

PERS 342

Research that could be undertaken by the  
NIPR in the field of Industrial Relations

National Institute for Personnel Research  
Council for Scientific and Industrial Research  
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Johannesburg, Republic of South Africa, August, 1982

NATIONAL INSTITUTE FOR PERSONNEL RESEARCH  
Council for Scientific and Industrial Research

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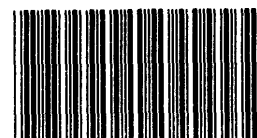
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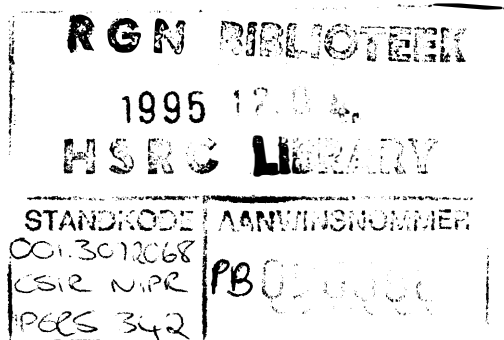
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My colleagues at the NIPR and those mentioned in Appendix I who provided me with much useful information and important insights. However, the contents of this report do not necessarily reflect their views.

## Abstract

This report presents industrial relations as seen by the main participants, namely management, supervisors, unions, Black industrial workers, and other workers, and discusses the training and research needed to bring the different views into greater correspondence.

Keywords : Industrial relations, management, supervisors, trade unions, Black industrial workers.

## Opsomming

Hierdie verslag beskryf hoe industriële verhouding verstaan is deur, toesighouers, vakbonde, en Swart industriële werkers en dit bepaal die opleiding en navorsing wat nodig is om die verskillende gesigspunte bymekaar te bring.

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## I A SURVEY OF THE AREA

### INTRODUCTION

It appears that much of the present uncertainty and conflict in the field of industrial relations stems not only from the necessarily divergent short term goals of management and labour, but from fundamental differences in approach to industrial relations.

I have endeavoured to illustrate these differences by describing the perceptions of the different participants as I understand them from discussions with those mentioned in Appendix I, although the interpretations presented here are my own. Further, there is a wide range of perceptions in each group, but those presented here are believed to be typical of important sections.

The basis of my recommendations is that if the participants in industrial relations have a better appreciation of each others perceptions, attitudes and situations, they will more quickly reach mutually acceptable procedures that will lessen the incidence of confrontation with its attendant hardship and waste. The most significant contribution the NIPR can make is to provide training courses which will assist both this mutual understanding and a better appreciation of the rationale of industrial relations.

The participants considered are plant managers, first line supervisors, trade union management, Black semi-and unskilled industrial workers and other industrial workers.

## PLANT MANAGEMENT

Plant management bears the brunt of the new developments brought about by the emergent trade unions. The plant manager finds the situation increasingly stressful. His planning can be upset by unpredictable strikes and wage demands. Areas in which his prerogative was formerly unchallenged such as introducing additional shifts or discharging redundant workers, or even straightforward disciplinary action are now subject to scrutiny by and negotiations with union officials. Day to day crisis handling may suddenly have consequences far transcending the immediate issues. He naturally feels deeply resentful at this curtailment of authority which compels him to use less effective technical operations.

The manager finds his industrial relations training provides guidance only on face to face negotiation and industrial relations structures and procedures, whereas his own experience is of the unexpected strike, the breakdown in communications, the impractical demands, and the union functioning not as a negotiating body but as a communication link between himself and some ill-defined power base within his work force. He has the experience of seeing all his Black workforce, whether supervisors, security or skilled workers joining a strike of semi- and unskilled workers although in no way involved in the issues. At times he is shaken by unexpected hostility where interpersonal relations are normally good and he hears of similar experiences from fellow managers regardless of whether their plants have outstanding or poor personnel policies. He realises he cannot rely on legal processes, these are too slow for a fluid situation and unenforceable, and he is unsure of the relative merits and long term implications of showing strength by a lockout or wholesale dismissals or being patient and prolonging negotiation.

