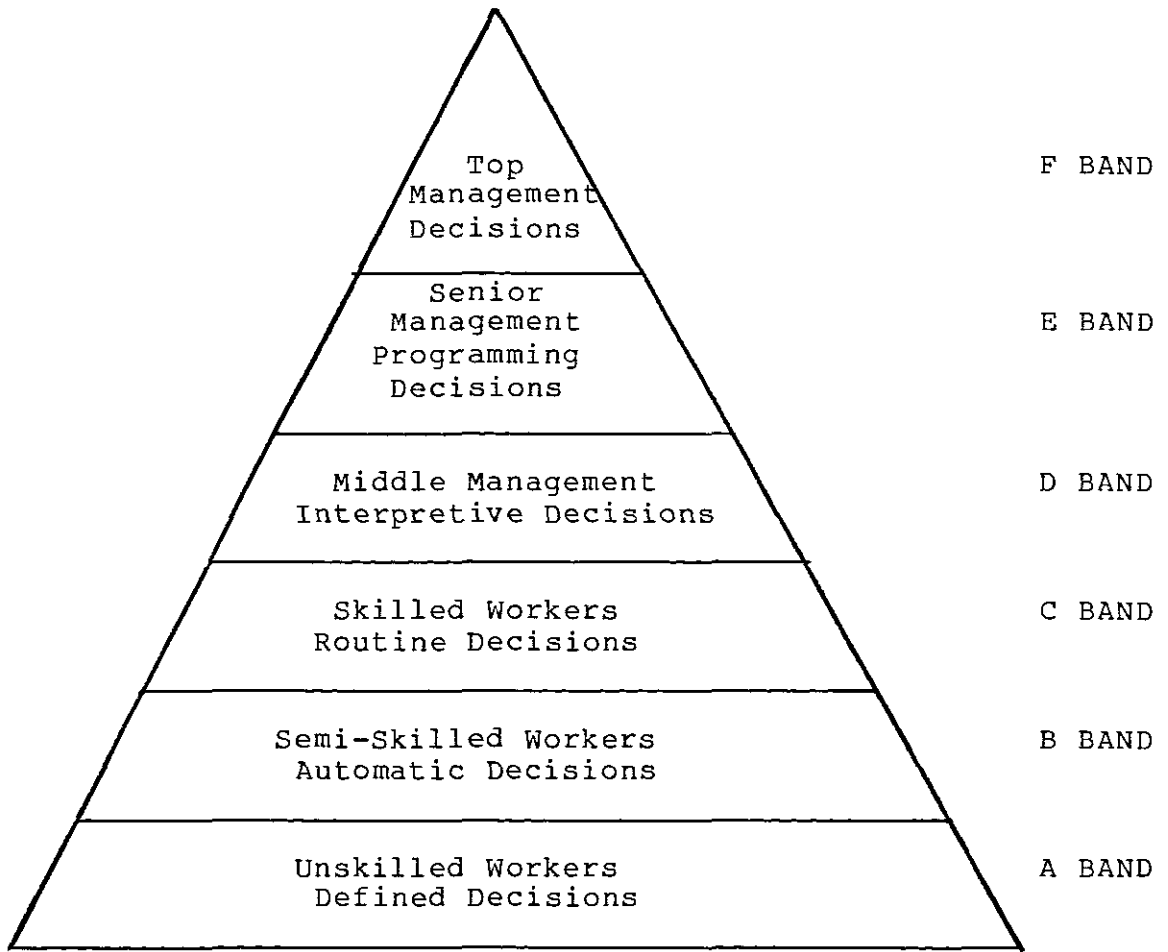


FIGURE 5: PATERSON DECISION BANDS

SUB GRADE		SKILL BAND
UPPER F	BAND F5 F4	POLICY CO-ORDINATING DECISIONS
LOWER F	BAND F3 F2 F1	POLICY DECISIONS
UPPER E	BAND E5 E4 E3	PROGRAMMING - CO-ORDINATION DECISIONS
LOWER E	BAND E2 E1	PROGRAMMING DECISIONS
UPPER D	BAND D5 D4 D3	INTERPRETIVE CO-ORDINATING DECISIONS
LOWER D	BAND D2 D1	INTERPRETIVE DECISIONS
UPPER C	BAND C5 C4	SKILLED - ROUTINE CO-ORDINATING DECISIONS
LOWER C	BAND C3 C2 C1	SKILLED - ROUTINE DECISIONS
UPPER B	BAND B5 B4	SEMI-SKILLED - AUTOMATIC CO-ORDINATING DECISIONS
LOWER B	BAND B3 B2 B1	SEMI-SKILLED - AUTOMATIC DECISIONS
A	BAND A3 A2 A1	UNSKILLED - DEFINED DECISIONS

N.B: For the purpose of this study, Senior Management refers to those employees who are on the Paterson grades LD2 upwards

FIGURE 6 - PATERSON JOB GRADING SYSTEM

1.5.4 The Employee Profiles at Mill F - As at 1 March 1986

CATEGORY: Paterson Grade	AVERAGE LEVEL OF EDUCATION	AVERAGE AGE	AVERAGE YEARS OF SERVICE
E3 - D2	Standard 10+ (e.g Standard 10 + degree/professional qualification/Technical diploma, etc	38	8
D1 - C4	Standard 8 plus Technical qualification	46	15
C3 - C1	Standard 8 plus Technical qualification	40	8
B5 - B1	Standard 4	44	19
A3 - A1	Standard 1	35	15

TABLE 2 EDUCATION, AGE AND SERVICE PROFILE AS AT 1 MARCH 1986

WHITES	ASIANS	COLOURED	BLACKS	TOTAL
129	55	2	342	528

TABLE 3 BREAKDOWN BY RACE AS AT 1 MARCH 1986

GRADE	WHITES	ASIANS	COLOURED	BLACKS	TOTAL
E	4				4
UD	4			1	5
LD	19				19
UC	17			1	18
LC	75	15	2	7	99
UB	2	20		18	40
LB	2	18		132	152
A				179	179
Sub Total	123	53	2	338	516
+ Apprentices	6	2	-	4	12
TOTAL	129	55	2	342	528

KEY:

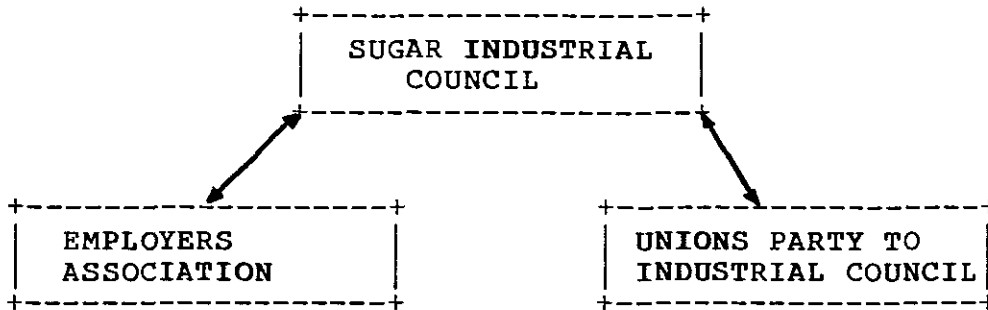
U = UPPER e.g UB stands for UPPER B

L = LOWER e.g LB stands for LOWER B

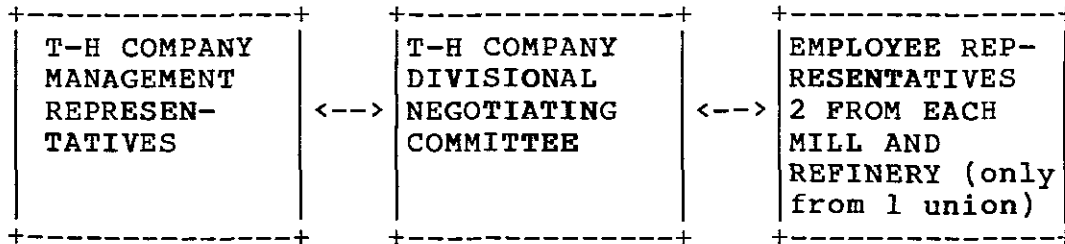
TABLE 4 BREAKDOWN BY GRADE AS AT 1 MARCH 1986

1.5.5 Employee Representation Systems

3. INDUSTRY LEVEL REPRESENTATION



2. DIVISIONAL/COMPANY LEVEL REPRESENTATION



1. PLANT LEVEL REPRESENTATION

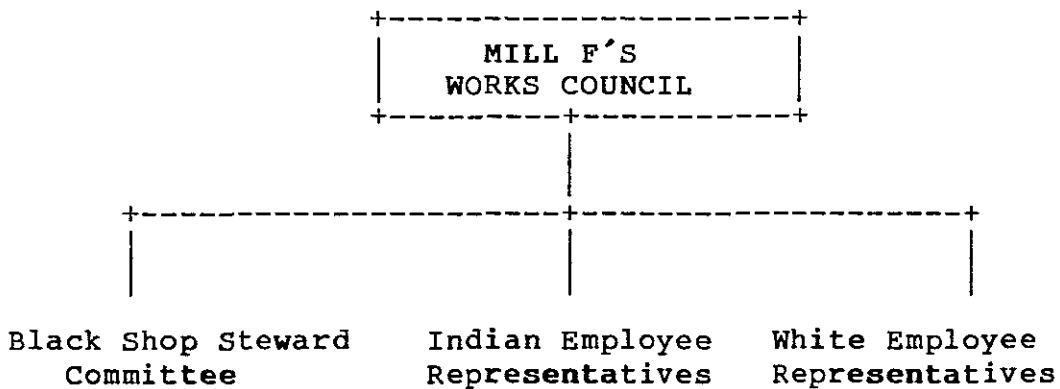


FIGURE 7 EMPLOYEE REPRESENTATION/FORMAL STRUCTURES AT MILL F, DIVISIONAL LEVEL AND INDUSTRY LEVEL

1.5.5.1 Plant Level Representation

At plant level, employees are represented either by a Union Shop Steward Committee or an Employee Representative Committee. These committees are elected by employees.

The ethnic committees are constituted on a proportional basis in terms of unionised or non-unionised employees. The Black employees are represented by union shop stewards whilst the Whites, Indians and Coloured employees are represented by elected Employee Representatives.

Plant level representation is aimed at promoting communication and resolving conflict between management and employees on conditions of employment, local working conditions, company policies and procedures, grievances and disputes, management decisions and company information.

The processes used for conflict resolution at this level are communication, consultation, joint problem solving and collective bargaining.

The ethnic committees have formal meetings with management once a month, but special meetings to discuss urgent business are held as and when the need arises.

Although there is no formal multiracial Works Council, ad hoc meetings with representatives from each ethnic committee are held when there are common issues which management may wish to discuss. This becomes an ad hoc consultative body.

1.5.5.2 Divisional Level Representation

Only Black employees are represented at this level at this point in time. The Divisional Negotiating Committee consists of two management representatives and two Union Shop Stewards from each of the six operating centres in the company. In addition, there are two Union Officials and two members from the Divisional Head Office Personnel Department.

The issues dealt with at this level would be those issues which are common to all the operating centres.

The same processes of communication, consultation, joint problem solving and collective bargaining on company policies and conditions of employment are used at this level.

1.5.5.3 Industry Level Representation

The Industrial Council for the Sugar Industry negotiates salaries and substantive conditions of employment for all employees in the Sugar Industry on Paterson Grades A1 up to and including C3.

The Industrial Council has representatives of the employers in the Sugar Industry, known as the Employers Association, and representatives of all Unions which are party to the Industrial Council, commonly known as Industry Unions.

The salaries and substantive conditions of employment, which are negotiated once per year, are embodied in the Industrial Council Agreement.

Salaries and substantive conditions of employment for staff employees on the Paterson Grades C4 and up, are largely determined by the market conditions. These conditions and rates of pay are worked out at a Divisional level but may vary from centre to centre depending on the market conditions.

1.5.6 Trade Union Membership as at 1 March 1986

The breakdown of trade union membership in the mill on the 1st March 1986 were as follows:

TRADE UNION MEMBERSHIP IN MILL F AS AT 1 MARCH 1986

LACKS: Female = 4
Male = $\frac{371}{375}$

WHITES AND COLOURED: Female = 14
Male = $\frac{82}{96}$

INDIANS: Female = 2
Male = $\frac{55}{57}$

Male = 371

TOTAL EMPLOYED IN A1 TO C3 PATERSON GRADES = 528

.B: ONLY EMPLOYEES IN PATERSON GRADES A1 - C3 ARE UNIONISED I.E EMPLOYEES COVERED BY INDUSTRIAL COUNCIL AGREEMENT

TRADE UNIONS	MEMBERS ON 1 MARCH 1986	%	REPRESENTATION OF 375 BLACK EMPLOYEES	REPRESENTATION OF 57 INDIAN EMPLOYEES	REPRESENTA- TION OF 96 WHITE AND COLOURED EMPLOYEES	REPRESENTA- TION OF TOTAL A1-C3 EMPLOYED = 528
The Natal Sugar Industry Employees Union (N.S.I.E.U)	21	5.26	0	21 : 36.84%	0 :	3.97%
National Sugar and Refining & Allied Industries Employees Union (N.S.R.A.I.E.U)	238	59.65	238 : 63.46%	0 :	0 :	45.07%
Sweet Food and Allied Union	90	22.56	90 : 24.00%	0 :	0 :	17.04%
S.A Boilermakers' Iron and Steel Workers' Shipbuilders and Welders' Society (S.A.B)	18	4.51	0 :	15 : 26.31%	3 : 3.12%	3.40%
Amalgamated Engineering Union of South Africa	26	6.52	0 :	0 :	26 : 27.08%	4.92%
The South African Electrical Workers' Association (SAEWA)	6	1.50	0 :	0 :	6 : 6.25%	1.13%
TOTAL = MARCH 1986	399	100%	328 : 87.46%	36 : 63.15%	35 : 36.45%	75.56%

1.5.7 Problem Areas in General

Management is at present concerned with the low morale amongst all levels of employees and the unhealthy climate in the mill. Poor communication has been a major problem area in the mill leading to impoverished relationships between management and the workers, between the various departments and sections of the mill and also between various levels of employees.

1.6 BASIC ASSUMPTIONS

Since this research project was more of a case study, the researcher had to make few basic assumptions based upon the information supplied by senior management:-

- (a) the first assumption was that there was communication breakdown between the various levels of management and the employees and also amongst the employees themselves;
- (b) the second assumption was that the communication structures, processes and relationships were not as effective as they should be;

- (c) the third assumption was that there were external issues which impact on the quality of communication relationships within the organisation;
- (d) the fourth assumption was that there were inadequacies amongst line managers who have the responsibility for communicating;
- (e) the fifth assumption was that there was lack of trust relationship between the various groups in the organisation leading to defective interaction.

CHAPTER TWO

SURVEY OF LITERATURE AND A THEORETICAL FRAMEWORK

2.1 INTRODUCTION

In the introductory chapter, the background and rationale for the study was outlined. This chapter intends to put the concepts of interpersonal and organisational communication in perspective.

A detailed review of literature in this research study is necessary in order to facilitate the understanding of communication in an organisational context and the dynamics involved at interpersonal, intergroup and organisational levels of interaction.

2.2 DEFINITION OF CONCEPTS

Although some of the following concepts are psychological concepts, in this research study they are used in the context of Organisational Behaviour. In this regard, the following terms require clarification, and, therefore, are defined in this section : communication, interpersonal communication, organisational communication, communication audit, perception, organisation.

2.2.1 Communication

The word communication is derived from the Latin word "communis" meaning "common". It is therefore clear from the meaning of the word that the purpose of communication is to establish commonness. Communication can simply be defined as the deliberate sharing of meaning between two or more people. This study is going to focus on interpersonal and organisational communication

2.2.2 Interpersonal Communication

Johnson & Johnson (1982:180) define interpersonal communication as a message sent by a person to a receiver (or receivers) with the conscious intent of affecting the receiver's behaviour. Communication at interpersonal level is also referred to as dyadic communication. The message need not necessarily be verbalised but could also be in form of facial expressions, gestures, body stance and other similar nonverbal cues.

2.2.3 Organisational Communication

Simply put, organisational communication refers to communication taking place in an organisational context. Rogers and Argawala-Rogers (1976) define organisational communication as a process of information exchange between an organisation and its environment. The organisation processes and transforms the information it receives from the environment into a service and then delivers it back into the environment.

Since the organisation has structurally and functionally interdependent individuals, the interaction between them is vital in the achievement of their common goals.

Kefelas (1977:287) defines organisational climate as a systematic phenomenon that pervades an organisation and its parts. In addition, climate is a perceived phenomenon, knowledge of which is usually gained by administering and scoring a questionnaire. Just as people perceive their world differently, so too do they have various perceptions of the climate of their organisation.

It is important to note that communication takes place within a particular organisational climate.

2.2.4 Communication Audit

Audit is an accounting term which means an official examination of the accounts of a business or a society, usually done once each year (Longman Dictionary of Contemporary English : 1978). In this study the concept is used to mean an in-depth official examination of the communications in the mill with a view to establishing the concerns and problem areas which need to be addressed and resolved by management.

2.2.5 Perception

Kamfer (1985 : 34) defines perception as the process through which we receive, interpret and organise information reaching us through our senses to construct our representation of the outside world.

This study is aimed at obtaining and analysing the perceptions of management and the workers of the state of communication in their establishment.

2.2.6 The Organisation

For the purpose of this study, the organisation refers to the individuals who are structurally and functionally interdependent in the pursuit of a common goal or goals. The organisation should be seen as a dynamic structure which offers interdependence of structure and function. Also, organisations should be viewed as people rather than buildings, machinery and/or equipment.

Gibson et al (1976:6) stress that organisations exist because they satisfy the needs of the members. To that end, they suggest that organisations be viewed in the light of the following framework:

	WHAT THEY ARE	WHAT THEY HAVE	WHAT THEY DO
O R G A N I S A T I O N S			
+---Have	People	Human Behaviour	Satisfy needs, develop attitudes, motivate
+---Are	Organised	Structure	Grow Develop Change Combine Divide
+---Have	People doing some activity	Process	Communicate, make decisions

FIGURE 8 : FRAMEWORK FOR THE STUDY OF ORGANISATIONS

It is important to note that whatever the organisation offers, members will have different perceptions of the organisation and their attitudes towards it will vary.

2.3 THE NATURE AND SCOPE OF COMMUNICATION

Kamfer (1985 : 38) develops an interesting perspective on communication, which is, that "Poor communication between people is normal". He cites two advantages of looking at communication in this way, namely:

- i) This perspective warns against overreaction when inevitable misunderstandings do occur;
- ii) It also stresses the fact that good communication will not simply happen : if one wants good communication, one has to work hard to get it

Johnson and Johnson (1982 : 180) see communication as the basis for all human interaction and for all group functioning. This means that effective communication is a prerequisite for organisational functioning.

Communication is a very fragile phenomenon. Any change in the behaviour of individuals, the organisational environment, the organisational structure, the people and the processes used will have some effect on the organisational communication relationships.

There are a number of perceptual factors which have an effect on communication. Huse and Bowditch (1977 : 130) identify five such variables:

- i) the manifest versus latent content of the message, that is, the situation and not the words, that people want to understand
- ii) verbal versus nonverbal communication
- iii) the nature of the information
- iv) influence of the group structure
- v) the effect of "climate" on communication

In an organisational context, it has been established that communication has an effect on the employees' attitudes and in motivating them to improved job performance. The latter is achieved through mutual understanding of the organisational goals between management and the workers. Sutermeister (1976 : 67) sees five factors which could affect the achievement of mutual understanding in organisational communication, namely:

- i) the relations among those communicating. In the absence of a warm, personal relationship and mutual trust and respect, giving more and better information is unlikely to improve communication
- ii) what is communicated
- iii) the direction of the communication. Communication could be one-way, two-way or several-way
- iv) the network of communication used. The network affects the accuracy and speed of the communication as well as the morale of those communicating
- v) the obstruction in the communication lines, such as willingness to listen and refusal to believe

In the South African situation where people of different cultures, religions, value systems, language groups, social classes, political affiliations, ethnic groups and educational levels come together under one roof to do business, communication will inevitably break down. Cross-cultural communication often goes wrong because of the different cultural assumptions, the language barriers, and the different backgrounds and life experiences. This means that communication in the South African industrial environment is more prone to breaking down through the very nature of the society and the systematic differences.

Katz and Kahn (1978) suggest that communication is the means through which the organisation can regulate itself so that the relationships between the subsystems on the one hand and the organisation and its environment on the other hand can be systematically controlled, maintained or improved.

In an organisation, communication can take place at a number of levels. The structure and function of communication are to a great extent determined by the level at which it occurs. Tortoriello et al (1978), prolific writers in the subject of organisational communication, identify four levels of communication:-

- i) intrapersonal level
- ii) dyadic or interpersonal level
- iii) group level
- iv) cultural level

71

In most South African organisations, it is the interpersonal (dyadic) and the cultural (organisational) levels which often present the most communication problems.

2.4 THE COMMUNICATION PROCESS

The simplified communication process has three basic elements, that is, the sender, the message and the receiver. However, the process should be understood to be more complex and dynamic in that both the sender and the receiver will have certain perceptions, understandings and varying levels of motivation. This situation may also vary from person-to-person to person-to-group.

Cutlip and Center (1978 : 191) suggest that the acts of encoding, interpreting and decoding must be seen as one inseparable whole. This means that communication is incomplete until the message has been correctly decoded by the receiver.

Huse and Bowditch (1977 : 129) state that the perceptual sets and/or "noise" in the line can reduce the clarity and accuracy of the information sent. Therefore, any perceptual variation by both the sender and the receiver could cause a breakdown in communication. This highlights the complex nature of the communication process.

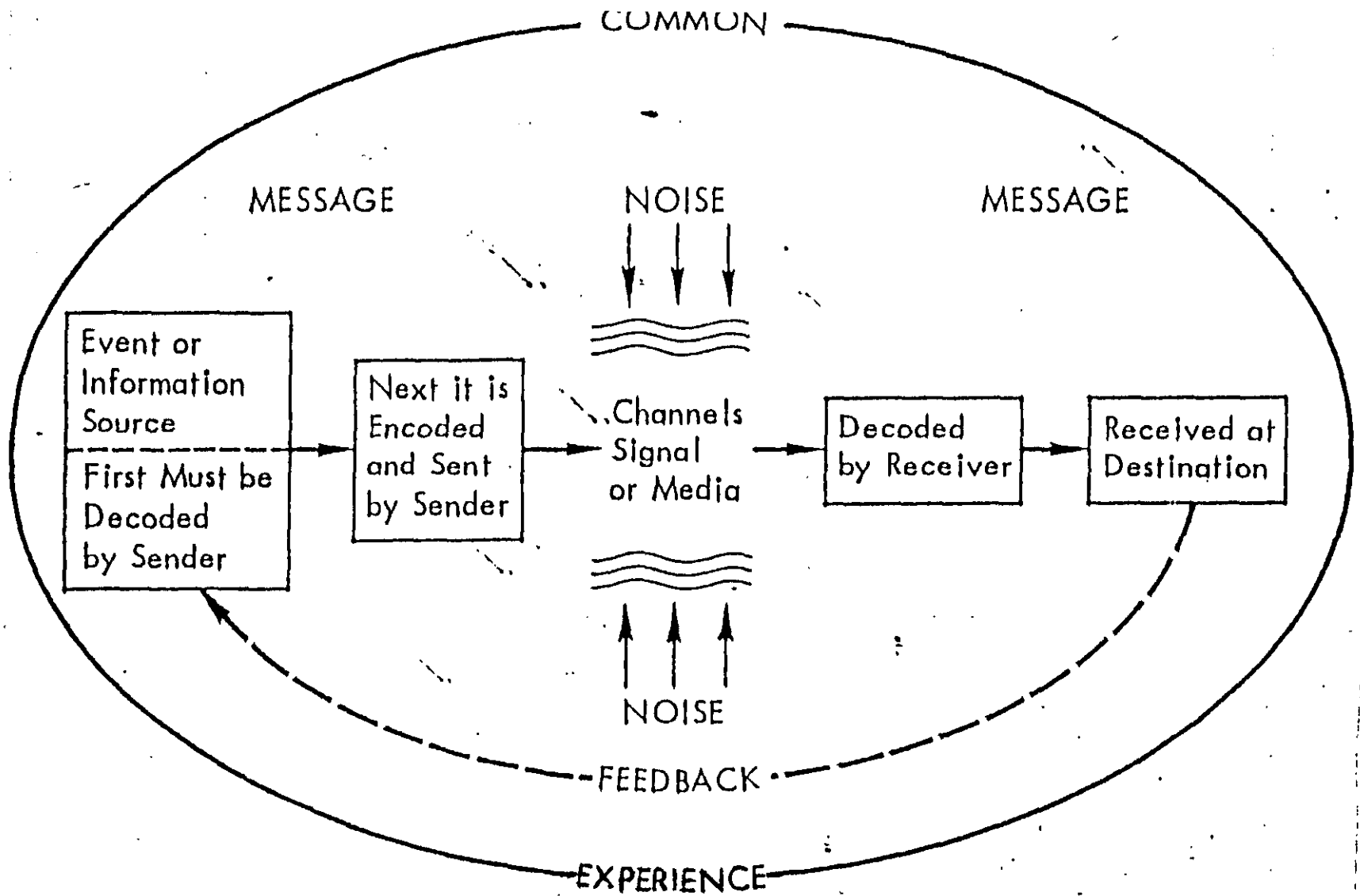


FIGURE 9: THE COMMUNICATION PROCESS (taken from Effective Public Relations, 5th edition, Cutlip, M.C., Center, A.H., Prentice-Hall, Englewood Cliffs, N.J., Page 91)

Huse and Bowditch (1977) see the processes of perception and communication as forming one system. They see communication as dependent on perception, and perception, in turn, as dependent on two classes of antecedents - internal states and environmental states.

