



Employment Relations

Only study guide for IOP3704

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IMPORTANT INFORMATION:

Please activate your myUnisa and myLife e-mails addresses and ensure that you have regular access to the myUnisa module site IOP3704/18/S1 or IOP3704/18/S2, depending on the semester for which you are registered, as well as your group site.

Note: This is an **online module**; therefore, your module is available on myUnisa. However, in order to support you with your studies, you will also receive certain study material in printed format.

Dear Student

This document will provide you with insight into the information that is being presented in myUnisa, the official learning management system of the University. If it is at all possible, I would like to encourage you to set up your myLife account at <https://my.unisa.ac.za/portal> and join the online learning environment.

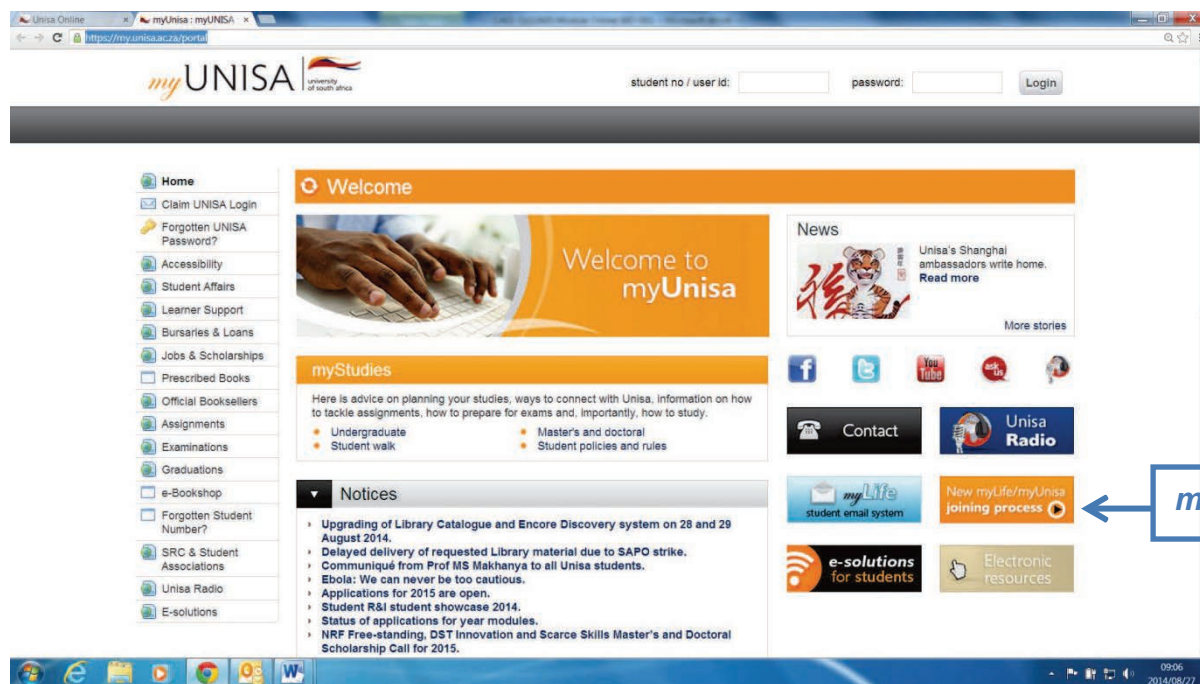


Figure 1: myUnisa portal

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Getting started letter

Welcome to the module on **labour conflict and negotiations** (IOP3704).

I hope that your experience of this module will be enjoyable and enriching.

This letter contains important information to get you started.

GOING ONLINE

USING THE NAVIGATION BAR AND myUnisa TOOLS

PLANNING AND MANAGING YOUR TIME

PARTICIPATING IN THE ONLINE LEARNING COMMUNITY

CLOSING REMARKS

GOING ONLINE

As a registered Unisa student you will have access to the myUnisa electronic portal.

The screenshot shows the myUnisa electronic portal home page. At the top, there is a navigation bar with the myUNISA logo, the University of South Africa name, and a login section with fields for 'student no / user id' and 'password', and a 'Login' button. Below the navigation bar, the main content area is divided into several sections. On the left, there is a vertical menu with links to Home, Claim UNISA Login, Forgotten UNISA Password?, Accessibility, Student Affairs, Learner Support, Bursaries & Loans, Jobs & Scholarships, Prescribed Books, Official Booksellers, Assignments, Examinations, Graduations, e-Bookshop, Forgotten Student Number?, SRC & Student Associations, Unisa Radio, and E-solutions. The main content area features a 'Welcome' banner with a 'Welcome to myUnisa' message and an image of hands typing on a keyboard. Below the banner, there are sections for 'myStudies' (providing advice on planning studies and connecting with Unisa), 'News' (with a story about CSI Florida? Post-mortems at the Science Campus), 'Notices' (with information about the 2014 Annual International AIDS Candlelight Memorial and examination period changes), 'Contact', 'Unisa Radio', 'myLife student email system', 'New myLife/myUnisa joining process', 'e-solutions for students', and 'Electronic resources'. The bottom of the page shows a Windows taskbar with the system clock at 11:18 on 2014/05/26.

Example 1: myUnisa electronic portal home page

From here you can access various online resources to assist you in your studies. Please ensure that you have activated your myLife e-mail and familiarise yourself with the *Study @ Unisa* brochure and other guidelines.

You might also find it helpful to access the following links relating to studying online:

- [Study @ Unisa \(1\)](#)
- [Study @ Unisa \(2\): What does it mean to be an ODL student at Unisa?](#)
- [Get connected before you start to register on myUnisa](#)

Once you have registered and have your myUnisa login details, you will have access to the module sites of all the modules you have registered for.

USING THE NAVIGATION BAR AND myUnisa TOOLS

You can use various navigation options to navigate the module sites you have enrolled for. These options are displayed on the left-hand side of the screen of all the sites. Click on the specific navigation option, and it will open the page containing the information you are looking for. The first page you will see when opening any site is the home page.

The screenshot displays the myUnisa interface for the Forensic Industrial Psychology (IOP2608) module. At the top, there is a navigation bar with 'myUNISA' branding and several dropdown menus: 'My Workspace', 'Course Admin', 'DCLD Quality Forum', and 'IOP2608-16-S1'. A 'Logout' button is also visible. Below this is a 'View Site As:' dropdown menu. The main content area is divided into three columns. The left column contains a vertical navigation menu with icons and text for various site functions. The middle column features a 'Welcome Message' section with a video player showing a 3D model of a human head and the text 'Forensic Industrial Psychology IOP2608'. Below the video is a welcome message paragraph. The right column contains a 'Calendar' for November 2015, showing dates from 1 to 30, and a 'Recent Announcements' section with a note that there are currently no announcements.

Example 2: Home page of the module site

Remember, from the IOP3704 home page, your lecturer is just a click away! I will follow a weekly schedule indicating what needs to be done for a specific week and thus the home page will be updated regularly.

The following is an alphabetical list and accompanying explanation of other myUnisa options that I will use for this module:

myUnisa option	Explanation
Additional Resources	This option allows you to access different types of resources relevant to your studies, such as links to articles on labour conflict and negotiations, assessments and assessment rubrics and PowerPoint presentations. The Additional Resources option contains a number of folders with files, links, graphs and other information. These additional resources will support your learning, and new resources might be uploaded during the semester.
Announcements	From time to time an announcement will alert you to important information. Sometimes you will also receive an e-mail notification in this regard. In addition, the most recent announcements will be displayed on the home page.
Assignments	This option allows you to submit assignments and monitor your assessment results. I will provide clear guidelines on the submission of assignments.
Blogs	The Blogs tool is used mostly for reflective activities. In the case of this module, marks might be assigned and awarded for blog activities. Should you require assistance in setting up your blog, go to the navigation bar of your module site, select the FAQs tool, and under the category “Technical issues” you will find directions to help you.
Discussions/Discussion Forums	<p>This option is used mainly for interactive discussions and activities relating to the various topics and themes associated with the field of labour conflict and negotiations. The forums and learning activities are created to assist and support you in mastering the learning outcomes. Participating in the discussions will also help you to be better prepared for the assignments.</p> <p>The module site contains a variety of discussion forums. There are forums where you can meet and chat with your fellow students (Forum 1: Student Lounge) and ask questions to your lecturer (Forum 2: Queries to my lecturer). In some instances, your participation in the discussion forums will be assessed and the mark awarded will form part of your year mark. However, this will be indicated clearly to you.</p> <p>In Forum 1: Student Lounge, you will be able to create your own discussions should you wish to do so. To find out more about how to create your own discussions, consult the category “Technical issues” under FAQs (frequently-asked questions).</p>
FAQs (frequently asked questions)	The FAQs tool provides questions and answers relating to the module. These are grouped in various categories ranging from assessment matters to technical issues. If you have any questions about the module, start by consulting the FAQs . Should you not find an answer to your question, you are most welcome to contact us.

Glossary	The Glossary tool allows you to access an alphabetical list of terms/terminology, usually specialised terms and their definitions, which are related to the field of labour conflict and negotiations. In printed format, glossaries usually appear at the end of a book or sometimes at the end of chapters. By selecting the glossary tool, you can easily access such a list of specialised terms and the accompanying explanations if you do not understand the meaning of the word or concept used in this discipline.
Learning Units	This option is the one that you will use most often. Here you will find content supporting the learning outcomes. The Learning Units option also provides information on learning activities, assessments and links to other valuable resources. Please note that the Learning Units option will be used in conjunction with your textbook.
Official Study Material	This option allows you to access and download the official study material such as the tutorial letters.
Prescribed books	There is no prescribed book for this module.
Schedule	This option displays the dates of the compulsory assignments and examinations. The calendar on the home page will also display all the dates of the various learning activities captured in the schedule. To access the information on scheduled events, click on the date in the calendar (which will be highlighted and underlined if activities are scheduled for that day), or click on the schedule option in the navigation bar, which gives you the option to view the calendar by week, month or year. You can also use the schedule option to help you plan and manage your time so that you can keep up with the various learning activities for this module. Unfortunately you will not be able to add or change schedule entries.
Self-assessment	This option allows you to access a variety of self-assessment activities related to the outcomes and various parts of the module. Some of the self-assessments will allow you to test your knowledge about a specific theme or topic presented in the study material and the Learning Units tool. On such self-assessments you will receive immediate feedback. The assessments that will be graded and that count towards your year mark will be clearly indicated.

PLANNING AND MANAGING YOUR TIME

*There are 24 hours,
1 440 minutes, and
86 400 seconds in each day.*

Yet there never seems to be enough time to get everything done!

Does this sound familiar? Attempting to balance study, work, family life and extracurricular activities is a challenge requiring you to manage ever-increasing and competing demands. You, therefore, need to draw up an appropriate schedule that will suit your individual needs and circumstances. Apart from the suggested study timetable (which you can access by selecting the **Learning Units** option – **Overview**), and the due dates for assignments (which you can access by clicking on the **Schedule** option), I do not prescribe a study timetable. However, here are some recommendations. Given the time constraints, you may want to follow some of these recommendations.

Browse through the module site	Take time to browse through the module site and familiarise yourself with the requirements and demands of the module. This will enable you to see the “big picture” of the whole module. The FAQs tool (on the navigation bar of the module site) is a valuable resource and could be a useful starting point. Evaluate the demands, opportunities and challenges of your personal circumstances and determine how they relate to the assignment due dates and the other relevant learning activities you need to attend to. It may be a good idea to enter these dates in your personal diary immediately.
Compile a personal study timetable	Decide on strategies for planning ahead and compile your personal study timetable and be disciplined in keeping to your schedule. Perhaps you could start with some preliminary reading and exploring the recommended material. The amount of information presented on the module site and the number of assignments to be completed may seem overwhelming at first, but don't be disheartened!
Approach your studies systematically	Work your way systematically through the various learning activities, reflective questions and assignments based on them. Make sure that you meet all the requirements for the learning activities. Use the learning outcomes and assessment criteria, the supporting material and learning activities (stipulated in the Learning Units option) to give you a foundation for the knowledge and skills you need to develop. To help you approach your studies with confidence, you may find it helpful to start by browsing through the module site and to acquaint yourself with the learning outcomes and assessment criteria, the additional resources and learning units. The learning units are designed and developed in the form of manageable “chunks” to help you achieve the learning outcomes logically and systematically.
Contact your lecturer	Do not hesitate to contact me, your lecturer, if you experience any difficulties with any aspects of the module. You can contact me either via e-mail, telephone or the Discussion Forum . Our contact details are available on the home page of the module site. Remember, help is just a click away.

Contact your peers	Please make regular contact with your peers (via the student lounge and other forums accessible by means of the Discussion Forum). Engage with your fellow students to clarify and broaden your understanding of challenging concepts and themes. You will find that by participating in discussions and continuously reflecting on your learning you will expand your knowledge base and develop new skills that you can apply in the workplace. Most students find these discussions with their lecturer or fellow students extremely useful when preparing their assignments.
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PARTICIPATING IN THE ONLINE LEARNING COMMUNITY

If you have taken online courses before, you may well be familiar with how to participate in online environments. However, if this is the first time you are taking an online course, you may be interested in how to go about communicating in cyberspace. An important issue of online communities is how people relate to each other. As you may know, the internet – cyberspace – has its own culture and accompanying conventions for e-mails, social networks and more formal online environments such as myUnisa, our educational learning management system.

When communicating electronically, people often forget that the person on the receiving end is someone with feelings, facial expressions, gestures and a unique tone of voice. Without being able to observe these communication cues it is quite possible to misinterpret participants' meaning – in the case of online communication, meaning is usually conveyed by written words only. Because online communication tends to be less personal, it would be a good idea to familiarise yourself with [guidelines on netiquette](http://www.albion.com/netiquette/corerules.html) (social codes/etiquette for the internet – available at <http://www.albion.com/netiquette/corerules.html>). These guidelines will give you useful information about participating in online discussions, such as how to address one another and making sure that you “*know what you're talking about and make sense*” (see rule 5).

Please note that when participating in the online discussions, I strongly recommend that you direct your responses to your lecturer and fellow students by **addressing them** at the opening of your response. Also, when you end your contribution, **sign off by using your name** (or title and surname). This will serve as an indication of how you would like your lecturer and fellow students to address you.

I urge you to make an effort and commit to following these guidelines to ensure that your communication and actions online are respectful.