He and his team end up with the feeling that they have little understanding of perceptions and attitudes across the barriers of class and culture, and they are unable to interpret, anticipate and intervene effectively in their relations with their workforce. This is not conducive to stable industrial relations.

## FIRST LINE SUPERVISORS

The position of the first-line supervisor has also been deeply affected. His once powerful position vis-a'-vis the semi- and unskilled worker is being eroded by the disciplinary and grievance procedures negotiated with unions, and he is increasingly compelled to rely on sheer personality and good interpersonal relations for the maintenance of discipline. His actions are closely watched by union officials for any deviation from the

agreed procedures, and in disputes he must argue his case before management against union representatives. Unpopularity can rouse worker solidarity against him and in a showdown he is acutely conscious that often he has little but a stand on principle to offer against the threat of a strike.

The insecurity of the White supervisor is heightened by the possibility of his replacement by a Black who in theory is in a better position to control a Black workforce. This, however, is not necessarily true as the Black supervisor has his own insecurities. Maintaining discipline invites unpopularity, but, when work is done, the Black supervisor has to use the same transport back to the same neighbourhood as the workers he has disciplined. In place of difficulties in understanding and communicating with a Black workforce, he has possibly even greater difficulties vis-a-vis a White management.

#### TRADE UNION MANAGEMENT

Trade union managements are also experiencing difficulty in the situation that has developed since the Amendment to the Industrial Conciliation Act. Union management is judged by its effectiveness in promoting or safeguarding the welfare of union members. This depends to an important extent on its relations with industrial managements, its standing in the industry or craft, and the effectiveness of its organisers and shop stewards. It is subject to two important controls; its actions are supervised by a council of elected members and its income is derived largely from members' dues.

Before the Amendment union managements had built up reasonably stable relationships with industrial managements, largely through the industrial council system. Since the Amendment the emergence of a large number of unions recruiting their membership from the semi- and unskilled Black workers, who form the major part of the workforce, and conducting negotiations at plant level where their achievements are highly visible, creates concern among the managements of the older unions. Not only are existing relationships challenged, but monitoring a large number of plant-level agreements is a strain on union administrations and failure to do this adequately brings the trade union movement into disrepute. Some union managements are resisting change, but others are responding to the challenge by actively recruiting Black members, some maintaining racial divisions by promoting parallel but cooperating unions while others have become multiracial, either with racially based branches or with no racial distinctions. The main problem for the last two is maintaining a balance in a democratic structure between groups which have widely disparate needs. The various approaches that are being tried

shows that there is no finality as yet on the most effective structure.

Apart from organisational problems, sheer growth has produced legal, financial and technical complexities that place union management under severe strain and force important changes in manning policies. Formerly union management was largely recruited from the membership, trained on the job, and, dedicated to the ideals of trade unionism, worked for relatively low salaries. The increasing pressure on union management is forcing unions to recruit more highly qualified outsiders. Such staff do not have the same close contact with the membership, or the same understanding of the problems that arise. Current training is on the job, generally lengthy, and often abortive. On the other hand the technicalities of union management have grown beyond the comprehension of many of the members elected to the supervisory councils. Finally, much of the new membership has a different cultural background and a lower level of education and sophistication - creating acute problems in the training of shop stewards and the general instruction of members. These are crucial matters if it is accepted that well-run trade unions are essential for stable industrial relations.

What has been said of the older unions applies to the management of the emergent unions with even more force, and the obstacles due to cultural difference and low levels of education and sophistication are greater. Dedicated to improving the condition of the Black semi- and unskilled worker at the fastest possible rate, many of them are gravely handicapped by inexperience and unfamiliarity with the techniques of union management. Their negotiating capability is hampered because unionists' traditional suspicions of plant managements' motives are aggravated by attitudes developed under a colour bar. In addition many are largely ignorant of the constraints under which plant managements must operate.

Trade union leadership is one of the few positions of direct, effective and visible power open to Blacks outside the homelands, consequently there is intense interpersonal rivalry. Also the boundary between industrial and political action is ill-defined and consequently many union activities are under surveillance by the Security Branch. Both factors heighten the anxiety and tension under which union managements operate.