The internal states include values, beliefs, goals, perceptions and perceived relations between actions and their outcomes. On the other hand, environmental states include reading habits, hobbies, upbringing and other leisure-time activities.

Huse and Bowditch (1977) go on to say that the outcome of the internal and external conditioning, or the perceptual set, determines what we communicate to others, our perception of what other persons hear, as well as what we hear from others.

This process can be illustrated by a systems model of perception and communication as follows:

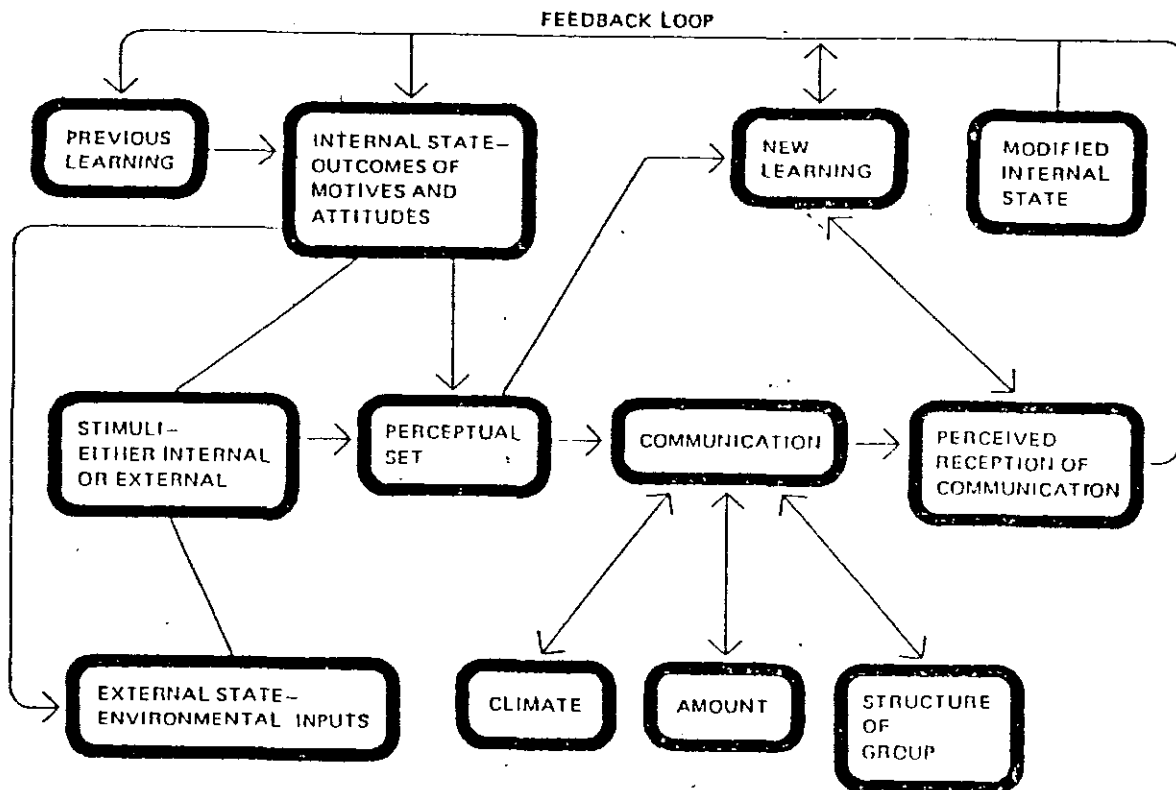


FIGURE 10 - SYSTEMS MODEL OF PERCEPTION AND COMMUNICATION

(Adapted from J G March and H A Simon, 'Organisation', New York : Wiley, 1958, p11)

The cognitive structure of the individuals that take part in the communication process is made up of certain norms, attitudes, values and opinions.

Also, communication does not take place in a vacuum and, therefore, the physical, social and cultural factors in the communication environment will have an effect on the communication outcome.

Communication is a transactional process which implies that there should be willingness on the part of the individuals to share and thus it becomes a deliberate sharing of meaning between individuals.

2.5 PATTERNS OF COMMUNICATION

The decision that faces management in most organisations is how communication should be structured. Quite often, the leadership style determines the way communication is structured in an organisation because the communication pattern determines the degree to which employees participate in the decisionmaking process.

Hersey and Blanchard (1977 : 285) distinguish two patterns of communication:

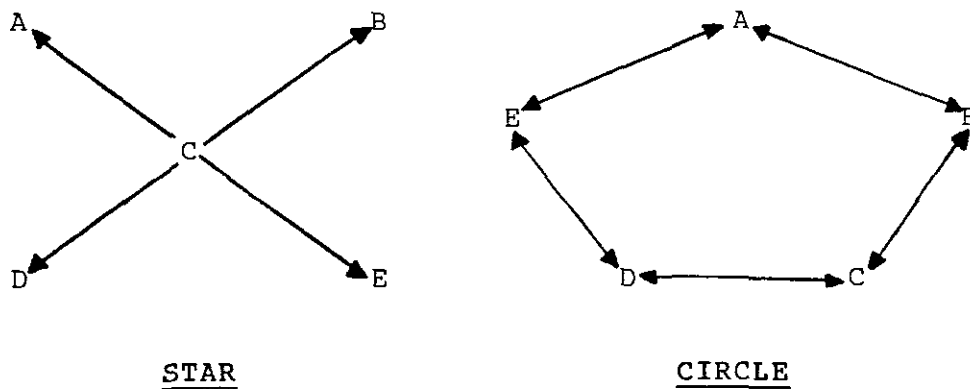


FIGURE 11 : TWO WAYS OF STRUCTURING COMMUNICATION

(SOURCE : Hersey, P and Blanchard K H, p 285)

In the star communication patterns where the autocratic structure is depicted, leader (c) is the only person who can communicate with the other 4 members of the group. They can also communicate with him but not with one another.

The star communication patterns is a one-way communication system dominated by a single leader. Whilst the star patterns may be faster than the circle, it offers very little participation in decision making by the group, thus resulting in poor morale, motivation and lack of commitment amongst group members. This is a leader-dominated system.

In the circle which is an open, democratic organisation offering participation by all members in the decisionmaking process, each member of the group is free to communicate all around the circle. There is a much greater participation, responsibility and commitment from each member. Although this pattern of communication may be slower than the star, it has a potential to develop involvement and commitment amongst group members and some sense of belonging.

Each of the above patterns of communication will have certain advantages and disadvantages. In real life situation, depending on the nature of the organisation, leaders will use a combination of both strategies depending on the situation.

The task of management in an organisation is to decide when the participative or directive strategies or a combination of both can be used to optimise the level of organisational performance.

2.6 THE STRUCTURE OF ORGANISATIONAL COMMUNICATION

Organisations have both formal and informal communication structures which complement one another.

Formal organisational structures refer to the arrangement of sub-systems within a system and in an organisation they represent the formal channels of communication. These formal channels of communication or interaction patterns provide for downward, upward and horizontal flow of information in an organisation.

According to Sikula (1976 : 100), downward, upward and lateral communication classifications refer to the directional flow of messages and information within a corporate structure (see Figure 12).

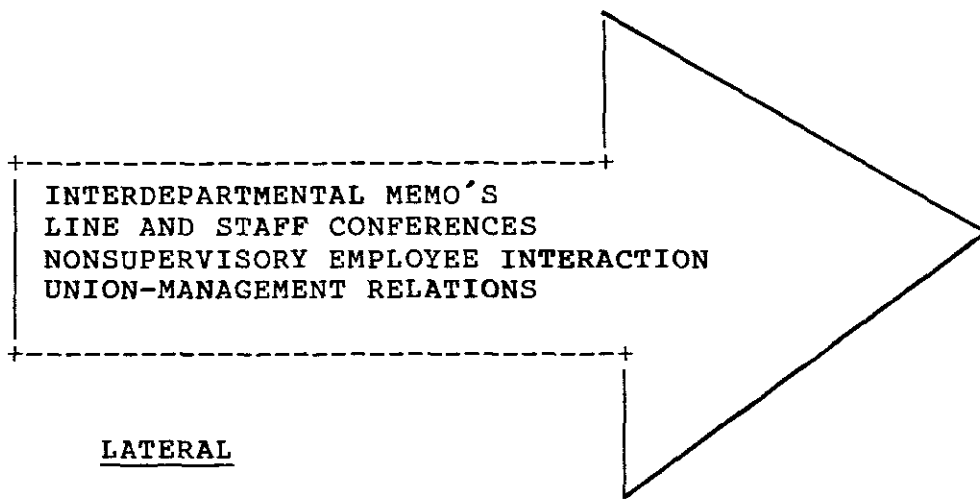
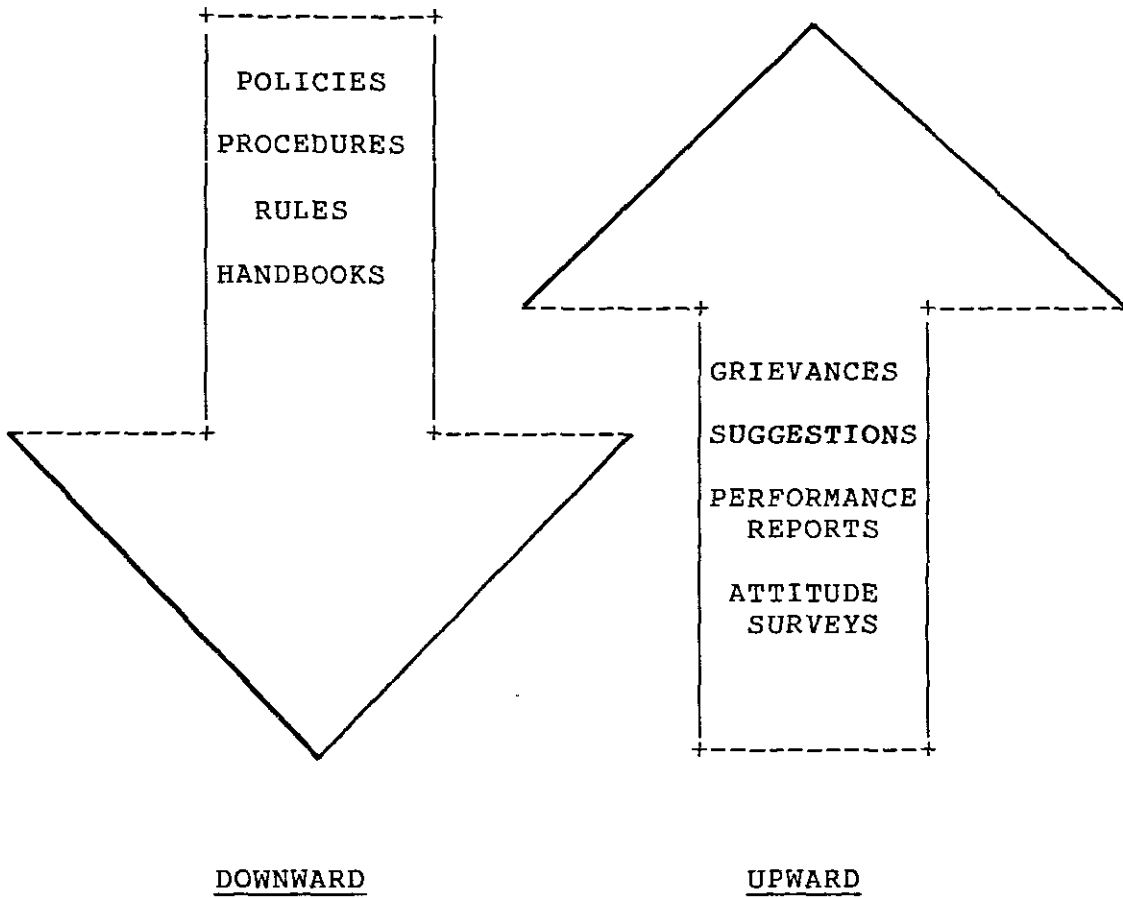


FIGURE 12 : THE DIRECTIONAL FLOW OF COMMUNICATIONS

(SOURCE : Sikula, A F, p 101)

2.6.1 Downward Communication

Downward communication refers to communications which flow from top management downward through the chain of authority. This is the traditional flow of information which implies line management authority. In this type communication, the importance of the organisational hierarchy is stressed.

Downward communication is essentially a management tool which is used for communicating such things as organisational policies, procedures, management decisions, rules, etc. Downward communication sets the tone for upward communication and plays an important role in determining the climate that will exist in the organisation.

2.6.2 Upward Communication

Upward communication refers to communication originating from the workers upward via the chain of authority right up to the higher levels of the organisation.

In most cases, the upward flow of information is an indication of the degree of participation the workers have in organisational activities. It serves to enhance downward flow of information in form of feedback.

Successful organisations often emphasize the importance of effective upward communication in improving employee morale and productivity.

Upward communication is mainly used to communicate suggestions, grievances, ideas, feelings, perceptions and technical feedback up the line.

2.6.3 Horizontal Communication

Horizontal communication is the most crucial form and flow of internal organisational information.

Tortoriello et al (1978) suggest that horizontal information has the following important functions in an organisation:

Co-ordination of task

Problem-solving

Conflict Resolution

Sharing of information

Interpersonal rapport

Increased use of horizontal communication may have the effect of undermining the vertical lines of communication.

2.6.4 The Informal Channel of Communication

Sikula (1976) states that an informal communication system is called a 'grapevine' because of its apparent haphazard growth and development.

It should be seen as healthy for an organisation to have both formal and informal channels of communication as the two systems are complementary. In most cases, the grapevine carries accurate information. Often, the grapevine will develop where the formal channels of communication are inadequate and ineffective.

It is advisable that management has contact with the informal communication networks so that any distortions and misrepresentations may be addressed.

2.7 INTERPERSONAL RELATIONSHIPS AS THE BASIS FOR EFFECTIVE COMMUNICATION

In stressing the importance of interpersonal relationships and of open communication, Sutermeister (1976 : 438) predicts that by the year 2 000, many industries will give as much attention to the quality of interpersonal relationships and the quality of communication as they currently do to the technological aspects of their business.

An atmosphere of mutual respect is a prerequisite to improved interpersonal relationships, open and honest communication. It is relatively easy to fix structural and systems problems, but very difficult to change people's attitudes, beliefs and perceptions. It is something which requires a great deal of skill and patience.

Two psychologists, Joseph Luft and Harry Ingham developed the so-called Johari Window in an attempt to increase the awareness and understanding of how individual behaviour may affect group processes and interpersonal relationships.

The Johari Window increases the awareness of one's behaviour and how it impacts on others, and likewise, increases the awareness of others' behaviour and the impact it has on self. This, therefore, means that the Window increases the understanding of group dynamics.

The Johari Window is particularly useful in facilitating the understanding of how a trust relationship can be developed in an attempt to improve interpersonal relationships in a group situation.

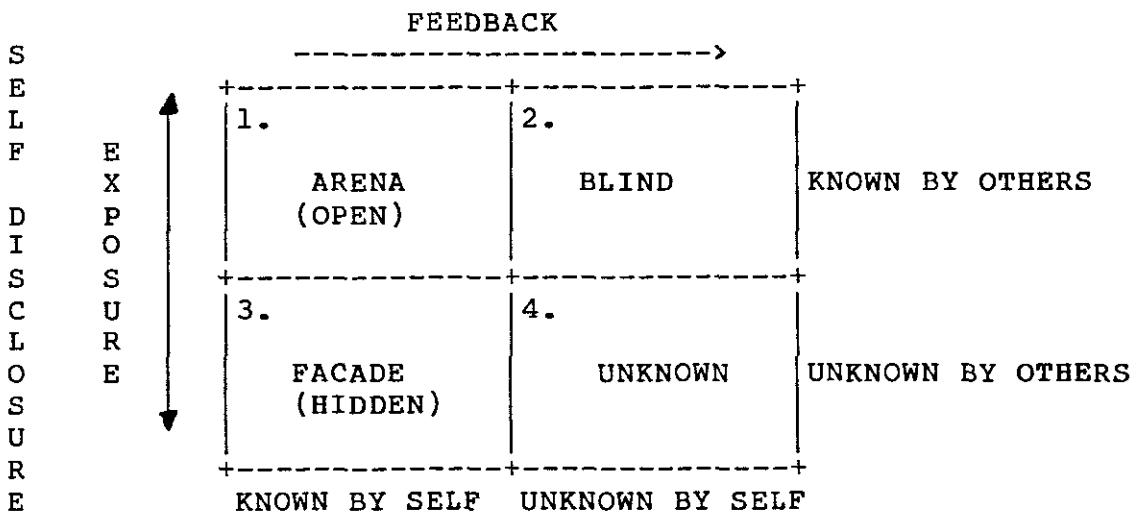


FIGURE 13 : THE JOHARI WINDOW

Quadrant 1 of the Johari Window contains information that is known by both the individual and others.

Quadrant 2 contains information that is known to others but not to the individual. This is also known as the blind spot.

Quadrant 3 contains information that is unknown both to the individual and others. This is also known as the Dark Area.

Quadrant 4 is commonly known as the hidden area or facade, it contains information that an individual keeps concealed from others.

Attention to group process is a major way of improving behaviour by increasing the size of Quadrant 1 while reducing the number of blind spots and the needs to preserve the facade (Huse and Bowditch : 1977).

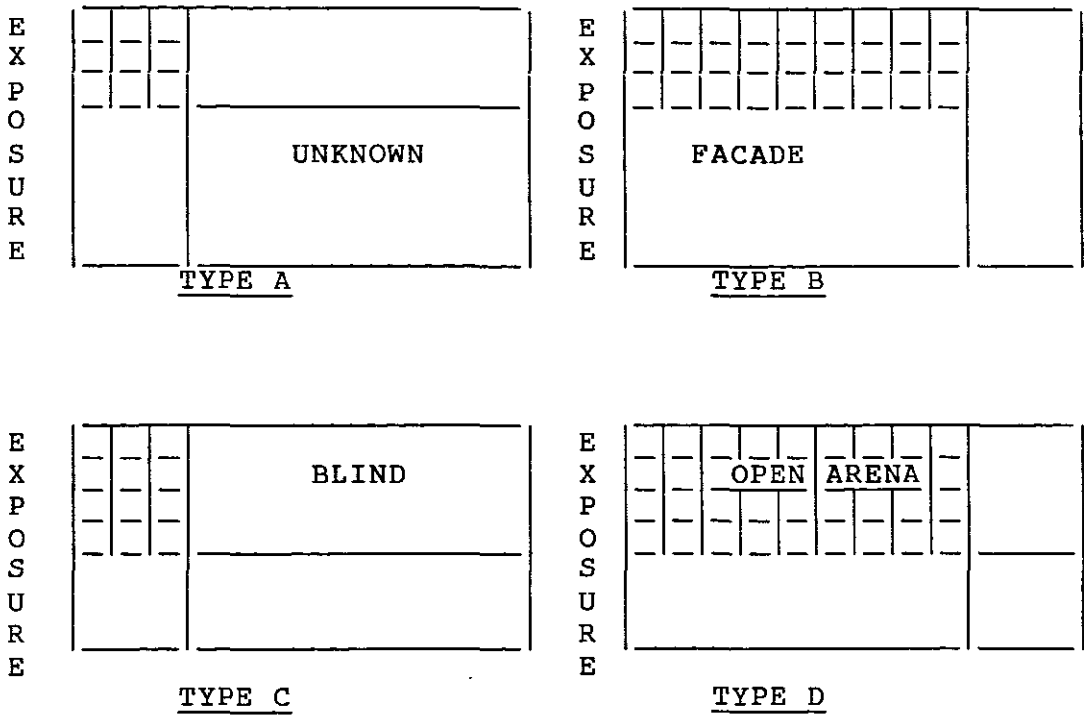


FIGURE 14 : (THE JOHARI WINDOW) - INTERPERSONAL STYLE

TYPE A

Characterised by a small quadrant 1 and a large unknown area. The unknown area dominates the relationship. This is an indication of an impoverished relationship which is often typical of impersonal, private, aloof and uncaring persons.

Because the individual is giving so little of himself, he also receives very little feedback from others.

This relationship would represent poor communication.

TYPE B

The hidden area or facade dominates this relationship.

This individual is high on asking for feedback but he is not disclosing any information. He is employing a probing ploy, yet he does not want to expose himself.

In this kind of relationship, the trust is eventually withdrawn by others due to the unwillingness of the individual to expose himself.

TYPE C

The blindspot dominates the relationship.

The individual gives too much of himself without asking for feedback from others.

This is typical autocratic boss/subordinate relationship where little use is made of others' contributions.

TYPE D

This relationship is dominated by what is commonly known as an Open Area, in other words, it is characterised by openness of the relationship.

This is the ideal type of relationship that will foster honest and open communication in an atmosphere of trust and mutual respect.

There is balanced use of giving and receiving which enriches the relationship. The relationship is characterised by the maximizing of the communication area and the level of trust is mutually high.

Feedback should be seen as a way of giving help to those who may need it and it creates the opportunity for the individual to learn more about the impact of his behaviour on others. This will reduce the blindspot.

The willingness by an individual to share some of his facade will also increase interpersonal trust and confidence amongst group members and thus improve the interpersonal communication relationships.

For management, the Johari Window is also useful in making one aware of one's leadership and interpersonal style.

2.8 THE COMMUNICATION PROBLEMS IN GENERAL

In a recent South African study by Nasser (1984), there is a clear indication that from middle management down, there is considerable ignorance on the part of all respondents to his survey on how the business functions, how the business revenue is applied and appropriated, and the general nature of the economics of business.

It may be true that to some people the dissemination of such information may be meaningless but, all the same, there seems to have been lack of initiative on the part of management to share such information.

According to Godsell (1986) in South Africa such ignorance is compounded by racial prejudice, low levels of functional literacy and a multi-cultural and multi-linguistic workplace environment. All these factors highlight the importance of effective information sharing in South Africa.

Katz and Kahn (1978) emphasize the aspects of co-ordination and co-operation as functions of effective communication. The accomplishment of organisational goals is dependant on the information and knowledge which both management and employees have on the overall functioning of the organisation. Communication should, therefore, be seen as the process which enables all other organisational processes to come about.

In his study of communication in South African industry, O'Meara identifies the following faults in the day-to-day business interaction:

- inadequate or unclear communication procedure;
- the problem of by-passing;
- not taking care in deciding who should be informed;
- not following standard company procedure;
- informing everyone except one's own department;
- not reading or listening properly and jumping to the wrong conclusion
- rushed, panicky or tardy action;
- lack of regular contact or meetings;
- poor oral delivery, mumbling, etc;
- long-windedness and verbosity;
- over-involvement with detail;
- aloofness in personal relationships;
- wrong attitude

Hall (1982) states that the different levels of thought on which the superior and subordinate operate create a communication gap. He identifies three main communication problems:

- i) omission (deletion of parts of the message) which could occur because the recipient of the message may not be able to grasp the entire content of the message
- ii) distortion of messages as they pass through the organisation, and
- iii) overload where the recipient cannot cope with all the messages and a filtering process has to be followed

Manning (1987) states that communication is difficult at the best of times. South Africa's current crisis makes it more difficult than ever. Yet it is quite obvious that unless manager/worker relations are improved - the enterprise system has little chance of survival. Manning (1987 : 58) adds that in our quest for mutuality, we must begin with the management of meaning.

The maintenance of effective communication in an industrial environment is not only difficult but requires a concerted and conscious effort on the part of management to continually strive to promote good communication relationships.

As Manning (1987 : 104) rightly puts it, South Africa is moving inexorably towards more bitter and more costly conflict. "For the sake of all of us, we must swing 180 degrees towards co-operation. In communication lies the only hope for our future. The supreme act of business war must be to create social peace".

CHAPTER THREE

A COMPARATIVE ANALYSIS OF INDUSTRIAL RELATIONS SYSTEMS:

AUSTRALIA AND SOUTH AFRICA

3.1 INTRODUCTION

The analysis attempts to look at the main areas of difference and similarity between Australia and South Africa with a view to highlighting some of the factors which could have an influence on the shopfloor relations. The comparison is going to focus, in the main, on the industrial relations (I.R) systems because shopfloor communications take place within the context of industrial relations. The comparative study will, therefore, look at the population composition, industrial legislation, government attitudes, the influence of cultural values, historical factors and the effects that all these factors can have on the industrial communication relationships. The analysis will also attempt to highlight the factors which determine the Industrial Relations climate.