Now, to get started, please access **Forum 1: Student Lounge** and **introduce yourselves** to each other (Discussion 1).

CLOSING REMARKS

Familiarise yourself with the online environment before the module commences in January 2018.

I look forward to witnessing your progress at a personal and professional level during the year.

It is truly a pleasure having you as a student and I would like to take this opportunity to wish you every success with your studies.

Your lecturers

Mr Mochabo Moerane
Dr KP Moalusi

Welcome message on the home page

The screenshot shows the myUNISA portal for module IOP2608. The main content area includes a 'Welcome Message' section with a graphic of a human head and the text 'Forensic Industrial Psychology'. Below the graphic, the text reads: 'Welcome to this learning experience in Forensic Industrial Psychology (IOP2608). I trust that you will find the module interesting, meaningful and personally enriching, and that it will be of practical value to you in your personal life and work situation. Please note that although the module is called Forensic Industrial Psychology, the content in fact covers the field of forensic psychology. To avoid confusion, reference is made in the...'. To the right of the welcome message is a 'Calendar' for November 2015, showing dates from 1 to 30. Below the calendar is a 'Recent Announcements' section, which currently shows no announcements.

Welcome to this learning experience in labour conflict and negotiations (IOP3704). I trust that you will find the module interesting, meaningful and personally enriching, and that it will be of practical value to you in your personal life and work situation. Please note that although the module is called labour conflict and negotiations, the content in fact covers the broad field of labour relations or employee relations. To avoid confusion, reference is made in the text to labour conflict and negotiations only, and labour relations are discussed as a subsection.

Labour conflict and negotiations

- concern itself with the inherent conflict between employer and employees;
- this conflict is based on the conflicting interests of both parties, and in some instances on different political and economic perspectives; and
- the generation, handling and outcomes of conflict, with negotiation being a proven way of handling this conflict in a constitutional and legal context.

As a consultant and practitioner in the field of human behaviour, the industrial and organisational psychologist has a major role to play in the work place. As a professionally trained industrial and organisational psychologist you can assist both management and the union (employees) in identifying and resolving work-related issues, thus contributing to the efficiency and productivity at the work place.


I will use this document to direct you through the various sections. Apart from the hard copy, there is also an electronic version available under the **Official Study Material** option on myUnisa. Please familiarise yourself with our module site. I recommend that you consult the **Getting Started Letter** first.

Please visit the module site regularly to keep up to date with all the learning activities. You might also find it helpful to access the following links related to studyingonline:

- myStudies@Unisa (1) <http://www.youtube.com/watch?v=j6QZrRF2iVU&feature=related>
- myStudies@Unisa (2): What does it mean to be an ODL student at Unisa?
http://www.youtube.com/watch?v=fgO_NcxduGg&feature=related
- Get connected before you start to register on myUnisa.
<http://www.youtube.com/watch?v=MAGvmgdSkEk&feature=related>

Don't hesitate to contact me by means of **Discussion Forum 2: Queries to my lecturers**, via e-mail or by paying me a visit at our offices at Muckleneuk campus in Pretoria. Should you wish to visit me on campus, please remember to arrange an appointment beforehand (office hours: 06:00 –14:00).

Contact details

<p>Mr Mochabo Moerane</p> <p>Office number: AJH van der Walt Building 3-104</p> <p>Telephone number :+27(0) 012 429 2197</p> <p>E-mail address: mail to: moeraem@unisa.ac.za</p> 	<p>Dr KP Moalusi</p> <p>Office number: AJH van der Walt Building 3-116</p> <p>Telephone number :+27(0) 012 429 8064</p> <p>E-mail address: mail to: moalukp@unisa.ac.za</p>
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The next step

Please select the **Discussion Forum** option (in the menu bar on the left), go to **Forum 1: Student Lounge** and introduce yourself to your fellow students under **Discussion 1**.

Outcomes and assessment criteria

Outcomes	Assessment criteria
<p><i>Specific outcome 1</i> Critically discuss the labour relationship system from an industrial psychological perspective.</p>	<ul style="list-style-type: none"> • The value of industrial and organisational psychology for labour relations is discussed. • The nature of labour relations is explained from an industrial psychological perspective. • The labour relations framework is critically discussed within the context of the systems approach.
<p><i>Specific outcome 2</i> Evaluate the various inputs to the South African labour relations system.</p>	<p>The influence of the labour relations context on the labour relationship is described.</p> <p>The distinction between different parties to the labour relationship is critically evaluated.</p> <p>The generation of conflict in the workplace and its causes are identified and explained.</p>
<p><i>Specific outcome 3</i> Critically discuss the implications of systems throughout on labour relations in the negotiation process.</p>	<p>The various ways to deal with conflict are critically discussed in terms of their advantages and disadvantages.</p> <p>Preparing for and conducting negotiations according to best practices are critically discussed.</p> <p>The various skills needed to facilitate negotiation are identified and critically discussed.</p> <p>The notion and different types of third-party interventions are discussed.</p>
<p><i>Specific outcome 4</i> Explain the labour relations system outputs in the context of the labour relationship.</p>	<p>The outcomes of and the feedback into the labour relations system are critically evaluated and discussed in terms of their influence on the labour relationship.</p> <p>The implications of labour relations for industrial and organisational psychology are critically discussed.</p>

Frequently asked questions (FAQs)

CATEGORY	QUESTIONS AND ANSWERS
<p>Tutorial letters</p>	<p>Question 1: What information do the tutorial letters contain?</p> <p>Answer:</p> <p>The tutorial letters contain important information about the scheme of work, resources and assignments for this module. I urge you to read them carefully and to keep them at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturer.</p> <p>More specifically, in Tutorial Letter IOP3704/101/2018, you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. This tutorial letter also provides all the information you need about the study material, other resources and how to obtain it.</p> <p>Tutorial Letter IOP3704/201/2018 contains feedback on Assignment 01, while Tutorial Letter IOPALLA/301/2018 contains important information, which applies to all students registered in the Department of Industrial and Organisational Psychology.</p> <p>Right from the start, I would like to point out that you must read all the tutorial letters you receive during the semester, as they always contain important and, sometimes, urgent information.</p> <p>Please make sure that you work through the tutorial letters before you embark on any work in the study material or assessment tasks.</p> <p>Question 2: Will I receive all my tutorial matter when I register?</p> <p>Answer:</p> <p>Please note that not all of your tutorial matter may be available when you register.</p> <p>Tutorial matter that is not available when you register, will be posted to you as soon as possible.</p> <p>Please note: It is not possible to fax outstanding tutorial letters to students. It is, however, possible to download them from the module site under the tools Official Study Material and Additional Resources.</p> <p>It is, therefore, to your benefit to register as an online student so that you can access and obtain your study material immediately.</p>
<p>Student support services</p>	<p>Question 1: Whom should I contact regarding administrative queries?</p> <p>Answer:</p> <p>All administrative enquiries in the Department of Industrial and Organisational Psychology should be directed to the departmental helpdesk:</p> <p style="text-align: center;">E-mail address: DeptIOP@unisa.ac.za</p> <p style="text-align: center;">Tel: +27 (0)12 4298033 or +27 (0)12 4298054</p>

Question 2: Who should I contact regarding academic queries?**Answer:**

All queries about the **contents** of this module (IOP3704) should be directed to your lecturer.

Telephone calls should be made during office hours (08:30–16:00). Lengthy problems should rather be dealt with by e-mail.

You are welcome to visit your lecturer at his office on the Muckleneuk campus, but please make sure that you have made an appointment beforehand. Appointments should be made **at least three days in advance**. The lecturer cannot guarantee that he will be able to attend to you if you arrive at the Department of Industrial and Organisational Psychology without an appointment.

The contact details of your lecturer are as follows:

Mr Mochabo Moerane Office number: AJH van der Walt Building 3-104 Telephone number :+27(0) 012 429 2197 E-mail address: mailto:moeraem@unisa.ac.za	Dr KP Moalusi Office number: AJH van der Walt Building 3-116 Telephone number :+27(0) 012 429 8064 E-mail address: mail to: moalukp@unisa.ac.za
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Question 3: What support can I expect from my lecturers?**Answer:**

Your lecturer will use the home page to post regular messages to guide you through the semester. Furthermore, you will receive regular announcements to draw your attention to important learning events and assessment tasks. I have also prepared supporting learning resources and various discussion forums and topics, which you will be able to access through myUnisa. You can thus expect regular communication from me (your lecturer). Remember, help is just a click away.

Question 4: What resources will I be able to access via myUnisa?**Answer:**

I realise that, as a distance education student, you cannot always visit the **library** when you are searching for information. Therefore, I have included online resources on our module site, which you can access at any time.

On this site, you will find the following material:

- electronic copies of the tutorial letters (under **Official Study Material**)
- a direct link to the Unisa library (from the menu bar on the left of your module site)
- summaries of discussion forums (in the relevant forums)

Please note: There are no prescribed textbooks or books reserved via the electronic e-reserves system.

Question 5: What other support services are available regarding general student matters?**Answer:**

If you need to contact the University about matters not related to the content of this module, please consult the publication *my Studies @ Unisa* that you received

	<p>with your study material. This booklet contains information on how to contact the University (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).</p> <p>Always provide your name, student number and module code when you contact the University.</p> <p>Question 6: Are there any study groups for this module?</p> <p>Answer:</p> <p>There are no official study groups for this module. However, I strongly recommend that you form your own study groups with fellow students living in your area.</p> <p>To form study groups, you can share your contact details with your fellow students in the Student Lounge forum in Topic 2: Fellow student contact detail. Contact students who live near to you and invite them to form a study group.</p> <p>Please note that you still need to submit your own individual work when you submit assignments.</p>
Online learning	<p>Question 1: Is it easier to learn online than through print-based material?</p> <p>Answer:</p> <p>No. The course content of an online class is usually identical to that of a print-based distance learning course on the same topic. Compared to regular face-to-face classes, some people think the workload is even more demanding, because you have to be a self-directed learner and stay motivated to keep on top of your work.</p> <p>The most successful online students tend to share the following characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> They are self-motivated and are self-starters. <input type="checkbox"/> They have good organisational and time-management skills. <input type="checkbox"/> They are fairly familiar with computers and the internet. <input type="checkbox"/> They are resourceful and actively seek answers and solutions to questions and problems. <p>Question 2: What are the benefits of learning online?</p> <p>Answer:</p> <p>In the online world you can study <i>anytime, anywhere</i> and at a <i>pace</i> that suits your individual learning style. Remember, though, that you will still have to meet the required deadlines for assignment submissions.</p> <p>Question 3: What internet skills would be useful for online learning?</p> <p>Answer:</p> <p>The most successful students tend to have the following skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> familiarity with their web browser <input type="checkbox"/> familiarity with an e-mail program (including attaching documents and reading attachments) <ul style="list-style-type: none"> ▪ some familiarity with web-based interactions – e-mail, social networks, learning management systems

- familiarity with word processing (MS Word)
- experience in successful internet searches, using a variety of browsers and search engines

Question 4: How important is attitude to achieve success in my studies and in an online learning environment?

Answer:

Your attitude is very important to ensure success.

I know that you are interested in labour conflict and negotiations and how to provide good services to the major parties in labour relations; otherwise you would not have enrolled for this module. I want to encourage you to develop a **positive attitude** towards your studies and online learning environment. To achieve this, there are a number of things to bear in mind.

TIME is important for a distance education student. You must be in control of your time and manage it effectively. Draw up a study programme at the beginning of the semester. This requires discipline, but will ensure that you

- have sufficient time to work through all the relevant study material
- are able to submit the relevant tasks and assignments on the due dates
- have sufficient time for revision and preparing for the assignments and examination

I would like to encourage you to follow the guidelines below:

- Do NOT fall behind in your planning.
- Work regularly and consistently.
- Make sure that you understand the work as you go along.
- Do NOT give up on difficult work; rather seek help as soon as possible.

I hope that this information will make your studies easier, and that you will do well.

Question 5: How should I approach my online learning?

Answer:

We all have different learning styles and preferences. However, consider the following pointers/guidelines:

- Allocate time to work through each learning unit and do the activities.
- Allow extra time for work that seems difficult or with which you know you have a problem.
- When you compile a study plan, allow time for personal responsibilities (e.g. family responsibilities, work obligations, social obligations, leave).
- Make use of your most productive time for study (e.g. late evening after the children have gone to bed or early morning before the rest of the family wake up).
- Remember that it is more effective to study for one hour on a regular basis (e.g. every day) than for ten consecutive hours every two weeks. Decide **now** how many hours you are going to spend on your studies per week. I recommend that you put one to two hours aside each day.
- Keep a record of your progress. It will be gratifying to see what you have accomplished, and it will inspire you if you fall behind. Be prepared for disruptions to your study programme due to unforeseen circumstances. You

	<p>should, therefore, monitor your progress so that you can catch up immediately if you fall behind. Remember that it is easier to catch up one week's lost hours than an entire month's.</p>
<p>Technical issues related to myUnisa</p>	<p>Question 1: How do I create a new topic, using the Discussion Forum option?</p> <p>Answer:</p> <p>To create a new topic in a forum, you need to do the following:</p> <ol style="list-style-type: none"> 1. Select and access the Student Lounge forum from the list of forums in the Discussion Forum option. 2. Now, at the top of the page select the option Add a New Topic. 3. Give your topic a descriptive name in the Topic Title box. 4. In the Message box, write down the instructions for the discussion. 5. Click on the Submit button to create your topic for discussion. <p>Question 2: What is expected of me when I participate in discussion forums?</p> <p>Answer:</p> <p>Remember, online discussion forums are not the same as e-mail messages, or a letter to the lecturer, or a chat room. Therefore, the myUnisa discussion forums must not be used for personal messages to your lecturer or to one another. You are, however, welcome to use the forum marked Student Lounge to introduce yourself to your fellow students, to form study groups and to create your own topics.</p> <p>In this module, I will be using the online discussion forum for academic purposes. For this reason, the discussions will be based on topics related to module outcomes, the assessments and the supporting content.</p> <p>Online discussion forums are more like class discussions in a face-to-face classroom, where the lecturer and e-tutors raise discussion points and ask questions. All the students can then respond to the questions as well as to one another's responses. The lecturer and e-tutors can then clarify uncertainties and perhaps provide a summary at the end of a discussion.</p> <p>Participating in discussion forums provides you with opportunities to</p> <ul style="list-style-type: none"> ▪ discuss and clarify issues in the subject area ▪ share experiences and ideas with peers and lecturers ▪ solve problems collaboratively ▪ debate topical issues ▪ raise questions about the topic under discussion ▪ introduce the most recent developments in the subject area ▪ receive immediate feedback on assignments ▪ have access to additional resources related to relevant topics in this subject/discipline <p>Question 3: How do I set up my own blog?</p> <p>Answer:</p> <p>The Blogs tool is a useful way of sharing your views and thoughts on this module with your fellow students. What I would like you to do is to create your own blog in this site and to use it as a place where you reflect on your progress in this module. You can also read and write comments on your fellow students' blogs, as long as they are positive and uplifting!</p>

To get your own blog started, follow these instructions:

1. Go to the **Blogs** tool.
2. Click on the **Add Blog Entry** link at the top to start your blog.
3. Give your blog entry a title.
 - You could use something like *Reflections on my learning experience in this module*. This is just an example for a title.
 - Your name will automatically show next to this blogentry.
4. Then type your message inside the text box provided.
5. After the text box, you are asked to “choose who can see this entry”.
6. The default setting of the blog is ticked: **This entry is publiclyviewable**.
 - You should NOT change this, because this is the only way that anyone can read your reflections and leave comments.
 - If you have not quite finished, you can click on the **Save Draft** button. No one else will be able to read your blog until you click on **Publish Entry**. (Note: if you save a draft, you need to click on **this entry is publicly viewable** when you have finished and want to publish.)
7. If you want to add a comment to someone's blog, just click on the link **leave a comment** at the bottom of the blog you are reading.