In addition their hold on their membership is by no means secure despite the bonds of Black solidarity. Funds are too limited to provide many of the welfare services offered by the older unions, union management is spread so thinly and shop stewards so poorly trained - facilities for training are extremely scarce - that it is difficult to monitor the numerous agreements entered with plant managers and to safeguard adequately the rights and welfare of members. What is more, inexperience sometimes leads to disastrous clashes with plant management.

The industrial councils are rejected partly because of their associations with an era in which White interests were paramount, and partly because the emergent unions are placed at a disadvantage by the restraints they place on individual action, the emphasis on negotiating skills, the diffusing of credit for improvements in working conditions and the numerical preponderance of the older unions. The lengthy negotiating procedures are little understood by union membership and create impatience which is difficult to control.

All of this greatly increases industrial instability and will continue to do so until the emergent unions become soundly established and their managements more experienced and better trained.

#### THE BLACK INDUSTRIAL WORKER

The Black worker sees himself in a hostile world. Management appears harsh and unsympathetic in its operational decisions (regardless of what particular personal relationships may exist), ready to victimise him if he voices his grievances, and quick to exploit him in obscure ways. He knows that education or skill lead to a better job, but he generally has little understanding of the scarcity value of ability, skill and experience. Therefore he sees the capitalist system as a method for creating immense wealth for Whites at his expense and he naturally looks more favorably on Socialism or Marxism which promise a redistribution more closely according with his cultural values and his needs.

His acquaintance with law is sketchy and that mainly of criminal law. He has little knowledge of contracts and even less of voluntarily accepted obligations outside the family group. Naked force is prominent in his world. Used by criminals, by political activists, and by the police in the suppression of crime and unrest, he sees it as the natural method of achieving objectives. Thus an overt display of strength such as a strike is seen as a necessary precedent for a wage demand. Further, his concept of negotiation is more that of open debating until consensus is reached (cf. an indaba) and the idea of delegated bargaining by selected representatives is unfamiliar. Thus much of accepted industrial relations practice is foreign, remote, largely incomprehensible and regarded as serving White interests. His resources are so slender he is acutely affected by rises in the cost of living or poor harvests in his homeland and he cannot sustain prolonged negotiations or a lengthy strike or accept a relatively long term agreement. This induces a pattern of frequent but brief strikes.

His view of unions is ambivalent. They do represent a leadership in the struggle against oppressive circumstances. Sometimes they produce improved wages and working conditions, generally they settle with management for considerably less than was promised, and often they are a cause of mass dismissals and the loss of hard-won advantages. Union dues are a drain on his slender resources and he has seen workers making important gains without the assistance of a union. In any case the benefits obtained by a union often apply to non-members. He is also conscious of being a pawn in conflicts between union and management or union and union, but feelings of solidarity, backed by intimidation, inhibit any independent line.

These attitudes and behaviour are strikingly similar to those of the working class in the early stages of Western industrialisation and trade unionism, where class distinctions and differences in wealth were great, the worker was a first or second generation town dweller, had no vote consequently was a strong supporter of Jacobinism, and attempts to improve his condition either through industrial or political action were severely repressed. After two centuries of conflict, much of what those workers strove for has been accepted and has resulted in the present institutions and procedures for handling industrial conflict.

The problem for this country is to telescope two hundred years of development into a very short time. Giving plant management, first line supervision, and other workers a greater understanding of the Black worker will only partially contribute to more stable industrial relations if the Black worker himself simply continues to follow the dictates of his limited knowledge and experience. He has to be induced to accept and follow established, or suitably modified, rules and procedures if mutually damaging confrontations are to be avoided and his own steady progress maintained.

#### OTHER INDUSTRIAL WORKERS

These form a threatened group. Not only do they see their privileged position created by monopolistic control of skilled training undermined by independent schemes for training Black skilled and semi-skilled workers, but the dominance of their unions is being challenged by the emergent unions. The solution requires the growth of mutual respect and understanding in the camaraderie of the workplace to bring about necessary changes in attitudes. There are hopeful signs in the increasing number of instances where Black workers have been accepted by those of other races when they have demonstrated acceptable levels of skill. Unfortunately time is limited and it is necessary to accelerate the process by developing methods for providing each group with better insights into the attitudes and perceptions of the others.