The choice of Australia was not just arbitrary but the author's decision was influenced by the following factors:

- both Australia and South Africa have multicultural, multilinguistic and multiracial societies;
- both countries inherited the British trade union system and the trade unions in both countries play a major role in the regulation of industrial relations;
- the different forms of government, for example, the Australian Labour Governemnt (1986) and the South African Tricameral system of government (1986). The study intends to look at the possible effects of the different government systems on industrial relations;
- both countries have similar history, for example, the early conflict between the British settlers and the Aborigines in Australia and the early conflict between Blacks and Whites in the Eastern Cape and later in the rest of the country in South Africa. The analysis intends looking at the effects that these radical foundations in both countries may have had on the shopfloor relations;
- both countries compare favourably in so far as the industrial development and technological advancement are concerned;
- the differences in the population composition between the two countries was another reason for choosing Australia for the study;

The author also had an opportunity to visit Australia in 1986 on a study tour and two weeks of the tour were spent conducting this study, for example, visiting large industries, trade union councils, government departments in Geelong, Victoria. The data was gathered through interviews with employers, employees, trade unionists, government officials and also through participation in management/union meetings in various companies. The study was also supplemented by extensive reading on the respective industrial relations systems of Australia and South Africa and by the author's experience as an industrial relations practitioner.

3.2 HISTORICAL BACKGROUND

In 1788, the British Government saw Australia as the perfect site for a penal colony for the convicts who could not be accommodated in the overflowing British gaols. Being so remote, Australia offered convicts little chance for escape.

The native people of Australia, the Aborigines, were pushed into the arid regions of central Australia as the British Settlers occupied the safe coastal fringe of the continent. The growth was rapid and the years of exploration were followed by the establishment of agricultural industries and only in the 1960's did mining and industrialisation develop in Australia.

The rise of the trade union movement in Australia has its origins in Britain as the settlers had been members of the trade unions in Britain. Due to the working conditions which were pervasively exploitative and degrading, and the wages which were below poverty levels, the Australian trade unions developed very rapidly. Since then, the trade unions played a major role in improving the workers' standard of living by organising labour on a collective basis. The responsibility for the conduct of industrial relations devolved from the state to trade union and employer parties.

South Africa being an 'older' country, saw the development of the mining industry much earlier than Australia and due to the importation of labour from Britain, the British trade unionism was inherited. The early industrialisation in South Africa was, in the main managed by English-speaking South Africans. It was not until after the depression era of the 1930's that the Afrikaans-speaking South Africans left their farms due to poverty. Their resentment grew as they perceived the English capitalists to be displacing them with cheap black labour and this marked the beginning of the right-wing labour movement in South Africa. This forms an interesting contrast to the Australian trade union movement which developed from a socialistic/left-wing tradition.

The trade union movement in both countries has a common objective of protecting the interests of the workers. However, in South Africa the black trade unions, in particular, play an additional role of serving as a political mouthpiece for the black workers and, therefore, their role is not only limited to the shopfloor matters.

Due to restrictive industrial legislation only White, Coloured and Asian trade unions were offered legal recognition in South Africa. The Industrial Conciliation Act of 1924 excluded Black employees from the definition of employee. It was only in 1979 that Black employees were allowed to join the official machinery for collective bargaining.

3.3 INDUSTRIAL RELATIONS AND THE ROLE OF THE STATE

Australia remains a highly-unionised country and most union organisers remain aggressive in their demands for increased benefits for their members. Whilst membership of trade unions is voluntary, in 1986 nearly 60% of Australian employees were unionised. Most of the Australian trade unions are craft-based rather than industry-based as in South Africa.

In Australia, the power to regulate industrial relations is divided between the Federal Government and the States but Federal Law prevails where there is an overlap. The Constitution provides the Federal Parliament with the power to establish independent 3rd party machinery to deal with interstate industrial disputes through compulsory conciliation and arbitration. From this power emerged the Australian Conciliation and Arbitration Commission (ACAC) which is now the principal industrial relations and Wage Federation (W.F) institution in the country. This body has the statutory responsibility, in undertaking its dispute settlement role, to compulsorily prescribe and vary legally binding substantive conditions which set down minimum terms and conditions of employment for those bound by it.

There are strong political and economic ties between the ruling Labour Party (1986) and the trade union movement in Australia. Due to the highly interventionalist role of the State* in the regulation of industrial relations in Australia, the trade unions mainly play a policing role in order to see that there are no deviations from the laid down national conditions of employment. They also have power to bargain with each individual employer where, depending on the employer's capacity to pay more than minimum wages, there could be some improvements. Generally, an enterprise is subject to various Federal and State awards for different groups of employees, often depending on their union membership.

*In the Australian context, the use of the word "State" can be ambiguous. In this paragraph the word has been used in two different ways

In South Africa for many years, the White, Coloured and Asian unions have held a relatively strong vested interest in the industrial relations system legislated by the South African Parliament. The Statutory job reservation protected them from pay and skill erosion by Black workers. This reservation of jobs exacerbated the shortage of skilled manpower and, therefore, retarded economic growth. The training of Blacks as artisans was strongly resisted by White unions. This restriction tended to create organisational structures where all White employees filled the skilled positions and Blacks fell into the unskilled and, to a lesser extent, semi-skilled categories. In South Africa, despite high unemployment, there are also shortages of skilled labour mainly due to political factors rather than market forces.

3.4 STRUCTURE OF THE INDUSTRIAL RELATIONS SYSTEMS

Most Australian companies are bound by national awards laid down by the Federal or State governments. Awards can cover:

- individual company only (e.g aluminium industry)
- an industry (e.g oil industry)
- group of enterprises across industries (e.g Metal Industry Award)

In negotiating wage and substantive conditions agreements, employees and employers can be represented before commission tribunals by organisations which are registered with the relevant government agency.

In South Africa, the Labour Relations Act established industry-wide Industrial Councils on which representatives of employers' associations and trade union officials negotiate wages and substantive conditions of employment annually. There is also a large part of industry which does not operate under the auspices of the Industrial Council system.

In both countries, the agreements concluded are legally binding and carry criminal sanctions. The major difference is that in Australia there is strong intervention by the State whereas in South Africa the power to regulate industrial relations rests with the employee and employer organisations with minimum Government intervention. 1979 was the cornerstone in industrial relations history in South Africa because, for the first time, Black employees were allowed to join registered trade unions. This, therefore, means that in both countries, trade union membership is by law open to members of all race groups.

3.5 POPULATION COMPOSITION AND CULTURAL VALUES

Whilst the area of Australia is almost six times bigger than South Africa, much of the central and northern parts of the country are made up of arid areas where human settlement is difficult.

In 1986, the population of Australia totalled only 16 million and two-thirds of the population is concentrated in and around the coastal capital cities, namely, Brisbane, Sydney, Melbourne and Perth. These densely populated urban areas are a stark contrast to the sparsely populated interior. The successive Australian governments have encouraged immigration in order to improve the economy of the country. Immigration has been encouraged in order to expand the working population and to attract foreign capital and manpower skills.

Australia has a multiracial and multicultural society with European, Asian and African immigrants totalling nearly 50% of the total population. In contrast to South Africa, only 1% of the native people of Australia, the Aborigines, are still left in the country. The influx of migrants of different ethnic groups mainly from Europe and Asia has made Australia a multilinguistic and multicultural country.

Whilst this might sometimes cause serious breakdown in communication, there are generally good relations and inter-racial harmony on the shopfloor. The Australian trade unions have also introduced English literacy programmes in order to improve shopfloor communications between employees of different ethnic groups and between management and labour.

In 1986, South Africa's population totalled 30 million. Of the total population, Blacks constituted 72% and the remaining 28% comprises Whites, Coloureds and Indians in order of majority. Within each of the four South African race groups, there are different ethnic and language groups, each with its own culture.

The relationships between race groups both within and outside industry are in the main characterised by the "Them and Us" attitudes which are primarily reflected by racial and cultural differences. These stereotyping attitudes are reinforced by prejudice, actual discrimination, attitudinal differences, and the discriminatory laws which lead to social and political inequality. Inevitably, these stereotyping attitudes and prejudices are transferred to the workplace where interaction takes place.

In South Africa, the industrial environment is characterised by a climate of distrust, suspicion and confrontation modes of thought which invite escalation of threats, counterthreats and violence. This seems to be perpetuated by the perceived social and political inequality rather than by cultural differences.

3.6 THE BALANCE OF POWER

In Australia, the trade unions wield a far greater economic and political power than the South African trade unions. In 1986, this was even more so because of the ruling Labour Party which strongly supports the trade union movement in Australia. There is an important ideological interdependence between the Labour Government and the trade unions.

Due to the government protection of the White, Coloured and Indian trade unions in South Africa for many years, these trade unions have remained relatively passive. The legal recognition of the Black trade unions in 1979 has brought about drastic change in the industrial relations climate in South Africa as the Black trade unions are becoming more and more aggressive in their demands for improved working conditions for their members. This is partly due to the poorer working conditions of the Black employees due to discriminatory laws prior to 1979.

Secondly, the Black trade unions have, in addition to their struggle to protect and improve the interests of their members, assumed an important role in socio-political reform.

In South Africa, the industrial relations practices are regulated by the provisions of the Labour Relations Act which have a clear philosophy of self governance and are devoid of reference to race. The tragedy is that the Labour Relations Act is applied within a sociopolitical system which is characterised by inequity on the basis of colour. This situation causes a serious strife in labour/management relations as any dissatisfactions in social relations are brought to the attention of management.

Power is an important element in any negotiating forum as it is present whenever people interact. Kamfer (1985) states that an understanding of the nature of dynamics of power is basic to any analysis of industrial relations in general and of negotiating behaviour in particular.

3.7 COMMUNICATION STRUCTURES AT PLANT LEVEL

The plant level communication structures between the two countries are absolutely identical, even though the processes they use may, at times, differ.

In addition to the line management communication structures, unionised employees may be represented by works councils or shop steward committees in both countries. The common interaction processes used are negotiation, consultation, communication (information sharing) and joint problem solving.

Most of the Australian companies adopt a participative management approach and they have Employee Involvement Committees on the shopfloor which meet regularly to discuss productivity and shopfloor policy matters. These committees also meet with management regularly to review policy matters and to solve problems.

3.8 PROTECTION OF EMPLOYEE RIGHTS

The Conciliation and Arbitration Act of 1904 which gets amended regularly, provides for the regulation of industrial relations throughout Australia. It provides the basis for the formation, membership and recognition of trade unions.

In-house agreements, for example, disciplinary codes and grievances procedures, are negotiated at plant level between management and the shop steward committees in the same way as it happens in South Africa. The Australian Conciliation and Arbitration Commission is responsible for preventing and settling labour disputes extending beyond the borders of one State. Similar agencies called Industrial Tribunals have jurisdiction within the states. The Federal Government has also created other agencies to help foster good Industrial Relations and to settle disputes. The Australian Industrial Court is an example of such agencies. It is, therefore, difficult to arbitrarily dismiss an employees without the company running the risk of being brought before an industrial tribunal or the Australian Conciliation and Arbitration Commission.

In South Africa, the Labour Relations Act provides adequate protection of employees and it identifies, amongst other things, the following rights of employees:

- freedom of association, that is, the right which an employee has to join a union of his choice;
- the right to collective bargaining, that is, the right to be represented;
- the right to work;
- the right to withhold labour (strike) once all the legal machinery has been followed;
- the right to protection in as far as safety and security are concerned;
- the right to training and development

In addition to the provisions of the Labour Relations Act, the Industrial Court hears alleged cases of irregular and unfair labour practices such as unjustified changes in the established labour patterns of an employer, or other actions which threaten industrial peace or lead to dissatisfaction.

At plant level inhouse agreements are negotiated between management and shop steward committees or works councils, for example, disciplinary codes, grievance and appeal procedures.

3.9 GENERAL REFLECTIONS IN RELATION TO COMMUNICATIONS

Discussed below are some personal observations and general reflections which were made by the researcher in relation to the quality of industrial communications in both countries:-

- * Both Australian and South African shopfloors are characterised by conflict. However, the Australian shopfloor reflects substantive conflict -- that concerned with the scarce resources. (Guetzkow and Gyr : 1954).

- * The South African Black trade unions are still at a transition phase and the majority of the shop stewards lack communication and negotiation skills. This tends to put a strain on the effectiveness of management/worker interaction.

- * Most of the Australian trade unions are craft-based rather than industry-based and, therefore, representation is related to the employee's trade. In South Africa most of the White unions are craft-based and the Black unions are industry-based. This is due to the current distribution of skills where most White employees are skilled tradesmen or professional people whereas the majority of the Black labour force is unskilled and semi-skilled. Due to this distribution of employees in the hierarchy of the South African organisations, communication seems to flow downward from White to Black. Inevitably the prejudice, attitudinal differences, cultural differences and language barrier become serious problems.

- * In an attempt to improve shopfloor communications, some Australian trade unions have introduced English literacy programmes for their members who are non-English speaking. In South Africa, literacy training is perceived to be the responsibility of the employer.

* The racial conflict depicted in the history of both countries has considerably de-escalated in Australia because of the negligible numbers of Aborigines in the country (1%) and the absence of discriminatory laws on the basis of race. In South Africa the early conflict between Black and White has not been forgotten yet because apartheid is still in force and the Black people who are discriminated against happen to be in the majority (+- 72% of the total population).

3.10 IMPORTANT INFERENCES DRAWN UP FROM THE ABOVE ANALYSIS

From the above study, the following inferences can be drawn:

- Due to the absence of other platforms in South Africa, the company effectively becomes the only place where all employees have a voice;
- Throughout the world, trade unions in varying degrees, act as catalysts for sociopolitical reform;
- Workers perceive the role of management to extend beyond the workplace, that is, getting involved in community issues as well;
- There can be no meaningful negotiation without dialogue;
- Management must be prepared to discuss or to listen with understanding and empathy to sensitive non-work related issues raised by employees;

- The workplace is the only place where people of different cultures, religions, race groups, creeds and sexes meet for a common purpose - and there MUST be interaction;
- The management of industrial relations is inextricably tied up with the sociopolitical developments that are taking place in any country; and
- Social and political frustrations are vented against anybody who is perceived to be a symbol of authority.

3.11 CONCLUSION

An organisation must be seen as an open system, because it exchanges inputs and outputs involving information, energy and materials with its environment (Kast and Rosenzweig, 1979). Industrial communication does not take place in a vacuum but in an industrial environment which is part of the broader sociopolitical environment. The environmental influences will, therefore, have an effect on the communication relationships within an organisation.

The above analysis clearly indicates that the sociopolitical and economic systems can have a major effect on industrial relations. Both management and labour need to be aware of these contextual influences and problems since they have an effect on the quality of their communication relationships.

Managing an organisation effectively where values, expectations, behaviour as well as objective realities are rapidly changing, puts a premium on an organisation's management, data gathering, communication and even on their organisational, as well as design functions, and on the sensitivity, creativity, decision making, and coping skills of its managers (Kamfer 1985).

The working environment is a particular area of South Africa which has been dramatically affected by the socio-political changes taking place, therefore managers are having to face the realities and practicalities of managing complex problems of a society undergoing transformation. Difficult as it might be, management needs to nurture its role as communicator to employees and not to surrender this to external organisations.

The following extracts from the journal of the Australian Council of Trade Unions are an indication of the role played by the Australian trade unions in facilitating shopfloor communications through the introduction of English-on-the-job programmes. This is because Australia, like South Africa, has a multilinguistic and a multiracial society. What is interesting is that these English-on-the-job programmes are run by trade unions rather than by management in Australia whereas in South Africa, literacy programmes are seen to be the responsibility of management.

ENGLISH ON-THE-JOB

Language: a tool in the defence of trade unionism

English on-the-job is an important tool in the overall strategy of defending trade unionism.

THE 1985 ACTU Congress adopted a strategy to defend trade unionism.

The Congress recognised that union-busting tactics, efforts to destroy the centralised wage fixation system, privatisation of public sector activity, anti-union employment practices and general attacks on the union movement were a serious threat to the living and employment standards of workers and unionism in Australia.

Education, special efforts to recruit union members and the strengthening of workplace organisations were seen to be essential responses by trade unions.

Such a program will be effective only if all workers understand and participate in decisions which effect them.

With more than one-third of the workforce born overseas, it is most important that trade unions step up their campaigns to ensure that all workers, including recently arrived refugees and immigrant unionists, have the opportunity to learn English on-the-job.

In the past 12 months there have been significant gains in expanding such opportunities.

An award variation

On March 11 1985, the New South Wales State Industrial Commission approved a variation by consent of the Water and Sewerage Employees (W&SEU) Award. It now reads:

"English Language Tuition Leave.
(a) The board shall grant em-

ployees of non-English speaking background and who are unable to adequately communicate in the English language, time-off without loss of pay during normal working hours to attend English language classes conducted by the board or any other recognised statutory authority.

"(b) The type, duration and extent of such courses shall be as developed in consultation with the Adult Migrant Education Service or other recognised authority"

An outworkers agreement

An agreement was signed between Fenner Fashion and the NSW Clothing and Allied Trades Union to ena-

ble migrant women to attend 100 hours of English lessons. The employer undertook to pay \$10,000 towards the wages of the women while they attend classes.

This is an important development because of the significant direct contribution by an employer. It is also the first of such agreements committed to paper and registered. All affiliates are encouraged to enter into similar agreements, which could be used to:

- Establish an industry standard for the provision of English classes.
- Provide guidelines for negotiation of classes.
- Form a basis for variations to awards.

The Victorian Trades Hall Council has prepared a draft agreement which is available to affiliates.



Cartoon: Simon Kneebone

A national campaign

State branches of the ACTU in Western Australia, South Australia and Victoria are conducting campaigns to vary awards (e.g. a further 36 awards have been varied in NSW), sign agreements and generally expand the program. English on-the-job courses have increased by 30 per cent in NSW.

Tripartite committees

The Minister of Immigration and Ethnic Affairs set up state tripartite committees at the end of 1985 to: provide advice on the promotion and coordination of the program; advise on priorities; advise on new locations; advise on the needs of both workers and employers; evaluate and monitor the progress of the program as well as consider new avenues of activity and research proposals.

On-the-job committees

At the factory or workplace where the courses are to be conducted, it is the recommendation of the ACTU that a committee be set up to:

- Identify all who would like to participate in the program.
- Help in finding accommodation for interviews of workers by the teacher.
- Ensure that all workers are given the opportunity to attend classes e.g. at the beginning of a program all workers may not be able to start immediately. There will be need to ensure ongoing access to classes.
- Ensure that suitable facilities are available for teaching and teachers.
- Help in setting up an orientation session involving shop committee

and management; introduce teachers to shop committee and management; ensure that an explanation of teaching methods and an outline of the role of the shop committee in the workplace takes place.

- Request the teacher to consider making regular reports to the shop steward.
- Keep its members informed on the program and its development (leaflets, shop committee meetings, etc.).
- Ensure that there is no victimisation among those attending the program i.e. being given punishment jobs, etc.
- Negotiate with management the release of workers to attend English on-the-Job program.

The future

The trade union movement has 14 specialised staff appointed under the migrant workers rights scheme. These staff, together with a number of other staff and industrial officers, have the development and expansion of English on-the-job courses as a top priority.

Variations of awards, negotiated agreements, and integration of courses into other campaigns, are the main strategies for the implementation of ACTU policy.

The strategies are based on: increasing the numbers of workers attending courses; extending the resources available to the program; increasing the number of hours for each course; participation of the union movement in the organisation of such courses.

Putting into operation strategies to control union attacks will require an informed and aware union membership.

— by Alan Matheson,
ethnic liaison officer



Cartoon: Simon Kneebone

Success for English-on-the-job



Ilonka Nadjerdji: I know now that he was telling me to listen when he was telling me the word for 'ears'. Photo: Melissa Wolfe

FOR Ilonka Nadjerdj, a 43-year-old Melbourne process worker, English on-the-job classes mean much more than breaking down social barriers.

A member of the Australian Railways Union, Ilonka is a winder in the Spencer Street STA workshops. Seventeen years ago, in Yugoslavia, she was a teacher.

Ilonka is a Hungarian national. When she came to Australia on the Achille Lauro with her husband, neither of them could speak a word of English.

"There were English classes on the boat," she says, "but the teacher spoke to us in English. He didn't speak Yugoslav and I know now that he was telling me to listen when I thought he was

telling me the word for 'ears'."

When they first arrived in Melbourne, Ilonka and her husband carried a dictionary everywhere, even to the corner shop, in case they had to buy something they couldn't see on a shelf. She worked in a meat factory for two years while learning English at a night class.

"When you are a new Australian, you are just a hard worker," she says. "You are not even a person. We had duplicates of simple forms from the Achille Lauro and we carried them everywhere — name, address, country of birth. But in the second year we had to fill out our taxation. Imagine! It was difficult . . . but we did it."

Ilonka is looking forward another 100 hours of English classes in 1986. "I would like to clean up my pronunciation," she says. "It is very 'woggy'. I think I would like some more sophisticated equipment so I can listen to the language and help my own pronunciation: Headphones, so they can tell you where you are going wrong."

"I love the English language, I'd like to do it better. I don't know what to do with my teaching diplomas. It's very hard to go in and say: I'm a teacher, give me a job. They would say: You can't be, you don't speak very good English."

"I would love to go back to teaching kids. I always loved kids. Perhaps I could go back as a teacher's aide. But whenever I open my mouth I know they know I'm not English."

Ilonka is hurt when some co-workers accuse her of bludging, spending government money on useless English classes.

"I think the ones who don't want to go don't need it," she says. "I need it so I can do a little bit more than be a process worker. I like social work too but I don't know where to turn or who to ask where to go."

"I applied for another job, a clerical position, but they gave it to someone else. I have the skill for a clerical job, but not the practice. In Yugoslavia I had a secretary to do that for me." After 15 years as a process worker, Ilonka does not enjoy her work as much as she used to.

"Fifteen years in the same job is a long time," she says. "In teaching, every moment of every day is different."

What would life have been like for Ilonka and her husband if neither had learned to speak English?

"We would be laughed at all the time, or made fun of," she says. "Not just by Australians. Anybody makes fun of you when you don't understand English and you don't pronounce things properly."

— reprinted courtesy
'Women at Work'

CHAPTER FOUR
RESEARCH METHODOLOGY

4.1 INTRODUCTION

This study deals mainly with management's and workers' perceptions of the communication relationships, structures and processes. As has been clearly shown in Chapter 2, perception and communication are inextricably linked. Huse and Bowditch (1977 : 118) point out that the processes of perception and communication form a system.

The literature research survey has also reflected on some of the general communication problems that face the South African industry. This survey has established a valid and essential theoretical base for the study.

Two basic research instruments are used to gauge the perceptions of management and workers respectively, namely:

- i) the questionnaire, and
- ii) the interviews

In addition to these two instruments, a brief comparative analysis of the industrial relations and the effect they have on the industrial environment in which communication takes place was undertaken. According to Popenoe (1983), a single in-depth study may combine several instruments. This comparative analysis was done mainly through observations, interviews and literature survey.

The study was also conducted against the background of the company's stated philosophy. (See Annexure 4)

The interviews took place during the offcrop season when all the employees were doing dayshift work. The problems related to shiftwork, for example, drowsiness, and so on, were obviated.

Interest amongst the respondents remained high throughout the interview period which lasted four weeks. This could be attributed to the nature of the study which was of interest to both management and workers, and sufficient consultation by management on the aims of the study.

The next chapter deals with data summary and analysis separately. Due to the volume of data collected, it was considered necessary to deal with data analysis in a separate chapter, even though it is part of the research methodology.

4.2 THE RESEARCH DESIGN

The design of the questionnaires for personal interviews and the process followed in conducting the interviews is based on the guidelines developed by Bailey (1982) on the construction of a relevant questionnaire. Bailey identifies 3 facets in the relevance of the questionnaire, namely:

- i) relevance of the study's goals
- ii) relevance of questions to the goals of the study
- iii) relevance of the questions to the individual respondent

4.2.1 The Sample

In order to ensure that the information is obtained from a representative sample which includes employees of all levels and from all the departments, a stratified sample was carefully selected. Yates (1949 : 9) stresses the importance of securing a sample, which, subject to limitation of size, reproduces the characteristics of the population especially those of immediate interest as closely as possible.

At the time of conducting this study, the complement of permanent employees in Mill F was 528 and a total of 387 employees participated in this study. The total sample may be represented in the form of the following table:

CATEGORY OF EMPLOYEES (by Paterson Grade)	NUMBER	%
Senior Management (LD2 and up)	10	2.58
Middle Management (UC4 - LD1)	20	5.17
Skilled Employees (LC1 - LC3)	65	16.80
Semi-Skilled and Supervisory Employees (UB4 - UB5)	32	8.30
Semi-Skilled Employees - Automatic Decisions (LB1 - LB3)	110	28.40
Unskilled Employees (A1 - A3)	150	38.75
TOTAL	387	100

N = 387 N.B: ALL HEADS OF DEPARTMENTS PARTICIPATED IN THE STUDY

TABLE : 6 BREAKDOWN OF MILL F. LABOUR COMPLEMENT

In selecting the stratified sample, factors such as age, sex, educational standard, occupation, job grade and department were taken into consideration in order to ensure a representative sample. Also, employees were selected from supervisory and non-supervisory categories.

The method of stratified random sampling suggested by Gardner (1978 : 98-100) was used. Due to the considerable variation within each of the identified strata, a large sample was required and this is why 73.3% of the total workforce formed the sample.

The number of employees selected from each department, grade and job category was proportional to the numbers in these sub-parts. Other important considerations were union membership, membership of a Shop Steward committee or works council, nationality and language group. This was to ensure sufficient representation of the subgroups within the strata.

The sample was limited to permanent employees who had been employed by the Company for a minimum of 1 year. The employee profile in Chapter 1 (1.5.4) gives an indication of the breakdown by age, education, service, race and grade at the time of conducting the interviews. Table 5 also shows the trade union membership in the mill as at 1 March 1986.

