

https://dspace.org/

A methodology to bridge research and intervention in mental health in South African organizations

Cassidy, Allison Christine

1994

http://hdl.handle.net/10539/22100

Cassidy, Allison Christine (1994) A methodology to bridge research and intervention in mental health in South African organizations, University of Witwatersrand, Johannesburg, <http://wiredspace.wits.ac.za/handle/10539/22100>

Downloaded from a DSpace repository. https://dspace.org/

A METHODOLOGY TO BRIDGE RESEARCH AND INTERVENTION IN MENTAL HEALTH IN SOUTH AFRICAN ORGANIZATIONS

ALLISON CHRISTINE CASSIDY
(née Vink)

Research report submitted to the faculty of Education, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Education (Educational Psychology)

Johannesburg
1994

"He who thinks he knows what is best for others is a dangerous man."

Nisargadatta Maharaj, Bombay, 1973.

A METHODOLOGY TO BRIDGE RESEARCH AND INTERVENTION IN MENTAL HEALTH IN SOUTH AFRICAN ORGANIZATIONS

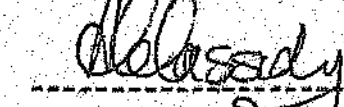
SUMMARY

This thesis discusses the need for research paradigms within the human sciences which will address human development needs with in the South African context. It documents a research methodology designed to address the development of human relations in organizations so as to facilitate the construction of nurturing and learning environments. The concept of mental health and its interconnection with the development of human relations in organizations is explored to enhance the understanding of the needs of employees in organizations within the South African context. The research process advocates consultation and negotiation of issues relating to human relations and mental health. It also provides opportunity for the exploration and co-creation of a bridge between mental health, development of human relations in organizations and research.

The research was conducted within the parameters of the ecosystemic paradigm and influenced by social construction theory. It incorporates both quantitative and qualitative methods.

DECLARARTION

I declare that this research report is my own unaided work. It is being submitted for the Degree of Master of Education (Educational Psychology) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other university.



Allison Christine Cassidy
November 1994

ACKNOWLEDGEMENTS

In spite of the declaration that this thesis is my own unaided work, the truth of the matter is that a thesis, for that matter, anything, is as result of the cooperation of many people. For this thesis then, I would like thank the following people:

Professor Peter Franks, my supervisor, and Head of Industrial Psychology, University of the North, for his true mentorship over the past years in my work as a researcher and in the conceptualising of this project. Through his guidance I came to experience and understand the practise of consultation and the importance of the sharing of knowledge. These are learning experiences that I will carry gratefully and hopefully pass on to others for many years to come.

Evelyn Heunis for her time, support, love and co creative skills in the writing of this report.

The research team, supervised by Dr. Peter Franks, that I worked with: T. Liebenberg, E. Manong, N. Ndaba, M, Ntoko and specifically Miranda Malele and Kathy Kure for their companionship, sharing and friendship in our working days.

The employees of the organization for their willingness to take part in the research process, sharing their views and perceptions and taking the risk to share their experiences of sorrow and joy in their lives.

Bruce Cassidy for supporting me financially, emotionally and spiritually in sickness and health, for richer or poorer, throughout the two years of my degree and more; for the graphics in the report and finally, for the computer and software to write this thesis.

Adri Mei for keeping a promise offered years ago, to proof read this document. I take responsibility for the implementation of those accurate correction.

The Human Sciences Research Council for their financial assistance towards this study.

Professor Mervyn Skuy, Head of the Division for Specialised Education of the University of Witwatersrand for allowing me to embark on this particular thesis.

To the supervisors in my training as a therapist, Erica Eckstein, Edsent Williams, Jullian Rubenstein, Cora Smith and Brigid Goldberg, thank you.

My work colleagues, Z. Kruger and J. Richardson at the Child Care Centre for their true understanding and support during my illness.

My friends and family for all their love, fun, conflict and support over the years of my life and Inga Klugkist for the integration of all of this.

My parents, who started it all.

Thank you Kallis.

TABLE OF CONTENTS

1 INTRODUCTION 1

2 LITERATURE REVIEW 5
2.1 INTRODUCTION 5
2.2 RESEARCH IN THE HUMAN SCIENCES:
EPISTEMOLOGICAL CONSIDERATIONS 5
2.2.1 World views and Epistemology 5
2.2.2 Research, Learning and Knowledge 7
2.2.2.1 Objectivity - Subjectivity 8
2.2.2.2 Shifting Paradigms 9
2.2.2.3. Knowledge and learning 10
2.2.2.4 Review of research aim 13
2.2.3 The Ecosystemic Paradigm 13
2.2.3.1 Power 14
2.2.4 Psychology 15
2.2.5 Social Construction Theory 15
2.2.6 Research Tools 18
2.2.6.1 Statistical Procedures 18
2.2.6.2 The interview 18
2.2.7 The Role Of Researcher 19
2.2.8 Qualitative Research 20
2.2.9 Evaluation Criteria And Validity In Research 21
2.3 RESEARCH AND DEVELOPMENT: NEEDS IN SOUTH AFRICA 22
2.3.1 Research In The Human Sciences In South Africa 22
2.3.2 Definition Of Development 26
2.3.3 Development In Organizations 27
2.3.3.1 Participation in organizations 29
2.3.3.2 Power in organizations 29
2.4 MENTAL HEALTH 30
2.4.1 Definitions Of Mental Health 30
2.4.2 An Ecosystemic View 32
2.4.3 Additional Considerations In Understanding
Mental Health 34
2.4.3.1 Participation 34
2.4.3.2 Empowerment 35
2.4.3.3 Collective Political Power 35

3 RESEARCH METHODOLOGY 37
3.1. RATIONALE 37
3.2 THE HUMAN RELATIONS CLIMATE INVESTIGATION 38
3.2.1 Basic Tenets and Stance of the Research Process 38
3.3 RESEARCH PROCESS 40
3.3.1 First Phase 41
3.3.1.1 First Contact 41
3.3.1.2 Initial Meetings 41
3.3.1.3 The Research Contract 42
3.3.1.4 Formulation Of Interview Schedule 42
3.3.1.5 Pilot Study 44
3.3.1.6 Contract the research team and train field workers 44
3.3.1.7 Finalising the Interview Schedule 45
3.3.1.8 Drawing The Sample 45

3.3.1.9 Conducting The Interviews 45
3.3.1.10 Data Analysis 46
3.3.1.11 Research Report and Feedback to Executive 47
3.3.2 Second Phase 47
3.3.2.1 Formulation Of Procedure For Workshop Process 48
3.3.2.2 Regional workshops 49
3.3.2.3 Final Feedback to Executive 50