## II THE RESEARCH REQUIRED

The foregoing shows that there is a need for research on the perceptions and attitudes of Black industrial workers. There is also a need for information on the group behaviour of strikers and on the phases through which a strike passes. The results of this research should be incorporated in management and supervisor training.

There is also a need for extending supervisor training to include information on the structures and procedures of industrial relations. Greater emphasis should be placed on methods of handling interpersonal relations. Further research is required on the problems of Black advancement, particularly on the relationships between Black supervisors and the workforce and how they should handle conflicts between management and group norms.

Management training courses specifically designed for union management need to be developed. Training courses are required for providing elected union council members with basic information on union management and how to supervise it. Training is required for shop stewards on the role of trade unions, the particular role of shop stewards, industrial relations, and negotiating procedures that are relevant at plant level, and on plant economics (the 6M course) and the functions of plant management.

There is an urgent need for industrial video films for the general union membership on the role of trade unions, the constraints within which they operate and some general information on industrial relations procedures and their importance to the worker. There should be films for different levels of sophistication, and research will be required on methods of leading from elements familiar to those at the least sophisticated levels to the abstract concepts of management and industrial relations. Important work needs to be done on the methods of conveying such information so that it makes a favorable impact on suspicious or even hostile audiences.

### III THE ROLE OF THE NIPR

There are many facets to industrial relations but the NIPR's products over the last five years (see Appendix II) show considerable expertise in research on attitudes and perceptions of all races, and in management, supervisor and worker training. This suggests that its effective contribution would be in identifying the current perceptions and attitudes of participants and producing training systems designed to bring them closer together. The training should be aimed at deepening participants' understanding of one another's approach and the constraints under which each acts and, without favouring any particular industrial relations system, of the value of industrial relations structures and procedures for each.

There are, however, two serious drawbacks. The first is organisational. The great success the Management Studies and Training Divisions have had with their Organisational Development Course and 6M Training System have led to a major diversion of staff to routine training. This is a serious obstacle to further development in fields that urgently require attention such as industrial relations. It is essential that, if the work proposed in this report be undertaken, additional posts should be allocated to both divisions for sections whose specific function is to provide routine training, leaving research staff free to concentrate on new development.

The second serious weakness lies in the coordination of research. While the Institute's output is impressive and there are certain continuing themes, it does present a picture of much dispersion of effort on isolated projects without sufficient consideration being given to their contribution to major themes. A better alignment between the objectives of individual projects and themes might be achieved if members of the Research Committee were each responsible for particular themes and every project proposal (including contracts and tasks) was submitted to them for review.

Given that the aim of the Institute is to assist people in industry to be more productive, any problem handled by the Institute should eventually end in some form of training, which in turn implies some form of attitude and behaviour change. To do this effectively requires as a starting point, knowledge of current values, cognitions, perceptions, and attitudes of the different population groups. Much work is being done with the implicit assumption that the structures that have been identified overseas apply locally, but not enough has been done to test this. Much has been written overseas on target attitudes and behaviour, but again little has been done to study local applicability. Thus methods developed overseas are used without any real assurance that they are appropriate for local populations.



The internal organisation of the Institute is well suited to such research and the translation of the results into appropriate training instruments. The study of the current intellectual structures of different populations and in particular the structures relevant to the industrial situation is the field of the Human Adaptation Division. The target behaviours of managers and workers are the area of the Management Studies Division, while a study of the techniques for achieving changes in attitude or behaviour fall within the compass of the Training Studies Division. Testing whether the required changes have in fact taken place is the expertise of the Test Construction Division. There are gaps in the Institute's expertise, such as in anthropology and sociology, economics and law, but its standing is such that it should have little difficulty in obtaining expert assistance in these fields from other institutions.

A review of the work done elsewhere in South Africa in the field of industrial relations (see Appendix III) shows that, although much is being done, little of it has the psychological depth or the possibility of translation into practical instruments that could be achieved by the Institute.