Employees were selected at random from the manpower complement list by means of company numbers. Care was taken to select candidates from each grade category in terms of the company job grading system. Proportional representation was also ensured on the basis of work shift and employee's department.

4.2.2 The Questionnaire

Penrod (1983) points out that in survey techniques and particularly in interviews and questionnaires, the data comes from respondent's self reports, therefore, the element of the researcher's subjectivity is greatly reduced.

In designing the questionnaires for senior management and for the rest of the workforce respectively, five factors were taken into consideration:

- i) the literacy levels of the workforce was an important consideration in formulating the questions and in structuring the interviews;

- ii) the respective communication roles and responsibilities of management and the workers, that means that whilst the entire workforce has a responsibility to communicate, management has an added responsibility to manage and co-ordinate communication;

- iii) the employee distribution by numbers in the hierarchical structure, that is, there are greater numbers in the unskilled and semi-skilled levels and relatively lesser numbers in the skilled and management levels;

- iv) the cultural aspects of the interview, for example, Black and, to a lesser extent, Indian employees, especially in the unskilled and semi-skilled categories tend to feel less comfortable with individual interviews;

- v) the language aspect necessitated the translation of the employees questionnaire into Zulu in order to facilitate the understanding of questions by unskilled and semi-skilled Black employees.

As will be seen in Annexures 2 and 3, the employee questionnaire makes use of both closed response method as well as open-ended questions. The senior management questionnaire has only open-ended questions (see Annexure 1).

The questionnaires, except for the senior management questionnaire, are divided into nine sections as indicated in Annexures 2 and 3:

- i) Receiving Information
- ii) Sending Information
- iii) Feedback of Information
- iv) Interpersonal Relationships
- v) Individual Impact
- vi) Channels of Communication
- vii) Sources of Information
- viii) Communication Problem Areas
- ix) Recommendations for Improvements

These are rather lengthy questionnaires, but since the study was of particular interest to all employees in the mill, and was also aimed at improving the quality of work life, it was considered necessary to cover various aspects of communication.

The senior management questionnaire was designed with the consideration of the role and function of management in promoting effective communication. Whilst it also asked for their perceptions, it concentrated on the perceived communication issues and the recommendations for improvements.

4.3 THE INTERVIEWS

4.3.1 The Interview Design

The purpose of the focussed interview was to glean information in the face-to-face situation and thus enabling the interviewers to collect data required by the researcher for analysis.

Like all other measuring instruments used by social scientists, the focussed interview can never be perfectly objective and free of error. It is, therefore, important that the interviewer must be aware of his own biases, prejudices and subjective emotions.

Merton, Fiske and Kendall (1956) distinguish four characteristics of a focussed interview:

- i) the assumption is made that the respondents have had experience or have been involved in the situation, being researched, that is, in this case all the participants were permanent employees who had been employed for at least one year;
- ii) a research hypothesis had been developed and the interview was aimed at eliciting data in this regard;
- iii) analysis of the situation would seem to indicate an area of inquiry;
- iv) the interview focusses on the subjective experiences of the respondent as they relate to the specific situation under study, that is, both management and workers gave their perceptions in this study

The questionnaire was used as a guide during the interviews. A total of 377 employees were interviewed by trained interviewers in small groups of not more than twelve people. The ten members of senior management completed a different individual questionnaire (see Annexure 1) followed by individual interviews conducted by the researcher.

The purpose of the interviews and the benefits thereof in improving employee relations were communicated to all members of management, employee representatives and all permanent employees. Management also gave full support to the study and this was demonstrated by allowing interviews during company time, full pay for the time spent by employees at interviews and by sponsoring the researcher to conduct this study. The positive response and co-operation was largely attributed to these factors.

The covering sheet of the questionnaire clearly explains the purpose of the questionnaire and the instructions on how to respond. It also stresses the confidentiality of the exercise.

A pilot study was conducted with twenty employees in order to test out the questionnaire and the procedure. Gardner (1978 : 22) points out that a pilot study is intended as a strict test of the survey design and data instruments.

The questions were led by one interviewer at each session and the other two helped those employees who needed assistance. An overhead projector was used as a visual aid to illustrate the way the questionnaire should be completed.

Kahn and Cannel (1957) stress the importance of taking into consideration bias, race, working class background, sex and religion in conducting the interviews.

Each interview lasted 45 minutes to one hour. At the end of the interviews, the respondents were thanked for their co-operation.

4.3.2 Selection and Training of Interviewers

In order to make the interview less threatening and to alleviate the problems of bias, a second year university student of Social Science and two other "neutral" members of the Personnel Department were selected.

They were all trained by the researcher on how to use the research instruments and also on how to conduct the interviews. Walizer and Wiener (1978 : 286) conclude that since interviewing involves human interaction, the potential for problems is perhaps even greater than with mailed surveys. Further, they warn that the face-to-face interviews should be designed in such a way that the results of the study are not a consequence of the behaviour, appearance or interference of the interviewers.

The same examples were used throughout the interviews in order to ensure common understanding of the questions.

Language proficiency, race and interpersonal skills were considered important criteria in selecting the interviewers.

Considering the status, the level of maturity and the critical role in managing communications, the senior management follow-up interviews were conducted by the researcher himself.

4.3.3 The Interview Setting

The interviews were conducted in the training centre away from the work situation. The mill training centre offers a quiet, comfortable and fairly relaxed atmosphere.

A circular seating arrangement was designed to put the respondents at ease and to avoid the perception of a "class-room" set-up. There were no pressures brought to bear on the respondents as the interviews were conducted during company time.

Supervisory and non-supervisory employees were not mixed in groups. This alleviated the problem of a threatening interview environment.

The senior management group were interviewed privately in their offices. The telephones were disconnected and the precautions were taken to minimise the problem of interruptions.

All the above precautions regarding the methodology, the research design and the training of interviewers were aimed at alleviating the problem of bias, reliability and validity in conducting research. Bias is particularly high in a personal interview situation due to individual prejudices, perceptions, attitudes, emotions and value judgement. Gardner (1978 : 77) defines reliability as a measure of the consistency of repeated measurements under comparative conditions. He further defines validity as the veracity or truthfulness of the data compared to acceptable criteria.

The problems of bias, validity and reliability were greatly reduced by structuring the interviews in such a way that the interviewers used the questionnaire as a guide and the same examples were used throughout the interviews.

4.4 COMPARATIVE ANALYSIS

Popenoe (1983 : 41) states that a comparative analysis is not a special technique in itself but a particular research strategy. He describes the term comparative analysis as the research involving the comparison of more than one social systems.

Popenoe (1983 : 41) also refers to the comparative study of two or more nations as cross-national research.

The comparative analysis of the industrial relations systems between South Africa and Australia and the effects they have on the industrial environment, is a cross-national research study.

The methods of eliciting information were observations, literature surveys, informal interviews with management, shop stewards and employees on the shopfloor, information supplied by companies, government departments, university officials and the trade union council, and so on.

As with other forms of research methods, objectivity and bias are major problems facing the researchers in this type of analysis. It is, therefore, essential for the researcher to be aware of his attitudes and emotions especially in conducting interviews, analysing and interpreting data, and so on.

4.5 PERSONAL OBSERVATIONS AND IMPRESSIONS

In between the interviews, the researcher had regular meetings with the interviewers in order to ensure uniformity and consistency in the application of the research instruments. The second objective was to boost their morale. This was necessary as the repetition of one exercise could lead to frustration.

There were no signs of undue pressures on the employees participating in the study either internally or externally.

CHAPTER FIVE

DATA SUMMARY AND ANALYSIS

5.1 INTRODUCTION

The main aim of data analysis in social research is to attempt to gain insight and understanding into the phenomenon under investigation. This may be achieved through systematic classification and categorisation of data according to emerging response patterns. Not all the obtained data may be significant and relevant to the study under investigation but the researcher needs to keep on checking his hypothesis, basic assumptions and study objectives against the data in hand.

The method used in analysing the data is a prime factor in the interpretation process. It is, therefore, important for the researcher to be pro-active and plan ahead for the interpretation of data. Treece and Treece (1982 : 321) point out that meaningful interpretation of research findings hinges on correct analysis of data.

In this study, the researcher intends analysing the managements' and employees' perceptions of the communication structures, processes and relationships in Mill F. It was, therefore, considered that a semi-structured questionnaire focusing on the structures, processes and quality of relationships would be the best instrument for collecting data. The questionnaire formulated for management and employee interviews consisted of both closed and open-ended questions.

Jicks (1979) recommends a technique which is referred to as "triangulation", that is, a complementary use of qualitative and quantitative methods. The qualitative method provides a richer description and deeper meaning than is possible by means of a quantitative method. On the other hand, the quantitative method gives a frequency distribution of responses through the analysis of numerically coded data.

The aim of this chapter is to present the data obtained from the interviews whilst the next chapter will focus on the interpretation and classification of data.

5.2 METHODS USED FOR ANALYSING DATA

Due to the closed nature of some of the questions in the questionnaire, the respondents were limited to choose amongst the predetermined responses (see Appendices 2 & 3). The responses to the closed questions were analysed by means of the computer, using the SAS* programme due to the large size of the sample and the size of the questionnaire. The SAS computer programme provided the following information:

- i) Frequency distribution for the total sample of responses to each closed question in the questionnaire. The information was presented in the form of numbers, percentages and cumulative percentages on a computer print-out

* SAS stands for Statistical Analysis System

- ii) Cross-tabulations of employee grade, work-shift and department with every closed response item in the questionnaire. This breakdown was presented in form of a table on a computer print-out.

The closed questions in the employee questionnaire provided a choice amongst four responses. In order to facilitate data analysis and interpretation, the responses 1 and 2 of the questionnaire were considered negative whilst responses 3 and 4 of the questionnaire were considered positive (see Annexure 2).

The management questionnaire was relatively shorter and due to the fewer number of people at managerial levels, all the responses to the management questionnaire were analysed manually by the researcher. Use was made of data analysis sheets for summarising the data which was later tabulated.

TABLE 7 : BREAKDOWN OF SAMPLE BY RACE AND GRADE

ACTUAL NUMBERS						% DISTRIBUTION				
GRADE	BLACKS	WHITES	COLOURED	INDIAN	TOTAL	GRADE	BLACKS	WHITES	COLOURED	INDIAN
E	-	4	-	-	4	E	0	100	0	0
UD	-	4	-	-	4	UD	0	100	0	0
LD	-	12	-	-	12	LD	0	100	0	0
UC	1	19	-	-	20	UC	5	95	0	0
LC	7	41	3	14	65	LC	10.8	63	5	21.2
UB	20	2	-	10	32	UB	62.5	6.25	0	31.25
LB	88	2	-	10	100	LB	88	2	0	10
A	148	-	-	2	150	A	99	0	0	1
TOTAL	264	84	3	36	387					

5.3 DEMOGRAPHIC INFORMATION

The demographic data given below relate to the sample used for the study and should be read in conjunction with the employee profiles in Chapter 1 (1.5.4)

TYPE OF QUESTIONNAIRE	NUMBER OF EMPLOYEES	%
Senior Management Questionnaire	10	2.58
English Questionnaire	105	27.14
Zulu Questionnaire	272	70.28
TOTAL	387	100

N = 387

TABLE 8 : SPLIT IN THE USE OF ENGLISH/ZULU QUESTIONNAIRE

5.4 SENIOR MANAGEMENT RESPONSES

Since the questionnaire used for collecting data from senior management was different from that used for the rest of the workforce, no direct comparison of responses was made. However, the respective perceptions and comments were noted and reported on. This questionnaire contained only open-ended questions.

Whilst the comments, views and ideas recorded were those of the respondents, inferences and interpretations were of necessity, those of the researcher. Where the responses were unclear and/or ambiguous, the researcher clarified his understanding with the respondents in the follow-up interviews. Due to relatively fewer people at senior management level, it was possible for the researcher to check the correctness of his interpretation with each respondent. Not only was the content checked, that is, "what was said", but the context was also checked, that is, "how it was said".

The verbatim responses indicated in the following table (Table 9), were those which were often repeated by the respondents and were thus viewed as significant. The frequency of positive and negative responses in terms of the level of satisfaction with each item in the questionnaire was highlighted in order to facilitate the reporting of senior management's responses.

In most cases, irrespective of whether the level of satisfaction was high or low, both the positive and negative comments were made. These were recorded as they were perceived as either opportunities (strengths) or threats (weaknesses) in the communication systems. In addition to the recommendations put forward by the respondents for improvements, some of the perceptions expressed were used in the formulation of guidelines for addressing the communication problem areas.

TABLE 9 : SENIOR MANAGEMENT RESPONSES

ITEM	DEGREE OF SATISFACTION		REPEATED RESPONSES
	% LOW	% HIGH	VERBATIM EXAMPLES
1. <u>COMMUNICATION BETWEEN HEAD OFFICE & MILL</u>	14%	86%	<p><u>Positive responses:</u> -"Generally this is not a problem" -"There is very little involvement of Head Office in the day-to-day running of the Mill"</p> <p><u>Negative responses:</u> -"Sometimes information is not received timeously due to the long chain of command and Group involvement"</p>
2. <u>COMMUNICATION BETWEEN DEPARTMENTS</u>	70%	30%	<p><u>Negative responses</u> "The plant is too big. This makes communication difficult" "There are inadequate communication forums e.g between Assistant Process Managers and Plant Engineers, etc"</p> <p><u>Positive responses</u> "Due to the high calibre of senior personnel, senior management is often on the same wavelength"</p>
3. <u>COMMUNICATION BETWEEN DIFFERENT SECTIONS WITHIN DEPARTMENTS</u>	8%	92%	<p><u>Positive responses</u> "Generally this is not a problem"</p> <p><u>Negative responses</u> "Some line managers/supervisors lack communication skills"</p>
4. <u>COMMUNICATION BETWEEN VARIOUS LEVELS OF LINE MANAGEMENT</u>	83%	17%	<p><u>Negative responses</u> "Some line managers do not attach importance to communication - they are too task orientated" "There is poor reception checking by management" "There are ineffective line communication structures below Foreman/Superintendent level" "Time constraints and work pressure hinder good communication" "There is a tendency to want to communicate only good news" "Management often do not keep records of communication"</p>

<u>ITEM</u>	<u>DEGREE OF SATISFACTION</u>		<u>REPEATED RESPONSES</u>
	<u>LOW</u>	<u>HIGH</u>	<u>VERBATIM EXAMPLES</u>
5. <u>COMMUNICATION AT VARIOUS LEVELS IN THE WHOLE ORGANISATION</u>	71%	29%	<u>Negative responses:</u> "The Group is too large" "There are too many 'political' issues which block information" "The organisational culture changed after the merger of the two sugar companies in 1982"
6. <u>COMMUNICATION WITH EMPLOYEE REPRESENTATIVES</u>	91%	9%	<u>Negative responses</u> "There is a wide communication gap between management and employees due to lack of trust and mutual understanding" "Management does not accord due recognition to employee representative bodies" "There is perceived lack of honesty and sincerity on the part of management" "The feedback systems are ineffective"
7. <u>COMMUNICATION BETWEEN MILLS</u>	-	100%	<u>Positive responses</u> "This is not an issue at Mill F"
8. <u>EFFECTIVENESS OF EXISTING COMMUNICATION STRUCTURES</u>	82%	18%	<u>Negative responses</u> "The communication structures are adequate but the people are not playing the game" "The employee representative structures work better than line management structures" "Upward communication is a major problem area"

N.B: The percentages were worked out on the number of respondents who responded either positively or negatively to each item in the questionnaire.

N = 10

5.5 SUMMARY OF PERCEIVED COMMUNICATION PROBLEMS

The communication problems as perceived by senior management have been summarised below:

- (a) Line management commitment to communication (giving and receiving) is questionable
- (b) Upward information is often incomplete, which necessitates further consultation
- (c) Feedback is not readily available because of long channels of communication, political issues, size of company, fear to give too much information, and so on
- (d) There is a need for more formal communication structures, for example, below Foreman level, between departments, and so on
- (e) The line communication structures are ineffective
- (f) Management/employee representative communication structures exist but they are ineffective
- (g) There is inadequate keeping of records by management of all formal communication
- (h) Time availability for formal and informal communication is a problem
- (i) There is a need to improve relationships with employees and employee representatives

- (j) Further down the line people are inhibited to speak up their mind. "We tend to make too many presumptions"
- (k) Grapevine is rife. "There is a leak!"
- (l) There are constant delays in getting feedback (both from top and bottom)
- (m) Management does not readily give recognition and compliments for good performance.

5.6 PERCEPTION OF NEED FOR COMMUNICATIONS TRAINING

- All members of senior management felt a need for communication training for all levels of employees starting with line management
- Senior management accepted the responsibility for communication

Some comments made:

- "Training is required for all levels of employees and on an ongoing basis"
- "Emphasis should be on practical aspects of communication (the "how?") more than theory"

5.7 SENIOR MANAGEMENT'S SUGGESTIONS FOR IMPROVEMENTS

Having had a list of concerns and problem areas from the management respondents, each respondent was asked to list what they considered to be the important ingredients for an effective interaction. The purpose of this question was to elicit a response to the ideal situation as opposed to their actual experience. Their suggestions for the improvement of the quality of communication are listed hereunder:

- There is a need to build up better relationships with all levels of employees, for example, to be more sensitive to their needs through better listening, honesty in giving answers, checking reception, feedback, and so on
- There is a need to explore ways and means of strengthening line communication channels
- There is a need for regular information bulletins from the Executive Director/Mill Manager passed down the line and the creation of a feedback system upwards
- Regular invitation of appropriate department Heads to committee meetings on issues relating to their departments
- There is a need for more informal communication forums, for example, Family Day, Mixed employee functions, and so on
- Management must make a positive effort to LISTEN

- Training and retraining of staff on practical aspects of communication is essential
- Need for problem solving meetings and involvement of various levels of employees
- Need for a daily postal service between Mill F and Head Office
- Need for briefing meetings within departments
- Senior management need to be more positive about communication in order "to reduce the nostalgia of the good old days when communication used to flow freely up and down the line"
- Line management to accept responsibility for communicating with employees. The HANDLING OF COMMUNICATION should be one aspect in which line management's performance is appraised
- Need for HONESTY, OPENNESS, AND CANDOUR at all times
- Need to identify areas where formal communication structures are lacking and introduce appropriate structures accordingly
- More EMPHASIS on UPWARD communication as this seems to be a problem area

The next few pages present the data which was obtained from all those respondents who completed the main questionnaire.

5.8 RESPONSES TO THE MAIN QUESTIONNAIRE

(ALL LEVELS OF EMPLOYEE BELOW HEAD OF DEPARTMENT LEVEL)

The interview sessions with the employees below the level of Heads of Department, were particularly trying due to the following factors:

- a total of 377 employees were interviewed in groups of not more than twenty;
- due to the wide range of employee categories and the varying literacy levels, the sessions had to be conducted in English or Zulu;
- the employees worked four different shifts and to cover the total sample of 377 respondents, the interviews had to be spread over a three-week period;
- the questionnaire was very lengthy as it covered most of the aspects of communication;
- the researcher had to closely monitor the interview sessions in order to ensure the uniformity of standards and, also, to maintain a high level of motivation of the trained interviewers throughout the interview period.

The unskilled, semi-skilled and skilled categories of employees responded to the main questionnaire and the table below indicates the frequency distribution of responses from each employee category. The high and low scores in terms of satisfaction were recorded and converted into a percentage of the total sample within each employee category. The percentages, therefore, reflect the distribution of the respondents in terms of their responses. The scores are reflected on the same scoring sheet in order to facilitate the comparison of the emerging pictures. In facilitating data analysis, some of the responses were grouped together. Any significant response patterns will be highlighted towards the end of the chapter. The next two pages show the employee responses to the following sections of the questionnaire:-

- Receiving Information
- Sending Information
- Feedback of Information
- Interpersonal Relationships
- Individual Impact
- Sources of Information

The table reflects the frequency distribution for the total sample of responses to each closed question in the questionnaire, converted into a percentage of the samples within each employee category.

TABLE 10

RESPONSES TO THE MAIN QUESTIONNAIRE

COMMUNICATION FACTORS:	LEVEL OF EMPLOYEE SATISFACTION					
	UNSKILLED (A BAND)		SEMI- SKILLED (B BAND)		SKILLED/ MIDDLE MANAGEMENT (C/D BANDS)	
	LOW	HIGH	LOW	HIGH	LOW	HIGH
1. RECEIVING INFORMATION						
- Job related information	70%	30%	62%	38%	60%	40%
- Organisational Policies	77%	23%	69%	31%	75%	25%
- Conditions of Employment	71%	29%	72%	28%	56%	44%
- Technological Changes	71%	29%	73%	27%	75%	25%
- Company Performance	74%	26%	72%	28%	73%	27%
- Opportunities for promotion and advancement	75%	25%	71%	29%	71%	29%
- Industrial Relations Update	86%	14%	85%	15%	87%	13%
2. SENDING INFORMATION						
- Job requirements	67%	33%	65%	35%	62%	38%
- Job related problems	66%	34%	59%	41%	60%	40%
- Job related grievances/complaints	75%	25%	65%	35%	61%	39%
- Effectiveness of Supervisor/Self working relationship	70%	30%	63%	27%	61%	39%
3. FEEDBACK OF INFORMATION						
- Upward feedback from subordinates	-	-	81%	19%	57%	43%
- From worker representatives/shop stewards	52%	48%	59%	41%	51%	49%
- From Supervisor	69%	31%	68%	32%	50%	50%
- From top management	78%	22%	78%	22%	71%	29%
4. INTERPERSONAL RELATIONSHIPS						
- Between co-workers and staff	50%	50%	41%	59%	31%	69%
- Amongst co-workers	47%	53%	36%	64%	45%	55%
- Amongst supervisors	90%	10%	62%	38%	71%	29%
- Amongst members of management	91%	9%	65%	35%	63%	37%
- Listening by co-workers	51%	49%	41%	59%	12%	88%
- Listening by management	50%	50%	54%	46%	49%	51%
- Satisfaction derived from communication with:						
co workers	41%	59%	45%	55%	32%	68%
supervisor	54%	46%	52%	48%	52%	48%
management	76%	24%	71%	29%	58%	42%
- Perceived sincerity of:						
co-workers in communication efforts	58%	42%	50%	50%	47%	53%
supervisor in communication efforts	56%	44%	54%	46%	50%	50%
management in communication efforts	83%	17%	71%	29%	54%	46%

LEVEL OF EMPLOYEE SATISFACTION

COMMUNICATION FACTORS:	UNSKILLED (A BAND)		SEMI- SKILLED (B BAND)		SKILLED/ MIDDLE MANAGEMENT (C AND D BANDS)	
	LOW	HIGH	LOW	HIGH	LOW	HIGH
5. INDIVIDUAL IMPACT						
- Extent of consultation by management	73%	27%	76%	24%	72%	28%
- Extent of consultation by supervisor	61%	39%	68%	32%	58%	42%
- Extent of acceptance of recommendations by Management	84%	16%	77%	23%	70%	30%
- Extent of acceptance of recommendations by Supervisor	70%	30%	62%	38%	58%	42%
- Individual contribution to goal setting	81%	19%	80%	20%	63%	37%
- Participation in achieving targets/goals	70%	30%	70%	30%	55%	45%
- Participation in problem solving	69%	31%	66%	34%	62%	38%
6. SOURCES OF INFORMATION						
- Co-workers : Usefulness	44%	56%	50%	50%	39%	61%
: Accuracy	50%	50%	47%	53%	45%	55%
: Understandability	46%	54%	49%	51%	50%	50%
: Timeousness	48%	52%	53%	47%	40%	60%
- Supervisor : Usefulness	68%	32%	67%	33%	44%	56%
: Accuracy	56%	44%	52%	48%	50%	50%
: Understandability	50%	50%	38%	52%	44%	56%
: Timeousness	52%	48%	58%	42%	46%	54%
- Line Management : Usefulness	50%	50%	51%	49%	43%	57%
: Accuracy	64%	36%	63%	37%	45%	55%
: Understandability	59%	41%	51%	49%	44%	56%
: Timeousness	65%	35%	62%	38%	60%	40%
- Departmental Meetings : Usefulness	63%	37%	55%	45%	45%	55%
: Accuracy	93%	7%	77%	23%	76%	24%
: Understandability	91%	9%	68%	32%	72%	28%
: Timeousness	92%	8%	77%	23%	79%	21%
- Training Programmes : Usefulness	93%	7%	69%	31%	63%	37%
: Accuracy	65%	35%	65%	35%	71%	29%
: Understandability	50%	50%	52%	48%	75%	25%
: Timeousness	62%	38%	62%	38%	68%	32%
- Worker Representatives : Usefulness	58%	42%	56%	44%	50%	50%
: Accuracy	70%	30%	67%	33%	72%	28%
: Understandability	64%	36%	63%	37%	50%	50%
: Timeousness	49%	51%	44%	56%	47%	53%

Footnote:

LOW = RESPONSES 1 AND 2
HIGH = RESPONSES 3 AND 4

As it will be noted, the above table excludes the following three sections of the main questionnaire:-

- Channels of Communication
- Problem Areas
- Improving Communication

The section on the channels of communication will be reported on separately as it was merely meant for getting a feel for employee preferences on the various channels of communication used in the mill.