4 FINDINGS OF THE INVESTIGATION 53
4.1 RESEARCH PROCESS 53
4.1.1 Initial Contact 53
4.1.2 Presentation to Board of Directors 54
4.1.3 Holistic Investigation of the Company 55
4.1.3.1 Pilot study 55
4.1.3.2 Demographics of the company 55
4.1.3.3 The factory and office setting 56
4.1.3.4 Facilities on site 57
4.1.3.5 Safety and Health Care 57
4.1.3.6 Welfare 58
4.1.3.7 Industrial Relations 59
4.1.3.8 The company's business market 59
4.1.3. 9 Company's management style 60
4.1.4 Sampling For The Interviewing Phase 61
4.1.5 The Interview Schedule 62
4.1.6 Interviewing 62
4.1.7 Analyses Of Data And Report Writing 63
4.1.8 Feedback To Board Of Directors 65
4.1.9 Feedback To Senior Managers And Board Of Directors 67
4.1.10 Final Consultation With Personnel Manager 67
4.2 SOME THEMES FROM ANALYSES OF THE INTERVIEWS 68
4.2.1 Discrimination 68
4.2.2 Communication 70
4.2.3 Individual Community and Organizational Development 72
4.2.3.1 Career Development And Training 72
4.2.3.2 Socio-Economic And Community Development 73
4.2.4 Mental health: Perceptions On The Needs For Happy And Healthy Lives 74
4.3 POST INTERVENTION INTERVIEW WITH THE PERSONNEL MANAGER 75

5 DISCUSSION AND CONCLUSION 78
5.1 CONSULTATION TOWARDS THE CONSTRUCTION OF AN UNDERSTANDING 78
5.2 RESISTANCE TO CONSULTATION AND NEGOTIATION 80
5.2.1 Analysis Of Resistance To The Second Phase Of The Research 80
5.2.2 Consultation As Result Of The Research Process 84
5.3 ADDITIONAL ASPECTS OF THE RESEARCH PROCESS 85
5.3.1 Power To Negotiate 85
5.3.2 Interviews 86
5.4 SOME THEMES FROM ANALYSES OF INTERVIEWS 86
5.4.1 Discrimination 87
5.4.2 Communication 89
5.4.3 Individual And Community Development 91

5.4.4 Mental Health: Perceptions Of The Needs For Happy And Healthy Lives 92
5.5 GUIDELINES TO DEVELOPING NURTURING ENVIRONMENTS 93
5.6 LIMITATIONS OF STUDY AND IMPLICATIONS FOR FUTURE RESEARCH 95
5.7 CONCLUSION 97

REFERENCES 98

DIAGRAMS
Diagram 1 7
Diagram 2 The Research Process 51
Diagram 3 Content of Research Process 52

APPENDICES
Appendix A Interview Schedule
Appendix B Findings -- Discrimination (Tables 1 -- 7)
Appendix C Findings -- Communication (Tables 8 -- 19)
Appendix D Findings -- Individual and Community Development (Tables 20 -- 29)
Appendix E Findings -- Organizational Environment (Tables 29--36)
Appendix F Findings -- Mental Health: Perceptions

CHAPTER 1

INTRODUCTION

> "What sets the world in motion is the interplay of differences, their attractions and repulsions. Life is plurality, death is uniformity. By suppressing differences and peculiarities, by eliminating different civilizations and cultures, progress weakens life and favours death. The ideal of a single civilization for everyone, implicit in the cult of progress and technique, impoverishes and mutilates us. Every view of the world that becomes extinct, every culture that disappears, diminishes a possibility of life" (Octavia Paz, 1967. p.6).

> "Change cannot come until neither loyalty to the old nor fear of the new can longer delay it. Such a transformation is all the more difficult because it seems to require the greater to be exchanged for the less. Each real advance is paid for by aiming at less in order to achieve more. The crucial step cannot be taken until men are ready to choose the less which can be realized in place of the more which had remained a dream" (Whyte, 1948, in Highwater, 1981. p.115).

The above quotes are pertinent to the present South African situation. South Africa is diverse in its geographical and cultural make-up. It can be seen as a microcosm of the world. It has a history of diverse cultures, most of which have endured to date. It has made political history by being the first country to manage a negotiated, as opposed to violent, political settlement between sections of the population that have been polarised and isolated from each other through a segregated and oppressive political structure (Reicher, 1994). South Africa has many opportunities and many problems. Resources are scarce in terms of the education, health, mental health and welfare systems.

Educational Psychology covers a broad spectrum e.g. clinical psychotherapy; personality theory; psychopathology; developmental theory; clinical psychometric assessment; cognitive psychology; community psychology; education and training, and finally research. Research forms the bridge between different sections within the field of psychology, between psychology and other disciplines within the Human Sciences as well as between the Human Sciences and other fields of Science. By conducting research through consultation and negotiation, it will also form the most important bridge, the bridge between the academic field and society.

As with the field of Human Sciences, the development of people lies at the core of Educational Psychology. Engelbrecht (1994), calls for the field of Educational Psychology to face the challenge of "facilitating transformational growth relevant to the particular needs of all South Africans" (Engelbrecht 1994. p.2). Educational Psychology in South Africa has traditionally concentrated on issues directly relating to children, adolescents and families in their home and educational environments. This research was done in a different context, i.e. in organizations in the private sector. It is well documented that the work place has been recognised as one of the most important sites of social and psychological well-being (Bhana & Pillay, 1993).

Concepts most pertinent Educational Psychology are, mental health and education. The need to attend to mental health and related factors in South Africa has been the topic of many research papers and books (Bhana & Pillay, 1993; Dawes, 1985; Dawes & Donald, 1994; Donald, 1991; Freeman, 1989; Foster, 1986 & 1991; Isemonger, 1990; Kriegler, 1988; Manganyi, 1991; Parry, 1994; Perkel, 1988; Solomons, 1988; Straker, 1992; Swartz, 1991). The need for research aimed at promoting health and development in South Africa is accepted by a number of research and academic organizations such as the Medical Research Council; Wits Centre for the Study of Health Policy and the Human Sciences Research Council.

Parry (1994), notes that many of the country's health and health service problems can be resolved through transformation of the political and social arena. However, he also sees that the health and welfare sectors have an important role to play in the promotion of mental well-being and prevention of mental health problems. He calls for research that will facilitate the development of policy and ongoing activities in these areas. Parry, Yach & Tollman (1992), express the need for an essential national health research strategy for South Africa going beyond the traditionally accepted realms of mental health. The explicit goal of such a strategy is the promotion of health and development on the basis of equity and social justice. The mental health policy formulated by ANC structures in May 1994 called for a co-ordinated policy between labour, education, welfare, health and the military (Freeman, 1994). There is thus an increasing recognition and call for networking and co-ordinated policy making concerning the

development of mental health in South Africa. This thesis hopes to contribute to the building of a research process that can facilitate development in mental health on the basis of equity, and, facilitate co-ordination between different sectors or groupings through the underlying principles of dialogue, consultation and negotiation.