#### IV PROPOSED RESEARCH PROGRAMME ON INDUSTRIAL RELATIONS

##### THEME AND PURPOSE

Conflict is inherent in industrial relations but its adverse consequences can be minimised if it can be channelled by industrial relations structures into acceptable procedures. This implies an understanding of these structures and an appreciation of the mutual benefits by all participants. To achieve these conditions a considerable programme of training is required which in turn implies the development of appropriate training instruments. This is the purpose of the research programme.

##### Time Table

It is proposed that the programme consist of three stages -

##### I. July - December 1982

Putting together what is available with whatever modification and extensions can be accomplished in six months.

##### II. January - December 1983

Basic research and the construction and repeated testing and modification of instruments designed for areas not covered in Stage I.

##### III. January - June 1984

Final setting up of the instruments developed during Stage II.

DETAILED PROPOSALS FOR THE THREE STAGES

## STAGE I

(i) Extension of current management training at the NIPR to include industrial relation structures - the role of trade unions, the legal positions of registered and unregistered unions, the organisational structure of unions, the industrial council system and the legal consequences of agreements, why some unions bargain at the plant level, the function of recognition agreements, the purpose of grievance, dismissal and redundancy procedures, the importance of upward as well as downward communication with unions as well as the workforce, negotiating techniques, the constraints imposed on management by the growing power of the workforce and how to handle these constraints and methods of initiating and maintaining good relations with unions. Attention must also be given to the changed position of front-line supervisors and the particular difficulties of Black supervisors. The importance of drawing up strike handling procedures should also be stressed. Information should also be provided on the various trade union groupings, biographies of their leaders, their membership and scope, policies and tactics, also on the sources of Cost of Living and Poverty Datum Line indices. All this information is available from one source or another.

(ii) Revision of Supervisor Training Modules to incorporate information on the role of trade unions, the functions of shop-stewards, the nature of recognition agreements and the requirements of typical grievance and dismissal procedures. Much greater emphasis should be placed on interpersonal relations and, on the difficulties Black workers, particularly contract workers, experience with a Western-style industrial system. The importance of maintaining good relations with shop stewards should be emphasised.

(iii) Develop job description and selection procedures for staff who will be engaged in negotiations with unions, committees or strikers.

(iv) The 6M system should be extended -

(a) to explain reasons for the high salaries paid to management' i.e. - the purchase of skill and talent which if not available could result in bad decisions on, for example, the purchase of machinery or raw materials, and the factory making losses instead of profits;

(b) to include negotiations on the proportion of receipts to be allocated to wages and the consequences of excessive wage demands.

(v) Research should be started on instruments for measuring the attitudes of Black workers to various attitude objects in the work situation with the aim of measuring the effectiveness of training modules.

(vi) Research should be started on strike behaviour with the aim of incorporating the results in management training.

(vii) Research should be started on determining elements in the cognitive and attitude structures of various Black populations (urbanised Blacks, contract workers, rural Blacks) and Coloured and Asian populations that differ from Western industrial concepts with the aim of developing training modules to bridge the gap.

(viii) Research should be started on the strike data at the University of Stellenbosch Business School with the aim of incorporating the results into the management training modules during the next stage.

Target:

In December 1982 we should be offering training modules for management, supervisors and workers which incorporate industrial relations elements. We will have started several research projects which will eventually provide further information for extending these training modules, and for new training modules for improving the effectiveness of unions. We will have methods for selecting staff for industrial relations posts.

## STAGE II

(i) Research under I(vi) will be continued to provide information on the different phases a strike can pass through, how the ad hoc groups that appear to control a strike are formed and how they maintain their authority and what factors cause them to lose control. Information should also be provided on the approach that management and union officials should adopt during the different phases. Useful information for this study should come from I(viii) and also work done at the University of Port Elizabeth and from consulting with plant managers and union officials who have been involved in strikes.

(ii) Research under I(vii) should continue making use of results obtained at Potchesfstroom and possibly other work being done at the Universities of Cape Town, Stellenbosch, Natal and Witwatersrand. The scope should be broadened to include the abstract concepts and structures used in industrial relations. The focus at this stage is on the content of training modules - how to lead from known elements of the cultural background to novel concepts.