You can add links, bullets, lists, colour, and so forth, by using the editing buttons. You can also go back, delete and edit your blogs. You can create new blogs on different topics under your name by just clicking on **Add blog entry** again.

STUDY PROGRAMME

Given the limited time you have to work through the prescribed material, complete the assignments and prepare for the examination, I have drawn up a study schedule for you.

This study schedule basically consists of a few guidelines indicating when you should have **at least** completed certain sections of the study material. Remember though that these are only guidelines – you should always work at your own pace and you may even prefer to draw up your own time management schedule, which is better suited to your particular situation. A study programme for the second semester is also provided.

FIRST SEMESTER (FEBRUARY TO JUNE 2018)			
Prescribed article	Study guide 001/3/2018: Discussion Forum	Study guide 001/3/2018 Activities	Online self-assessment
Week 1 (25 – 29 January 2018)			
Orientation: Read the introductions to the prescribed chapters and Tutorial Letter 101/3/2018	Take part in: Discussion Forum 1: Discussions 1 and 2	Read: Study guide 001/3/2018	
Week 2 (1 – 5 February 2018)			
Study: Learning Unit 1	Take part in: Discussion Forum 2: Discussion 1	Do activity	Do: Online self-assessment 1
Week 3 (8 – 12 February 2018)			
Study: Learning Unit 2	Take part in: Discussion Forum 2: Discussion 2	Do activity	Do: Self-assessment 2
Week 4 (15 – 19 February 2018)			
Study: Learning Unit 3	Take part in: Discussion Forum 2: Discussion 3	Do activity	Do: Self-assessment 3
START WITH ASSIGNMENT 01			
Week 5 (22 – 26 February 2018)			
Study: Learning Unit 4	Take part in: Discussion Forum 2: Discussion 4	Do activity	Do: Self-assessment 4
WORK ON ASSIGNMENT 01			
Week 6 (29 February – 4 March 2018)			
Study: Learning Unit 5	Take part in: Discussion Forum 3: Discussion 1	Do activity	Do: Self-assessment 5

FIRST SEMESTER (FEBRUARY TO JUNE 2018)			
Prescribed article	Study guide 001/3/2018: Discussion Forum	Study guide 001/3/2018: Activity	Online self- assessment
WORK ON ASSIGNMENT 01			
Week 7 (7 – 11 March 2018)			
Study: Learning Unit 6	Take part in: Discussion Forum 4: Discussion 1	Do activity	Do: Self-assessment 6
ASSIGNMENT 01: DUE DATE 14 MARCH 2018			
Week 8 (14 – 18 March 2018)			
Study: Learning Unit 7	Take part in: Discussion Forum 4: Discussion 2	Do activity	Do: Self-assessment 7
START WITH ASSIGNMENT 02			
Week 9 (21 – 25 March 2018)			
Study: Learning Unit 8	Take part in: Discussion Forum 4: Discussion 3	Do activity	Do: Self-assessment 8
WORK ON ASSIGNMENT 02			
Week 10 (28 March – 1 April 2018)			
Study: Learning Unit 9	Take part in: Discussion Forum 4: Discussion 4	Do activity	Do: Self-assessment 9
WORK ON ASSIGNMENT 02			
Week 11 (4 – 8 April 2018)			
Study: Learning Unit 10	Take part in: Discussion Forum 5: Discussion 1	Do activity	Do: Self-assessment 10
ASSIGNMENT 02: DUE DATE 11 APRIL 2018			
FIRST SEMESTER (FEBRUARY TO JUNE 2018)			
Prescribed article	Study guide 001/3/2018: Discussion Forum	Study guide 001/3/2018: Activity	Online self- assessment
Week 12 (11 – 15 April 2018)			
Study: Learning Unit 11	Take part in: Discussion Forum 5: Discussion 2	Do activity	Do: Self-assessment 11
Week 13 (18 – 22 April 2018)			
Study: Revision	Take part in: Discussion Forum 5: Discussion 3	Do activity	Do: Self-assessment 12

Week 14 (25 – 29 April 2018)			
Revise all the Learning Units	Take part in: Discussion Forum 6: Discussion 1		
Week 15 (2 May – 30 June 2018)			
Revise all the chapters	Take part in: Discussion Forum 6: Discussion 1		May/June 2018 examination begin

SECOND SEMESTER (JULY TO OCTOBER 2018)			
Prescribed article	Study guide 001/3/2018: Discussion Forum	Study guide 001/3/2018 Activities	Online self-assessment
Week 1 (4 – 8 July 2018)			
Orientation: Read the introductions to the prescribed chapters and Tutorial Letter 101/3/2018	Take part in: Discussion Forum 1: Discussion 1 and 2	Read: Study guide 001/3/2018	
Week 2 (11 – 15 July 2018)			
Study: Learning Unit 1	Take part in: Discussion Forum 2: Discussion 1	Do activity	Do: Online self-assessment 1
Week 3 (18 – 22 July 2018)			
Study: Learning Unit 2	Take part in: Discussion Forum 2: Discussion 2	Do activity	Do: Self-assessment 2
Week 4 (25 – 29 July 2018)			
Study: Learning Unit 3	Take part in: Discussion Forum 2: Discussion 3	Do activity	Do: Self-assessment 3
Week 5 (1 – 5 August 2018)			
Study: Learning Unit 4	Take part in: Discussion Forum 2: Discussion 4	Do activity	Do: Self-assessment 4
Discuss any questions on learning outcome 1 in Discussion Forum 2: Discussion 5			
Week 6 (8 – 12 August 2018)			
Study: Learning Unit 5	Take part in: Discussion Forum 3: Discussion 1	Do activity	Do: Self-assessment 5
START WITH ASSIGNMENT 01			
Week 7 (15 – 19 August 2018)			
Study: Learning Unit 6	Take part in: Discussion Forum 4: Discussion 1	Do activity	Do: Self-assessment 6

SECOND SEMESTER (JULY TO OCTOBER 2018)			
Prescribed article	Study guide 001/3/2018: Discussion Forum	Study guide 001/3/2018 Activities	Online self- assessment
WORK ON ASSIGNMENT 01			
Week 8 (22 – 26 August 2018)			
Study: Learning Unit 7	Take part in: Discussion Forum 4: Discussion 2	Do activity	Do: Self-assessment 7
WORK ON ASSIGNMENT 01			
Week 9 (29 August – 2 September 2018)			
Study: Learning Unit 8	Take part in: Discussion Forum 4: Discussion 3	Do activity	Do: Self-assessment 8
ASSIGNMENT 01: DUE DATE 5 SEPTEMBER 2018			
START WITH ASSIGNMENT 02			
Week 10 (5 – 9 September 2018)			
Study: Learning Unit 9	Take part in: Discussion Forum 4: Discussion 4	Do activity	Do: Self-assessment 9
WORK ON ASSIGNMENT 02			
Week 11 (12–16 September 2018)			
Study: Learning Unit 10	Take part in: Discussion Forum 5: Discussion 1	Do activity	Do: Self-assessment 10
WORK ON ASSIGNMENT 02			
Week 12 (19 – 23 September 2018)			
Study: Learning Unit 11	Take part in: Discussion Forum 5: Discussion 2	Do activity	Do: Self-assessment 11
ASSIGNMENT 02: DUE DATE 3 OCTOBER 2018			
SECOND SEMESTER (JULY TO OCTOBER 2018)			
	Study guide 001/3/2018: Discussion Forum	Study guide 001/3/2018 Activities	Online self- assessment

Week 13 (3 – 7 October 2018)			
Study: Revision & Learning Units	Take part in: Discussion Forum 5: Discussion 3	Do activity	Do: Self-assessment 12
Discuss any questions on learning outcome 4 in Discussion Forum 5: Discussion 4			
Week 14 (10 – 14 October 2018)			
Revise all the Learning Unit	Take part in: Discussion Forum 6: Discussion 1		
Week 15 (17 October – 30 November 2018)			
	Take part in: Discussion Forum 6: Discussion 1		Oct/Nov 2018 examination begin

The discussion forums and discussions (e-tutors are also available on the e-tutor site to assist you)

Forums	Topics		
<p>Forum 1: STUDENT LOUNGE Use this forum to discuss general matters among yourselves</p>	<p><i>Discussion 1: Introduce yourself</i></p> <p>Dear Student</p> <p>Use this space to get to know your fellow students.</p> <p>Tell each other about your current work situation, professional background and anything else you would like to share (± 250 words).</p> <p>Mr Mochabo Moerane and Dr KP Moalusi</p> <p><i>Discussion 2: Fellow student contact details</i></p> <p>Dear Students</p> <p>Use this space to share your contact details with your fellow students and to form study groups.</p> <table border="1" data-bbox="416 860 1409 969"> <tr> <td data-bbox="416 860 1007 969">Revise all the chapters in preparation for the examination</td> <td data-bbox="1007 860 1409 969">Take part in: Discussion Forum 6 Discussion 1</td> </tr> </table> <p>Mr Mochabo Moerane and Dr KP Moalusi</p>	Revise all the chapters in preparation for the examination	Take part in: Discussion Forum 6 Discussion 1
Revise all the chapters in preparation for the examination	Take part in: Discussion Forum 6 Discussion 1		

LEARNING UNIT 1: AN INDUSTRIAL PSYCHOLOGICAL APPROACH TO LABOUR RELATIONS

In this learning unit I will introduce you to the field of labour conflict and negotiations. You will develop an understanding of what labour relations or employee relations are and how the field came about. Furthermore, you will be knowledgeable about the required competencies of industrial and organisational psychologists who work in the field of labour relations.

Activity 1

- Work through Theme 1, an overview of industrial and organisational psychology research in South Africa, by Schreuder, D & Coetzee, M. 2010. How do industrial psychologists and human resource management practitioners perceive their status and job satisfaction – by Donald, FM & Bleekers, RJ. 2012 – How do industrial psychologists and human resource management practitioners perceive their status and job satisfaction? Prescribed article.

1.1 INTRODUCTION

Why labour relations? When you enrolled for the module in labour conflict and negotiation, you probably asked yourself: “Why is labour relations important in industrial psychology? Does labour relations belong to the field of law? Where will I be able to apply the learning I receive from this module?” You are not the first student of industrial psychology to ask these questions. These questions are often asked, not only by students of industrial psychology, but even by some academics in our field. Indeed, some practitioners in labour relations are not aware of the essential or possible contribution of industrial psychology to the field of labour relations. Who is to blame for this? The aim of this learning unit is therefore to identify some of the reasons for the neglect of psychology in labour relations. It also indicates the positive contribution industrial psychology can make to labour relations.

Learning outcomes

After having worked through the contents of this learning unit, you should be able to achieve the learning outcomes listed below. This will enable you to answer specific questions at the end of the learning unit. You should be able to

- assess the role of industrial psychology in labour relations
- give an outline of the field of industrial psychology as a science and practice
- formulate a model that demonstrates the value of industrial psychology
- discuss the various subfields of industrial psychology
- explain why it is important that unions see industrial psychology as beneficial, rather than a management tool

Key concepts

Industrial relations	Collective bargaining and negotiation
Macro-environment	Unions
Psychology and labour relations	Research methodology
Value of industrial psychology	Change
Workers as human beings	Training
Individual variables	Union-industrial psychology gap
Organisational variables	Union-industrial psychology relationship

The following learning content will help you to achieve the stated learning outcomes and understand the key concepts. Your task is to read and study the following articles:

- Barkhuizen, H, Jorgensen, LL & Brink, L. 2015. Training the industrial and organisational psychologist as counsellors: Are we doing enough? *Acta Commercii*, 15(1):253-265.
- Schreuder, D & Coetzee, M. 2010. An overview of industrial and organisational psychology research in South Africa. *South African Journal of Industrial Psychology*, 36(1).

By studying the prescribed material you can attempt the following learning activities and also the assessment questions at the end of this learning unit.

1.2 PSYCHOLOGY AND LABOUR RELATIONS

From 1995, South Africa passed new labour laws to contribute to industrial peace in our country in the post-apartheid period. Labour relations are built on the basis of negotiation, and it is cross-disciplinary. There is no doubt that the discipline of psychology is an important advocate of labour relations but it is often not practiced effectively by industrial psychologists. Integrating labour relations in the field of industrial psychology can help manifest the understanding of conflict disputes, resolutions and negotiations, and harmonious relations between the employer and employee in the workplace.

Activity 1.1

(1) What are the main reasons for the neglect of the role of industrial psychology in labour relations? Do you agree with the authors Schreuder and Coetzee (2010)? If you agree, can you provide appropriate examples to support each reason given?

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Feedback

Who is to blame for the neglect of industrial psychology in labour relations? It seems quite clear that there is no one single answer. We all share the responsibility of contributing to labour relations with our knowledge of, and skills in, industrial psychology.

1.3 THE FIELD OF INDUSTRIAL PSYCHOLOGY

You have identified the main reasons for the neglected role of industrial psychology in labour relations, as well as the effects of this neglect.