Organizations and communities in South Africa have experienced an imbalance of power, alienation (Isemonger, 1990), conflict, and turmoil for a long time due to the lack of dialogue and consultation in the polarised socio-political structure (Franks, 1992). It is with this in mind that the research was conducted when companies contracted the researcher and her colleagues in for assistance in developing the organization. The research process documented in this thesis advocates the facilitation of consultation and negotiation of issues which represent conflicts of interests between existing groupings within the organization, as opposed to a procedure which results in defined truths. As stated by Franks (1992), "I think all we can do is raise questions, and then, through dialogue, attempt to find appropriate answers. Because the more we claim expertise, the less we actually know" (cited in Nieumeijer & Hall, 1992. p.104). The process of dialogue, consultation and negotiation breaks down barriers, thus facilitating the co-creation of strategies and 'new groupings' of cooperation within the organization.

The research was conducted within the parameters of the ecosystemic paradigm and influenced by social construction theory (see chapter two). The view that research exists on a continuum of options with regards to the paradigms in which it is conducted, is gaining increasing acceptance within sectors of the scientific community (Chesler, 1991). This research incorporated both quantitative and qualitative methods.

In this thesis the need for research paradigms within the Human Sciences which will address human development needs within the South African context is discussed (in chapter two). A research methodology designed to address and promote the development of the human relations climate in organizations in the private sector is documented (in chapter three), as well as the implementation of this research in an organization (in chapter four). The concept of mental health and its interconnection with the

development of human relations in organizations, contributing to the understanding of nurturing and learning environments, is explored. The terms 'nurturing environments' and 'nurturing and learning environments' are used interchangeably throughout the thesis.

The use of interpretative methods in understanding the complex relationships between worker and work setting, has not been used often (Bhana & Pillay, 1993). This research methodology employed qualitative methods of interpretation. The research gleaned employees' perceptions of their working environment as well as what was needed in their work and community environments to facilitate a 'happy and healthy' life. These perceptions will contribute to an understanding of factors needed to contribute towards nurturing and learning environments.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This literature survey will have the following sections: Research in the Human Sciences: Epistemological considerations; Research and development in South Africa and Mental Health.

Social construction theory and the Ecosystemic paradigm have been major influences in this research and the author's understanding of the concepts of research, learning and mental health.

2.2 RESEARCH IN THE HUMAN SCIENCES: EPISTEMOLOGICAL CONSIDERATIONS

In order that research in the human sciences be accurate, it needs to reflect the complexity and dynamics inherent in social systems.

The Brazilian futurologist Amilcar O. Herrera (1988), writes:

> "In all the sciences the coexistence of conflicting or divergent theories is not uncommon, but in the case of the social sciences those conflicting views are an inherent component of those fields of inquiry, and are the result of the very nature of the universe under study rather than the outcome of an insufficient knowledge of an external reality as is commonly the case in the natural sciences" (p.3).

2.2.1 World Views And Epistemology

> "...children of the dominant society are rarely given the opportunity to know the world as others know it and come to believe that there is only one reality."
> (Highwater, 1981, p.6).

One's basic philosophy or world view, influences the ultimate vision that one has of the world. It influences how one's information is gathered, as well as what

information is selected and prioritised for interpretation and how that interpretation is done (Chesler, 1991; Weinstein, 1991). Our world views are constructed and communicated through language which both facilitates and limits our capacity to construct an understanding of our world, as well as our ability to communicate our knowledge and understanding of it. As Highwater (1981) stated: "It (language) places limits on what we are able to say for we cannot translate a mentality and its alien ideas". This view is supported by work done by Lev Vygotsky (1934) in his book "Thought and Language'.

World views, influenced by the adopted epistemology, have over time been greatly influenced by physics in the Western world (Capra, 1982). To put it simply, physics has led the Western world from a mechanistic to a holistic conceptualisation of how the world works. The East has always been influenced by its world view of 'wholeness' proposed in the oldest doctrines (Capra, 1982). An example of this is the Hindu concept of the individual as being a 'field' of relationships. A change for the individual only results from a change in this 'field'. Thus the individual's goal is to integrate into society and to improve society (Ellis & Ellis, 1989). Traditional African religion has had a strong influence on this world view which also advocates a sense of holism. The individual is very much part of the community, and life is very much part of death. Hence the constant communication with the spirits of the 'departed' so as to keep the bond between the living and the dead. The individual leads a life that satisfies the family of spirits in the ancestral world (Gumede, 1990).

The West's mechanistic view resulted from Newton's laws of gravity which revolutionised the world's thinking and knowledge of what was possible in movement (Capra, 1982; Prigogine & Stengers, 1984). The scientific principles of positivism and reductionism came to flourish in this era (Appleyard, 1992; Capra, 1982).

In 1905 Albert Einstein published two articles which initiated two revolutionary trends in scientific thought (Capra, 1982). One being his specific theory of relativity and the second a new way of looking at electromagnetic radiation which became characteristic of quantum theory. His theory on relativity unified and completed the structure of classical physics, but at the same time involved radical changes in the traditional concepts of space and time, thus undermining one of the foundations of the Newtonian world view (Capra, 1982; Prigogine & Stengers, 1984). Even after the

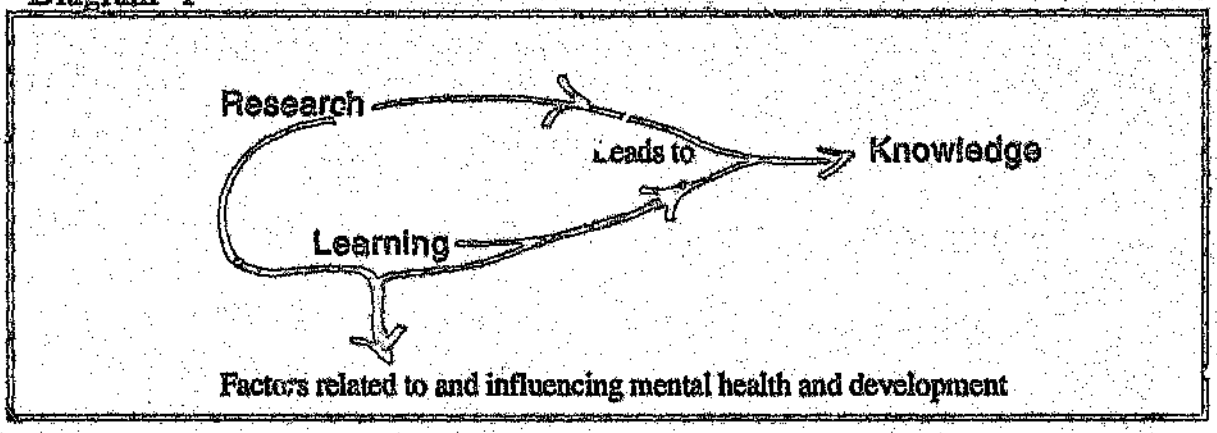
completion of the mathematical formulation of quantum theory, in the mid 1920's by Planck, Einstein, Bohr, De Broglie, Schrodinger, Pauli Dirac and Heisenber, the conceptual framework was not easy to accept and the effect on physicists' view of reality was "truly shattering" (Capra, 1982). However, in examining Heisenberg's work on quantum theory, Appleyard (1982), concluded that quantum physics still represented an epistemological limit, a limit to our knowledge in addition to being a physical limit.