The last two sections of the main questionnaire, for example, Problem Areas and Improving Communication will also be reported on separately because they included both closed and open questions. It is important to reflect a summary of the problem areas and suggestions for improvements as perceived by the respondents.

5.8.1 Channels of Communication

Six main channels, other than line management and employee representatives which have been adequately covered above, were found to be commonly used in Mill F, namely, the telephone, the grapevine, the notice boards, the memoranda, training programmes and video programmes.

The respondents were asked to rate the above channels of communication in terms of their accuracy, usefulness, timeousness and understandability in conveying the following types of information:

- Job-related information
- Personnel related information
- Organisational information

A number of interesting pictures emerged from the various categories of employees as will be seen in the table below:

RATING OF THE CHANNELS OF COMMUNICATION

TABLE 11

<u>CHANNEL OF COMMUNICATION</u>	LEVEL OF EMPLOYEE SATISFACTION					
	<u>SKILLED (A BAND)</u>		<u>SEMI-SKILLED (B BAND)</u>		<u>SKILLED/MIDDLE MANAGEMENT (C & D BANDS)</u>	
	<u>LOW</u>	<u>HIGH</u>	<u>LOW</u>	<u>HIGH</u>	<u>LOW</u>	<u>HIGH</u>
1. <u>TELEPHONE</u>						
Job-related information	87%	23%	49%	51%	25%	75%
Personnel related information	88%	22%	52%	48%	40%	60%
Organisational information	90%	10%	57%	43%	30%	70%
2. <u>GRAPEVINE</u>						
Job-related information	78%	22%	82%	18%	71%	29%
Personnel related information	82%	18%	82%	18%	68%	32%
Organisational information	80%	20%	80%	20%	74%	26%
3. <u>NOTICE BOARDS</u>						
Job-related information	23%	77%	22%	78%	27%	73%
Personnel related information	30%	70%	31%	69%	24%	76%
Organisational information	24%	76%	22%	78%	27%	73%
4. <u>MEMORANDA</u>						
Job-related information	30%	70%	31%	69%	24%	76%
Personnel related information	26%	74%	29%	71%	30%	70%
Organisational information	28%	72%	30%	70%	27%	73%
5. <u>TRAINING PROGRAMMES</u>						
Job-related information	89%	11%	67%	33%	55%	45%
Personnel related information	91%	9%	69%	31%	55%	45%
Organisational information	92%	8%	73%	27%	56%	44%
6. <u>FILMS/VIDEO PROGRAMMES</u>						
Job-related information	20%	80%	19%	81%	38%	62%
Personnel related information	32%	68%	31%	69%	61%	39%
Organisational information	30%	70%	30%	70%	50%	50%

LOW = RESPONSES 1 AND 2
 HIGH = RESPONSES 3 AND 4
 N = 377

5.8.2 Problem Areas

In this section the respondents were asked to identify areas which they perceived to have a negative effect on the quality of communication. Both closed and open-ended questions were asked. The responses from each category of employees to the closed questions were summarised and the lists of perceived problem areas and positive aspects of communication were compiled.

Generally, the unskilled and semi-skilled employees felt very strongly that downward line communication and the upward feedback systems were very ineffective. This perception related to all types of information, namely, job-related, personnel-related and organisational information. Downward communication was perceived to be inadequate, inaccurate and often received "too late".

The feedback system up the line was also seen to be grossly ineffective. However, the unskilled and semi-skilled employees were reasonably satisfied with the communication through shop stewards and employee representatives. Lateral communication with co-workers was also seen to be effective.

On the other hand, the following factors were seen by the unskilled and semi-skilled employees to have had a positive effect on communication:

- Adequate notice boards in Mill F
- Effective radio communication system
- The positive role played by shop stewards and other employee representatives in keeping employees informed of any developments
- the high level of trust amongst employees at this level
- the perceived sincerity in co-workers' communication efforts
- willingness to listen to one another
- high degree of confidence in one another

The skilled employees and middle management, likewise, were very negative in so far as downward and upward communication was concerned. It was reported that the information took a long time to reach senior management and downward information was perceived to be insufficient and not readily available. Senior management were perceived to take a long time to give answers and feedback. Often, the information was received via the 'grapevine' and, as was to be expected, distorted.

An area of grave concern was the lack of departmental and interdepartmental meetings to discuss job-related matters. Instead, each section or department was seen to be blaming each other.

The following problem areas were listed by the skilled employees and middle management as issues which had a negative effect on the quality of communication in the mill:

- the presence of cliques, that is, the split between employees who came from the two old sugar mills which were closed down in 1983 and 1984 respectively;
- work pressure and time constraints not allowing sufficient time for communication;
- presence of interdepartmental friction;
- lack of trust between the various levels of employees;
- management disseminating information down to foreman level and no further down the line;
- the Engineering department was seen to be too big and the timeous dissemination of information was seen to be a problem;
- the language was often a barrier between White supervisors and Black subordinates;
- lack of clarity on the respective communication roles of management and employee representatives;
- the perceived interunion rivalry between two black trade unions;
- the ineffectiveness of firstline supervisors in communicating with their superiors, colleagues and subordinates;
- the non-receptiveness of senior management to employee views and opinions;
- by-passing by senior management

The skilled employees and middle management were also asked to list any aspects they perceived to be positive in so far as communication was concerned. The list below is a summary of their perceptions:

- there is still a fair amount of goodwill amongst employees at skilled levels;
- employees at skilled and professional levels speak the "same language" because they are trained personnel;
- skilled employees treat one another as equals;
- the 'spirit of sharing' was seen to have helped to improve the quality of communication at this level, for example, employees share facilities at work, they live in the same village, they share work problems, and so on.

5.8.3 Specific comments made by B4 level employees

There were very significant comments which were made by the majority of respondents who fell in this category. The majority of employees in this category, other than administrative personnel, are firstline supervisors. Some of the comments which were made repeatedly are summarised below:

"We are not given the opportunity to work as supervisors"

"We do not get sufficient information from management to enable us to work effectively"

"We receive a lot of training on supervisory skills during the offcrop season but we have never been allowed to put these skills into real practice"

"We get by-passed by the foremen who communicate directly with our subordinates"

"Management hardly ever ask our views and opinions"

"During the offcrop season, when the mill is not crushing, we work as ordinary labourers"

"There are no facilities nor distinguishing devices that distinguish us from our subordinates, for example, desk, different colour overalls, and so on

Another significant issue was the fact that this group highlighted a mixture of communication and quality of life issues.

5.8.4 Improving Communication

The last section of the questionnaire asked the respondents to put forward any suggestions and recommendations that would help to address some of the communication problem areas identified in 5.8.2 above. Once again, the suggestions from the respondents were categorised in terms of the source. The summaries of the recommendations and suggestions for improvements are listed here-under:

SUGGESTIONS/RECOMMENDATIONS FROM UNSKILLED EMPLOYEES (A BAND)

- There is a need for technical on-the-job training to enable the employees to cope with technology in the new mill
- Supervisors need to clarify duties and responsibilities to their subordinates
- Supervisors should make an effort to feedback on matters which had been referred up the line
- Management need to be more sensitive to the employees' communication needs
- Line management should make an effort to listen to their subordinates
- Line supervisors should use more face-to-face communication than communicating via third parties

SUGGESTIONS/RECOMMENDATIONS FROM SEMI-SKILLED EMPLOYEES (B BAND)

- Management should explore ways and means of strengthening the upward and downward line communication systems
- There is a need for communication training for all employees including management
- Management should take responsibility for communicating both good and bad news
- The Personnel department should re-induct all employees on the Disciplinary Code and Grievance Procedures
- A climate of mutual trust, respect and honesty is essential in the establishment of healthy communication relationships

- Management should stop the habit of using 'spies'.
It is a dangerous practice
- Firstline supervisors need support from management in order to enable themselves to carry out their duties effectively
- Management should not "favour" any trade union but should talk to all of them
- There is a need for more co-operation between management and the employee representatives
- Management should consult the employees before making decisions which will affect them

SUGGESTIONS/RECOMMENDATIONS FROM SKILLED EMPLOYEES AND MIDDLE MANAGEMENT (C AND LOWER D BANDS)

- There is a need to form joint problem-solving groups involving various levels of line supervision
- There is a need for team building within departments
- Management should issue regular information bulletins to all employees in various languages
- There is a need for regular departmental meetings
- Management should provide forums for employees to raise general concerns
- Management should make every effort to make time available for communicating with their subordinates
- There is a need for effective feedback systems
- The respective roles of management and shop stewards/employee representatives need to be clarified
- Management need to decide on what issues are to be discussed in the workplace and which are for other external forums
- The retraining of line management on communication skills is essential

5.9 THE BREAKDOWN OF RESPONSES BY DEPARTMENT AND WORKSHIFTS

The SAS computer programme also provided cross-tabulations of department and workshift with every closed response item in the questionnaire. There were no significant responses in terms of workshifts, but interesting response patterns emerged from the various departments. The summary of responses from the various departments and workshifts to each section of the questionnaire, are reported hereunder:

5.9.1 Receiving Information

Generally, the respondents from all the departments were grossly dissatisfied with downward line communication. This applied, without any exception, to all shifts and all levels of employees.

5.9.2 Sending Information

Whilst there was general dissatisfaction with the sending of upward information up the line, it appeared from the number of negative responses that the Service departments, that is, the Personnel, Administration and Transport departments experienced less problems in this area compared to the Technical departments, for example, Engineering, Process and Building departments.

5.9.3 Feedback of Information

The respondents from all departments were highly dissatisfied with both the upward and downward feedback systems. This applied to all levels of employees. As was seen above, the ineffective feedback systems were perceived as a major problem area by all levels of employees.

5.9.4 Interpersonal Relationships

An interesting picture emerged in this section in that all levels of respondents from all the departments were satisfied with interpersonal relationships with co-workers. The level of trust and sincerity of their co-workers was rated very high. On the other hand, all levels of respondents from all the departments were dissatisfied with interpersonal relationships with line management. The listening, sincerity and trust aspects of interpersonal relationships were rated fairly low.

5.9.5 Individual Impact

Once again, all levels of employees who completed the questionnaire felt that their communication efforts had very little impact on the organisational functioning. This was perceived to be due to line management's reluctance to consult or to involve their subordinates in goal-setting and problem-solving. All the departments, without any exception, responded negatively to this section.

5.9.6 Communication Channels

The criteria used by the respondents from the various departments in rating the communication channels were usefulness, timeousness, accuracy and understandability. The following picture emerged from their scoring:

TABLE: 12 RESPONSE OF DEPARTMENTS TO COMMUNICATION CHANNELS

COMMUNICATION CHANNEL	DEPARTMENT	LEVEL OF SATISFACTION	
		LOW	HIGH
1. TELEPHONE	Process	*	
	Personnel	*	
	Administration		*
	Transport	*	
	Building	*	
2. GRAPEVINE	Engineering	*	
	Process	*	
	Personnel	*	
	Administration	*	
	Transport	*	
3. NOTICE BOARDS	Building	*	
	Engineering	*	
	Process		*
	Personnel		*
	Administration		*
4. MEMORANDA	Transport		*
	Building		*
	Engineering		*
	Process		*
	Personnel		*
5. TRAINING PROGRAMMES	Administration	*	
	Transport	*	
	Building	*	
	Engineering	*	
	Process	*	
6. FILM/VIDEO PROGRAMMES	Administration	*	
	Transport		*
	Building		*
	Engineering		*
	Process		*

LOW = LESS THAN 60% OF THE RESPONDENTS WITHIN DEPARTMENT WERE SATISFIED WITH THE COMMUNICATION CHANNEL

HIGH = 60% AND MORE OF THE RESPONDENTS WITHIN DEPARTMENT WERE SATISFIED WITH THE COMMUNICATION CHANNEL

5.10 CONCLUSION

The last three chapters of the questionnaire namely, Sources of Information, Problem Areas and Improving Communication were adequately covered in 5.9 above. There was no further significance in terms of departments and workshifts.

This chapter has merely presented the picture as it emerged from the interviews. The next chapter will focus on the discussion and the interpretation of the interview results.

CHAPTER SIX

INTERPRETATION AND DISCUSSION OF RESULTS

6.1 INTRODUCTION

In the previous chapter, the data was presented in the form of factor and item analyses. The aim of this chapter is to interpret the research results and discuss the data in a diagnostic manner. To facilitate the treatment and the interpretation of data, the major areas of concern and the problem areas highlighted have been classified into four broad categories, namely:

- ORGANISATIONAL ISSUES
- ATTITUDINAL ISSUES
- TRAINING AND DEVELOPMENT ISSUES
- ENVIRONMENTAL ISSUES

A number of developments have taken place between the time of the commencement of this research study and the writing of this report. It is important to mention these developments as most of them were a direct result of the research study. Also, the nature of some of the communication problem areas highlighted during the research interviews were so critical that management had to 'fix' them even before the researcher's final recommendations were made. This was essential for the continued stability and profitability of the establishment.

6.2 ORGANISATIONAL ISSUES

The issues classified under this category are those which relate directly to the organisation itself, for example, the organisational structures, processes, policies, procedures, systems, culture and behaviour.

The table below shows the communication concerns and problem areas raised by the various categories of respondents who were interviewed:

TABLE : 13

ORGANISATIONAL ISSUES RAISED AT INTERVIEWS

SUMMARY OF COMMUNICATION CONCERNS/PROBLEM AREAS	LEVEL OF EMPLOYEE RAISING IT				DEPARTMENT IT RELATES TO
	SENIOR MANAGEMENT	MIDDLE MANAGEMENT/ SKILLED	SEMI-SKILLED	UNSKILLED	
6.2.1 Constant delays in getting information from Head Office	*				Personnel/ Adminis- tration
6.2.2 Poor interdepartmental communication due to lack of communication forums, size of plant, etc	*	*			All
6.2.3 Presence of political issues within the organisation seen to be blocking communication	*	*	*	*	All
6.2.4 Long chain of command making it difficult to get answers from higher echelons	*	*			Engineers/ Process
6.2.5 Change of organisational culture after the merger of the two sugar companies in 1982	*				All
6.2.6 Constant delays in giving feedback to employees	*	*	*	*	All
6.2.7 Tight deadlines towards year end (budgets, capital salary reviews etc) makes communication between Mills and Head Office difficult	*				All

* LEVEL OF EMPLOYEE RAISING CONCERN

SUMMARY OF COMMUNICATION CONCERNS/PROBLEM AREAS	LEVEL OF EMPLOYEE RAISING IT				DEPARTMENT IT RELATES TO
	SENIOR MANAGEMENT	MIDDLE MANAGEMENT/SKILLED	SEMI-SKILLED	UNSKILLED	
6.2.8 Unclear Divisional Manpower Planning policies	*	*			All
6.2.9 Ever-changing policies causing confusion e.g car policy medical aid rules, promotion policies, housing, etc	*	*			All
6.2.10 Lack of formal Line communication structures below C5/C4/C3 Paterson levels	*		*	*	Engineering/Transport
6.2.11 Ineffective upward communication	*	*	*	*	All
6.2.12 Time Constraints not allowing for adequate communication	*	*			All
6.2.13 Grapevine travels faster than formal channels of communication	*	*	*	*	All
6.2.14 Inadequate information relating to organisational policies generally		*	*	*	All
6.2.15 Constant delays in getting feedback from Snr Management on issues referred to Head Office		*	*	*	All
6.2.16 Service Departments not getting enough information on technological changes and mill performance		*	*	*	Building/Personnel/Administration & Transport

SUMMARY OF COMMUNICATION CONCERNS/PROBLEM AREAS	LEVEL OF EMPLOYEE RAISING IT				DEPARTMENT IT RELATES TO
	SENIOR MANAGEMENT	MIDDLE MANAGEMENT/SKILLED	SEMI-SKILLED	UNSKILLED	
6.2.17 Operating procedures not communicated to all employees e.g Discipline & Grievance Codes, Retrenchment Procedures, Strike Contingency Plan, Appeal Procedures, Job Evaluation Procedures, etc		*	*	*	All
6.2.18 Employee Representatives seen to be 'usurping' management's authority & power		*			All
6.2.19 Lack of teamwork amongst Line managers	*	*			All
6.2.20 Poor sharing of information between Superior and Subordinate		*	*	*	All
6.2.21 Bosses not having answers to queries themselves		*	*	*	All
6.2.22 Unhealthy climate and working conditions create poor climate for communication e.g lack of decent rest/change rooms, canteen facilities etc		*			All
6.2.23 Opportunities for promotion & advancement unknown		*	*	*	All
6.2.24 Language & culture barrier between White Supervisors and Black subordinates	*	*			All

SUMMARY OF COMMUNICATION CONCERNS/PROBLEM AREAS	LEVEL OF EMPLOYEE RAISING IT				DEPARTMENT IT RELATES TO
	SENIOR MANAGEMENT	MIDDLE MANAGEMENT/SKILLED	SEMI-SKILLED	UNSKILLED	
6.2.25 Lack of clarity of respective roles of Line Management Personnel Department and Employee Representatives		*	*	*	All
6.2.26 Ineffectiveness of firstline supervision in communication		*	*	*	All
6.2.27 By-passing by line management		*	*		All
6.2.28 Lack of representation of White and Indian employees at Divisional level		*	*		All

6.3 ATTITUDINAL ISSUES

Attitudinal issues refer to those issues which were perceived by the respondents in terms of how others felt and behaved at an emotional level. To a large extent, these perceptions were determined by the respondents' own expectations and their perceptions of what is normal behaviour. Attitudinal issues are difficult to quantify since they are largely based on the individual's subjective judgement and opinion. Nevertheless, they are real for the individuals raising them and would, therefore, have an impact on the quality of communication relationships.

One of the reasons for asking open-ended questions was to try and elicit the information on how the respondents perceived the quality of communication relationships and the interaction climate in the organisation. The researcher was able to probe more deeply into some of the comments that were made by senior management because they were relatively few.

However, due to the greater numbers which responded to the main questionnaire, the researcher had to rely on the comments made on the questionnaire. For that reason, no direct comparison of the responses were made by the researcher, but the respective feelings and expectations were noted.

The table below gives a summary of the issues which were perceived by the researcher as attitudinal issues:

BLE : 14

ATTITUDINAL ISSUES RAISED AT INTERVIEWS

SUMMARY OF COMMUNICATION CONCERNS/PROBLEM AREAS	LEVEL OF EMPLOYEE RAISING IT				DEPARTMENT IT RELATES TO
	SENIOR MANAGEMENT	MIDDLE MANAGEMENT/SKILLED	SEMI-SKILLED	UNSKILLED	
.3.1 Line Management shirking their responsibility to communicate and surrendering it to the Employee Representatives and Personnel Department	*				All
.3.2 Ineffective Management/Employee Representative communication due to lack of trust	*				All
.3.3 Lack of informal communication on a social level	*	*			All
.3.4 Failure by Senior Management to demonstrate their commitment to improving communication relationships		*	*	*	All
.3.5 Presence of cliques is still a problem i.e split between employees who came from the 2 old mills		*	*	*	All
.3.6 Perceived lack of sincerity & honesty on the part of management			*	*	All
.3.7 Unwillingness by management to listen to their subordinates			*	*	All
.3.8 Meddling in Union affairs by line management			*	*	All

SUMMARY OF COMMUNICATION CONCERNS/PROBLEM AREAS	LEVEL OF EMPLOYEE RAISING IT				DEPARTMENT IT RELATES TO
	SENIOR MANAGEMENT	MIDDLE MANAGEMENT/SKILLED	SEMI-SKILLED	UNSKILLED	
3.9 Perceived 'favouring' of some trade unions by management			*	*	All
3.10 Management seen to be bending over 'blackwards' because of trade union pressure		*			All
3.11 Lack of trust between various levels of employees		*			All
3.12 Management unwilling to make time available for communication. Work pressure is always used as an excuse			*	*	All
3.13 Discrimination on the basis of colour makes communication between Black and White ineffective			*	*	All

LEVEL OF EMPLOYEE RAISING CONCERN

6.4 TRAINING AND DEVELOPMENT ISSUES

The training and development issues are those issues which were perceived to be the direct result of lack of communication skills and abilities. It is not easy to draw a clear demarcation between training/development issues and attitudinal issues. A person could well have all the necessary skills and abilities but if his attitude towards communication is negative, he would still be ineffective in fulfilling his communication role. There are a host of other factors which may adversely affect the effectiveness of communication, for example, poor motivation, negative and tense organisational climate, lack of positive rewards and so on.

Specific questions were asked of the respondents to identify the areas where they felt training and development would help improve the effectiveness of the communication structures, processes and relationships. The extent to which management/worker interaction is effective is dependent on experience and training. The table below gives a summary of the communication areas where it was felt that training would be necessary:

TABLE : 15

TRAINING AND DEVELOPMENT ISSUES RAISED AT INTERVIEWS

SUMMARY OF COMMUNICATION CONCERNS/PROBLEM AREAS	LEVEL OF EMPLOYEE RAISING IT				DEPARTMENT IT RELATES TO
	SENIOR MANAGEMENT	MIDDLE MANAGEMENT/SKILLED	SEMI-SKILLED	UNSKILLED	
4.4.1 Lack of communication skills among some Line Managers	*		*	*	All
4.4.2 Ineffective management/employee representative communication due to lack of Industrial Relations training	*	*	*	*	All
4.4.3 Ignorance of company operating procedures and policies has a negative effect on management/worker communication		*	*	*	All
4.4.4 Not getting enough updating on current Industrial Relations developments	*	*			All
4.4.5 Inability to deal with people's negative attitudes	*				All
4.4.6 Inability to handle the conflict of values between management and the workers	*				All

LEVEL OF EMPLOYEE RAISING CONCERN

6.5 ENVIRONMENTAL ISSUES

The communication issues falling under this category are those which emanate from the employee's surroundings and may have an influence on his quality of work life. The environment need not be the employee's immediate work environment but if any such environment may have an impact on the interaction outcome in the workplace, it would be relevant.

Most of the communication environmental issues are of a socio-political nature and are thus fairly sensitive issues to deal with. Often, management tend to abdicate their communication responsibilities when it comes to environmental issues because they are perceived to be foreign to the shopfloor. Unfortunately, the workplace is the only place where people of different ideologies meet for a common purpose. This, therefore, means that environmental issues are part and parcel of shopfloor relations.

The table below gives a summary of the environmental communication issues raised during the interviews.

BLE : 16

ENVIRONMENTAL ISSUES RAISED AT INTERVIEWS

SUMMARY OF COMMUNICATION CONCERNS/PROBLEM AREAS	LEVEL OF EMPLOYEE RAISING IT				DEPARTMENT IT RELATES TO
	SENIOR MANAGEMENT	MIDDLE MANAGEMENT/SKILLED	SEMI-SKILLED	UNSKILLED	
.5.1 Presence of inter-union rivalry makes it difficult to disseminate information to all employees through 1 shop steward body	*	*			All
.5.2 The presence of management 'informers' creates a negative climate			*	*	All
.5.3 There is a language barrier between Line management and their subordinates	*	*			All
.5.4 Political issues brought to the workplace cause friction between management and employees	*	*			All
.5.5 Management's use of power creates a perception of "them and us"			*	*	All

EVEL OF EMPLOYEE RAISING CONCERN

6.6 DISCUSSION OF FINDINGS

It is abundantly clear from the above tables that there were major communication problems in Mill F from both management's and workers' perceptions. The majority of these fell into the category of organisational issues since they represented certain dysfunctions in the organisational hierarchy. It is obvious that the prevailing negative organisational climate would inevitably lead to low morale and poor productivity amongst all levels of employees.

According to Brinkerhoff (1972), the form of interaction is affected by level in the hierarchy. He cites, for example, that communication at senior management level tends to take the form of staff conferences whereas at the firstline supervisor level, the communication is more often in the form of spontaneous communicative contacts.

In discussing the findings of the study, the researcher intends looking at the respective responses to the two questionnaires rather than at the responses of the various categories of respondents. Any inferences are, of necessity, those of the researcher.

6.6.1 Senior management Interviews

The senior management team in Mill F was a relatively young management team with an average age of thirty-eight (38) as at 1 March 1986, yet the average ages of middle management, skilled, semi-skilled and unskilled employees were 46, 40, 44 and 35 respectively.

The senior managers themselves were very negative about the communication climate in Mill F. They were very open and objective in looking at their own roles and those of others. Clearly, they saw gross inadequacies in the communication structures. Upward communication was seen to be more of a problem than downward communication.

Personal Observations

- * The T-H company is too big and diversified and, consequently, there are Divisional and Group constraints which may have a negative effect on the quality of communications at the operating centres. Mill F is one of such operating centres;

- * The relatively young management team in Mill F had a high level of technical competence and appeared to have a higher concern for task accomplishment and good results than for human relations. The demands exerted on them to run such a gigantic, high technology mill tended to reinforce their perception of "wanting to be winners";
- * It was interesting to note under "Suggestions/Recommendations for Improvements" that the senior management team knew most of the communication theories and the factors which make organisational communication effective, yet there was still a big gap between the ideal situation as they perceived it and the actual experience. It was obvious, even from the terminology they used, that they had been on a number of management development programmes, yet most of the knowledge transfer to the real situation had not yet been accomplished.
- * Whilst there were clear indications of high commitment to improving communications among the senior management team, it appeared that there was lack of strategic planning for communications in Mill F. Planning for communication was done piecemeal for each bit of information about to be disseminated.