To determine what contributions industrial psychology can make, it is important that you first clarify what is meant by “the field of industrial psychology”. As a third-year student you will be familiar with most of the sub disciplines in the field. If you have forgotten, use the following activity to refresh your memory.

Activity 1.2

Identify the various areas of specialisation in industrial psychology, and give a brief explanation of the terms and career that justifies each subfield.

Subfield	Description	Example of a career

Feedback

Hopefully you were able to complete the table by using the knowledge you gained from your first- and second-year studies in industrial and organisational psychology. Did you include career opportunities that are related to labour relations, such as those of a trade union official or negotiator, a labour relations manager/facilitator or a group relations consultant? These are career opportunities related to this particular field of study of industrial and organisational psychology.

1.4 VALUE OF INDUSTRIAL PSYCHOLOGY

This section is a follow-up of the activity you have just completed. The industrial psychologist’s value to the industry is seen as follows:

- a specialist in interpersonal relations
- a facilitator of change
- someone who can bring innovative perspectives to familiar situations and issues by using research methodologies

Activity 1.3

As a graduate with a major in industrial psychology, you want to market your services to a trade union. Prepare a checklist of the industrial psychological services that you can provide.

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Which of your services do not specifically deal with labour relations? Remember that a trade union is also an organisation in its own right.

1.5 SUMMARY

This learning unit has made you aware of the important role of industrial psychology in labour relations. You have also been introduced to various roles that industrial and organisational psychology can play in the context of labour relations. Hopefully you have come to realise that this interaction is of the utmost importance in attaining a harmonious relationship between the different parties in the workplace. To determine if industrial and organisational psychology’s contribution to the field of labour relations is in any way unique, you now need to explore, from a psychological perspective, the nature of labour relations in an organisation.

1.6 SELF-ASSESSMENT QUESTIONS AND TASKS

The following self-assessment questions are based on the learning outcomes and should enable you to evaluate whether you have achieved the stated learning outcomes for this module:

- (1) Illustrate some of the challenges that cause the role of industrial psychology to be neglected in labour relations. (5)
- (2) Describe industrial psychology as a science and practice. (5)
- (3) Differentiate between the different subfields of industrial psychology. (15)
- (4) Discuss the general value of industrial psychology in labour relations. (5)
- (5) Discuss the specific value of industrial psychology in labour relations. (10)
- (6) Explain the direct and indirect ways of bridging the union-industrial psychology gap. (5)

Learning unit 2: Introducing the fundamentals of labour/employee relations

2.1 INTRODUCTION

You will probably agree that it is difficult to learn a definition of anything if that definition cannot be applied to real life. What is the purpose of studying a definition of labour relations? Is it really necessary to study a definition? If you ask different people how they define labour relations, they will probably disagree with each other. Also, if you compare the different definitions quoted in the article “South African labour: A tripartite relationship?” by Ferreira (2005) you will soon realise that scholars themselves do not agree on the definition of “labour relations”. So why bother to study definitions? An important reason for studying these different definitions is that any definition of labour relations implies a certain approach to the subject, and that approach will determine how the labour relationship is dealt with in the workplace.

The aim of this learning unit is therefore for you to study the different definitions to determine the nature of labour relations. The two main aspects of the nature of labour/employment relations are labour relations as a discipline and the different perspectives of the various approaches to the labour relationship. We also look at labour relations as a field of study, the dynamics of labour/employment relations and finally the implications of labour/employment for management and organisational success.

To help you learn this material effectively, you will be requested to do some activities throughout this learning unit. The aim of these activities is to get you thinking about the concepts **conflict** and **dispute** covered in this learning unit so that you will be able to apply them in applicable work situations.

Learning outcomes

After having worked through the contents of this learning unit, you should be able to achieve the learning outcomes listed below. This will enable you to answer specific questions at the end of the learning unit. You should be able to

- describe the characteristics of the various definitions of labour relations
- explain how the study of employment relations evolved from traditional industrial relations
- describe the different perspectives of the labour relationship
- describe the multidimensional nature of the contemporary employment relationship
- describe the role players in the employment relationship
- demonstrate the importance of justice perceptions in labour/employment relations
- illustrate the relevance and nature of conflict dynamics in an employment relations context
- demonstrate the importance of employment relations in the broader environment for management and organisational success

Key concepts

Components of the definition Labour relations Continuous processes Conflict dynamics Power dynamics Cooperation dynamics Common-ground dynamics	Work conditions Addressing needs Interdisciplinary field of study Unitary perspective Pluralistic perspective Marxist or radical perspective Societal corporatism
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Worker-management relationship Labour relations in organisations Environmental influences	Macro-external factors Organisation-level factors
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The following learning content will help you to achieve the stated learning outcomes and understand the key concepts. Your task is to read and study chapter 1 in Nel et al (2008).

After reading the above prescribed material, you can attempt the learning activities and the assessment questions at the end of this learning unit.

2.2 IMPORTANT TERMS IN THE DEFINITION OF LABOUR/EMPLOYMENT RELATIONS

We find that the term labour/employment relations is rather complex in its nature and therefore no universal definition is completely applicable to understanding it in its totality. However, it is important to understand the various perspectives involved in the relationship such as the diverse value systems, various views regarding the issue of conflict and the role of trade unions.

Activity 2.1

- (1) Review the definitions by consulting the article by Ferreira (2010) titled, “South African labour: A tripartite relationship?” and identify the most important aspects that the different definitions emphasise.

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1.1 Could you find evidence of psychological aspects in some of the definitions?

1.2 Which definition appeals to you the most? Why?

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- (2) Now try to formulate your own definition of labour relations. Which aspects would you include?

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- (3) Compare your definition with the integrated definition in the article “South African labour: A tripartite relationship?” by Ferreira (2010) and identify similarities and differences between the two definitions.

Similarities:

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Differences:

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Could you improve on either one of the definitions?

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Feedback

Your answer would be individualised as these are self-insight questions which required you to critically analyse your interpretations and conclusions.

2.3 LABOUR RELATIONS PERSPECTIVES

The purpose of this module on labour conflict and negotiation is to learn how to deal with conflict in an appropriate manner, namely, by negotiating. The parties’ different perspectives of labour relations influence their perception of conflict and, ultimately, their choices at the negotiation table. It would be almost impossible to understand why the parties behave as they do if you do not understand the frame of reference from which they are approaching the relationship. For instance, why is it so difficult in some organisations to negotiate in a collaborative manner? Why do some employers find it so difficult to consult with a workplace forum? Why do some trade unions put so much emphasis on workplace democracy, while other trade unions accept management decisions? After studying this section, you should be able to answer these and similar questions. In other words, it is important not only to be aware of the different approaches, but also to keep these in mind whenever dealing with labour relations.

Activity 2.2

Table 1: Differentiation among the various perspectives on labour relations

Summary of labour relations perspectives				
	Unitary	Pluralistic	Marxist	Societal corporatism
Values	Integrated group with common values, interests and objectives	Different groups with different values, interests and objectives	Unequal division between capital and labour	Coordination with state involvement and direction
View on conflict	Irrational, unnecessary and exceptional, and results from poor communication, misunderstanding, or agitation; must be managed by means of coercion	Unavoidable but functional if managed by structures and procedures	Inherent in society; society must be changed	Natural and must be managed by negotiations with emphasis on consensus-building

Role of trade unions	Intrusion in the relationship from outside the organisation	Internal part of the organisation to channel conflict and to represent interests of employees	Expresses and protects interests of working class against exploitation by capitalism	Important party in the tripartite structure with interest in society
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- (1) Consult table 1 above on theoretical perspectives and ideologies of the conflict/common-ground dynamic in employment relations.
- (2) Try to determine the approach that is being used by using the following scale and answering the following statements.

At the end of each statement, put down the number you have chosen from the following scale:

1	Strongly agree
2	Agree to a large extent
3	Tend to agree to a small extent
4	Tend to disagree to a small extent
5	Tend to disagree to a large extent
6	Strongly disagree

- (a) If it weren't for trade unions, managers' lives would be far simpler.
 - (b) A manager who joins a trade union is basically disloyal to his/her employer.
 - (c) At the end of the day, workers and managers share common goals and interests, and trade unions are therefore not necessary.
 - (d) Most unions are opportunistic in challenging management and therefore only want to cause trouble and invoke conflict among the parties of the labour relationship.
- (3) Add up all the numbers you have chosen.
 - (4) Ask other people to do the same exercise and compare their scores.

Feedback

The closer your total is to 24, the more your perspective is pluralistic. On the other hand, the further away your score is from 24, the more your perspective is unitaristic. The above activity could be an oversimplification of the relevant question, but it does illustrate that different people have inherently different perspectives or frames of reference on trade unions, and therefore on labour relations. We hope that it has also helped you to understand that you have a certain frame of reference.

A frame of reference is usually influenced by our culture, social group, school and those people we have come into contact with in our formative years. Each perspective has different assumptions which underlie different views of the roles of all the groups in the organisation. For example, management may think that employees should act in a certain way, while employees also have views on how managers should act. All these different viewpoints contribute to the context of labour

relations in the workplace and you must be able to distinguish between them in order to identify the underlying assumptions.

Activity 2.3

Identify which theoretical approach your organisation has adopted in terms of labour relations (i.e. unitarist, pluralist, marxist/radical and societal corporatism approaches) and give reasons why your organisation adopted this approach. If you are not working for an organisation, interview a friend or family member who works in an organisation.

Feedback

This is a question which you had to answer on the basis of your understanding of the issue concerning the labour relations perspectives. Remember to give reasons for why a particular approach was adopted. Your answer would be individualised. It should also be noted that the tendency in South Africa at present seems to be a movement towards societal corporatism. Trade unions are treated as important interested parties, conflict is accepted, but it is also acknowledged that employers and employees have interests in common. However, according to the traditional Western European model, conditions in South Africa are not yet entirely favourable for successful societal corporatism. For example, we do have a single, united and completely autonomous trade union movement; our democracy is still young; and employer organisations were traditionally fragmented. The key role players (the state, employers, employees and recently also customers and competitors), however, have indicated that they are eager to accept that conflict can coexist with common interests.

2.4 THE MULTIDIMENSIONAL NATURE OF LABOUR RELATIONS

Studying the employment relationship from a management perspective has become a focal point in today's business environment, and this relationship can therefore be seen as the cornerstone of employment relations. This is so, because, as soon as one person starts working for another, various employment relationships come into operation. There are four types of relationships: the individual dimension, collective dimension, formal dimension and informal dimension. It should be noted that none of them can stand alone or exist in isolation. When we look at these dimensions, it is clear that the task of ensuring successful labour relations is not always easy. In practice, the four dimensions form an integrated whole which is usually referred to as labour relations. Successful labour relations can therefore be seen as the sum total of the quality of all these dimensions. All the dimensions must be maintained on a healthy level, separately and combined.

Activity 2.4

Approach at least two working people and ask them which of their experiences with reference to their working day or week were particularly good or pleasant or particularly bad or unpleasant.

Feedback

It is probable that people you talk to experience the informal or social dimension of the employment relationship on a day-to-day basis. The quality of the employment relationship often depends more on how the informal dimension is managed than on the formal, legal aspects.

The formal dimension of the employment relationship can be identified by issues such as a performance appraisal. Somebody will feel happy or sad depending on how he or she feels after the

meeting. Was there satisfaction or dissatisfaction concerning the performance appraisal results, would they appeal against a dissatisfying result? The appeal would form part of the formal dimension, while feelings of dissatisfaction would form part of the informal dimension. This may also be the case with the individual and collective dimensions. The person who had been in the performance appraisal meeting would have an individual problem, but if more than one employee has the same complaint it would become a collective problem. All these dimensions are also inseparable.

When you study industrial and organisational psychology, you are actually also studying the behaviour of people in their employment relationships and in so doing you are determining the nature of labour relations from an industrial and organisational viewpoint. This is why the modern international tendency is to integrate all the various aspects of the employment relationships when we study or research them. This explains why the discipline is often referred to as employment relations.

2.5 KEY INGREDIENTS OF EMPLOYMENT RELATIONS DYNAMICS

Nel, Kirsten, Swanepoel, Erasmus and Poisat (2008) acknowledge the significance of the formal aspects of employment relations, but also stress the importance of focusing on certain key behavioural dynamics that underlie labour relations. The authors introduce us to the notions of fairness and justice perceptions, and then focus on some **dynamics that relate to conflict, power and cooperation** in labour relations. They also stress the constant interplay between the formal and informal dimensions.

Activity 2.5

(1) Study the article by Nel et al (2008) sections 1.4.1 to 1.4.4.

Take three examples of labour relations issues that have recently been in the news. You can use newspaper or magazine articles, information from the internet or radio or news bulletins. Briefly describe the issues and identify the following:

- (a) Was there an instance (or instances) of distributive, procedural or interpersonal injustice? Describe the injustice.
- (b) Identify the type of conflict, if any exists in that situation.
- (c) Briefly describe the power dynamics of the situation.
- (d) Can you identify any cooperation and participation dynamics? Describe them.

Feedback

These are the ingredients of the employment relations dynamics. Can you see that the whole of employment relations is a complex process that may be very difficult to manage effectively and humanely in all circumstances and in all situations?

Justice and the perceptions that the parties to the employment relationship have of this concept are central to employment relations. Nel et al (2008) identify three kinds of justices, namely distributive, procedural and individual. Distributive justice focuses on the perceived fairness of distributions or outcomes, procedural justice is about the process that is followed to make decisions and interpersonal justice refers to the perceived fairness of treatment by decision-makers. This underpins perceptions of procedural and distributive justice.

Perceived injustice leads to tension or conflict. Conflict can be good and can lead to a higher level of creativity and change in an organisation, if it is managed constructively. Power is the dynamic that forms the basis of the interaction between the employer and employee. It is a medium for resolving different (divergent) aims and interests. Employers and employees draw on different bases of power and use the power dynamics to influence the processes of employment relations. For example, in a strike or lockout, the employees (or employer) use coercive power. Managers can use reward power by providing incentive bonuses.

Sometimes employees and their representatives and employers and their representatives may be involved in a situation where the needs of both parties can only be satisfied when there is cooperation and participation. Dealing with HIV/AIDS in the workplace is one such example. In this instance employers and employees adopt a joint problem-solving approach. This kind of approach requires high levels of trust between unions and employers.