Theorists, for example Lyall Watson (in Kapleau, 1989), started realizing that the very act of observation changed what was being observed (Appelyard, 1992). It became increasingly clear that the only real certainty we have in our world is uncertainty (Appelyard, 1992; Prigogine & Stengers, 1984). Uncertainty is part of change and is a major characteristic of social systems.

In his review of history, Skowlimowski (1985, in Reason, 1988), comes to the conclusion that the mechanistic world view resulted in great material benefits for the world in the development of technology and science. However, there was a price to pay and that has been ecological devastation, human and social fragmentation and spiritual impoverishment (Capra, 1982).

2.2.2 Research, Learning And Knowledge

Diagram 1



2.2.2.1 Objectivity -- Subjectivity

"It has become undeniable that in the realm of assumptions there is no objectivity, merely interests, perceptions and perspectives. At the heart of 'truth' we find conflicts of interest, i.e. power and politics" (Franks, 1992).

Research is conducted in the endeavour to develop an understanding of our existence. It facilitates our quest for knowledge about ourselves and the world in which we live. Knowledge is ultimately gained through a process of learning. Research has traditionally been used to facilitate learning through supplying additional 'facts' and through the development of theories, as in the world of physics, discussed in section 2.2.1. However, as discussed in section 2.2.1., our understanding of the world and the acquisition of knowledge is influenced by the epistemology in which we function.

The research methodology designed and documented in this thesis has adopted the assumption that the processes of research and learning are interconnected. This interconnection takes place in a process of dialogue which allows for the negotiation of issues. Tandon (1981), notes that dialogue contributes to the intermingled process of knowing and changing and it presents a method of integrating inquiry and intervention. The interconnection of these factors is explored further (see discussion in 2.2.5).

In the traditional scientific paradigm it is assumed that a social world exists independently of our observation of it, which is singular, stable and predictable. Therefore, in this paradigm, the assumption is that if the proper methods are applied, increasingly accurate views of what really happens in the world will be established (Atkinson, Heath & Chenail, 1991).

Franks (1990), challenges this stance and argues that instead of assuming a universal or objective truth, interest or subjectivity needs to be acknowledged as the starting point and the "truth in consensus is negotiated" (Franks, 1990, p.22). Bateson (1979), points out that our experience is mediated by our sense organs and neural pathways. Thus, to this extent, objects observed by us are our creation and our experience of them is subjective. Scarr (1985) points out, "we should not be disturbed that science is constructed knowledge (i.e. influenced by our subjectivity). Rather, the recognition of our own role in scientific knowledge should make more modest our claim to truth as the discovery of everlasting natural laws" (Scarr, 1985, p.500).

In the same vein then, as researcher, consultant, educator or therapist we cannot claim to hold power over a system. We cannot hold claim to discovering its 'true nature', or creating/destroying it. We do however influence the system (Chubb 1990).

As explained further by Scheper-Hughes (1984): "We no longer try to approach the world as a fixed array of objects, but rather as a reality that cannot be fully separated from our perceptions of it. It interacts with us. And the knowledge that it yields must always be interpreted by us, by a particular kind of complex social, cultural and psychological 'self' that we bring with us into the field" (in Ramphele, 1990. p.1).

Not only do we need to consider our subjectivity, but also the factors that influence the parameters of our access to knowledge and the dynamics that exist in our social contexts. Franks (1989), proposes that "this fiction, objectivity, eliminates the concern for conflicting political, economic and social interest which may, and do, influence 'truth'". He quotes Baritz (1960), who described the "modern social sciences" as being "servants of power"(Franks, 1989. p.3). Thus there is a need to look beyond the traditional positivistic view of the world.

2.2.2.2 Shifting Paradigms

A shift in paradigm reflects on a new understanding of how we learn, how we gather new knowledge AND thus how we do our research. The alternative research paradigms can be classified as following: the naturalistic and ethnographic, the phenomenological and hermeneutic, and cybernetic approaches (Tsoi Hoshmand, 1989). The major difference between the alternative and the traditional, positivistic paradigm is that with the alternative paradigm there is an acceptance of inter-dependence between subject and researcher. There are also differences in the resulting action taken on the research generated in the different paradigms. Methods within the traditional paradigm have often favoured precision of measurement and purity of design over richness of data and involvement in changing social processes (D'Aunno, Klein and Susskind, 1988). Traditional research is also often concluded with an article in a journal for a research agency without necessarily leading to action for change (Chesler, 1991).

There are various approaches to research in the alternative paradigms in the human sciences. Reason (1988), introduces the term 'co-operative inquiry' to describe these approaches. He sees co-operative inquiry as a form of education, personal

development and social action. The distinguishing feature of such inquiry is that all the people involved participate in deciding what needs to be researched, the methods to be used, how the information is understood, and the action needed. The action needed is ultimately the focus of research. There is thus no significant distinction drawn between researcher and subject. All those who contribute and participate are co-researchers and co-subjects (Cunningham, 1988; Susskind, 1985; Whyte, 1991).

Three interrelated aspects of the paradigmatic shift are identified by Reason (1988): "The move to participatory and holistic knowing; to critical subjectivity; and to knowledge in action" (p.10). *Participatory knowing* is based on a relationship of participation and dialogue with the world. *Holistic knowing* represents the acceptance of the idea of wholeness. *Critical subjectivity* involves a quality of awareness different from objective consciousness that moves beyond the split between subjective and objective. It is a quality of awareness in which we neither allow ourselves to be overwhelmed by our primary subjective experience, nor do we suppress it. Rather, we raise it to consciousness and use it as part of the inquiry process (Reason, 1988. p.12). *Knowledge in action* refers to the view that knowledge is formed in and for action, as opposed to, in and for reflection. This leads to the view that practise (intervention) and research may be seen as occurring simultaneously (Rowan, 1981; Tandon, 1981; Vincent & Tickett, 1983). In viewing research as both intervention, or action, and observation, it eliminates the necessity to categorise 'action research' separately.