- * Senior management had 'too many irons in the fire'. Running concurrently with the communication exercise, were other projects such as team building, devolution of power, affirmative action, action management programmes, the proposed integrated supervisory development (ISD) and so on. This could only result in poorer outcomes than when one project was tackled at a time.

On the whole, the degree of openness and candour made it possible for the researcher to elicit such useful information from senior management.

6.6.2 Interviews with other levels of employees

Some comparisons between the responses received from the different levels of employees who completed the main questionnaire were possible because they all completed the same questionnaire under similar conditions.

On the whole, the different levels of employees were very dissatisfied with the effectiveness of communication structures, processes and relationships in Mill F. More than 80% of the communication concerns and problem areas raised were common to all levels of employees. They may have been raised for different reasons, but still, it was quite significant that they were common.

There were some obvious differences between the perceptions of the respondents from the service and technical departments. Some of the basic differences which clearly emerged from the results were:

- The different workshifts made communication difficult in the technical departments, that is, Engineering and Process departments whereas the service departments, that is, Personnel, Administration, Transport and Building departments, all worked dayshift. This was quite significant in the response patterns in terms of overall satisfaction with communication
- The technical departments had larger chains of command due to their large size whereas the service departments had relatively shorter chains of command

- The literacy levels of the semi-skilled and unskilled levels in the service departments, especially in the Personnel and Administration departments, were much higher than those of the technical departments
- The working conditions and the quality of worklife for employees in the service departments were better than those of employees in the technical departments, for example, access to notice boards, access to telephones, office conditions, safety, access to hygiene facilities, access to superiors and subordinates, weather conditions, and so on.

The above differences may have contributed to the relatively higher degree of dissatisfaction amongst respondents in the technical departments.

Personal Observations

Despite the fact that researchers themselves have their own biases, values and idiosyncracies which could affect the outcome of the study, the researcher tried to be objective throughout the study by being continually aware of the effects of bias in research.

The following observations were made from the responses of the different levels of employees:

- * The morale was low at all levels of employees in the mill for the various reasons as they have been stated above
- * Middle management and skilled employees conceded that they pandered to the whims of senior management and they tended not to take any initiative which might put them at loggerheads with senior management
- * The unstable political scene tended to have a more profound and negative effect on the skilled, semi-skilled and unskilled levels of employees and this did not augur well for good Industrial Relations
- * There was more job insecurity amongst the middle management and skilled levels, in particular, artisans
- * There were serious identity crises at foremen and firstline supervisory levels. Some of the comments made indicated that they were not very sure whether they were part of the management team or not. It was even more so with the firstline supervisors due to the perceived lack of support systems from management
- * The lack of trust between the different levels of employees strained interpersonal relations on the shop floor

- * The communication structures were perceived to be inadequate, for example, the lack of representation for Indians and Whites at Divisional level. The communication processes were also perceived to be very ineffective, for example lack of consultation and involvement in problem solving.
- * There was a very strong perception at all levels that there was lack of meaningful engagement of all levels of employees in issues affecting them in the workplace. The involvement of all levels through consultation was seen to be a panacea for improved human relations on the shopfloor.
- * The interunion rivalry between two black unions strained communication between management and the black employees.

The grave communication concerns raised by the B4 level firstline supervisors in the previous chapter warranted a closer look at the employee profiles at this level. The following table gives the profiles of firstline supervisors in Mill F. For the sake of maintaining the confidentiality of research, the supervisors were given numbers instead of reflecting their names.

TABLE : 17

PROFILE OF B4 FIRSTLINE SUPERVISORS IN MILL F AS AT 1 MARCH 1986

DEPT	SUPERVISOR	AGE	YEARS OF SERVICE	YEARS IN SUPVISRY POSITION	SPAN OF CNTRL	TRAINING AND DEVELOPMENT RECEIVED
PERS	1	42	4	3	3	Internal Supervisory Course
ENG	2	50	32	3	3	Internal Supervisory Course
ENG	3	49	13	10	4	Internal Supervisory Course
ENG	4	48	18	2	4	Internal Supervisory Course
PRCSS	5	59	38	7	2	Internal Supervisory Course
PRCSS	6	46	12	8	2	Internal Supervisory Course
PRCSS	7	54	34	15	2	Internal Supervisory Course Industrial Literacy Programme
ENG	8	39	1	1	7	Internal Supervisory Course
ENG	9	56	12	2	7	Internal Supervisory Course NOSA Supervisory Training : NOSA
ENG	10	50	30	18	7	Industrial Literacy Programme
ENG	11	50	10	2	6	NOSA Supervisory Training Supervisory Course, Internal
ENG	12	44	1	2 MTHS	6	Internal Supervisory Course
ENG	13	49	24	3	6	NOSA Supervisory Course : NOSA
ENG	14	56	33	3	3	Internal Supervisory Course
ENG	15	45	22	1 MTH	3	Internal Supervisory Course
ENG	16	53	28	2	3	Internal Supervisory Course
ADMIN	17	40	11	4	1	Internal Supervisory Course
PRCSS	18	51	38	3	5	Internal Supervisory Course
PRCSS	19	62	32	2	5	Internal Supervisory Course
PRCSS	20	51	26	3	5	Internal Supervisory Course
AVRGE		49.7	20.95	4.6 YRS	4.2	

KEY:

ENG = ENGINEERING PRCSS = PROCESS PRSNL = PERSONNEL
 ADMIN = ADMINISTRATION

6.7 SOME SIGNIFICANT DEVELOPMENTS SINCE THE COMMENCEMENT OF THE RESEARCH STUDY

It is important to note the following developments which took place since the commencement of this research study because most of them were a direct result of the study. Some of the more "pressing" issues could not await the final recommendations of the researcher.

- (a) In 1986, senior management established a daily communication forum where management in the technical departments from foremen level upwards meet to discuss work-related matters. Regular invitations are extended to management in the service departments to discuss matters of general interest.
- (b) Regular communication meetings between management and employee representatives were introduced in 1986. A standing agenda item, "Review of Communication in the Mill" is the first agenda item at the monthly ethnic committee meetings with management.
- (c) Special communication meetings between foremen and the shop stewards and between shop stewards and firstline supervisors take place as and when the need arises.

- (d) In 1986 the final winding down of the commissioning management structure took place. The mill complements have now reverted back to normal.

- (e) In 1986 a telefacsimile machine was installed in Mill F and a daily postal service between the mill and Head Office was instituted.

- (f) In 1987 an in-house magazine was introduced in order to create more awareness amongst employees on developments in their immediate environment.

- (g) The appointment of an Industrial Relations Officer in 1987 to replace the Personnel Officer. The creation of this new position at Mill F indicated a change in the management thinking and values as the emphasis was now more on industrial relations than in personnel administration.

- (h) In 1987 the Joint Problem Solving groups involving various levels of line supervision were started in the Engineering and Process departments

- (i) A video programme for an important communication was developed by management in Mill F and had been a very successful exercise in terms of dissemination of information accurately and timeously (1987)

- (j) The Heads of the Engineering and Process departments had moved to the administration building in 1987 in an attempt to increase communication at department head level. This only left the Transport Manager as the only department head who had not moved to the administration block yet.

- (k) Various ways of implementing informal communication were introduced in 1987, for example, informal communication meetings on a Friday afternoon once a month in the boardroom from foremen level upward, followed by a drink; Family Day, Golf Day, and so on.

- (l) Regular computer print-outs with financial, and cost information are circulated by the Administration Department to all people who need such information.

(m) Monthly reports compiled by each Department Head were circulated to all Heads of Departments (1987)

In addition to the above developments, the management team had embarked upon various other new projects which required them to work together as a team. This had already greatly enhanced the "esprit de corps" and the sense of belonging amongst members of management.

6.8 CONCLUSION

The mere awareness by all employees that a communications study was being conducted, in itself, may have had some positive effect on the communication relationships. The study also revealed a host of other issues which were not directly related to communication.

There was a very positive correlation between the basic assumptions made by the researcher at the commencement of the study and the responses received from the various levels of employees. Communication structures and processes were perceived to be both inadequate and ineffective leading to impoverished communication relationships.

The communication structures and processes which were identified as ineffective were:

- Line management communication structures, that is, upward, downward and horizontal
- Divisional negotiation forum which did not allow representation for White and Indian employees
- Management/employee representative communication structures
- Dissemination of information, consultation, joint problem solving and meaningful negotiation were perceived to be lacking as effective communication processes.

The use of a trained external interviewer also helped to glean useful information from the skilled, semi-skilled and unskilled employees.

CHAPTER SEVEN

SUMMARY AND RECOMMENDATIONS

7.1 INTRODUCTION

The operational aims of this study as outlined in the introductory chapter, focussed on the respective perceptions of management and workers regarding the effectiveness of communication structures, processes and relationships in Mill F. To that end, comprehensive questionnaires covering a wide range of communication aspects were drawn up and were used in an attempt to glean information from the participants.

A comparative analysis of industrial relations systems between South Africa and Australia was conducted in order to give management an insight into the internal and external forces which may have an impact on the management/worker relations. In so doing, it was hoped that management would realise that the management of industrial relations is inextricably tied up with the socio-political developments that are taking place in any country. In this chapter, an integrated communications strategy will be formulated and communication guidelines will be developed for management.

7.2 SUMMARY OF FINDINGS

The results of this study highlighted a number of dysfunctions of hierarchy and some inadequacies on the part of line management in maintaining effective downward, upward and horizontal communication. Although one may tend to generalise, the large sample used during the interviews tends to reinforce the reliability of the results.

Communication is a very dynamic and fragile phenomenon. The quality of management/worker interaction is largely dependent on the industrial relations climate within and outside the establishment. Therefore, the slightest change in the industrial relations climate may have an effect on the quality of communication relationships. The results discussed in the previous chapters are a snap shot of a dynamic process and, therefore, the responses should not be seen as a fixed pattern. Due to the fragile and dynamic nature of organisational communication, some of the 'burning' issues which were raised during the interviews, had to be addressed timeously. The researcher's final recommendations, therefore, follow a number of interim measures which had already been implemented by management as outlined in Chapter Six.

The results of this study reflected that there were organisational, attitudinal, training/development and environmental issues which contributed to the perceptions of ineffective communication systems in Mill F. These issues pointed to the ineffective and inadequate communication structures; the ineffective use of communication processes by management; the lack of involvement of all levels of employees in problem solving, team building, decision making and productivity exercises; the unhealthy communication climate caused by mutual lack of trust; the lack of communication skills and expertise amongst line management; the non-availability of information to management at centre level; the conflict situation which prevails between management and the employee representatives; the presence of socio-political issues and their impact on shopfloor relations; the negative attitudes of management and workers with regard to communication; the education and culture gap between the various levels of employees and population groups; the historical developments within the organisation leading to a negative organisational climate and the general conflict of perceptions, expectations and aspirations at the various hierarchical levels. From these observations, the conclusion is drawn that there is lack of direction and facilitation in so far as management/worker communication is concerned.

Whilst there is a need for clearly defined communication objectives and an integrated communications strategy as proposed in this chapter, there is an even greater need for the facilitation of knowledge transfer to the real situation. It appears that there is a wide gap between what management perceives as the ideal situation and the actual experience.

The study also highlighted the frustration of the first line supervisor in so far as receiving information and support from line management was concerned. To a much lesser extent, this frustration was also shared by the foreman group. One can only conclude that management needs to clearly define the role and function of first line supervisor and how he is going to be fully integrated into the line management function. The introduction of support systems at this level of supervision is critical.

On the positive side, the study reflected that communication amongst co-workers was generally perceived to be open and satisfactory. This indicated an atmosphere of co-operation, trust and shared meanings amongst workers. Also, the management/worker communication in the smaller departments with relatively flat hierarchies was seen to be reasonably satisfactory.

However, the hygiene factors and the general quality of life issues in the larger technical departments seem to have contributed to the impoverished management/worker relations. The conclusion is made that while there is a need to establish common ground between management and the workers, the issues related to the quality of work life are also very important in the improvement of management/worker relations. This further illustrates the fact that communication cannot be looked at in isolation.

In terms of the overall objective of the study, it is obvious that both the communication structures and communication processes used by management need to be reviewed. The quality of communication relationships is largely a function of communication structures and processes. The effectiveness of communication structures and processes, management competence and commitment and positive interaction climate will result in healthy management/worker communication relationships.

7.3 FORMULATION OF A HOLISTIC COMMUNICATIONS STRATEGY

7.3.1 Strategy Defined

The word "strategy" has military connotations. It is derived from a Greek work "strategos" which means "the art of the general". The concept of strategy in the business context means the set of decision rules and guidelines which are used by top management to deploy organisational resources. The strategy sets the directions for the development of a business concern.

Ansoff (1984 : 31) simply defines strategy as a set of decision making rules for guidance of organisational behaviour. He goes on to say that the formulation of strategy must be based on highly aggregated, incomplete and uncertain information about classes of alternatives.

Often, the introduction of strategy in a business firm conflicts with the culture and decision making processes of the firm because it introduces an element of rationality. This tends to threaten the authority and power of management. Business managers tend to resist any innovations that tend to change their usual practices.

However, without strategic planning managers tend not to explore future opportunities and threats due to lack of direction. The strategic planning for employee relations is a relatively new concept as the traditional management of human resources was either by instinct or through the judgement of each manager.

7.3.2 The strategic Process of Formulating a Communications Strategy

In the diagram below (Figure 15), a simplistic process of formulating and implementing a holistic communications strategy is suggested. For a strategy to be successful, an integrated effort is required.

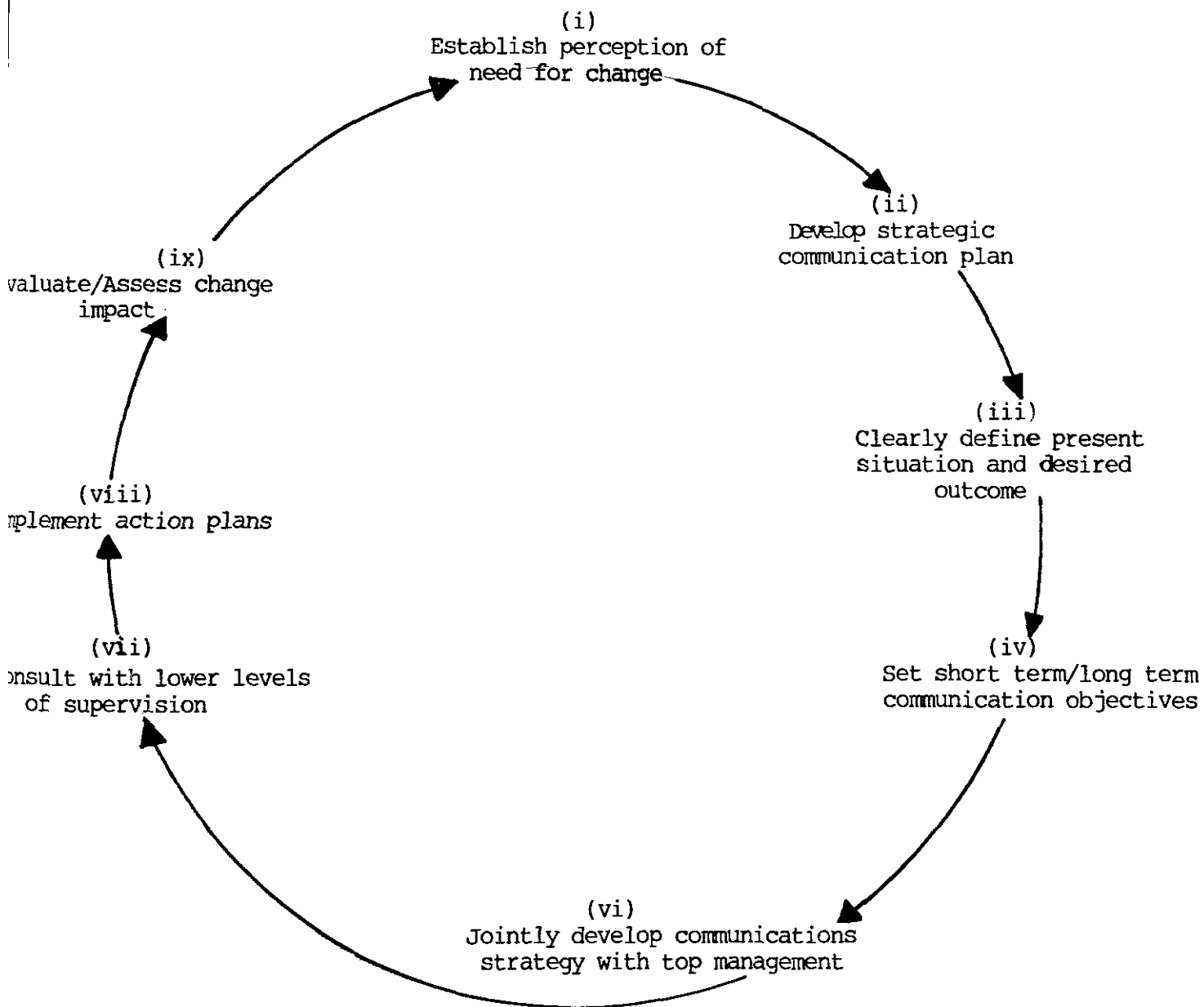


FIGURE 15 : SUGGESTED PROCESS IN THE FORMULATION AND IMPLEMENTATION OF COMMUNICATION STRATEGY

The steps (i), (ii) and (iii) of the suggested process above, were indirectly satisfied during the interviewing stage as will be briefly explained below:

(i) Establish perception of need for change

The purpose of designing questionnaires for management and workers was to establish the respective perceptions of management and workers regarding the communication systems in Mill F. The need for change was expressed by both management and workers. The creation of this need for change is important in getting the parties' commitment to the course of action.

(ii) Develop Strategic Plan

This step is necessary in the clarification of the outcome which is desired by the parties. This can be achieved through the setting of goals and the statement of the overall mission of the organisation.

In this step, top management will be guided by the corporate values and philosophy as stated in the manpower policy. It is important that the set of values observed in Mill F be compatible with the values stated in the manpower policy and the Group philosophy (see Annexure 4).

(iii) Clearly define present situation and desired outcome

The present situation was defined in the form of the expressed communication concerns and problem areas whilst the desired outcome was expressed in the form of suggestions and recommendations for improvements. Once the two positions have been clarified, it is important to define the gap in between.

(iv) Set short term and long term objectives

It is very important to set realistic, measurable and clear objectives as it becomes relatively easier to 'sell' them to the lower levels of line supervision. The following short term and long term communication objectives were formulated for Mill F:

Short Term Objectives

- To promote employee understanding of organisational policies, benefits and personal aspects of work
- To increase understanding of each employee's role and function in the mill
- To inform employees and their families about the present and future changes and plans that may affect them
- To encourage employee participation in efficiency measures
- To develop communication skills amongst line managers and line supervisors

Long Term Objectives

- To foster understanding of the company problems and needs
- To foster good relations between management and employee representatives and encourage responsible unionism

It is hoped that the achievement of the above objectives will develop mutual trust and understanding between the workers and management and, also, build the individual's pride in, and identification with, the company.

(v) Identify manpower resources

It is important to identify the individuals and groups which have a communication responsibility in Mill F and those which have the expertise to facilitate the development of others.

The various levels of line management down to the level of first line supervisor have the responsibility to communicate with their subordinates and colleagues on work related and policy matters. On the other hand, the employee representatives have the right to communicate with their membership especially on substantive conditions pertaining to their employment.

The development resources will include line management, the Personnel Department, the Divisional and Group training departments and any other available external resources.

(vi) Jointly develop strategy with top management

The communication strategy as proposed in 7.4 below, was developed by the researcher in consultation with senior management. Cognisance was taken of specific communication issues which were raised by all levels of employees during the interviews. As part of management strategy, the integrated supervisory developed programme (I.S.D) is seen as a means of addressing part of the communication issues.

(vii) Consult with lower levels of supervision

This step is necessary even after the initial consultation with the various levels of line supervision. There is a need to check that the final package meets the perceived needs.

(viii) Implement action plans

Once the planning process has been completed with sufficient ownership of the programme guaranteed by the involvement of all levels of line management in planning, implementation is finally initiated, with close monitoring of the process.

(ix) Evaluate and assess change impact

The final step is to evaluate the effectiveness of the programme through assessing the degree to which the gap has been narrowed. This evaluation should take place immediately after the implementation of the programme and also after a reasonable period when the participants have had an opportunity to transfer their learning into the work situation.

After the evaluation, further needs for change may be identified and the above process may be repeated.

7.4 SUGGESTED COMMUNICATIONS STRATEGY FOR MILL F

Proposals for management

Manning (1987:98) suggests 3 steps on improving organisational communications, namely;

- i) analysing the organisation's fit with its environment, the stakeholders who affect that fit, and the communications that will persuade them to improve it;
- ii) atomising the organisation so that people are leaders at their own levels, fully informed and involved in making communication a reality; and
- iii) energising them to act positively, assertively, and in harmony towards the agreed mission, by making them fully functional partners in the process. From the above observations it is clear that the participative management approach yields better communication results.

It would appear that management need to adopt an integrated approach to communications through encouraging input from all levels of employees. The integrated supervisory development (I.S.D) as proposed by the company for the development of line management, should ensure that training is fully integrated into the communication plan.

Accepting that communication is a dynamic phenomenon, management need to review the communication objectives and strategy at least once a year in order to evaluate their relevance to the dynamic needs of the organisation. To that end, a communications committee or task force should be appointed to co-ordinate all the communications activities in the mill. It is imperative that this committee has members from line management as well as from the Personnel Department.

The future criteria for selecting line supervisors need to be reviewed. Whereas the tendency in the past may have been to appoint competent tradesmen and professional employees to supervisory positions, management would have to assess the supervisory potential before appointing the supervisors. This, of course, means that other incentive schemes will have to be explored for rewarding good performance.

The integrated supervisory development (I.S.D) programme should be seen as an ideal machinery for handling the various communication issues raised during the interviews. This will give management an opportunity to deal with real human relations problems as a team. This may be one way of facilitating transfer of learning to the real situation. However, if the I.S.D is to be used as a vehicle to drive real shopfloor issues, **follow-up and feedback systems** need to be incorporated into it.

Regular industrial relations (I.R) and communication workshops for line management would help to update management on the current industrial relations developments and improve their communication skills respectively. These workshops may be co-ordinated by the Personnel Manager and the Industrial Relations Officer and should include specialists from within and outside the organisation. Active participation in discussions, exercises and role plays should be encouraged. Once again, benefits may be derived in using these workshops as forums for promoting team spirit and joint problem solving.

The Training Department should continually induct and re-induct all levels of employees on organisational policies and procedures in order to increase employee awareness. In addition to the basic induction, policies such as the Paterson Job Evaluation System, Housing Policy, and the various Codes of Employment conduct should be explained to all employees.

A movement towards in-house management training and development should be encouraged. Resources from the Divisional and Group training departments should frequently run development programmes on site. Benefits such as promotion of teamwork, working on relevant problems rather than simulations and roleplays, facilitation of transfer of learning to the real work situation, and so on, may be derived.

The Divisional and Group training and development should also be retained for broadening management's perspectives and for promoting the cross-pollination of ideas between divisions and with managers from other organisations.

A more participative management approach would encourage the delegation of responsibility and accountability to lower echelons and more participation by the various levels of employees in the traditional management functions. The study highlighted employee involvement to be seriously lacking in Mill F. This approach would result in greater motivation and enthusiasm amongst the workers due to increased responsibility and job enrichment. Undoubtedly, this would have a positive effect on productivity. The participative approach should start at the top and cascade down the line. For it to succeed, top management's commitment and acceptance of the system are essential. Safeguards should be built into the programme as there will, inevitably, be casualties caused by the very change in the management style. Planning for the implementation of this change can start almost immediately as the physical costs are negligible.

Management need to explore the possibility of introducing more communication and negotiation forums as highlighted in the study, for example, regular meetings between management and first line supervisors, representation of Indian and White employees at Divisional level of negotiations, communication with other trade unions which have significant membership, joint problem solving groups in various departments, communicating and briefing groups as required.

In addition to the above communication structures, management need to decide on the appropriate communication processes to be used before engaging in any communication. The management processes available are consulting, informing, negotiating and joint problem solving. Consulting and informing are useful processes in disseminating information related to company policy, company information, job related matters, productivity, work relationships, conditions of employment, management decisions and company operating procedures.

Negotiating is particularly useful in collective bargaining on substantive conditions of employment with employee representative bodies but it may also be used, to a lesser extent, in determining working conditions with groups of employees. Joint problem solving is a useful process in working through problems related to productivity, job performance, work relationships and company procedures.

The study also highlighted the fact that the hygiene facilities, for example, toilets, change-rooms, canteens, and so on, were grossly inadequate in Mill F. These hygiene factors have contributed to the negative climate and low morale amongst employees in Mill F. Management is advised to acquire the necessary capital at least to commence the first phase towards addressing these issues. The demonstration of positive action will go a long way towards boosting employee morale.

More direct highlighting of the performance of individuals, assisting the identification of performers with potential and also management development needs, are essential requirements in Mill F. These tasks could be facilitated through:-

- i) extending the assessment of development needs to supervisory levels below foremen level;
- ii) drawing up a formal performance appraisal/merit-rating scheme initially for all levels of line supervision and, later, after adequate consultation with employee representatives, to explore the possibility of extending it to all levels of employees
- iii) local manpower and succession plans, the principles of which need to be communicated in stages to various levels of line management and finally to all employees

Senior management is advised to keep an industrial relations budget on an annual basis. A communications budget should be incorporated into the industrial relations budget. This budget should be controlled by either the Mill Manager or the Personnel Manager. Recommendations for the communications budget, which will be part of the industrial relations budget, will be received from the communications committee.