2.6 THE IMPORTANCE OF LABOUR/EMPLOYMENT RELATIONS IN THE BROADER ENVIRONMENT FOR MANAGEMENT AND ORGANISATIONAL SUCCESS

The challenge for organisations is to understand thoroughly their interrelationship with the environment, so that they can follow up and utilise every possible opportunity to build better employment relationships and more successful organisations. The interaction between the business and its environment should be at the core of any analysis of labour and employment relations. The organisation and the environment are no longer regarded as two separate entities, but are mutually connected or interwoven. This includes not only the immediate environment or community, but also national and international factors and influences.

An understanding of this interrelationship between the organisation and the community will assist organisations to react better to altered social, political and economic circumstances and to become and remain internationally competitive. These changes should not be regarded as negative; they should be used innovatively to meet contemporary challenges.

Many changes are taking place not only in South Africa but all over the world, and they can affect labour relations. The political transformation of South Africa, for instance, created a fundamentally different context within which we must study labour relations in organisations. We should therefore look more closely at the trends and variables, both local and international, from the point of view of their effect on labour relations. Some of the specific forces which fulfil a role here include macro-external and organisational level factors.

Activity 2.6

Study sections 1.5.1 to 1.5.2 in the article by Nel et al (2008).

Briefly write down the macro-external and organisational level factors that affect labour relations in South Africa

Feedback

As regards the macro-external factors, the following are relevant, namely changes in technology (for example information technology such as computers), population growth, inflation rates, expectation levels of the population and political developments (such as elections). All of these may affect the relationship between employers and employees, not only because of the economic impact of the factors, but also because of the social impact.

As regards the organisational level factors, the following are relevant: general management-related factors such as decisions on matters concerning new markets, expanding the enterprise or cutting back on its activities or eliminating some of the products or product lines; structural factors concerning the way in which the organisation is structured according to rules and regulations and so on; and, finally, contextual factors such as size, geographic distribution and location of the organisation. All these factors have an impact on labour relations.

2.8 UTILISING NEGOTIATION, MEDIATION AND ARBITRATION IN STRIKE ACTION

In South Africa, the LRA makes provision for three broad types of mechanisms for handling conflict between management and trade unions, namely negotiation, mediation and arbitration. It is also within these spheres that the contribution of industrial and organisational psychological knowledge becomes valuable in enhancing its effectiveness. For instance, training programmes can be developed whereby negotiators, mediators and arbitrators can learn effectively how, when, and with whom to interact, how to establish a negotiation climate and common ground, how to pressurise for agreements, and how to persuade parties. However, it is not only the development of training programmes that is needed, but also research in areas such as behaviour within negotiation teams, the role of cultural and individual differences, computer-assisted mediation and making choices on procedures to be followed by parties in conflict in the strike management process.

2.7 SUMMARY

This learning unit introduced you to the definition of, and different theoretical approaches to, labour relations. This should enable you to identify what labour relations entail and should tell you what view your organisation has of the role of trade unions and conflict. Remember not to lose sight of management's and the workforce's underlying approach to the relationship.

2.5 SELF-ASSESSMENT QUESTIONS AND TASKS

The following self-assessment questions are based on the learning outcomes and should enable you to evaluate whether you have achieved the stated learning outcomes for this module:

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| (1) | Provide an integral definition of labour relations. | (5) |
| (2) | Differentiate between the various perspectives on labour relations. | (10) |
| (3) | Explain how perceptions of the different types of justices can contribute to conflict situations in the workplace. How can these issues be resolved by focusing on common ground. | (15) |
| (4) | Identify the macro-external variables shaping the business environment; pay specific attention to their effect on labour relations. | (10) |
| (5) | Discuss the organisational factors influencing the nature and quality of labour relations within organisations. | (15) |

LEARNING UNIT 3: LABOUR RELATIONS: AN OPEN SYSTEMS APPROACH

3.1 INTRODUCTION

The aim of this learning unit is to describe labour relations from an open system perspective. We want you to develop an understanding of the holistic context of labour relations within the industrial and organisational psychology perspective.

To help you learn this material effectively, you will be requested to do some activities throughout this learning unit. The aim of these activities is to enable you to comprehend the context of the labour relations system described in this learning unit so that you are able to apply your knowledge in applicable work situations.

Learning outcomes

After having worked through the contents of this learning unit, you should be able to achieve the learning outcomes listed below. This will enable you to answer specific questions at the end of the learning unit. You should be able to

- describe the labour relations system from an open system perspective
- identify and discuss the major components of the framework of the labour relations system from the industrial and organisational psychology viewpoint
- explain organisational aspects influencing labour relations, and indicate how they influence labour relations

Key concepts

Labour relations Open system theory	Organisational aspects
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The following learning content will help you to achieve the stated learning outcomes and understand the key concepts. Your task is to read and study the following article:

Wagar, TH & Rondeau, KV. 2002. Labour-management forums and workplace performance: Evidence from union officials in health care organizations. *Journal of Management in Medicine*, 16(6):408-421.

After reading the above prescribed article, you can attempt the learning activities and the assessment questions at the end of this learning unit.

3.2 BASIC PREMISES OF THE FRAMEWORK

An understanding of the different premises or underlying principles of the labour relationship process gives us an idea of the various strategies, practices, teachings, theories and research involved in the process.

3.3 OPEN SYSTEM THEORY

To help you in your learning and to help you understand an open system approach to labour relations from an industrial and organisational psychology perspective, a thorough discussion on the

approach is analysed. Wagar and Rondeau (2002) describe the open system approach theory and its basic assumptions. Study and describe the labour relations from an open system perspective.

Activity 3.1

You have been appointed as a labour relations officer by a shoe manufacturing organisation. The chief executive officer (CEO) of your organisation requested you to write a document explaining labour relations as an open system, which will be presented in the next executive management meeting. Your document must include the following:

- a description of labour relations as an open system
- the basic assumptions of the open system

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Feedback

This activity involves the study, summary and application of the prescribed article of Wagar and Rondeau (2002), especially “best practices of open system approach” on page 411. You are required to describe the open system theory within the labour relations context. You are also expected to identify the basic assumptions of the open system theory and illustrate their application within the labour relations system.

3.4 ORGANISATIONAL ASPECTS

The organisation as a system has various aspects that are naturally impinged on by labour relations activities. These aspects are interdependent and related and, in one way or another, all contribute to the course of labour relations in the organisation. A study of Wagar and Rondeau’s (2002) discussion of cooperative labour-management relations highlights and recommends some aspects that organisations should adopt.

Activity 3.2

As an industrial psychologist of a newly established mining company, advise senior management on various aspects or dimensions that need to be considered to ensure that labour relations in the organisations remain smooth and that industrial action is avoided. Your advice should touch on

- organisational aspects influencing labour relations
- practical examples of how these aspects impact on the labour relations within the organisation

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Feedback

The exercise needs your complete comprehension of the labour relations system and aspects leading to a harmonious labour relationship. You should give practical examples of how each aspect leads to smooth labour relations in the organisation in this open system approach to labour relations.

3.5 SUMMARY

You have now been briefed on labour relations psychology. The system approach to labour relations compels you to take into account the interrelatedness of the various subsystems, the influence of the relationship on both parties and the context of the relationship.

3.6 SELF-ASSESSMENT QUESTIONS AND TASKS

The following self-assessment questions are based on the learning outcomes and should enable you to evaluate whether you have achieved the stated learning outcomes for this learning unit:

- (1) Explain the various characteristics of the open system approach. (10)
- (2) Illustrate major components in the framework of the labour approach. (15)
- (3) Describe the various organisational aspects of the labour relations system that occur in the organisation. (15)

LEARNING UNIT 4: THE LABOUR RELATIONS CONTEXT

4.1 INTRODUCTION

In the previous learning unit you learnt about the human nature of labour relationships and the influence the context of the organisation within which it exists has on it.

The aim of this learning unit is to describe various environmental factors that impinge on the labour relationship, international labour developments and the South African labour relations development. This will help you understand current and future trends in labour relations in both the South African and international context. A thorough understanding of the South African labour relations context is important to an industrial psychologist because it will ensure that you stay ahead, prepared and informed to avoid unnecessary industrial action.

To help you learn this material effectively, you will be requested to do some activities throughout this learning unit. The aim of these activities is to enable you to comprehend the context of the South African labour relations system described in this learning unit so that you are able to apply your knowledge in applicable work situations.

Learning outcomes

After having worked through the contents of this learning unit, you should be able to achieve the learning outcomes listed below. This will enable you to answer specific questions at the end of the learning unit. You should be able to

- describe the African/South African labour relations context in terms of environmental factors affecting labour relations in developing countries
- compare and distinguish, with examples from African labour relations, development with Nigeria's labour relations developments
- describe future and current challenges and characteristics of developing countries' labour relations situations

Key concepts

Labour relations context South African and African labour context Labour brokering	Labour relations developments Environmental factors
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Labour relations characteristics

The following learning content will help you to achieve the stated learning outcomes and understand the key concepts. Your task is to read and study the following articles:

- Anstey, M. 2013. Marikana and the push for a new South African Pact. *African. South African Journal of Labour Relations*, 37(2):133-145.
- Bankole, AR. 2010. Psychological predictors of conflict management behaviour in Lagos State, Nigeria. *Ife Psychologia*, 18(2): 210-222.
- Donnelly, E & Dunn, S. 2007. Policy directions for transforming states. *Labour relations reform and the new South Africa*, 31(1):6-24.
- Ibietan, J. 2013. Collective Bargaining and Conflict Resolution in Nigeria's Public Sector. *Ife Psychologia*, 21(2)220-231.

Senne, Y & Nkomo, S. 2015. The influence of labour brokering practices: A case of two universities. *South African Journal of Labour Relations*, 39(1):58-71.

After reading the above prescribed articles, you can attempt the learning activities and the assessment questions at the end of this learning unit.

4.2 ENVIRONMENTAL FACTORS

Labour legislation is a well-known environmental factor that influences the employment relationship. It is important to know and understand how external environmental factors affect the labour relations between employer, employee and their representatives.

Study and relate these environmental factors to the South African context and any other developing countries.

Activity 4.1

Articulate all environmental factors that influence labour relations.

Your answer must touch on the following:

- the South African labour context, and the current challenges faced by South African universities as the result of labour brokering
- the South African and Nigerian context

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Feedback

This activity involves the study, summary and application of the prescribed articles of Anstey (2013), Ibietan, (2013), Bankole (2010) and Donnely and Dunn (2007). And the answer for the challenges associated in labour brokering in South African universities is found in the article by Senne and Nkomo (2015).

You are required to thoroughly study, understand and project your understanding by means of the discussion of and distinguishing between how external factors are applied in different countries or continents.

4.3 DEVELOPMENTS IN INTERNATIONAL LABOUR RELATIONS

International labour relations developments are an important area of study, since these developments are the basis for reform. Such comparisons are particularly important to countries with developing economies, because these countries have usually based their labour relations system on systems in countries with developed economies. South Africa is a case in point. The South African labour system was adapted from the British model of labour relations to meet our local conditions. That is before our own Labour Relations Act (LRA) was passed in 1995, which was therefore drawn and adapted from international experiences.

The management of an American company that wants to expand its business into Africa has asked you to brief them about labour developments in Africa. What are the implications of some of the more important developments? What would you tell them about possible future developments in South Africa and Nigeria?

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Feedback

To answer these questions consult Anstey (2013), Ibietan (2013), Bankole (2010) as well as Nupen's article (2013), "Mediation and conflict resolution in South and Southern Africa: A personal account of the 30 years".

You may have found this activity quite difficult to do. You had to take many factors into account in answering this question comprehensively. You could use the following as a framework for your answer:

- (1) Find out about labour relations development outside the continent of Africa so that you can point out possible differences.
- (2) Inform the company about developments in African countries.
- (3) Make predictions (in terms of labour relations) about South Africa (give examples).
- (4) Make one or more investment suggestions.

4.4 SUMMARY

The interaction between society and the labour relations system is complex. This learning unit introduced you to numerous environmental factors and how these impact on the labour relations context. For the labour relations practitioner, this learning unit tried to clarify labour relations as currently being developed in Africa (Nigeria) as well as in South Africa.

4.5 SELF-ASSESSMENT QUESTIONS AND TASKS

The following self-assessment questions are based on the learning outcomes and should enable you to evaluate whether you have achieved the stated learning outcomes for this learning unit:

- (1) Explain the various environmental factors that influence labour relationship. (5)
- (2) Identify the most important Acts relating to labour relations. (5)
- (3) Give an assessment of the lessons that South Africa can learn from developments in African labour relations. (10)

LEARNING UNIT 5: PARTIES TO THE LABOUR RELATIONSHIP

5.1 INTRODUCTION

In this learning unit you are going to learn that the South African labour relations system is made up of three different parties, hence called the tripartite relationship. The parties involved are employees (trade unions), employers (their representatives) and the state. In one way or another and interdependently these parties contribute to the labour relationship. Their roles, contributions and needs regarding the labour relationship, however, remain challenging. For example, can a trade union be regarded as a party in the relationship or is the individual employee the party? Is the owner of the company or its management party to the relationship? What about the labour relations manager? What is the role of the state – regulator or secondary participant or employer? How will the state fulfil its dual role?

The aim of this learning unit is to give you the opportunity to find answers to these questions. Knowing the parties to the relationship will help you to understand the nature of the relationship between them. Carefully read through the Labour Relations Act 66 of 1995.

To broaden your knowledge, the aim of this learning unit is to define and clarify the purpose or role of each of the parties. To help you learn this material effectively, you will be requested to do some activities throughout this learning unit. The aim of these activities is to instil in you the labour relationship, roles and challenges of all three parties you may come across.

Learning outcomes

After having worked through the contents of this learning unit, you should be able to achieve the learning outcomes listed below. This will enable you to answer specific questions at the end of the learning unit. You should be able to

- define the concept “tripartite relationship”
- discuss the role of each party to the tripartite relationship in South African labour relations
- define the term “trade union” and to set out the goals and objectives of trade unions
- discuss challenges faced by trade unions and identify possible solutions
- discuss the role of shop stewards
- discuss the role of the labour relations manager in the modern organisation from an industrial psychology perspective
- distinguish the state’s dual role in the tripartite relationship
- discuss an institution established to nurture sound, cooperative industrial relations

Key concepts

Tripartite relationship	The state
Types of trade unions	Labour relations manager
Shop steward	The employer
Employer’s organisations	Role of trade unions
	Trade union commitment

The following learning content will help you to achieve the stated learning outcomes and understand the key concepts. Your task is to read and study the following articles:

Nupen, C. 2013. Mediation and conflict resolution in South and Southern Africa: A personal account of the past 30 years.