2.2.2.3 Knowledge And Learning

One of the premises adopted by the researcher is that in our world both nothing and everything are in their very nature simultaneously unique and not new. Thus, changes that have taken place, have to do with the reorganising or re-prioritizing of perspectives and energies rather than a discontinuous 'creation'. This helps to remind us that we might facilitate a unique outcome, but have certainly not 'created' anything. The Samkhya philosophy (Yoga) is amongst the oldest systems of philosophy and has some principles relevant to the tenets adopted in this research project. It states that causes and effects are merely more or less evolved forms of the same ultimate energy. It also admits the theories of evolution and involution and holds that the total energy of the universe always remains the same. In the process of evolution and involution, there is an exchange of matter, a series of events, not a substance into energy, and of energy into matter. This exchange makes changes in

grouping, collocation and arrangement. It is this exchange that then brings about the manifestation of latent powers of cosmic forces, without creating anything new (Mishra, 1987).

Some of the psychological applications of the satkarivada doctrine are interpreted to be as follows:

1. Knowledge is the inherent nature of self. By causal relationship knowledge is manifested.
2. Total energy of the universe remains constant. No energy is destroyed or created. There is only exchange of energy into matter and matter into energy (thus, nothing is new but most things are unique in their appearance to the human mind and experience).

(Mishra, 1987. p.11)

The first application resonates with social construction theory which holds that our ideas (what we come to see as knowledge) are brought about by 'conversations' in relationships (Hoffman, 1990).

Furthermore, according to the principles mentioned in this doctrine, knowledge and development, can be said to be inherent in peopl .d societies. For them to come to fruition however, certain conditions need to be established. So too the people in social systems, organizations or communities, possess the basic knowledge of how development can take place, and what the obstructions to education, development, mental health, motivation, production etc., might be. What is needed is the removal of the obstructions to facilitate an environment conducive to learning and development. It is through consultation with people in organizations and communities that strategies for the removal of these obstacles will be found (Franks, 1992). In effect then, strategies towards management of problems are co-created.

In the field of education it is readily accepted that learning takes place in a relationship which will either nurture or, as in the case of a young child, retard development (Brown & Ferrara, in Wertsch, J. 1985; Feuerstein & Hoffman, 1980 in Maxcy, P. 1990). The same is true of research, the relationship has to be conducive to gathering of data and to the resulting actions to be taken. Thus the research relationship can either facilitate ultimate learning and development through action or it can retard these processes.

Examples of the opportunity that research holds for learning are found in Cunningham and Krim (in Reason, 1988). Krim documented how 'action inquiry', exposed him to learning and changing his own style of interaction and leadership through the process of reflection on his own actions as well as of those in relation to him. This learning is not only the acquisition of facts, but the internal integration and interpretation of feedback about his behaviour. His understanding of himself came through his participative action. The Marxist view of praxis asserts that understanding comes through involvement in action (Gilbert, 1987). Such a process could also be described as 'learning through action'. Employed as a consultant, Krim's research project resulted in a shift from a rigid and authoritarian style of communication between labour and management to one which facilitates participation and consultation (Reason, 1988).

Cunningham (1988), described his Interactive Holistic Research method, as an assimilation of a number of 'methods', of which Experiential research is the aspect most directly linked to the development of the researcher's self-awareness. His direct concern is "the idea that we can study others and neglect ourselves seems to be genuinely in-human" (in Reason, 1988. p.165). His view is similar to that of Herman Weyl (1949), who stated the following: "Scientists would be wrong to ignore the fact that theoretical construction is not the only approach to the phenomena of life; another way, that of understanding from within (interpretation), is open to us. ...Of myself, of my own acts of perception, though, volition, feeling and doing, I have a direct knowledge that represents the 'parallel' cerebral processes in symbols. This inner awareness of myself is the basis for the understanding of my fellow-men..." (in Prigogine & Stengers, 1987 p.311).

Associated to the mental (psychological) health is the role of adaptive coping processes (Holahan & Spearly, 1980). Cowen (1977), talked about competence building as well as the analyses and modification of social environments, as essential areas in primary prevention (in Holahan & Spearly, 1980) of mental health. Organizations thus need to facilitate the time and space for their members to build such skills. The nature of these skills will vary from organization to organization, depending on the internal structures, as well as factors in the environment that affect the running of the organization. For example, in research done in South Africa on union organisers within a specific union, the lack of an adequate job description, and a perceived lack of training in legal issues regarding workers rights were considered to be important

stressor (Bhana & Pillay, 1993). The latter affected the organisers' competencies in adequately representing the interests of workers in negotiations, thus diminishing the organisers' sense of accomplishment (Bhana & Pillay, 1993). The development of skills and knowledge, or competence building, can thus be said to be important to the facilitation of a nurturing and learning environment.

2.2.2.4 Review The Aim Of Research

Having reviewed the tenets of conventional science, we need also to review the conventional aims of research. Rather than research being a process whereby the expert makes pronouncements, Atkinson, Heath & Chenail (1991), propose that the aim of research "might simply be to create novel observational experiences from which new views about the social world can emerge" or "a process that facilitates conditions ripe for a flash of insight" (Atkinson, Heath & Chenail, 1991. p.163). One of the tenets of this research is that the analyses of interviews provide a platform for further dialogue on issues identified, through the interviewing process, to develop appropriate action.

2.2.3 The Ecosystemic Paradigm

Following the understanding that growth and development are manifested through the removal of obstacles, and that the potential is inherent in the system, is the recognition that all things in nature, including social systems, are systematically interrelated but complex. This is one of the fundamental premises of the research presented here. It also forms the basis of what is known as 'ecosystemic epistemology' (Roszak, 1977 in Keeney, 1984). Keeney (1984), views ecology as the broadest view for looking at all possible systems, levels of systems and interrelations among systems.

Following from Chaos theory (Prigogine & Stengers, 1984; Gleik, 1987), scientists were alerted to the awareness that social systems are complex nonlinear processes, as opposed to the organismic view in which they are held forth to be entities with boundaries, internal structures and self-perpetuating behaviours (Chubb, 1990). Due to the effects of system feedback, one often finds that systems are orderly in their disorder and stable in their chaos. However, the existence of the chaos does not eliminate the possibility of purposeful and effective action. Chubb also takes the view that what people do, is the system. Thus, social systems are process, or for that matter, change, and there are patterns of interaction which occur over time (Chubb, 1990).

in viewing systems to be 'complexly but systematically' interrelated as discussed in the first paragraph of this section, one is not dismissing the existence of power or of causality. Breunlin and Schwartz (1986), point out that by introducing the variable of time, circular causality can be transformed into linear sequences (in Fish, 1990). Allowing the variable of time into consideration elicits many situations in which immediate or short-term control, thus power, is possible. However, the longer the time, the more complex and less predictable the situation becomes (Fish, 1990).