(iii) Research under I(v) should now switch to the influence of alienation due to discrimination, poverty and lack of education on the transmission and reception of information. Different methods and media such as verbal role-playing and films should be experimented with and the extent of attitude change measured using the instruments developed at the first stage. Attention must be given to the communication of information to large audiences as well as small groups. We should seek the co-operation of the Wits film unit and various trade union managements for this stage.

(iv) Research should be started on the organisational problems of trade unions, particularly those where membership comprises groups from different cultural backgrounds, and educational and skill levels. Attention should also be given to the problems that arise when union membership is scattered thinly over a number of different industries and where union affairs have to be handled by officials drawn from the ranks of semi- and unskilled workers. The aim of this research is to provide information that will be included in training modules for union elected officials such as shop stewards and branch and national executive council members.

(v) Research should be started on the problems of trade union management with a view to providing training modules. Much of this will be very similar to plant management training, but attention must be given to the great differences in educational levels and experience between the incumbants of these posts in different unions and the democratic nature of the organisations within which they operate.

Note on (iv) and (v): Unions and various training bodies such as the Institute for Industrial Relations, the Urban Training Project and others do provide training for union officials, but they are highly conscious of the need to improve their methods. There should be close co-operation with these bodies and we should take a good look at relevant International Labour Organisation publications.

Target: In December 1983 we should have available a great deal of information out of which we could start constructing improved and new training modules. They would be:

- (a) how to handle a strike from I(viii) and II(i);
- (b) training of union elected officials from II(ii), II(iii), II(iv);
- (c) training of union paid officials from II(vi) and II(v);
- (d) methods of instructing workers on the role of trade unions and the functions of industrial relations structures and procedures from II(ii), II(iii).

### STAGE III

- (i) Incorporating research findings into training for management and supervisors.
- (ii) Developing training modules for union elected officials.
- (iii) Developing training modules for union management.
- (iv) Developing methods for instructing both large audiences and small groups of workers in the operation of the industrial system (vide 6M) the role of trade unions and the functions of industrial relations structures.

Target: By June 1984 we should be able to offer all participants in industrial relations, training systems closely geared to their backgrounds and needs. We should also be able to publish a comprehensive study on attitude structures of Black workers of this country.

### FURTHER HORIZONS

Equipped with a better understanding of the attitude structures of Black workers at various stages of urbanisation, there will be strong impetus to continue this work and extend it to other population groups, i.e. Coloureds, Asians and both White language groups. A better understanding of methods of achieving attitude change will provide a basis for much work connected with

training, education communication, and specific topics such as intergroup conflict and negotiation processes between different cultural groups. The work on crowd behaviour extends naturally to crowd control. Thus this programme for research in the industrial relations field could provide a springboard for a great expansion of the Institute's activities in many directions and establish it as a pre-eminent resource centre in a period of increasing change and adjustment.

Appendix I

PERSONS WITH WHOM DISCUSSIONS HAVE BEEN HELD



Government

1. Dr H.J.J. Reynders, Chairman, National Manpower Commission.
2. Mr I.H. Robson, Director of Systems Development, Office of the Commission for Administration.
3. Dr P.J. van der Merwe, Director General, Department of Manpower Utilisation.
4. Dr H.C.A. Venter, Director of Research, Department of Cooperation and Community Development

Parliament

1. Mr R.B. Miller, Member of Parliament.

Management

1. Dr S. Biesheuvel, Consultant, Personnel Management.
2. Mr R.G. Godsell, Industrial Relations Consultant, Anglo American Corporaton.
3. Mr S. Harris, Industrial Relations Manager, Reckitt and Colman, S.A.
4. Mr A.J. Haylett, Director, Personnel and industrial Relations Leyland S.A.
5. Mr J.A. Horner, Personnel Consultant, S.A. Breweries
6. Mr R.J. Ironside, Assistant Managing Director, General Motors S.A.
7. Mr R.G. Sutton, Personnel Director, S.A. Breweries.
8. Mr T. Vogel, Group Manager - Personnel, Huletts Corporation.