Ferreira, GM. 2005. South African Labour: A tripartite relationship? *Journal of Public Administration*, 40(3):418-430.

Baird, M, Ellem, B & Wright, CF. 2005. Why the states matter in industrial relations? Symposium: State Systems of Industrial Relations. *Australian Review of Public Affairs*, September.

After reading the above prescribed articles, you can attempt the learning activities and the assessment questions at the end of this learning unit.

5.2 EMPLOYEE

In this section, the employee as the primary party to the labour/employment relationship is highlighted, for example his/her human side, needs, commitment to a trade union and what motivates him/her.

Activity 5.1

Woods and Glaister (2008) discussed in an article a South African case study on union commitment and its impact on human resources strategies.

Study this article comprehensively and answer the following questions:

- What motivates employees to join trade unions?
- Based on your industrial psychology expertise, what other motivational strategies or theories can management utilise to motivate their employees or to retain their employees' loyalty?
- What are the rights of employees in the labour relationship? Consult the LRA Act 66 of 1995.

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Feedback

In the section on the South African context (in the article of Woods & Glaister [2008] and Dube [2015]), answers are provided concerning employees' involvement with trade unions. Enrich this discussion with reading from other sources.

5.3 TRADE UNIONS

Trade unions vary according to objectives, industries and membership. Just like any other organisation, trade unions have developed as a reaction to a certain situation. Hence, its main purpose is to level the playing fields for management and the workforce through collective

bargaining. The importance, deterioration and challenges that face trade unions are highlighted in Anstey (2013). Your understanding of the trade union establishment is crucial.

Activity 5.2

Critically and practically analyse the challenges facing trade unions in the modern world. Recommend possible solutions to these challenges. Use a trade union of your choice, regardless of type, to indicate how it might be challenged.

In order to completely answer this question, first define the term “trade union”, give some background, identify types of trade unions and discuss their objectives.

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Feedback

Did you consult Rust (2001) for assistance with responses to the challenges and future of trade unions? Study the article thoroughly and ensure that you clearly comprehend factors that might lead to the demise of trade unions.

5.4 SHOP STEWARDS

Section 14 of the Labour Relations Act gives shop stewards a number of special rights. Shop stewards are employees elected by their unionised colleagues to represent them in dealings with management.

Thoroughly read through the LRA 66 of 1996 in order to have a comprehensive knowledge of the definition and roles of shop stewards.

5.5 THE EMPLOYER

An employer is simply defined as the owner or the company/organisation or enterprise, in which employees are employed. They also have a primary role in the employment relationship with their employees. The LRA 66 of 1995 enshrines their rights and responsibilities in the employment relationship. They join forces to form employers’ organisations in order to negotiate at the same power level with trade unions.

5.6 EMPLOYER’S ORGANISATIONS

Employers’ organisations are a result of many organisations forming a collective so that they could have enough power to negotiate with employees’ trade unions.

5.7 LABOUR RELATIONS MANAGER

The role of labour relations managers has traditionally been perceived as being on the side of management for disciplining or punishing employees. That perception has changed with the new

legislation and the new century. From an industrial psychology perspective the labour relations manager must play the role of independent middleman who manages relations between employer and employees within the organisation.

5.8 THE STATE

Activity 5.3

Describe the role of the South African Government in the employment relationship. Also discuss the secondary relationship between the state and employers organisations and trade unions.

Consider the dual role of the government in the relationship by discussion the following roles:

- the state as an employer
- non-compliance with the LRA provisions

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Feedback

Study the following articles:

Dube, S. 2015. Employment law. Ultimate price for non-compliance with the LRA provision, pp40-41.
 Ferreira, GM. 2005. South African Labour: A tripartite relationship? *Journal of Public Administration*, 40(3):418-430.

5.9 SUMMARY

This learning unit introduced you to the roles of various stakeholders in the employment relationship, and emphasised the fact that conflict of interests is inevitable since the various stakeholders are in the relationship for different reasons.

5.10 SELF-ASSESSMENT QUESTIONS AND TASKS

The following self-assessment questions are based on the learning outcomes and should enable you to evaluate whether you have achieved the stated learning outcomes for this learning unit:

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| (1) | Discuss the significance of the tripartite relationship. | (15) |
| (2) | Distinguish between the different types of trade unions. | (15) |
| (3) | Explain the role of a shop steward. (10) | |
| (4) | Discuss the role of employer organisations in South African organisations. | (10) |
| (5) | Discuss the role of a labour relations manager. | (15) |

LEARNING UNIT 6: NATURE OF LABOUR CONFLICT AND DISPUTE

6.1 INTRODUCTION

The aim of this learning unit is to explain what labour conflict and dispute are. We want you to explain and apply, in relevant situations, your understanding of conflict in labour dispute resolution.

To help you learn this material effectively, you will be requested to do some activities throughout this learning unit. The aim of these activities is to get you thinking about the concepts “conflict” and “dispute” that are covered in this learning unit so that you are able to apply them in applicable work situations.

Learning outcomes

After having worked through the contents of this learning unit, you should be able to achieve the learning outcomes listed below. This will enable you to answer specific questions at the end of the learning unit. You should be able to

- explain, with examples, the meaning of the concepts “conflict” and “dispute” within the context of labour relations
- identify the different types of conflict
- analyse labour conflict in the workplace context based on its effects on the parties involved
- describe the five conflict management styles
- describe the nature of labour disputes and labour brokering in South Africa

Key concepts

Conflict Competing Compromising Accommodating	Avoiding Grievance Disciplinary Labour brokering
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The following learning content will help you to achieve the stated learning outcomes and understand the key concepts. Your task is to read and study the following articles:

Senne, Y & Nkomo, S. 2015. The influence of labour brokering practices: A case of two universities. *South African Journal of Labour Relations*, 39(1):58-71.

Steenkamp, A & Bosch, C. 2012. Labour dispute resolution under the 1995 LRA: Problems, pitfalls and potential. *Judgement of the Labour Court*.

Bankole, AR. 2010. Psychological predictors of conflict management behaviour of labour leaders in Lagos State, Nigeria. *Ife Psychologia*, 18(2): 210-222.

6.2 DEFINITION OF CONFLICT

Let us start by defining the concept “conflict” within the context of labour relations. Bankola (2010) defines the concept “conflict” in developing countries, and describes conflict as either positive (functional) or negative (dysfunctional).

Activity 6.1

Formulate your own understanding of the following concepts within the labour relations context and the five conflict resolution styles:

(a) Conflict

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(b) The five conflict management styles:

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1. Competing

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2. Compromising

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3. Accommodating

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4. Collaborating

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5. Avoiding

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Feedback

This activity involves the study, revision and a summary of conflict and the five conflict resolution styles.

Activity 6.2

Reflect on a situation in a South African organisation where management needs to analyse labour conflict in their organisation. Prepare a report with recommendations on how management can better understand conflict within the employer-employee relationship context.

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Feedback

This activity again involves the revision, a summary and the application of the prescribed article of Bankole (2010).

6.3 FUNCTIONAL AND DYSFUNCTIONAL CONFLICT

It is important to know that conflict can be functional or dysfunctional.

Activity 6.3

Follow trends of industrial action or strikes in newspaper articles about any labour conflict. You may also reflect on your own personal experience. See if you can identify these two types of conflict.

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Feedback

This activity again involves the revision, a summary and the application of the prescribed article of Bankole (2010).

6.4 SUMMARY

In this learning unit, you studied the concept of conflict within the labour relations context and the five conflict management styles.

6.5 SELF-ASSESSMENT QUESTIONS AND TASKS

The following self-assessment questions are based on the learning outcomes and should enable you to evaluate whether you have achieved the stated learning outcomes for this module:

- (1) Critically discuss the concept conflict. (15)
- (2) Explain the five management styles. (25)
- (3) Explain the two different types of conflict. (10)

LEARNING UNIT 7: CONFLICT AND DISPUTE RESOLUTION SYSTEM

7.1 INTRODUCTION

The aim of this learning unit is to describe how labour conflict and disputes are resolved using the formal ways or approaches that are applicable in the labour relations system. We want you to be able to explain and apply, in relevant situations, the structures and processes which are used to resolve labour conflict and disputes once it has been identified.

To help you learn this material effectively, you will be requested to do some activities throughout this learning unit. The aim of these activities is to get you thinking about the conflict and dispute resolution system covered in this learning unit so that you are able to apply them in applicable work situations.

Learning outcomes

After having worked through the contents of this learning unit, you should be able to achieve the learning outcomes listed below. This will enable you to answer specific questions at the end of the learning unit. You should be able to

- describe the concept “alternative dispute resolution”
- explain the role of the Commission for Conciliation, Mediation and Arbitration (CCMA) in conflict and dispute resolution
- explain the role of the labour court in conflict and dispute resolution
- explain the role of the labour appeal court in conflict and dispute resolution

Key concepts

CCMA Labour court Labour appeal court Arbitration	Conciliation Mediation Alternative dispute resolution
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The following learning content will help you to achieve the stated learning outcomes and understand the key concepts. Your task is to read and study the following articles:

- Nupen, C. 2013. Mediation and conflict resolution in South and Southern Africa: A personal account of the past 30 years. *IMSSA Review*, 16(10):85-114.
- Steenkamp, A & Bosch, C. 2012. Labour dispute resolution under the 1995 LRA: Problems, pitfalls and potential. *Judgement of the Labour Court*.
- Bendeman, H. 2006. Alternative Dispute Resolution (ADR) in the workplace. The South Experience. *African Journal on Conflict*, 6(1):137-161.
- Labour Relations Act 66 of 1995, Chapter VII, Dispute Resolution: Parts A, D and E only.

7.2 ALTERNATIVE DISPUTE RESOLUTION (ADR)

Bendeman (2006) describes the nature of alternative dispute resolution (ADR) in South Africa. Study section 4 of his article and see if you are familiar with the application of the ADR as a process of conflict resolution. It is important to gain knowledge of international trends regarding dispute resolution. Klaas and Mahoy (2007) present a critical analysis of the use of ADR among American organisations.

Activity 7.1

Take 60 minutes to complete the following questions in order to assess your knowledge of, and insight into, ADR.

- Develop your own definition of ADR.
- Write down your understanding of the application of ADR to resolve disputes in South Africa.

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Feedback

In order to complete this activity, you are expected to study Bendeman (2006), especially the section that defines ADR and discusses its application within the South African context.

7.3 COMMISSION FOR CONCILIATION, MEDIATION AND ARBITRATION (CCMA)

Central to the South African system of labour dispute resolution is the CCMA. It is crucial that you know and understand the role or function of the CCMA during the process of dispute resolution. The LRA describes the establishment and function of the CCMA as part of dispute resolution. The Act also outlines the tasks of different stakeholders in the CCMA; however, you may read this information merely for background knowledge. You are only expected to know and understand the functions and the establishment of the CCMA. Theron and Godfrey (2002) present an analysis of a case study on the CCMA.

Activity 7.2

From newspaper articles or magazines identify a labour dispute that was resolved through the CCMA. Critically analyse the resolution of the dispute based on the establishment and functions of the CCMA.

Feedback

This activity requires you to study part A of chapter VII of the LRA.

The establishment of the CCMA is outlined in Section 112 of the Act. Furthermore, the Act outlines the functions of the CCMA in dispute resolution in Section 115. You are also expected to integrate your understanding of the current implementation of the CCMA based on Theron and Godfrey's discussion (2002).

7.4 LABOUR COURT

The labour court as part of the dispute resolution system in South Africa has powers to enforce court judgments on labour issues. It is important for you to know and understand the powers of the labour court during dispute resolution.

Activity 7.3

Summarise the resolution of any labour dispute by the labour court based on newspaper articles or a case study in your organisation.

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Feedback

This activity also requires you to study part A of chapter VII of the LRA. The powers of the labour court are outlined in Section 158 of the Act. Furthermore, the Act outlines the establishment and status of the labour court in dispute resolution in Section 151.

7.5 LABOUR APPEAL COURT

The labour appeal court is another dispute resolution structure within the dispute resolution system of South Africa in terms of the LRA. It has been established to resolve disputes that were addressed by the CCMA and the labour court structures which you studied above.

Activity 7.4

Based on any newspaper articles or a case study in your organisation describe the role of the labour appeal court in dispute resolution.

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Feedback

This activity again requires you to study part A of chapter VII of the LRA. The powers of the labour appeal court are outlined in Section 174 of the Act. Furthermore, the Act outlines the establishment and status of the labour appeal court in dispute resolution in Section 167.

7.6 SUMMARY

In this learning unit, you studied the conflict and dispute resolution structures and processes based on the Labour Relations Act. You should be able to know the application of these structures and processes in the work situation. Carefully read the prescribed articles to gain insight into international and national trends regarding the application of the ADR in dispute resolution.

7.7 SELF-ASSESSMENT QUESTIONS AND TASKS

The following self-assessment questions are based on the learning outcomes and should enable you to evaluate whether you have achieved the stated learning outcomes for this module:

- (1) Describe the concept alternative dispute resolution (ADR). (5)
- (2) Discuss the application of ADR based on the South African context. (10)
- (3) Critically explain the role or function of the CCMA in dispute resolution. (15)
- (4) Discuss the role or powers of the labour court in dispute resolution. (10)
- (5) Critically explain the role or powers of the labour appeal court in dispute resolution. (10)

LEARNING UNIT 8: NATURE OF NEGOTIATIONS

8.1 INTRODUCTION

The aim of this learning unit is to describe the nature of labour negotiations and collective bargaining. Collective bargaining plays an important role during the process of conflict and dispute resolution. We want you to explain and apply, in relevant situations, your knowledge of negotiations in labour conflict and dispute resolution.

To help you learn this material effectively, you will be requested to do some activities throughout this learning unit. The aim of these activities is to enable you to assess your knowledge about the nature of labour relations negotiations covered in this learning unit so that you will be able to apply it in applicable work situations.