In so far as attitude change is concerned, management must fully accept their responsibility for managing communications in the mill. There is a need for them to be aware of their stereotyping attitudes and positively work towards eliminating them. Hall (1982 : 195) states that even the terms "management" and "worker" are indicative of value loadings associated with rank. Management should, therefore, always try and imagine themselves on the receiving end.

The above recommendations require initiative, co-ordination, manpower, financial and time resources. With all the intended purposes, without a communications taskforce these recommendations could not possibly be implemented. The communications committee would, therefore, form the fulcrum of the communications activities in the mill.

Communication Aids

The researcher is proposing two forms of communications aids which would assist management in their attempt to improve communications in Mill F.

i) Section Organograms

It is advisable to have organograms, with job titles rather than names, displayed at the various work stations. These organograms will reflect the span of control, the reporting relationships and the person(s) responsible for communicating and receiving requests and grievances in a particular section. These organograms must be clearly explained by line management assisted by the Training Department so that employees will be able to identify themselves in the family tree.

The benefits of having these organograms would be to prevent by-passing by line supervision, to continually remind people of their responsibilities and the reporting relationships and, finally, to compel line management to explain to the employees any restructuring which may take place as this might alter the family tree.

ii) Communication Checklist

In order to assist line management during the communication planning phase, the researcher has drawn up a communication checklist which management might find useful in their planning.

the checklist enables the line manager to look at each communication item at hand and decide upon;

the communication mode, channel or media that would be most suitable

the communication process which would best suit the type of communication to be made

the target population that needs the information

the specific individual(s) responsible for communicating

the timing of the communication

The benefit of using the checklist is that it enables the planner to think about the communication content, the target group, how the message will be communicated, by whom and when. It also allows the planner to check the checklist with his colleagues or with the Personnel Department before engaging in the act.

FIGURE: 16

CHECKLIST FOR FACILITATING COMMUNICATION

COMMUNICATION ITEM	COMMUNICATION MODE						COMMUNICATION PROCESS					WHO NEEDS TO KNOW	SPECIFIC RESPONSIBILITY	TIMING
	MEETING	PHONE	LETTER/MEMO	NOTICE BOARD	AUDIOVISUAL	EMPLOYEE REPRESENTATIVE	OTHER	INFORM/INSTRUCT/TELL	CONSULT	JOINT PROBLEM SOLVING	NEGOTIATE			
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														

7.5 SOME COMMUNICATION GUIDELINES FOR MANAGEMENT

The following guidelines were developed from the list of communication problem areas highlighted in the study. Some of the guidelines below were developed by the respondents under the section "Recommendations for Improvements".

- Clarify the object of communication and the type of response required
- Decide on the target population, the communication channels, the communication process, the best timing and so on (refer to communication checklist)
- Use the language the receiver understands and if interpreters are to be used, ensure that they are briefed beforehand about the subject matter
- Listen carefully, patiently and show empathy with the other party
- Always check reception for common understanding at the end
- Look for body language and challenge any strange behavioural patterns
- Rehearse critical information and ask your colleagues to critique your presentation
- Respond timeously to matters referred to you with minimum procrastination

- Ask the other party his opinion, suggestions and views
- Be frank and open in communicating
- Keep a concise record of all communication
- Identify other resources that could help facilitate communication and understanding
- Follow-up on all matters referred to you and also on unfinished business
- Do not underestimate the problems referred to you no matter how minor they may appear
- Do not assume
- Avoid being emotional
- Do not correct performance or discipline your subordinate in front of others
- If written communication is used, ensure clarity and check understanding
- Where possible, avoid communicating via the third party
- Where audio-visual communication is used, check reception at the end

Management would be advised to have the above guidelines displayed where they could be frequently seen.

7.6 RECOMMENDATIONS FOR FUTURE RESEARCH

Although this has been a fairly detailed study, it tended to focus mainly on communications which is only one element of industrial relations. The researcher suggests that in future a total industrial relations audit would be more meaningful in reflecting the overall picture. Other areas within the business can be examined and evaluated using the same research process.

The researcher would like to conclude by posing a few questions to management in Mill F. An honest introspection by each line manager may highlight how far individual managers are from the ideal situation:-

- To what extent is line management willing to openly share information with employees?
- To what extent is management committed to addressing the conflict of perceptions between the workers and themselves?
- To what extent is line management ready to involve employees in the traditional management functions, for example, decision making, problem solving, planning, productivity exercises? Is the participative approach seen to have any benefits?

- To what extent does line management trust the workers? Are the workers experiencing the trust relationship which they are expected to reciprocate?
- To what extent are the roles of the different groups, for example, shop stewards, line supervisors, Personnel Department, and so on, clearly understood and accepted?
- To what extent are the employee representative bodies seen as communication support systems?
- To what extent is management willing to openly discuss the relevant socio-political issues with the employees should these issues be raised?

ANNEXURE I

MILL F

COMMUNICATION AUDIT QUESTIONNAIRE

THE PURPOSE OF THIS QUESTIONNAIRE IS TO MEASURE THE EFFECTIVENESS OF COMMUNICATION ACTIVITIES IN OUR ORGANISATION. THE RESULTS OF THIS QUESTIONNAIRE WILL BE USED TO IMPROVE COMMUNICATION AT ALL LEVELS. TO DO THIS, WE NEED YOUR CO-OPERATION. IT IS NOT NECESSARY TO PUT YOUR NAME ON THE QUESTIONNAIRE, AS WE ARE NOT INTERESTED IN THE SOURCE, BUT IN YOUR RESPONSES. AS COMMUNICATION ACTIVITIES COVER SUCH A WIDE SPECTRUM, YOU MAY FIND THE QUESTIONNAIRE LENGTHY. IT IS, HOWEVER, IMPORTANT THAT YOU ANSWER ALL ITEMS HONESTLY AND TO THE BEST OF YOUR ABILITY. YOUR CO-OPERATION IS APPRECIATED.

INSTRUCTIONS

1. READ ALL INSTRUCTIONS
2. ANSWER ALL QUESTIONS
3. MARK YOUR RESPONSES IN PEN OR DARK PENCIL IN THE CORRECT BLOCK
4. IF YOU WISH TO ALTER AN ANSWER, DO IT CLEARLY
5. THERE IS NO WRONG OR RIGHT ANSWER AS WE ONLY WANT TO KNOW YOUR FEELINGS
6. ONLY MARK ONE BLOCK FOR EACH QUESTION EXCEPT WHEN YOU ARE ASKED TO GIVE REASONS FOR YOUR ANSWER

EVALUATING ITEMS:

EACH ITEM WILL BE EVALUATED ACCORDING TO THE FOLLOWING SCALES:

- [1] TO NO EXTENT
- [2] TO SOME EXTENT
- [3] TO A REASONABLE EXTENT
- [4] TO A HIGH EXTENT

e.g If you are asked whether you are satisfied with communication in this organisation, you would mark [1] where you are not satisfied at all, [2] where you are slightly satisfied, [3] where you are reasonably satisfied and [4] where you are highly satisfied.

PLEASE COMPLETE THE FOLLOWING :

SHIFT SECTION GRADE

A RECEIVING INFORMATION

In this section we are trying to determine to what extent you are satisfied with the information you receive about different aspects of your job and the organisation.

1. To what extent are you satisfied with the information you get from Management concerning your job?
[1] [2] [3] [4]
2. To what extent are you satisfied with the information you get from your Supervisor concerning your job?
[1] [2] [3] [4]
3. To what extent are you satisfied with the information you get from management about organisational policies?
[1] [2] [3] [4]
4. To what extent are you satisfied with the information you get from your Supervisor about organisational policies?
[1] [2] [3] [4]
5. To what extent are you satisfied with the information you get from management about Conditions of Employment?
[1] [2] [3] [4]
6. To what extent are you satisfied with the information you get from your Supervisor about Conditions of Employment?
[1] [2] [3] [4]
7. To what extent are you satisfied with the information you get from management about Technological changes?
[1] [2] [3] [4]
8. To what extent are you satisfied with the information you get from your Supervisor about Technological changes?
[1] [2] [3] [4]
9. To what extent are you satisfied with the information you receive from management on company performance?
[1] [2] [3] [4]

10. To what extent are you satisfied with the information you receive from your Supervisor on company performance?
- [1] [2] [3] [4]
11. To what extent are you satisfied with the information you receive from management on opportunities for promotion and advancement?
- [1] [2] [3] [4]
12. To what extent are you satisfied with the information you get from your Supervisor on opportunities for promotion and advancement?
- [1] [2] [3] [4]
13. To what extent are you satisfied with the information you receive from management on new developments such as changes in organisational structures, new Industrial Relations developments, etc?
- [1] [2] [3] [4]
14. To what extent are you satisfied with the information you receive from your Supervisor on new developments such as changes in organisational structures, new Industrial Relations developments, etc
- [1] [2] [3] [4]
15. To what extent are you satisfied with the information you receive from management on problems that the company is experiencing, e.g Financial problems, labour problems, etc?
- [1] [2] [3] [4]
16. To what extent are you satisfied with the information you receive from your supervisor on problems that the company is experiencing, e.g Financial problems, labour problems, etc?
- [1] [2] [3] [4]

B SENDING INFORMATION

In this section, we are going to ask questions about the opportunities you have for sending information about various aspects of your job.

1. To what extent are you satisfied with the opportunities provided by management for you to report back on job requirements?

[1] [2] [3] [4]

2. To what extent are you satisfied with the opportunities provided by your supervisor for you to report back on job requirements?

[1] [2] [3] [4]

3. To what extent are you satisfied with the opportunities provided by management for you to report back on job related problems?

[1] [2] [3] [4]

4. To what extent are you satisfied with the opportunities provided by your supervisor for you to report back on job related problems?

[1] [2] [3] [4]

5. To what extent are you satisfied with the opportunities provided by management for you to communicate grievances or complaints related to your job or working conditions?

[1] [2] [3] [4]

6. To what extent are you satisfied with the opportunities provided by your supervisor for you to communicate grievances or complaints related to your job or working conditions?

[1] [2] [3] [4]

7. To what extent does management provide you with an opportunity to obtain information to enable you to do your job efficiently?

[1] [2] [3] [4]

8. To what extent does your supervisor provide you with an opportunity to obtain information to enable you to do your job efficiently?

[1] [2] [3] [4]

9. To what extent are you able to give feedback to your supervisor about his effectiveness?

[1] [2] [3] [4]

C FEEDBACK OF INFORMATION

In this section we are trying to determine to what extent you are satisfied with the responses you receive when you have sent information to the following sources:

1. To what extent are you satisfied with the responses you receive from your subordinates when you send them information? (This question to be answered by B4's and above only)

[1] [2] [3] [4]

2. To what extent are you satisfied with the responses you receive from Employee Representatives to whom you have sent information?

[1] [2] [3] [4]

3. To what extent are you satisfied with the responses you receive when you send information to your supervisor?

[1] [2] [3] [4]

4. To what extent are you satisfied with the responses you receive from middle management when you send them information?

[1] [2] [3] [4]

5. To what extent are you satisfied with the responses you receive from top management when you send them information?

[1] [2] [3] [4]

D INTERPERSONAL RELATIONSHIPS

In this section we are trying to determine to what extent you are satisfied with the communication relationship that exists between people in this organisation.

1. To what extent can you communicate openly with your co-workers?

[1] [2] [3] [4]

Give reasons for your answer

.....
.....
.....

2. To what extent do co-workers in this organisation share information with each other?

[1] [2] [3] [4]

3. To what extent do supervisors in this organisation share information with each other?

[1] [2] [3] [4]

4. To what extent do managers in this organisation share information with each other?

[1] [2] [3] [4]

5. To what extent does your co-worker listen to what you have to say?

[1] [2] [3] [4]

6. To what extent does your supervisor listen to what you have to say?

[1] [2] [3] [4]

7. To what extent does management listen to what you have to say?

[1] [2] [3] [4]

8. To what extent do you find it satisfying to communicate with your co-workers?

[1] [2] [3] [4]

Give reasons for your answer

.....
.....
.....

9. To what extent do you find it satisfying to communicate with you Supervisor?

[1] [2] [3] [4]

Give reasons for your answer

.....
.....
.....

10. To what extent do you find it satisfying to communicate with management?

[1] [2] [3] [4]

Give reasons for your answer

.....
.....
.....

11. To what extent do you feel that your co-workers are sincere in their efforts to communicate?

[1] [2] [3] [4]

Give reasons for your answer

.....
.....
.....

12. To what extent do you feel that your Supervisor is sincere in his efforts to communicate?

[1] [2] [3] [4]

Give reasons for your answer

.....
.....
.....

13. To what extent do you feel that management is sincerer in their efforts to communicate?

[1] [2] [3] [4]

Give reasons for your answer

.....
.....
.....

E INDIVIDUAL IMPACT

This section is to determine to what extent you are satisfied with the impact that your communication efforts have on this organisations functioning.

1. To what extent does management consult with you on job related decisions?
[1] [2] [3] [4]
2. To what extent does your Supervisor consult with you on job related decisions?
[1] [2] [3] [4]
3. To what extent does management take your recommendations/ comments into account?
[1] [2] [3] [4]
4. To what extent does your Supervisor take your recommendations/comments into account?
[1] [2] [3] [4]
5. To what extent does management allow you to contribute to goal setting?
[1] [2] [3] [4]
6. To what extent does your Supervisor allow you to contribute to goal setting?
[1] [2] [3] [4]
7. To what extent does management allow you to participate in achieving targets/goals?
[1] [2] [3] [4]
8. To what extent does your Supervisor allow you to participate in achieving targets/goals?
[1] [2] [3] [4]
9. To what extent does management allow you to participate in problem solving processes?
[1] [2] [3] [4]
10. To what extent does your Supervisor allow you to participate in problem solving processes?
[1] [2] [3] [4]

F CHANNELS OF COMMUNICATION

In this section we are trying to determine to what extent you find the following channels of communication effective for different types of information.

For each type of information please fill in to what extent you find the following channels useful, accurate, timeous and understandable.

<u>CHANNEL</u>	<u>TYPE OF INFO</u>	<u>ACCURATE</u>	<u>USEFUL</u>	<u>TIMEOUS</u>	<u>UNDERSTAND</u>
TELEPHONE	JOB RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
TELEPHONE	PSNL RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
TELEPHONE	ORGNSTIONAL	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
GRAPEVINE	JOB RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
GRAPEVINE	PSNL RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
GRAPEVINE	ORGNSTIONAL	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
NOTCE BRD	JOB RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
NOTCE BRD	PSNL RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
NOTCE BRD	ORGNSTIONAL	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
MEMORNDMS	JOB RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
MEMORNDMS	PSNL RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
MEMORNDMS	ORGNSTIONAL	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
TRNG PRGM	JOB RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
TRNG PRGM	PSNL RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
TRNG PRGM	ORGNSTIONAL	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
FLM & VDO	JOB RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
FLM & VDO	PSNL RELATED	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
FLM & VDO	ORGNSTIONAL	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]

G SOURCES OF INFORMATION

In this section we are trying to determine how effective our existing sources of communication are.

1. To what extent do you find face to face contacts useful for obtaining information
[1] [2] [3] [4]
2. To what extent is this information accurate,
[1] [2] [3] [4]
3. timeous,
[1] [2] [3] [4]
4. and understandable?
[1] [2] [3] [4]
5. To what extent do you find co-workers useful for obtaining information?
[1] [2] [3] [4]
6. To what extent is this information accurate,
[1] [2] [3] [4]
7. timeous,
[1] [2] [3] [4]
8. and understandable?
[1] [2] [3] [4]
9. To what extent do you find communication with individuals in other departments useful?
[1] [2] [3] [4]
10. To what extent do you find your immediate Supervisor useful as a source of information?
[1] [2] [3] [4]

11. To what extent is this information accurate,
[1] [2] [3] [4]
12. timeous,
[1] [2] [3] [4]
13. and understandable?
[1] [2] [3] [4]
14. To what extent do you find departmental meetings useful as
a source of information?
[1] [2] [3] [4]
15. To what extent is this information accurate,
[1] [2] [3] [4]
16. timeous,
[1] [2] [3] [4]
17. and understandable?
[1] [2] [3] [4]
18. To what extent do you find foremen meetings useful as a
source of information?
[1] [2] [3] [4]
19. To what extent is the information accurate,
[1] [2] [3] [4]
20. timeous,
[1] [2] [3] [4]
21. and understandable?
[1] [2] [3] [4]

22. To what extent do you find downward line communication effective?

[1] [2] [3] [4]

Give reasons for your answer

.....
.....
.....

23. To what extent do you find the ethnic committees effective as a source of information?

[1] [2] [3] [4]

24. To what extent do you find top management useful as a source of information?

[1] [2] [3] [4]

25. To what extent is this information accurate,

[1] [2] [3] [4]

26. timeous,

[1] [2] [3] [4]

27. and understandable?

[1] [2] [3] [4]

28. To what extent do you find training programmes effective as a source of information?

[1] [2] [3] [4]

Give examples of training programmes you have found to be effective/ineffective

.....
.....
.....

H PROBLEM AREAS

In this section we are trying to determine in which areas you feel communication is not as effective as it should be

1. To what extent do you find that job related information is not readily available?
[1] [2] [3] [4]
2. To what extent do you find that personnel information is not readily available?
[1] [2] [3] [4]
3. To what extent do you find that organisational information is not readily available?
[1] [2] [3] [4]
4. To what extent do you feel that job related information reaches you too late?
[1] [2] [3] [4]
5. To what extent do you feel that personnel related information reaches you too late?
[1] [2] [3] [4]
6. To what extent do you find that organisational information reaches you too late?
[1] [2] [3] [4]
7. To what extent do you feel that job related information is not reliable and accurate?
[1] [2] [3] [4]
8. To what extent do you feel that personnel related information is not reliable and accurate?
[1] [2] [3] [4]
9. To what extent do you feel that organisational information is not reliable and accurate?
[1] [2] [3] [4]

10. To what extent do you feel that job related information is useless and unimportant?
[1] [2] [3] [4]
11. To what extent do you feel that personnel related information is useless and unimportant?
[1] [2] [3] [4]
12. To what extent do you feel that organisational information is useless and unimportant?
[1] [2] [3] [4]
13. To what extent do you feel that the language used in communication processes is too difficult to understand?
[1] [2] [3] [4]
14. To what extent do you feel that the content of the messages are too difficult to understand?
[1] [2] [3] [4]
15. To what extent do you feel that you get too little personnel related information?
[1] [2] [3] [4]
16. To what extent do you feel that you get too little job related information?
[1] [2] [3] [4]
17. To what extent do you feel that you get too little organisational information?
[1] [2] [3] [4]
18. To what extent do you feel that management is unaware of employees feelings and attitudes?
[1] [2] [3] [4]
19. To what extent do you feel hindered in expressing your views?
[1] [2] [3] [4]

20. To what extent do you feel that your opinions don't count?

[1] [2] [3] [4]

21. List any other problems areas you may have.

.....
.....
.....

22. List any positive aspects of communication.

.....
.....
.....

I IMPROVING COMMUNICATION

In this section we are trying to determine ways of improving communication.

1. To what extent would you like to see communication from employees to management improved?

[1] [2] [3] [4]

2. To what extent would you like to see communication from management to employees improved?

[1] [2] [3] [4]

3. To what extent would you like to see communication from you to your own superior improved?

[1] [2] [3] [4]

4. To what extent would you like to see communication from your superior to you improved?

[1] [2] [3] [4]

5. To what extent would you like to see communication among fellow employees improved?

[1] [2] [3] [4]

6. To what extent would you like to see communication between employee representatives and employees improved?

[1] [2] [3] [4]

7. To what extent would you like to see interdepartmental communication improved?

[1] [2] [3] [4]

8. List some suggestions which you feel would improve communication with your superior.

.....
.....
.....

9. List some suggestions which you feel would improve communication with your co-workers.

.....
.....
.....

10. List some suggestions which you feel would improve communication with management

.....
.....
.....

11. Do you feel that you as an individual have a need for communication training?

[1] [2] [3] [4]

12. Do you feel that your supervisor needs communication training?

[1] [2] [3] [4]

13. Do you feel that management needs communication training?

[1] [2] [3] [4]

Total = 136 items

ANNEXURE II

MILL F

IFOMU YOKUCWANINGISISA EZOKUXHUMANA

INHLOSO YALEFOMU NGUKUCWANINGA UKUTHI UKUXHUMANA KUHLE KANGAKANANI KULENKAMPANI. IMIPHUMELA YALOKHU KUCWANINGA IYOSETSHENZISWA EKWENZENI NGCONO ISIMO SEZOKUXHUMANA KUWO WONKE AMAZINGA EZISEBENZI. UKUZE LOKHU KWENZEKA, SIDINGA UKUBAMBISANA. AKUDINGEKI UKUBA UBHALE IGAMA LAKHO KULEFOMU NGENXA YOKUTHI SIDINGA UKWAZI NGESIMO KUPHELA HAYI UMUNTI OBHALILE. NGENXA YOKUTHI UKUXHUMANA KUNDELELANINGI, NIZOTHOLA UKUTHI LEFOMU INEMIBUZO EMININGI. KUSEMQOKA UKUBA UPHENDULE YONKE IMIBUZO NGEQINISO NANGOKWETHEMBEKA. SIYOTHOKOZA UMA SINGABAMBISANA KULOMKHANKASO.

IZIYALEZO

1. FUNDA KAHLE YONKE IMIBUZO
2. PHENDULA YONKE IMIBUZO
3. SHAYA ISIPHAMBANO ESIKWELENI ESINEMPENDULO EVUMELANA NAWA
4. AYIKHO IMPENDULO ELUNGILE NOMA ENGALUNGILE KEPHA OKUDINGEKAYO YIMIZWA YALESO NALESO SISEBENZI
5. SHAYA ISIPHAMBANO ESIKWELENI ESISODWA KUPHELA UMA UPHENDULA UMBUZO

UKUHLOLWA KWEZIMPENDULO:

IMPENDULO NGAYINYE IYOHLOLWA NGALENDELELA ELANDELAYO:

- [1] USHO UKUTHI AKWENELISI NHLOBO
- [2] USHO UKUTHI KWENELISA KANCANE
- [3] USHO UKUTHI KUYENELISA KAHLE
- [4] USHO UKUTHI KWENELISA KAKHULU NGOKUNCOMEKAYO

ISIBONELO

Uma ubuzwa ukuthi weneliseke kangakanani ngendlela okuxhunyenwe ngayo kulenkampani, uma ushaya isiphambano ku [1] uyobe usho ukuthi awenelisekile nhlobo; uma ushaya isiphambano ku [2] uyobe usho ukuthi weneliseke kancane, uma ushaya isiphambano ku [3] uyobe usho ukuthi wenelisekile, kanti u [4] yena usho ukuthi weneliseke kakhulu okanye ngendlela encomekayo.

SIZA UPHENDULE LEMIBUZO NJENGOBA SICHAZILE

ISHIFU IDIPHATHIMENDE

IGREDI

A. UKWAZISWA

Kulesisigaba sizama ukuthola ukuthi weneliseke kangakanani ngolwazi olutholayo maqondana nezinto eziphathelene nomsebenzi wakho kanye nenkampani oyisebenzelayo

1. Kwenzeka kangakanani ukuba unikezwe ngabaphathi ulwazi olwanele maqondana nomsebenzi wakho?

[1] [2] [3] [4]

2. Kwenzeka kangakanani ukuba unikezwe induna yakho ulwazi olwanele maqondana nomsebenzi wakho?

[1] [2] [3] [4]

3. Kwenzeka kangakanani ukuba unikezwe abaphathi ulwazi olwanele maqondana nezingubo zenkampani?

[1] [2] [3] [4]

4. Kwenzeka kangakanani ukuba unikezwe induna ulwazi olwanele maqondana nezingubo zenkampani?

[1] [2] [3] [4]

5. Kwenzeka kangakanani ukuba unikezwe abaphathi ulwazi olwanele maqondana nezimiso zokuqashwa kwakho?

[1] [2] [3] [4]

6. Kwenzeka kangakanani ukuba unikezwe induna ulwazi olwanele maqondana nezimiso zokuqashwa kwakho?

[1] [2] [3] [4]

7. Kwenzeka kangakanani ukuba unikezwe abaphathi ulwazi olwanele maqondana nezinguquko zobuchwepheshe kwezemisebenzi?

[1] [2] [3] [4]

8. Kwenzeka kangakanani ukuba unikezwe induna yakho ulwazi olwanele maqondana nezinguquko zobuchwepheshe kwezemisebenzi?

[1] [2] [3] [4]

9. Kwenzeka kangakanani ukuba unikezwe abaphathi ulwazi olwanele maqondana nokuthi inkampani iqhuba kanjani?

[1] [2] [3] [4]

10. Kwenzeka kangakanani ukuba unikezwe yinduna ulwazi olwanele maqondana nokuthi inkampani iqhuba kanjani?

[1] [2] [3] [4]

11. Kwenzeka kangakanani ukuba unikezwe abaphathi ulwazi olwanele maqondana nokwenyuselwa ezikhundleni nangamathuba okuzithuthukisa?