## Trade Unions

1. Mr P. Camay, General Secretary,  
Council of Unions of S.A.
2. Mr H. de Villiers, Secretary, Trade Union Development  
Committee, TUCSA
3. Mr D. East, General Secretary,  
Motor Industry & Component Workers  
Union
4. Mr J.A. Grobbelaar, General Secretary,  
TUCSA
5. Dr Anna Scheepers, National President,  
TUCSA and  
Garment Workers Union of SA
6. Mr I van der Watt, General Secretary,  
S.A. Boilermakers Society
7. Mr R.M. Whitworth, Director of Education and Training,  
TUCSA

Academic

1. Mr C. Bonner, Department of History, UW
2. Professor A.B. Boshoff, Graduate School of Business, UP.
3. Prof C.H. Boshoff, Institute for Future Development, PUCHO.
4. Mr L.C.G. Douwes Dekker, Graduate Business School, UW.
5. Mr D. Horner, SALDRU, UCT.
6. Mr J. Maree, Department of Sociology, UCT.
7. Dr V. Moeller, Institute for Social Research, UN.
8. Prof J. Nattrass, Institute for Social Research, UN.
9. Prof A.C. Nkabinde, Rector and Vice Chancellor, UZ
10. Prof C. Potass, Graduate School of Business, UP
11. Prof C.M. Swart, Graduate School of Business, US.
12. Mrs K.P. Turkington, Head, Education Technology Unit, UW
13. Prof H. van der Merwe, Centre for Intergroup Studies, UCT.
14. Prof R. van der Merwe, Department of Industrial and Organisational Psychology, UPE.
15. Prof H.L. Watts, Head, Department of Sociology, UN
16. Mr E. Webster, Industrial Sociology, UW

Other Organisations

1. Mr M. Botha, Director,  
Institute for Industrial Relations
2. Mr P.L. Dempster, General Manager,  
Transvaal Urban Foundation
3. Dr A.C. Lawrence, Deputy Director General,  
Chamber of Mines
4. Mr G.J. Nel, Secretary,  
Industrial Council for the Clothing  
Industry (Cape)
5. Mr J.J. Terreblanche, Director,  
Marpower Institute, HSRC
6. E. Tyacke, Secretary,  
Urban Training Project
7. Dr J.D. van Staden, Director,  
Institute for Psychological and  
Psychometric Research, HSRC
8. Dr J. Visser, Executive Director,  
National Productivity Institute.

Appendix II

CURRENT RESEARCH AT THE NIPR

Programme of Research and Services 1981/82

Projects which have relevance for industrial relations.

<u>Division</u>	<u>Project</u>
<u>Human Development</u>	80/3 Work values and value systems
	81/6 Future aspirations and expectations of workers
	81/7 Development of higher cognitive processes
	79/7 Socialisation, adaptation and development
<u>Test Construction</u>	
	74/3 Investigation of modes of person environment interaction in the work situation
	76/1 Measurement of attitude in the work situation and the prediction of organisational behaviour.
	78/3 Measurement of knowledge of approved organisational practices for use in selection and training of Black managers
	79/10 Investigation of dynamic modes of cognitive functioning
	81/2 Construction and validation of a new scale of fluid ability
<u>Management Studies</u>	
	78/6 Industrial relations
	79/2 Intergroup attitudes and behaviour in the work situation
	79/4 Die ontwikkeling van 'n dagtaak oefening vir bestuursopleiding
	75/1 Diagnostiewe instrument vir die evaluering van organisasie ontwikkeling
	71/4 Progress in the work situation
	81/8 To investigate the value systems of Black managers in relation to management style
<u>Training</u>	
	76/5 Spesiale opleidingsbehoefte van swart werknemers

73/14      Ontwikkeling en waardebe­paling  
van opleiding studies  
(ii) om NIPN toesigsopleiding  
stelsels vir ongeletterde  
werknemers aan te pas.

Publications by NIPR Staff 1978-1981

The codes SPERS and CPERS refer to reports, RPERS to papers, lectures, etc., and S to NIPR symposia. Bibliographic information has been omitted but full details may be obtained from the Publications and Research Registry, NIPR.

The publications have been grouped according to the suggested areas of research namely Intellectual Structures and Processes (Attitudes, Perceptions, Cognition, Personality), Management Training, Supervisor Training, Worker Training (all dealing with the content of courses), Training Techniques (methods) and Industrial Relation (structures and procedures, conflict, negotiation, historical).

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