Learning outcomes

After having worked through the contents of this learning unit, you should be able to achieve the learning outcomes listed below. This will enable you to answer specific questions at the end of the learning unit. You should be able to

- explain, with examples, the meaning of the concepts “negotiation” and “collective bargaining”
- illustrate various applications of the stages of the negotiation process
- define the concept workplace forum
- identify and describe key concepts that employers must consult with the workplace forum
- describe the bargaining council
- describe the matters that require joint decision making by the workplace forum and management

Key concepts

Conflict handling Negotiation Collective bargaining	Workplace forum Bargaining council
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The following learning content will help you to achieve the stated learning outcomes and understand the key concepts. Your task is to read and study the following articles:

Botha, MM. 2015. In search of alternatives or enhancements to collective bargaining in South Africa. Are workplace forums a viable option? *PER/PELJ*, 18(5):1812-1844.

Botha, MM. 2015. Responsible unionism during collective bargaining and industrial action: Are we ready yet? *De Jure*, 328-350.

After reading the above articles, you can attempt the learning activities and the assessment questions at the end of this learning unit.

8.2 DEFINITION OF THE CONCEPTS “NEGOTIATION” AND “WORKPLACE FORUM”

It is important for you to know the meaning of the concepts “negotiation” and “workplace forum”. Botha (2015) comprehensively explains the purpose and rationale for workplace forum.

Activity 8.1

Formulate your own understanding of the following concepts within the labour relations context:

(a) *Negotiation and collective bargaining*

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(b) *Workplace forum*

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(c) *Responsible trade unionism*

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Feedback

This activity involves the study, revision and a summary of the prescribed articles.

8.2 PROBLEMS AND CONCERNS REGARDING WORKPLACE FORUMS

Botha (2015) describes the following as problems and concerns regarding workplace forums:

- management concern
- trade union opposition and mistrust
- failure to reconcile
- size of the workplace

Study these problems and concerns in the workplace.

Activity 8.2

Reflect on a situation in a South African organisation where management and the trade union are experiencing the problems and concerns raised by Botha (2015).

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Feedback

This activity again involves revision, a summary and the application of the prescribed article by Botha (2015).

8.3 SUMMARY

In this learning unit you have studied the nature of negotiations and the collective bargaining process and the role of the workplace forum in labour dispute resolution.

8.4 SELF-ASSESSMENT QUESTIONS AND TASKS

The following self-assessment questions are based on the learning outcomes and should enable you to evaluate whether you have achieved the stated learning outcomes for this module:

- (1) Explain the concepts “collective bargaining” and “workplace forum”. (10)
- (2) Illustrate various problems and concerns regarding the workplace forum. (30)
- (3) Describe the concept “bargaining council”. (10)

LEARNING UNIT 9: INDUSTRIAL ACTION AND STRIKE HANDLING

9.1 INTRODUCTION

In the previous learning units (units 6 to 8) we concentrated on conflict management in general and resolving conflict between parties in the employment relationship. The aim of this learning unit is to explain the forms of organised conflict in the labour relations arena, namely industrial action in the form of organised collective action such as strikes, go-slows and lockouts. We want you to explain and apply, in relevant situations, your understanding of the various forms of industrial action which are an integral part of collective bargaining and labour relations in general.

You may well know that the various forms of industrial action are the so-called “weapons of power” that can be used by labour against employers (if necessary). Some of you may regard strikes and other forms of industrial action as completely unnecessary; others may have participated in strikes themselves; and still others may have had to deal with a striking labour force. Whatever the case, the different forms of industrial action are an issue which many South Africans find easy to identify.

Strikes are highly visual events and people usually know from media coverage when prominent strikes will take place. Because one cannot know for sure that those negotiations (collective bargaining) will be free of serious labour conflict, it is necessary to develop a sound understanding of strikes and other forms of industrial action. From a management viewpoint, strikes and other forms of industrial action are a vital issue; therefore, in this learning unit, the emphasis falls on the successful management of these forms of industrial action.

To help you learn this material effectively, you will be requested to do some activities throughout this learning unit. The aim of these activities is to get you thinking about the concepts “conflict” and “dispute” that are covered in this learning unit so that you are able to apply them in applicable work situations.

Learning outcomes

After having worked through the contents of this learning unit, you should be able to achieve the learning outcomes listed below. This will enable you to answer specific questions at the end of the learning unit. You should be able to

- describe the manifestation of conflict in the labour relationship
- explain, with examples, the definition of the concepts “strikes” and “lockouts” in terms of the Labour Relations Act
- identify the different types of strikes
- discuss the main reasons for strikes in South Africa
- explain the validity (in terms of legislation) of strikes and lockouts
- describe ways to effectively handle strikes
- analyse contingency plans and how to use them effectively should industrial action occur
- evaluate how to prevent strikes utilising negotiation, mediation and arbitration

Key concepts

Strikes	Types of strikes
Lockout	Secondary strikes
Essential and maintenance services	Replacement labour

Picketing	Strike handling
Contingency planning	Negotiation
Mediation	Arbitration
Dispute resolution	

The following learning content will help you to achieve the stated learning outcomes and understand the key concepts. Your task is to read and study the following articles:

Bendeman, H. (2013). Alternative dispute resolution (ADR) in the workplace – The SA experience. *African centre for the constructive dispute*, 137-161.

Botha, M. M. (2015). Responsible unionism during collective bargaining and industrial action. Are we ready yet? *De Jure*, 328-350.

Botha, M. M. (2015). Revisiting an old friend: What constitutes “a matter of mutual interest” in relation to strike? A tale of two cases. *Orbiter*, 194-209.

Ferreira, G. M. (2005). South African labour. A tripartite alliance relationship? *Journal of Public Administration*, 40, (3.2), 418-430.

Ibietan, J. (2013). Collective bargaining and conflict in Nigeria’s Public sector. *Ife Psychologia*, 21(2), 220-231

Nupen, C. 2013. *Mediation and conflict resolution in South and Southern Africa: A personal account of the past 30 years*. *Mediation and conflict in Southern Africa*, 85-114.

Samuel, M. (2013). The mineworkers’ unprocedural strike. Setting the path for redefining collective bargaining practice in South Africa. *Journal of contemporary management*, 10, 239-258.

9.2 DEFINITION OF A STRIKE AND LOCKOUT

In line with the Labour Relations Act a “strike” is the temporary cessation of work by persons who are or have been employed by the same employer, or by different employers, in an attempt to settle a grievance or enforce a request. A “lockout” on the other hand, is an exclusion of employees from a workplace by the employer, with the purpose of compelling them to agree to demands or accept a change in terms or conditions of employment.

In this learning unit we will firstly acquaint you with strikes and lockouts and with the legal aspects of strikes in particular, since you cannot expect to manage strikes effectively if you are not totally familiar with the legal provisions governing this form of industrial action.

Activity 9.1

Keep a diary of various types of industrial actions such as a strike, lockout or stay away that recently appeared in a newspaper, labour relations journal and/or similar literature. Analyse these media and academic reports and try to establish the reasons for such industrial action.

Summarise all the information you have collected and then write it down in the space provided below.

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Feedback

Your answer would be individualised as it involves the study, revision and a summary of the particular literature you utilised. However, if you wish to obtain statistics on industrial action, there are numerous reports that you can consult in this regard, such as the *Annual Report on Employee Benefits and Labour Relations in South Africa* published annually by Andrew Levy Employment Publications (use this as your key word when doing your literature search, for example: Andrew Levy Employment Publications 2010/2011, 25th Annual Report on Labour Relations and Employee Benefits in South Africa). In addition, the latest information can be found on the website of the Department of Labour (www.labour.gov.za) or on the website of the Commission for Conciliation, Mediation and Arbitration (www.ccma.org.za). The various newspapers in South Africa also contain reports on strike action. We recommend that you consult as many of these resources as possible to ensure that you keep abreast of the latest developments.

9.3 TYPES AND FORMS OF INDUSTRIAL ACTION

You will have noticed in the prescribed articles and from the independent dairies you kept pertaining to industrial actions, that there are many types or forms of industrial action concerning strikes, and these can be classified according to their different approaches or structures.

Activity 9.2

Consult with your family members, friends, colleagues, or supervisor and discuss with them which of the various types of industrial action (applicable to their situation) has influenced their thinking about strike management either positively or negatively. Report your findings by listing them below.

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Feedback

As the above activity entailed using your personal experiences, we cannot prescribe specific guidelines. However, if you study the applicable sections regarding this issue, it would ensure a better understanding when you report your findings.

9.4 REASONS FOR STRIKES

Managers need to be aware of factors that may result in industrial action in organisations. Being aware of these factors means that they can be effectively managed and strikes could possibly be prevented.

Activity 9.3

Think of a case during your working career where you needed to join a strike. List your feelings, behaviour and attitude regarding your experiences in undertaking such an endeavour. If you did not engage in strikes, consult with somebody who did and list his or her feelings, behavioural attributes and attitudes regarding his or her experiences.

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Feedback

This activity involved an individualised answer. However, your understanding of the reasons why strikes occur will enable you to make a more informed decision (attitude) of why you reacted in a particular way (behaviour) as well as your judgement (feelings) of the issue.

9.5 ESSENTIAL AND MAINTENANCE SERVICES

It is important to note that the LRA prohibits strikes in essential and maintenance service sectors in the world of work, therefore employers and employees alike are vetoed (forbidden) from being involved in such industrial or socio-economic action.

Activity 9.4

Formulate your own understanding of the following concepts (with examples) within the labour relations context:

(a) Essential services

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(b) Maintenance services

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Feedback

This activity involves the study and reflection of the sections of the prescribed articles. You are also required to demonstrate your own understanding of the origins of conflict and disputes in the workplace.

9.6 PICKETING

Picketing can be regarded as the action taken by employees to advertise the existence of a labour dispute by a group of employees forming a picket line in front of a plant, store or construction site. An employer may respond to mass picketing by obtaining a court injunction against the union to refrain from certain activities. An injunction, usually in the form of a temporary restraining order, is possible if the strike activities have included incidents of violence, personal injury or damage to property. In such cases, the court can order specific restraints on the unions' use of pickets, by limiting, for instance, their number and location.

9.7 THE STRIKE HANDLING PROCESS AND CONTINGENCY PLANNING

Strikes are a fact of life throughout the world. The labour relations manager must therefore be prepared for strike action, must know what it is and how to handle or manage it when it occurs (in other words, there must be a strike contingency plan). In addition, he or she must know what to do after a strike has ended.

Activity 9.5

As a labour relations specialist at either Pikitup or Vanachem Vanadium Products, you are asked to be involved in drafting a report on the strike management process and institute contingency planning strategies for the organisation. What will you include in this report? Outline the structure of this report in the space provided below.

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Feedback

Remember that the handling of strikes is a complex undertaking; so be very careful to include all the relevant and critical aspects of importance.

9.8 UTILISING NEGOTIATION, MEDIATION AND ARBITRATION IN STRIKE ACTION

Negotiation, mediation and arbitration are important in the discussion of strike management. In South Africa, the LRA makes provision for three broad types of mechanisms for handling conflict between management and trade unions, namely negotiation, mediation and arbitration. It is also within these spheres that the contribution of industrial and organisational psychological knowledge becomes valuable in enhancing its effectiveness. For instance, training programmes can be developed whereby negotiators, mediators and arbitrators can learn effectively how, when, and with whom to interact, how to establish a negotiation climate and common ground, how to pressurise for agreements and how to persuade parties. However, it is not only the development of training programmes that is needed, but also research in areas such as behaviour within negotiation teams, the role of cultural and individual differences, computer-assisted mediation and making choices on procedures to be followed by parties in conflict in the strike management process.

Activity 9.6

Identify a labour dispute case that has been reported in the media or one from your own organisation. The situation should require the interventions of negotiation, mediation or arbitration.

(1) Describe how you would make use of negotiation or arbitration in this context?

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(2) Indicate whether or not it would be possible to use mediation in this context?

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Feedback

Keep in mind that when a dispute cannot be resolved in negotiation, the assistance of a mediator or arbitrator is called in to handle the proceedings in a peaceful manner. In South Africa, arbitrators are allowed to use their own discretion as long as they comply with the LRA and the rules of natural justice. Also take into account that mediators will often start acting as conciliators between the parties and may later become more involved, fulfilling the role of mediator.

Activity 9.7

MARIKANA CASE STUDY

(The Marikana case study by Mochabo Moerane)

The labour conflict in August 2012 at the Marikana Lonmin mines in Rustenburg, North West Province, had changed the face of the formal bargaining system in South Africa. The effects of the conflict will be felt by the main labour relations role players and stakeholders in the constitutional and democratic country for many decades to come. Section 23 (1) of the Constitution of the Republic of South Africa, 1996, states that “everyone has the right to fair labour practices”. The term “everyone” is inclusive of the employees and employers.

The Labour Relations Act 66 of 1995 as amended had been promulgated to give effect to the fundamental right as proclaimed in Section 23 of the Constitution. The purpose of the LRA is to advance economic development, social justice, labour peace and the democratisation of the workplace.

The labour turmoil in Marikana followed days of an unprotected strike by Lonmin’s Platinum mine workers. The mine management intended to coerce workers to accept a compromised pay deal based on the fear of the mine’s closure and of a threatening police presence.

The events of the Marikana strike had demonstrated that violence in any form cannot substitute the formal collective bargaining forum system. Lonmin’s management entered into an unlikely alliance with the state and the union was unable to sell the idea of collective bargaining to their members. In the end a wage agreement was vehemently opposed by the unorganised employees, who had totally lost confidence in the union leaders. The employees felt that the union leaders’ negotiations behind closed doors were not in their best interest and that they dismally failed to convince their comrades to deviate from their initial monthly R12 500.00 wage demand they were prepared to die for. Other role players like the clergy and traditional leaders could not defuse the situation that was tense and hostile. This led to the 16 August massacre of 34 employees in post-apartheid South Africa. The democratic government failed to assert its legitimate authority and the high moral ground it had enjoyed since the dawn of democracy in April 1994.

The crucial element of the Marikana tragedy was that the workers wanted to represent themselves as they had lost faith in the union leaders and the formal collective bargaining forum system in the

mines. In order to manage the labour crisis the state president established a judicial commission of inquiry led by the retired South African judge Ian Gordon Farlam, to investigate the events that led to the tragedy and to make recommendations.