Social systems are also vulnerable to fluctuations which lead to both hope and fear. Hope, since even small fluctuations can grow and change the overall structure, thus individual activity is not doomed to insignificance. On the other hand it threatens the security of stable, permanent rules (Prigogine & Stengers, 1984), and also makes our analyses of 'cause and effect' less secure and less valid.

There is an additional factor to take into consideration. We, as participators and observers cannot 'know everything'. For instance, certain conditions will allow gravity to take its course and the apple will fall from the tree. Other conditions will lead to it rotting on the tree. Still other conditions will lead to the apple missing the following morning. Was it stolen?; was it eaten?..., this would be the unknown factor. Some 'facts' will never be known. The implications of this are that as researchers, consultants, therapists, educators in social systems, we are outsiders and as outsiders to a situation we can never know enough. There will always be influencing factors which we will not know about (Franks, personal communication, 1987; Franks & Cassidy, 1994).

2. 2. 3.1 Power

The ecosystemic paradigm is a development of the systemic paradigm. Bateson (1978), cautioned that pronouncing a cause results in assigning blame. Whilst in some social situations his cautioning may be appropriate, the balance of power in which the parties exist in their socio-political or developmental context (i.e. child-parent relationship), needs to be analysed carefully. Hoffman (1985), states clearly that we live in a Newtonian world of forces acting upon things. Recognising this does not negate the fact that the world is complex and that 'second-order' cybernetics exists (Hoffman, 1985). Fish (1990), argues that theoretical quagmire that family therapists working within the systemic paradigm have found themselves in, has been largely

due to following Bateson's dismissal of power. The notion of power and causality need not be in direct contrast to the principles of the ecosystemic paradigm. Firstly, mutual interactions do not imply equal power in a situation and secondly, causality is complex, just as the interconnectedness of different systems are (Fish, 1990). The existence of power in social systems is a basic tenet of the research methodology designed in this thesis (see chapter three).

2.2.4 Psychology

The specific discipline from within which one operates is useful in that it affords us the opportunity to delineate and categorize our 'knowledge' and thus make it more easily 'accessible'. It is equally important to understand the parameters of the discipline of knowledge in which one is working as to understand the basic epistemology from which one is operating. Savage (1983), holds the view that the academic division of labour drawn between different social science 'disciplines' is misleading, except that it limits the vision of individual writers.

Psychology as defined in the Concise Oxford Dictionary is the science of the nature and functions, and phenomena, of human soul or mind (Fowler & Fowler, 1976). It can thus be said to be the field of mind. The study and analyses of mind cannot be done objectively for although we can be absolutely certain that we have mind, no one has seen mind objectively. What we do see, through our own individual mind, is the behaviour which is embarked upon as result of our mind's activity (Mishra, 1987. p.xi). Hence in psychology we analyse behaviour to gain an understanding of the human mind and soul. We need also to take into account that our analyses of behaviour and the processing of knowledge is affected by our beliefs (Scarr, 1985).

It is important to note here that the limitations placed on research in psychology conducted in the South African context are the same as those for any of the social/human sciences (Savage, 1983). These constraints will be briefly discussed in section 2.3.

2.2.5 Social Construction Theory

Social construction theory accepts, and is logically consistent with the notion of systems as process. The discussion in 2.2.2 has clarified the notion that our basic

philosophy, or 'epistemology', colours our 'vision'. Exactly how this process takes place however, is not yet clear. Perhaps the most fundamental posit of this theory is that as people, our beliefs about the world are social inventions. As already stated, we build our knowledge through conversations (Hoffman, 1990). Gergen (1985), says the ways in which the world is understood are as result of social interchanges among people that have taken place over a period of time, across generations. The constructionist position holds that the process of understanding results from an active, co-operative enterprise of people in relationships with each other. Hoffman (1990) clarifies this further: "... social construction theory posits an evolving set of meanings that emerge unendingly from the interactions between people" (p.3).

In psychology, co-operative and active relationships in the context of learning were first documented by Lev Vygotsky (1978), in experiments that he conducted in the 1920's and 1930's with children subjected to active collaboration with peers. His work lead to the conclusion that it is "not simply the social interaction that leads to the development of the child's abilities in problem-solving, memory, etc.; but that the very means (especially speech) used in social interaction are taken over by the child and internalized". In coming to these conclusions, Vygotsky was making a strong statement about internalization and the social foundations of cognition (Wertsch, 1981, in Forman & Cazden, 1985). His work on peer teaching is of specific significance to this discussion as it was to the field of education. His main point about peer interaction was that it was an active and collaborative process as opposed to the unilateral instruction based teaching process that took place in the classroom (Forman & Cazden, 1985). The latter teaching relationship can be described as autocratic and didactic. Participation from the student is minimal. Vygotsky's point was that in the peer relationship dialogue took place much more readily. Questions were asked and issues and plans of action were negotiated. Through these actions, internalization could take place to the extent that the children then learned to master these at first joint-activities on their own (Forman & Cazden, 1985). This is not too dissimilar from the psychoanalytic view where the development of the child is facilitated through the mother's (or father's) communication of love and mediation, a collaborative and active process, of the outside world (Bowlby, 1969; Fraaiberg, 1979; Miller, 1990; Mitchell, 1991; Winnicot, 1964;).

Social construction theory also posits that an objective reality is not possible as all observations are affected by the observer. This view is also found in Samkhya philosophy as explained in section 2.2.2.3.

One of the authors that adopts a constructionist position on epistemology, Scarr (1985, p.499), says the following: "...knowledge of all kinds, including scientific knowledge, is a construction of the human mind. Sensory data are filtered through the knowing apparatus of the human senses and made into perceptions and cognitions. The mind is also constructed in a social context, and its knowledge is in part created by the social and cultural context in which it comes to know the world. Knowledge of the world is therefore constructed by the human mind in the working models of reality in the sciences". One of the first theorists in psychology to propose the view that our thinking is constructed in social context was Lev Vygotsky who first published his book, "Thought and Language", in Russia in 1934. In adopting this position, the assumption is made that the sociocultural and historical context of the scientist, researcher or therapist is a major determinant of what they, and their colleagues, are likely to believe.

Rorty (in Scarr, 1985), states that on a different microscopic level, investigators are part of a community of scientists within which scientific theories are judged by their persuasive power. In this community, scientists conduct theory-driven searches, and thus invent, as opposed to discover, so-called facts. These facts are 'validated' through a process of shared perceptions in the scientific communities, and their workability in both practical and theoretical contexts. This process leads to the evolving of scientific facts through metamorphoses of interpretation in the Kuhnian sense, as opposed to progress due to accumulation (Scarr, 1985).