[1] [2] [3] [4]

12. Kwenzeka kangakanani ukuba unikezwe induna ulwazi olwanele maqondana nokwenyuselwa ezikhundleni nangamathuba okuzithuthukisa?

[1] [2] [3] [4]

13. Kwenzeka kangakanani ukuba unikezwe abaphathi ulwazi olwanele maqondana nezinguqukoezivelayo njengokushintsha kohlelo lwabaphathi benkampani izinguquko eziphathelene nezobudlelwano, nokunye?

[1] [2] [3] [4]

14. Kwenzeka kangakanani ukuba unikezwe induna yakho ulwazi olwanele maqondana nezinguquko ezivelayo njengokushintsha kohlelo lwabaphathi benkampani, izinguquko eziphathelene nezobudlelwano nokunye?

[1] [2] [3] [4]

15. Kwenzeka kangakanani ukuba unikezwe abaphathi (izimfolomane) ulwazi olwanele maqondana nezinkinga ebhekene nazo inkampani e.g njengezinkinga zemali, nezabasebenzi?

[1] [2] [3] [4]

16. Kwenzeka kangakanani ukuba unikezwe abaphathi (izimenenja) ulwazi olwanele maqondana nezinkinga ebhekene nzo inkampani e.g njengezinkinga zemali, nezabasebenzi?

[1] [2] [3] [4]

B. UKWAZISA

Kulesisigaba sizokubuza imibuzo ngamathuba owatholayo okwazisa abakuphethe nalabo osebenza nabo maqondana nezinto eziphathelene nomsebenzi wakho.

1. Kwenzeka kangakanani ukuba abaphathi bakho bakunikeze amathuba okuba ubazise ngezidingo onazo eziqondene nomsebenzi?

[1] [2] [3] [4]

2. Kwenzeka kangakanani ukuba induna yakho ikunikeze amathuba okuba ubazise ngezidingo onazo eziqondene nomsebenzi?
- [1] [2] [3] [4]
3. Kwenzeka kangakanani ukuba abaphathi bakho bakunikeze amathuba okuba ubazise ngezinkinga eziqondene nomsebenzi?
- [1] [2] [3] [4]
4. Kwenzeka kangakanani ukuba induna yakho ikunikeze amathuba okuba uyazise ngezinkinga eziqondene nomsebenzi?
- [1] [2] [3] [4]
5. Kwenzeka kangakanani ukuba abaphathi bakho bakunikeze amathuba okuba ubazise ngezikhalo zakho eziqondene nomsebenzi kanye nezindlela zokusebenza?
- [1] [2] [3] [4]
6. Kwenzeka kangakanani ukuba induna yakho ikunikeze amathuba okuba uyazise izikhalo zakho eziqondene nomsebenzi kanye nezindlela zokusebenza?
- [1] [2] [3] [4]
7. Kwenzeka kangakanani ukuba abaphathi bakho bakunikeze ithuba lokuthola ulwazi ngezinto ozidingayo ukwenza umsebenzi wakho ngokufaneleyo?
- [1] [2] [3] [4]
8. Kwenzeka kangakanani ukuba induna yakho ikunikeze ithuba lokuthola ulwazi ngezinto ozidingayo ukwenza umsebenzi wakho ngokufaneleyo?
- [1] [2] [3] [4]
9. Kwenzeka kangakanani ukuba unikezwe ithuba lokuthshela induna yakho ukuthi ugculiseke kangakanani ngendlela ekuphethe ngayo?
- [1] [2] [3] [4]
- C. UKUBUYISWA KWEZIMPENDULO**
- Kulesisigaba sifuna ukubona ukuthi weneliseke kangakanani ngezimpendulo ozitholayo uma uthumele imibiko nezikhalo kulaba abalandelayo.
1. Kwenzeka kangakanani ukuba wenelise izimpendulo ozitholayo ezivela kulabo obaphetheyo uma kade ubanikeze imibiko?
- [1] [2] [3] [4]

2. Kwenzeka kangakanani ukuba weneliswe izimpendulo ozitholayo ezivela kumalunga ekomidi uma kade uwathumele imibiko nezikhalo?

[1] [2] [3] [4]

3. Kwenzeka kangakanani ukuba weneliswe izimpendulo ozitholayo ezivela enduneni uma kade uyithumela imibiko nezikhalo?

[1] [2] [3] [4]

4. Kwenzeka kangakanani ukuba weneliseke izimpendulo ozitholayo ezivela kubaphathi (izimfolomane) uma kade ubathumele imibiko nezikhalo?

[1] [2] [3] [4]

5. Kwenzeka kangakanani ukuba weneliseke izimpendulo ozitholayo ezivela kubaphathi abakhulu (izimenenja) uma kade ubathumele imibiko nezikhalo?

[1] [2] [3] [4]

D. UBUDLELWANO NABANYE

Kulesisigaba sifuna ukubona ukuthi weneliswe kangakanani ngobudlelwano nokuxhumana okukhona phakathi kwabantu enkampanini.

1. Kwenzeka kangakanani ukuba ukuthole kulula ukuxoxisana ngokwethembana nalabo osebenza nabo?

[1] [2] [3] [4]

Chaza kafushane ukuthi yini ekwenze wanikeza lempendulo engenhla

.....
.....
.....

2. Kwenzeka kangakanani ukuba abantu enisebenza nabo bazisane ngokwenzekayo?

[1] [2] [3] [4]

3. Kwenzeka kangakanani ukuba izinduna bazisane ngokwenzekayo?

[1] [2] [3] [4]

4. Kwenzeka kangakanani ukuba abaphathi bazisane ngokwenzekayo?

[1] [2] [3] [4]

5. Kwenzeka kangakanani ukuba abantu enisebenza nabo bakulalele uma kukhona ofuna ukukusho?

[1] [2] [3] [4]

6. Kwenzeka kangakanani ukuba induna ikulalele uma kukhona ofuna ukukusho?

[1] [2] [3] [4]

7. Kwenzeka kangakanani ukuba abaphathi bakulalele uma kukhona ofuna ukusho?

[1] [2] [3] [4]

8. Kwenzeka kangakanani ukuba ukuthole kwenelisa ukuxoxa nokubonisana nezinye izisebenzi?

[1] [2] [3] [4]

Chaza kafushane ukuthi yini ekwenze wanikeza lempendulo engenhla

.....
.....
.....

9. Kwenzeka kangakanani ukuba ukuthole kwenelisa ukuxoxa nokubonisana nenduna?

[1] [2] [3] [4]

Chaza kafushane ukuthi yini ekwenze wanikeza lempendulo engenhla

.....
.....
.....

10. Kwenzeka kangakanani ukuba ukuthole kwenelisa ukuxoxa nokubonisana nabaphathi?

[1] [2] [3] [4]

Chaza kafushane ukuthi yini ekwenze wanikeza lempendulo engenhla

.....
.....
.....

11. Kwenzeka kangakanani ukuba uzwe ukuthi labo osebenza nabo baxoxa ngokuvuleka nangokuthembeka?

[1] [2] [3] [4]

Chaza kafushane ukuthi yini ekwenze wanikeza lempendulo engenhla

.....
.....
.....

12. Kwenzeka kangakanani ukuba uzwe ukuthi induna yakho ixoxa ngokuvuleka nangokuthembeka?

[1] [2] [3] [4]

Chaza kafushane ukuthi yini ekwenze wanikeza lempendulo engenhla

.....
.....
.....

13. Kwenzeka kangakanani ukuba uzwe ukuthi abaphathi bakho baxoxa ngokuvuleka nangokuthembeka?

[1] [2] [3] [4]

Chaza kafushane ukuthi yini ekwenze wanikeza lempendulo engenhla

.....
.....
.....

E. UKULALELWA KWEZIYALO NEMIBONO YAKHO

Kulesisigaba sifuna ukubona ukuthi weneliseke kangakanani ngokulalelwa kwezinyalo nemibono yakho oyivezayo kulenkampani.

1. Kwenzeka kangakanani ukuba abaphathi bakuthinte ekwenzeni izingqumo eziqondene nomsebenzi?

[1] [2] [3] [4]

2. Kwenzeka kangakanani ukuba induna yakho ikuthinte ekwenzeni izingqumo eziqondene nomsebenzi?

[1] [2] [3] [4]

3. Kwenzeka kangakanani ukuba abaphathi bayemukele imibono neziphakamiso zakho?
[1] [2] [3] [4]
4. Kwenzeka kangakanani ukuba induna yakho iyemukele imibono neziphakamiso zakho?
[1] [2] [3] [4]
5. Kwenzeka kangakanani ukuba abaphathi bakuvumele ukuba ufake isandla ekwakhiweni kwemigomo eqondene nomsebenzi?
[1] [2] [3] [4]
6. Kwenzeka kangakanani ukuba induna yakho ikuvumele ukuba ufake isandla ekwakhiweni kwemigomo eqondene nomsebenzi?
[1] [2] [3] [4]
7. Kwenzeka kangakanani ukuba abaphathi bakuvumele ukuba nawe ubambisane nabo ekufezeni izinjongo zomsebenzi?
[1] [2] [3] [4]
8. Kwenzeka kangakanani ukuba induna ikuvumele ukuba nawe ubambisane nabo ekufezeni izinjongo zomsebenzi?
[1] [2] [3] [4]
9. Kwenzeka kangakanani ukuba abaphathi bakuvumele ukuba usize ukuxazulula izinkinga eziqondene nomsebenzi?
[1] [2] [3] [4]
10. Kwenzeka kangakanani ukuba induna yakho ikuvumele ukuba usize ukuxazulula izinkinga eziqondene nomsebenzi?
[1] [2] [3] [4]

IZINDLELA ZOKUXHUMANA

Kulesisigaba sifuna ukubona ukuthi uzibona zinempumelelo engakanani lezizindlela zokuthintana ezilandelayo.

Kuleyo ndlela yokuxhumana ngayinye, khombisa ngokusobala ukuthi ilunge kangakanani; inosizo kangakanani, ishesha kangakanani, izwakala kangakanani.

<u>ELA</u>	<u>UHLOBO LWEMIBIKO</u>	<u>ILUNGILE</u>	<u>INOSIZO</u>	<u>IYASHESHA</u>	<u>IYEZWAKALA</u>
30	NGOMSEBENZI	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
30	NGEZABANTU	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
30	NGEZENKAMPANI	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
EMUHEMU	NGOMSEBENZI	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
EMUHEMU	NGEZABANTU	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
EMUHEMU	NGEZENKAMPANI	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
HODI	NGOMSEBENZI	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
HODI	NGEZABANTU	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
HODI	NGEZENKAMPANI	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
CWADI	NGOMSEBENZI	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
CWADI	NGEZABANTU	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
CWADI	NGEZENKAMPANI	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
YISIKOBO	NGOMSEBENZI	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
YISIKOBO	NGEZABANTU	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]
YISIKOBO	NGEZENKAMPANI	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]	[1][2][3][4]

G. LAPHO IMIGIKO EPHUMA KHONA

Kulesisigaba sifuna ukubona impumelelo yezindlela ezikhona zokuthola ulwazi.

- Kwenzeka kangakanani ukuba uthole ukuthi ukuhlangana ubuso nobuso kuyasiza ekutholeni ulwazi?
[1] [2] [3] [4]
- Kwenzeka kangakanani ukuba ulwazi olutholayo lubeyiqiniso,
[1] [2] [3] [4]
- lusheshe,
[1] [2] [3] [4]
- luzwakale?
[1] [2] [3] [4]

5. Kwenzeka kangakanani ukuba uthole osebenza nabo
benosizo ekutholeni ulwazi?
[1] [2] [3] [4]
6. Kwenzeka kangakanani ukuba ulwazi olutholayo
lubeyiqiniso,
[1] [2] [3] [4]
7. lusheshe,
[1] [2] [3] [4]
8. luzwakale?
[1] [2] [3] [4]
9. Kwenzeka kangakanani ukuba uthole ukuxhumana
nabakwamanye amadiphathimende kunosizo?
[1] [2] [3] [4]
10. Kwenzeka kangakanani ukuba uthole induna yakho inosizo
ekutholeni ulwazi?
[1] [2] [3] [4]
11. Kwenzeka kangakanani ukuba ulwazi olutholayo
lubeyiziniso,
[1] [2] [3] [4]
12. lusheshe,
[1] [2] [3] [4]
13. luzwakale?
[1] [2] [3] [4]
14. Kwenzeka kangakanani ukuba uthole imihlangano
yediphathimende inosizo ekutholeni ulwazi?
[1] [2] [3] [4]
15. Kwenzeka kangakanani ukuba ulwazi olutholayo
lubeyiqiniso
[1] [2] [3] [4]
16. lusheshe,
[1] [2] [3] [4]
17. luzwakale?
[1] [2] [3] [4]

18. Kwenzeka kangakanani ukuba uthole imihlangano yezimfolomane inosizo ekutholeni ulwazi?

[1] [2] [3] [4]

19. Kwenzeka kangakanani ukuba olutholayo lubeyiqiniso,

[1] [2] [3] [4]

20. lusheshe,

[1] [2] [3] [4]

21. luzwakale?

[1] [2] [3] [4]

22. Kwenzeka kangakanani ukuba uthole ukuxhumana kwabaphathi nezisebenzi kusuka phezulu kuya phansi kuyimpumelelo?

[1] [2] [3] [4]

Chaza kafushane ukuthi yini ekwenze wanikeza lempendulo engenhla

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.....
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23. Kwenzeka kangakanani ukuba uthole amakomidi ezinhlanga ezehlukene. Engusizo ekutholeni ulwazi?

[1] [2] [3] [4]

24. Kwenzeka kangakanani ukuba uthole abaphathi abakhulu benosizo ekunikezeni ulwazi oludingekayo?

[1] [2] [3] [4]

25. Kwenzeka kangakanani ukuba ulwazi olutholayo lubeyiqiniso,

[1] [2] [3] [4]

26. lusheshe,

[1] [2] [3] [4]

27. luzwakale?

[1] [2] [3] [4]

28. Kwenzeka kangakanani ukuba uthole izinhlelo zokufundisa ziwusizo ekutholeni ulwazi?

[1] [2] [3] [4]

Chaza kafushane ukuthi yini ekwenze wanikeza lempendulo engenhla

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.....

H. IZINDAWO EZINEZINKINGA

Kulesisigaba sizama ukubona ukuthi iziphi izindawo lapho wena obona khona ukuthi ukuxhumana akukuhle njengendlela okufanele kube yiyo.

1. Kwenzeka kangakanani ukuba uthole ukuthi ulwazi oluphathelele nomsebenzi alutholakali kalula?

[1] [2] [3] [4]

2. Kwenzeka kangakanani ukuba uthole ukuthi ulwazi olugondene nezisebenzi alutholakali kalula?

[1] [2] [3] [4]

3. Kwenzeka kangakanani ukuba thole ukuthi ulwazi oluphathelele nenkampani alutholakali kalula?

[1] [2] [3] [4]

4. Kwenzeka kangakanani ukuba ulwazi oluphathelele nomsebenzi uluthole sesedlule isikhathi?

[1] [2] [3] [4]

5. Kwenzeka kangakanani ukuba ulwazi oluphathelele nezindaba zabantu uluthole sesedlule isikhathi?

[1] [2] [3] [4]

6. Kwenzeka kangakanani ukuba ulwazi oluphathelele nenkampani uluthole sesedlule isikhathi?

[1] [2] [3] [4]

7. Kwenzeka kangakanani ukuba wena ubone ulwazi oluphathelele nomsebenzi lungethembekile futhi lungelona iqiniso?

[1] [2] [3] [4]

8. Kwenzeka kangakanani ukuba ulwazi oluphathelene nezindaba zabantu ulubone lungethembekile futhi lungelona iqiniso?
[1] [2] [3] [4]
9. Kwenzeka kangakanani ukuba wena ubone ulwazi oluphathelene nenkampani lungethebekile futhi lungelona iqiniso?
[1] [2] [3] [4]
10. Kwenzeka kangakanani ukuba wena ubone ukuthi ulwazi oluphathelene nomsebenzi alunamusebenzi futhi alumqoka?
[1] [2] [3] [4]
11. Kwenzeka kangakanani ukuba wena ubone ukuthi ulwazi oluphathelene nezindaba zabantu alunamusebenzi futhi alumqoka?
[1] [2] [3] [4]
12. Kwenzeka kangakanani ukuba wena ubone ukuthi ulwazi oluphathelene nenkampani alunamusebenzi futhi alumqoka?
[1] [2] [3] [4]
13. Kwenzeka kangakanani ukuba wena ubone ukuthi ulwimi olusetshenziswa ekuxhumaneni lubukhuni kakhulu?
[1] [2] [3] [4]
14. Kwenzeka kangakanani ukuba wena ubone imibiko eyethulwayo ilukhuni kakhulu?
[1] [2] [3] [4]
15. Kwenzeka kangakanani ukuba ubone ulwazi oluphathelene nezindaba zabantu olutholayo luluncane kakhulu?
[1] [2] [3] [4]
16. Kwenzeka kangakanani ukuba ubone ulwazi oluphathelene nezindaba zabantu olutholayo luluncane kakhulu?
[1] [2] [3] [4]
17. Kwenzeka kangakanani ukuba ubone ulwazi olutholayo oluphathelene nenkampani luluncane kakhulu?
[1] [2] [3] [4]

18. Kwenzeka kangakanani ukuba ubone ukuthi abaphathi abayazi imizwa nemibono yabantu abasebenzayo?

[1] [2] [3] [4]

19. Kwenzeka kangakanani ukuba uzizwe ungenalo ilungelo ekuvezeni imibono?

[1] [2] [3] [4]

20. Kwenzeka kangakanani ukuba ubone ukuthi imibono yakho ayinasisindo?

[1] [2] [3] [4]

21. Bala ezinye izindawo lapho wena obona kunezinkinga khona?

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22. Shono izinto ezinhle ngendlela okuxhunyenwe ngayo enkampanini?

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I. UKWENZA NGCONO UKUXHUMANA

Kulesisigaba sifuna izindlela zokwenza ukuxhumana kubengcono.

1. Kwenzeka kangakanani ukuba ufune ukubona ukuxhumana kwezisebenzi nabaphathi kubangcono?

[1] [2] [3] [4]

2. Kwenzeka kangakanani ukuba uzizwe ufisa ukuthi ukuxhumana kwabaphathi nezisebenzi kube ngcono?

[1] [2] [3] [4]

3. Kwenzeka kangakanani ukuba ufise ukubona ukuxhumana kusuka ngakuwe kuya enduneni yakho kuba ngcono?

[1] [2] [3] [4]

4. Kwenzeka kangakanani ukuba ufise ukubona ukuxhumana kusuka enduneni kubangcono yakho kuza ngakuwe kuba ngcono?

[1] [2] [3] [4]

5. Kwenzeka kangakanani ukuba ufise ukubona ukuxhumana phakathi kwezisebenzi kubangcono?

[1] [2] [3] [4]

6. Kwenzeka kangakanani ukuba ufise ukubona ukuxhumana phakathi kwezisebenzi namalunga ekomidi kuba ngcono?

[1] [2] [3] [4]

7. Kwenzeka kangakanani ukuba ufise ukubona ukuxhumana phakathi kwamadiphathimende kubangcono?

[1] [2] [3] [4]

8. Bala izindlela obona zingasiza ukuxhumana phakathi kwakho nenduna yakho?

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9. Bala izindlela obona zingasiza ukuxhumana phakathi kwakho nabantu osebenza nabo?

.....
.....
.....

10. Bala izindlela obona zingasiza ukuba ukuxoxisana okusuka kubaphathi kuya ezisebenzini kube ngcono?

.....
.....
.....

11. Wena ngokwakho uyasibona yini isidingo sokufundiswa ngezokuxhumana?

[1] [2] [3] [4]

12. Wena ngokwakho ubona induna yakho ikudinga yini ukufundiswa ngezokuhumana?

[1] [2] [3] [4]

13. Wena ubona abaphathi bekudinga yini ukufundiswa ngezokuxhumana?

[1] [2] [3] [4]

COMMUNICATION AUDIT

GUIDELINE FOR COMMUNICATION AUDIT INTERVIEWS WITH SENIOR
MANAGEMENT

1. Do you get adequate and timeous information from Head Office/Immediate Superior to enable you to communicate effectively with your department?

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2. What problems do you experience in getting information, is it readily available?

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3. Do you have communication problems between different departments?

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4. Do you experience communication problems between different sections within your department?

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.....

5. Do you experience communication problems between various levels of employees in your department?

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.....
.....

6. Are you informed of what is happening at all organisational levels?

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.....

7. Do you feel that the existing organisational structure is functional as regards communication contact points?

.....
.....

8. Do you feel the need exists to do communication training and at what level?

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.....

9. What ways do you feel that existing communication sources, e.g ethnic committees, management meetings, departmental meetings could be improved?

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10. What specific communication problems do you experience with this Mill?

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11. What specific communication problems do you experience with other Mills?

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.....

12. What specific communication problems do you experience from Head Office?

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.....

13. Any suggestions/comments you would like to make re the improvement of the current communication structures/processes?

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T-H COMPANY

MANPOWER POLICY

1. STATEMENT OF PURPOSE

The T-H Group philosophy forms the basis of the statement of purpose of T-H Company which is:

- * To provide shareholders with a secure investment and to carry on a sound and profitable business in the field of sugar, and its related products by improving existing operations and seeking new opportunities, and by striving to satisfy consumer wants and needs through producing quality products at a reasonable cost.
- * To be a sensitive and resolute employer, recognising that the potential within the workforce can best be realised through the medium of training and advancement and to contribute to the improvement in the quality of life of all employees through enlightened employment practices and equal opportunity for all based on merit.
- * To act with integrity and responsibility in all business and social activities.
- * To demonstrate a genuine concern for society; to be conscious of a social responsibility towards the community, particularly in Natal and KwaZulu and to create, as far as possible, a stable and satisfying environment for employees.

- * To communicate with shareholders, employees, customers and the public at large in a responsible way.

- * To keep abreast of the latest developments in all relevant technologies, manpower practices and market trends.

2. NATURE OF BUSINESS

2.1 Major Locations

T-H Sugar is one of the largest sugar companies in the world. It has five sugar mills on the north coast of Natal and Zululand, extensive cane farming estates and a large sugar refinery in Durban.

2.2 Products and Services

Growing and milling of sugar cane and the production of raw and refined sugar for the local and export markets. Production of sugars for industrial use and the company range of speciality sugars which includes caramel brown, soft brown, castor, icing, cubed and crystal sugar.

Coffee production.

By-product sales include the sale of bagasse, bagasse fibre, molasses and power.

3. FINANCIAL OBJECTIVES

- (a) To maximise profitability through productivity improvements and utilisation of assets within the constraints of the world price of sugar and the policies of the Industry.

- (b) To produce a positive cash flow after retaining sufficient funds for the capital expenditure necessary to ensure the long term survival of the Division and to reduce the debt ratio.

- (c) To investigate new projects related to the core activities of the Division which, if justified purely on economic grounds, will earn an after tax DCF return of at least 20%

4. POLICIES AND CONSTRAINTS

The Sugar Industry in which the Division operates, is governed by the Sugar Act and the provisions of the Sugar Industry Agreement which are summarised as follows:

- (a) The exercise of quantitative control over production by means of quota allocations to cane growers.

- (b) The regulation of the supply of sugar cane to mills which, in effect, also provides regulatory control over the establishment of sugar mills.

- (c) The control and regulation of the disposal of the total quantity of sugar manufactured yearly. This involves the determination of the quantity of sugar required from each mill for the local and export markets.

- (d) The channelling of all sugar exports through the Sugar Association.

- (e) The pooling of proceeds from the sale of sugar and molasses and the division of these proceeds between millers and growers in accordance with the formula set out in the Agreement.

- (f) The imposition of levies to cover the cost of administration of the Industry and other charges such as pooled sugar transport costs and sugar price rebates to exporters of products containing sugar.

The Division operates within the policies of the T-H Group.

THE T-H GROUP LIMITED

PHILOSOPHY

The T-H Group philosophy is a statement of intent which describes how the Group will conduct its affairs in the discharge of its responsibilities to its shareholders, its customers, business associates, employees and society. The philosophy is a reflection of the Group's beliefs and values and will form the basis of its corporate goals and will provide guidelines for the formulation of policies and decisions. The manner in which the Group philosophy is translated into these corporate goals and actions will establish the image of the Group.

The Group operates in diversified but well defined fields of endeavour broadly presented by the provision of products and services that meet man's basic needs for food, clothing and shelter, and has committed itself to -

* * *

A policy of growth and profitability in our chosen fields which will provide shareholders with a secure investment and achieve earnings and dividend growth in real terms. Growth and profitability will be achieved through financially sound and well managed businesses, by providing reliable services and quality products, and through fair trading practices.

* * *

Be a sensitive but resolute employer, recognising that the potential within its workforce can best be realised through the medium of training and advancement; to contribute to the improvement in the quality of life of all its employees through enlightened employment practices and equal opportunity for all based on merit.

* * *

Demonstrate genuine concern for society; to be conscious of its social responsibility towards the communities within which it operates and of the desirability to create, as far as it is able, a stable and pleasing environment for its employees.

* * *

Communicate with its shareholders, its employees and the public at large in a responsible way.

* * *

Act with integrity and responsibility in all its business and social activities.

* * *

Keep abreast of the latest developments in all relevant technologies, manpower practices and market trends, and to continue to investigate new investment opportunities.

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