QUESTIONS

- (1) Is Marikana the mirror of labour relations in South Africa?
- (2) What was the role of the state?
- (3) What was the role of Lonmin's management?
- (4) What were the roles of the National Union of Mine Workers (NUM) and the Association of Mineworkers and Construction (Amcu)?
- (5) Did deviation from the formal collective bargaining system created uncertainty?
- (6) Was Lonmin's management correct to only recognise the National Union of Mine Workers (NUM)?
- (7) Is the "winner takes all" approach, that was developed in the 1990s and which favours a majority union, still relevant?
- (8) What role did union rivalry and competition between NUM and Amcu play?
- (9) Was the involvement of the police in wage negotiations appropriate?
- (10) What role did the Commission for Conciliation, Mediation and Arbitration (CCMA) play?
- (11) Were the findings and recommendations of the Farlam Commission of Inquiry adequate?
- (12) Should the compensation or reparations of the deceased families and the seriously injured workers be more humane?
- (13) How much will it cost South Africa in direct foreign investment in future?

Activity 9.8

WHAT LESSONS HAD BEEN LEARNT FROM THE MARIKANA MASSACRE?

Feedback

This is an open-ended question and the students are expected to formulate their own analysis and interpretation based on the collective bargaining theory they have learnt in this learning unit.

9.9 SUMMARY

In this learning unit, we dealt with industrial action and strikes, and strike management in particular. We noted that there are a series of procedures that must be adhered to in the case of industrial action and that, if they are not carefully observed, the industrial actions may escalate into violence. We discussed various solutions and proposals, and provided guidelines on the action that should be taken after a strike has ended. We also examined the aspects concerning negotiation, mediation and arbitration as mechanisms, which are readily available in the South African scenario, to deal effectively with industrial action.

9.10 SELF-ASSESSMENT QUESTIONS AND TASKS

The following self-assessment questions are based on the learning outcomes and should enable you to evaluate whether you have achieved the stated learning outcomes for this module:

- (1) Discuss the nature of strikes in South Africa. (5)
- (2) Discuss the various types of strikes that are evident in the labour relations context environment. (10)
- (3) Explain the main reasons why strikes occur. (15)

- (4) You are the newly appointed labour relations manager of a young, fast-growing manufacturing company. The managing director has just walked into your office and asked you to explain all the important aspects relating to the “legality of strikes” in South Africa. How would you explain this to him or her? (15)
- (5) Explain when strikers may be dismissed. (5)
- (6) Discuss the procedures that must be followed in the dismissal of strikers. (10)

LEARNING UNIT 10: PERSUASIVE COMMUNICATION – THE BASIC SKILL TO FACILITATE NEGOTIATIONS

10.1 INTRODUCTION

The aim of this learning unit is to explain the importance of persuasive communication as a skill that is necessary to effectively facilitate negotiations. Facilitation in this context refers to a process by which negotiations are made easier or are promoted. In the previous learning unit, we briefly looked at the process of conducting negotiations and it is during this process that the negotiator must be able to use his or her facilitation skills.

Information sharing and communication are central to the promotion of workplace democracy and worker empowerment. The sharing and exchange of information are, after all, the lifeblood or sustainability of empowerment and help enormously in establishing sound labour relations in any organisation. Therefore, communication with management and trade unions requires a considerable degree of expertise. Communication processes and mechanisms are therefore vital in information transmissions and instructions and feedback should be effective in the management of the labour/employment relationship.

Grievance and disciplinary procedures may also, in a sense, be seen as communication mechanisms. By now, you also know that communication is the central process during negotiations and conflict management. In this learning unit we will take a look at the fundamental principles of persuasive communication and its dynamics in the context of labour relations.

To help you learn this material effectively, you will be requested to do some activities throughout this learning unit. The aim of these activities is to get you thinking about the concepts “conflict” and “dispute” covered in this learning unit so that you will be able to apply them in applicable work situations.

Learning outcomes

After having worked through the contents of this learning unit, you should be able to achieve the learning outcomes listed below. This will enable you to answer specific questions at the end of the learning unit. You should be able to

- describe the communication process required to facilitate negotiations
- explain, by means of examples, the various techniques proposed for improving general and cross-cultural communication
- identify the importance of the communication skill of reframing
- explain persuasion and changing attitudes as a negotiation skill

Key concepts

Communication process	Communication techniques
Listening skills	Communication networks
Message transmission	Verbal and nonverbal communication
Reframing	Persuasion and attitude change

The following learning content will help you to achieve the stated learning outcomes and understand the key concepts. Your task is to read and study the following prescribed material:

Munro, M, Munro, A, Lemmer, K & Pretorius, M. 2015. Theatre strategies to develop emotional intelligence skills in business communications: An exploration study. *Southern African Business Review*, 19(2).

Anstey, M. 2008. *Managing Change: Negotiating Conflict*. Cape Town: Juta & Co Ltd, Chapter 6: Persuasive Communication – The Basic Skill, pp 223–243.

After reading the above prescribed material, you can attempt the learning activities and the assessment questions at the end of this learning unit.

10.2 THE COMMUNICATION PROCESS

Communication is basically a two-way process. In simple terms, communication takes place when one person sends a message to another, for example, a manager to a subordinate or vice versa and the latter then interprets this message. If communication between trade union members and employer representatives is hostile and unfriendly, destructive conflict may arise and the relationship between the parties may be impaired.

Clearly, communication always takes place in a particular context. This context may, in addition to time and place, assume a variety of forms, for instance communication between superiors and their subordinates in a work context; communication between colleagues attending a work-related event in a social context; and communication by a security guard directed at a large group of strikers picketing in front of an organisation, in a mass context.

From these examples it should be clear that the context in which communication takes place has considerable influence on the nature of the communication, on the content of the message, on the medium through which the communication takes place and on the effect that communication will have. The context in which the communication occurs usually determines the status or power base of the communicating parties which, in turn, affects the spirit (or climate) and the parties' willingness to receive the message and to respond to the message.

Activity 10.1

Conduct and record an interview with a colleague or fellow student which lasts an hour. You can decide on the topic of the interview.

Evaluate your interview based on how effectively you were able to communicate with the person (think of all the skills you need to use). Summarise all the information you have collected and then write it down in the space provided below.

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Feedback

Your answer would be individualised, but consult the section relating to the communication process in Anstey (2008). Also keep in mind that most of us have had unfortunate and unhappy experiences either in the workplace or at home, especially when we had a personality clash with someone, or

because we (or the other person) misunderstood a message. The results or outcomes of such a situation are often negative, leading to an inability to work together productively. Sometimes the outcomes may be positive, because we have been able to clear the air and discuss our differences.

10.3 IMPROVING COMMUNICATIONS

We utilise communication skills in our interaction with other people. It is essential to practice these skills if you want to become an effective negotiator. These communication skills are not only associated with counselling and therapy, but are regarded as the basic foundation of any effective interpersonal interaction. It should also be said that the everyday communication process between workers, their representatives and management may be strongly influenced by variables that can complicate the dynamics of the communication process. Many of these variables can also become obstacles to successful communication which needs to be noted and improved upon.

Various techniques are proposed to improve communications. Study the section titled “improving communication” in Anstey (2008), which details the most popular techniques of improving communications.

It is essential for a labour relations manager to be familiar with these techniques so that all types of interpersonal interaction in the context of the employment relationship should lead to effective communication.

Activity 10.2

Think of some personal experiences of your own in the working environment where you and some other party misunderstood each other.

- (1) What do you think caused the misunderstanding? (Consider all the techniques in improving communication, see where the misunderstanding could have occurred and explore the reason why it happened.)

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- (2) What were the consequences of this misunderstanding?

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Feedback

You could have experienced misunderstandings in any of the techniques listed in improving communications in Anstey (2008). However, misunderstanding generally relates to the nonverbal messages (expression of the message) and the verbal messages (the content of the message) that we communicate. We communicate using nonverbal cues such as gestures (hand movements, nodding, facial expressions, etc), visual signals (the clothing we wear, make-up, etc), sound signals (whistling, coughing, sirens, alarms, etc), images (pictures, paintings, films, television, etc), touch (a

handshake, a kiss, stroking, a hug, an embrace, etc) and olfactory signals (perfume, aftershave, etc), which are perceived unconsciously and are also decoded unconsciously. The problem is that the meaning we attach to nonverbal cues is usually determined by our own value system and frame of reference – and the meaning may often be wrong, although we do not know this. Also, the verbal cues that we use, such as words and language may not have the same meaning for us as for other people. Think, for example, about the word “often”. How much time do you think this word indicates? Is it once a month, once a week, once a day or once every hour? Ask around and you will see that the word “often” has different meanings for different people. This situation is complicated further by the cultural diversity (related to cross-cultural communication) that exists in the South African scenario, where people not only speak different languages, but also have divergent cultural values. The consequences of misunderstandings are usually conflict in that particular situation or context.

10.4 REFRAMING

Reframing is an important communication skill that is a requirement for both the negotiator and the mediator alike. Reframing takes place when the environment is primed for problem solving and it allows for mindset changes so that a solution could be found for the dilemma or predicament at hand.

Activity 10.3

Refer to the previous activity and the situation you negotiated for yourself. The person just did not understand your point of view or vice versa.

- (1) If you were a negotiator or a mediator, what questions would you consider asking in order for “reframing” to transpire? Please list them below.

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Feedback

Consult the section on reframing in Anstey (2008), especially the part where the central tools are the questions that the negotiator or mediator need to consider. In addition, try to avoid questions which elicit a “no” response and allow time for people to think about their responses. The idea is to be responsive to the needs and interests of the other parties, to keep the focus on the problem and to prevent antagonistic twists and turns in the communication process.

10.5 PERSUASION AND ATTITUDE CHANGE

Two well-known psychological concepts are useful for changing attitudes during negotiations, namely the notion of social reinforcement and that of psychological and social consistency.

Persuasive communication that may result in the changing of attitudes involves the credibility of the communicator (persuader), the organisation of the communication (message), the situation (audience and target groups) in which the communication takes place and, finally, the external factor (the constituency of the group the person belongs to) involved in the communication. All these issues are vital for persuasive communication to become apparent.

Activity 10.4

Study the section on persuasion and attitude change in Anstey (2008), and then describe how you were able to use persuasive and attitude change communication during the interview in activity 10.1.

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Feedback

This activity involves the study and reflection of the sections prescribed for this task. You are also required to demonstrate your own understanding of the origins of persuasion and attitude change, and to note the similarities between these two concepts as outlined in the prescribed material.

10.6 SUMMARY

In this learning unit, the use of micro-skills (communication) in the negotiation process is crucial in order to reach a successful agreement. This learning unit also discusses persuasive and attitude change communication. Sometimes these skills may have to be modified or applied based on institutional and interpersonal realities of the negotiator. It should also be noted that sound communication is the only way to manage labour relations effectively in the diverse South African work environment. By means of communication, management can draw attention to the organisation's strengths and weaknesses, thereby encouraging employees to participate in solving organisational problems. However, effective communication is possible only if the group dynamics in organisations are understood by all the parties concerned.

10.7 SELF-ASSESSMENT QUESTIONS AND TASKS

The following self-assessment questions are based on the learning outcomes and should enable you to evaluate whether you have achieved the stated learning outcomes for this module:

- (1) List the related skills cited by Munro, Munro, Lemmer & Pretorius (2015) pertaining to the following constructs: organisational communication, leadership communication and interpersonal communication. (15)
- (2) Discuss the various aspects that encompass the communication process. (5)
- (3) Critically explain the various techniques that have been proposed for improving communication in the work environment. (15)
- (4) Analyse the concept "reframing" and provide examples. (10)
- (5) Discuss the persuasion and attitude strategy. (15)

LEARNING UNIT 11: OUTCOMES AND FEEDBACK

11.1 INTRODUCTION

The aim in this learning unit is to look at the function of the system and the application of the conflict handling methods, firstly, by the organisation and, secondly, by the individual. The manner in which conflict is handled in the organisation has consequences for the future. If negotiations result in an adversarial relationship characterised by a high degree of mistrust, it would be extremely difficult to negotiate in future. This is why it is important to study the outcomes of, as well as the feedback into, the system. To help you learn this material effectively, you will be requested to do some activities throughout this learning unit. The aim of these activities is to get you thinking about the concepts “conflict” and “dispute” that are covered in this learning unit so that you are able to apply them in applicable worksituations.

Learning outcomes

After having worked through the learning contents of this learning unit, you should be able to

- explain possible outcomes or effects of conflict handling for the organisation and the individual
- describe the feedback process
- explain the implications of labour relations for industrial psychology

Key concepts

Outcomes	Organisational outcomes
Individual outcomes	Feedback
Job evaluation	Quality of work
Organisational communication	Termination procedures
Recruitment and selection	Training
Performance evaluation	Promotions
Job satisfaction	Motivation

The following learning content will help you to achieve the stated learning outcomes and understand the key concepts. Your task is to read and study the following chapter in this prescribed book:

Tustin, C & Geldenhuys, D. 2000. *Labour Relations: The Psychology of Conflict and Negotiation*. 2nd edition. Cape Town: Oxford University Press, Chapter 13: Outcomes and feedback, pp 223-231. (Copyright to include the chapter had been obtained. The material is historical and classical.)

By studying the prescribed material you can attempt the following learning activities and the assessment questions at the end of this learning unit.

Activity 11.1

Get newspaper articles that describe resolved labour conflict or dispute. Read the articles and do the following:

(1) Identify and describe individual outcomes.

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(2) Identify and describe organisational outcomes.

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11.2 OUTCOMES

Although conflict handling may have effects on the individual and the organisation, many of the interventions undertaken may not correct the problem. This may be due to the fact that the intervention may have completely the opposite effect, may escalate the problem or may perpetuate the problem.

11.3 FEEDBACK

The behaviour of the parties in each of the three main stages of the labour relations system (input, through output and output) may influence both the organisation and the environment. Also, this behaviour may, in turn, be returned to the parties as feedback which re-enters the process to exert further influence. Take note of the prescribed material and the example of the feedback loop. Another example is that of the labour laws. Labour laws are negotiated and formulated at the National Economic Development and Labour Council (NEDLAC) (process or through output), and then promulgated (output).

When the laws are enforced, they are fed back into the system as part of the environment influencing the relationship.

11.4 IMPLICATIONS OF LABOUR RELATIONS FOR INDUSTRIAL PSYCHOLOGY

Central to this module is enabling you to study the labour relationship from a psychological perspective. Labour relations have an important influence on industrial psychology.

Activity 11.2

Study this section and make notes of the implications of labour relations for industrial psychology.

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11.5 SUMMARY

This learning unit explored the outcome stage of the labour relations system. After all, the process of labour relations originated from people and is maintained by people – employees and employers – and it is therefore crucial to understand what the effects of the process have been on these people. Only once the entire process is properly analysed and understood will the labour relations in an organisation be optimally effective.