Social construction theory postulates an evolving set of meanings that emerge continuously through social interaction. These meanings are part of a general flow of narratives that are constantly changing (Hoffman, 1990). These basic principles are strongly related to the work of Prigogine and Stengers (1984), relating to order out of fluctuation, Thom's catastrophe theory that offers a mathematical description of discontinuous change and Gleick's description of chaos theory (Hoffman, 1990).

2.2.6 Research Tools

This section briefly notes important aspects of research tools pertinent to this research.

2.2.6.1 Statistical Procedures

Statistical analyses has a long history in research. It is a method of analysing quantitative data obtained from samples of observations which has both advantages as well as disadvantages in its use as a research tool. The advantages of statistics, relevant to this process, are that it reduces large quantities of data to manageable form presenting us with a tool to summarise aspects of the sample (Kerlinger, 1986). In this research process the two dimensional cross-tabulation calculation, as discussed in Kerlinger (1986), was used.

With accepting research as a process, there is room for flexibility, as change is constantly taking place (Chubb, 1990). Ramphele (1990), echoes this assumption by pointing out that each situation elicits individual attention and assessment to ensure that the variety of research tools are optimally used. Statistics provides a language for quantification which is inherent in our language structure and by using statistics, one is able to provide a form of communication which people have readily come to understand. Reason and Rowan (1981), however caution "... it is imperative to avoid the danger of research results that are statistically significant and humanly insignificant ... by practising a feeling science that is not afraid to display an ever-present underlying emotional basis beneath an apparent impersonal logical and rational surface structure ..." (p.4).

2.2.6.2 The Interview

There are many ways in which data can be collected. The specific instrument and often the ultimate use of the analyses of data collection will be influenced by the paradigm in which the research is being conducted. The method of data collection is thus an extension of theory. It is also important to keep in mind that different things qualify for consideration as data (Ackroyd & Hughes, 1981). The interview is a method of data collection through direct verbal interaction between people. Interviews are conducted with a particular goal in mind and the questions are geared accordingly (Kerlinger, 1986). There are different forms of interviewing, viz., the individual

interview; the team interview (two or more interviewers with one respondent) and the group interview (groups of persons interviewed by one or more interviewers (Lang & Heis, 1991).

The advantages of an interview over other research tools such as a questionnaire are the flexibility to deviate from the set pattern of questions if the need arises. It also allows for probing of areas of interest or vagueness instead of relying on routine responses (Lang & Heiss, 1991). Interviews may be structured, through the use of a selection of carefully prepared questions or topics to ensure that the required ground is covered and that all interviewees are prompted equally. This is useful in research where views of a number of persons or representative groups are to be compared. In the unstructured interview it is argued, a free-ranging account will give a better indication of a respondent's true attitudes. In this approach, there is no prompting but there should be a checklist of points which the interviewer would expect to deal with. A combination of both techniques, a semi-structured interview, is possible, either an initial open self-reporting followed by prepared questions, or a structured session followed by open discussion to elaborate points (Ackroyd & Hughes, 1981; Preece, 1994).

2.2.7 The Role Of The Researcher

The paradigm in which this research is conducted acknowledges the researcher as an instrument in the methodology (Tsoi Hoshmond, 1989). The researcher is facilitator as well as data collector, which results in the acceptance that the role of therapist, consultant, trainer, mentor and researcher have some fundamental common ground (Reason, 1988).

As a researcher/therapist one becomes part of, and is in a position to influence, a system the moment one interacts with it. However, one influences it through dialogue or contact with individuals in it, and cannot work directly on the system as a whole due to becoming part of the system (Chubb, 1990). The resulting influence from interaction with a system is supported in psychotherapy, especially in the field of Family Therapy where it has been accepted that as therapist, one forms a new system with the family, at times becoming part of the family system (Hoffman, 1981; Papp; 1983; Dallos, 1991). It is for this reason that the author and her colleagues made it clear to clients from the very beginning that to embark on the first phase of the

research process, and not follow through with the feedback and workshops in the second phase, would be highly detrimental as the motions for change would have already been put into action by raising expectations.

The common ground between researcher and trainer/educator/mentor is also noteworthy. Plant (1987), proposes that there are specific stages suited to learning in the organizational setting. These phases are: data collection, reflection and analyses, vision and concept building and, finally, action. These phases are very similar to those of research as advocated in this thesis. The only aspect he has not set separately is consultation and negotiation before taking action.

Learning in the research process is less structured than the learning that takes place on training courses but there are some characteristics in these processes that overlap. The most pertinent being: (1) like research, learning is context bound (Brown & Ferrara, 1985 in Wertsch, J.); and (2) as discussed, research and the acquisition of knowledge take place within relationships.

The position of influence (power) that the researcher has within the system being researched needs to be constantly re-assessed. This will vary over the time of the research depending to a large degree on the credibility built up historically in other projects as well as contemporaneously with the conduct of the project.

2.2.8 Qualitative Research

Qualitative research resulted from the inadequacy of the positivist and reductionist scientific method as the sole basis for understanding human activity. It not only entails a different approach to the collection of data, as in interviews and fieldwork. It requires the adoption of a different paradigm, often referred to as the naturalistic paradigm (Henwood & Pigeon, 1992). Weinstein (1991), clarifies the different levels at which the two scientific paradigms, the positivistic and interpretative, differ: the aetiology of the problem, the framing of the preventive intervention, the design and the interpretation of the evaluation, and the dissemination of the findings.

The main characteristics of the naturalistic, or interpretative paradigm are: a commitment to constructivist epistemologies; an emphasis upon description rather than explanation; the representation of reality through the eyes of participants, the

importance of viewing the meaning of experience and behaviour in context and in its full complexity; a view of the scientific process as generating working hypotheses rather than immutable empirical facts; an attitude towards theorising which emphasises the emergence of concepts from data rather than their imposition in terms of prior theory and the use of qualitative methodologies for research (Henwood & Pigeon, 1992, p.42).

Both quantitative or experimental and qualitative or naturalistic modes of research (Henwood and Pidgeon, 1992; Tsoi Hammond, 1989; Susskind, 1985 and Whyte, 1991), can be used in a project, even though this may involve epistemological pluralism" (Tsoi Hammond, 1989, p.11). The choice of method should relate to the question of what would be most appropriate for that context (Tsoi Hammond, 1989; Susskind, 1985; Henwood & Pigeon, 1992). This research is closely aligned to qualitative research but includes both quantitative and qualitative methods. Statistical analyses is used with the quantitative data gathered in the interview. The use of the quantitative data however is in keeping with the above view that research is there to 'generate working hypotheses' and as 'representation of reality through the eyes of participants' by being there to be used for further exploration in the feedback phase to employees. The interview was also used for gathering qualitative data, especially in relation to people's perceptions on their state of well being (see section 4.2.4 and Appendix F).

2.2.9 Evaluation Criteria And Validity In Research

The discussions on criteria for judging psychological research are generally limited to questioning the specific aspects of methodology such as reliability and validity. These classical criteria rest on the norm of objectivity, assuming the independence of the knower and the known. This is not an assumption of paradigms underlying qualitative research. Thus, the criteria for judging the quality of research cannot be reduced to tactics for eradicating observer bias (Henwood & Pigeon, 1992). Feyerabend (1978), also notes that it is not possible to judge one paradigm in terms of another (in Reason, 1988, p.14).

Walters (1990), argues that there is no compelling evidence to support the idea that quality of insight is related to the process by which the insight was generated (in Atkinson, Heath & Chenail, 1991). Well constructed ideas need to be evaluated in terms

of their elegance, effectiveness and coherency as opposed to the nature of the process by which they are generated. These authors suggest that other criteria such as ethical and pragmatic criteria could be adopted in the evaluation of research (Atkinson, Heath & Chenail, 1991).

Gilbert (1987), states that the advantage of action research is that the participants themselves can judge the validity of the knowledge generated against the criteria of usefulness or relevance to their context. Atkinson, Heath & Chenail (1991), are of the opinion that whilst they agree that the insights generated through qualitative research need to be scrutinised and evaluated, the trustworthiness of hypotheses, insights, or explanations cannot be established merely by researchers. They propose that scientists would do well to abandon the assumption that it is the researcher's job to establish legitimacy of qualitative research findings. Preferably, the legitimization of knowledge requires the judgement of an entire community of observers and is a democratic process in which all stakeholders have equal input. Establishing the trustworthiness of the insights generated through exploratory research is the job of those who are consumers of the research (Atkinson, Heath & Chenail, 1991).

2.3 RESEARCH AND DEVELOPMENT: NEEDS IN SOUTH AFRICA

> "... progress can only occur when changes are made simultaneously in the economic, socio-political and cultural spheres: that any progress restricted to one sphere is destructive to progress in all spheres" (Fromm, 1963. p.viii).

2.3.1 Research In The Human Sciences In South Africa

> "Is it an accident that the demise of Apartheid coincides with the present world crisis with its reverberating crisis of the social sciences?" (Franks, 1990. p.17).

> "The crisis in the human sciences reflects the political changes. The dominance of concepts such as normality, behaviour, objectivity and the universal are giving way to contextualisation, strategy, subjectivity and the particular.....the spotlight has shifted towards a 'realpolitik' whether global, national, organizational or interpersonal dynamics are concerned" (Franks, 1992. p.3).

> "The constraints facing psychological or sociological research in South Africa hardly differs from those facing economic, historical or political research" (Savage, 1983. p.22).

of their elegance, effectiveness and coherency as opposed to the nature of the process by which they are generated. These authors suggest that other criteria such as ethical and pragmatic criteria could be adopted in the evaluation of research (Atkinson, Heath & Chenail, 1991).

Gilbert (1987), states that the advantage of action research is that the participants themselves can judge the validity of the knowledge generated against the criteria of usefulness or relevance to their context. Atkinson, Heath & Chenail (1991), are of the opinion that whilst they agree that the insights generated through qualitative research need to be scrutinised and evaluated, the trustworthiness of hypotheses, insights, or explanations cannot be established merely by researchers. They propose that scientists would do well to abandon the assumption that it is the researcher's job to establish legitimacy of qualitative research findings. Preferably, the legitimization of knowledge requires the judgement of an entire community of observers and is a democratic process in which all stakeholders have equal input. Establishing the trustworthiness of the insights generated through exploratory research is the job of those who are consumers of the research (Atkinson, Heath & Chenail, 1991).

2.3 RESEARCH AND DEVELOPMENT: NEEDS IN SOUTH AFRICA

> "... progress can only occur when changes are made simultaneously in the economic, socio-political and cultural spheres; that any progress restricted to one sphere is destructive to progress in all spheres" (Fromm, 1963. p.viii).

2.3.1 Research In The Human Sciences In South Africa

> "Is it an accident that the demise of Apartheid coincides with the present world crisis with its reverberating crisis of the social sciences?" (Franks, 1990. p.17).

> "The crisis in the human sciences reflects the political changes. The dominance of concepts such as normality, behaviour, objectivity and the universal are giving way to contextualisation, strategy, subjectivity and the particular.....the spotlight has shifted towards a 'realpolitik' whether global, national, organizational or interpersonal dynamics are concerned" (Franks, 1992. p.3).

> "The constraints facing psychological or sociological research in South Africa hardly differs from those facing economic, historical or political research" (Savage, 1983. p.22).

Theories in psychology are the product of a particular social milieu, viz., of industrial societies (Jahoda, 1983). Sinha (1983), argues that the positivist orientation that has been so prominent in mainstream psychology engenders a "tyranny of methods" with little significance for understanding the individual in a context other than the western industrial social milieu. Thus the call for an approach which facilitates the integration of the relationship between psychological processes and social systems (Jahoda, 1983; Heller, 1989; Seedat, Cloete, & Shochet, 1988; Reiff, 1967 in Mann 1978).

This argument is implicit in work done on crowd behaviour by Reicher (1994). He proposes that challenging the existing mainstream psychology is not a simple matter of making 'Eurocentric psychology Afrocentric psychology'. The challenge needs a finer analyses. Questioning the existing emphasis on the 'oppressive' notion of individualism in psychology which exists to the exclusion of understanding the collective force in social structures is essential. He argues that an understanding of the social context and its interaction with the individual and his/her interaction with the collective force is vital to our understanding of humanity.

Henriques (1984), argues that psychology has a history of theories which embrace the premise of an individual-society dichotomy. This dichotomy allows analysts to conveniently ignore pertinent questions regarding possible factors contributing to attitudes of prejudice and racism. His view is that racism and prejudice are largely attributable to the politics of societies. His analyses thus points to the need to address the power structures in societies and to understand prejudices and racism in these contexts, not only to attribute it to the individual and certainly not to reduce it to 'cognitive structures'. Implicit in his argument is that in our social structures (organizations), racist behaviour cannot merely be attributed to certain individuals or an adhoc section within an organization without understanding the complexity of that group or individual's relationship to those in power. Overcoming racism cannot merely be a matter of education and information, it is a matter of addressing the economic and political issues to do with exploitation and power (Holloway & Henriques, 1984).

South Africa is a society in transition. Bekker (1991), using O' Donnel & Schmitter's terminology, describes the country as having entered a liberalization phase, after being under authoritarian rule, with the subsequent phases of democratisation and

socialisation still to come. Many would argue the process was a lot more complex than this as it included socialism for the white race, following the Carnegie report on poverty in the 1930's (Groenewald, 1987). Bekker states that although political transition will impact on all levels in society, it would be incorrect to assume that political transition is the *only* transition taking place. Transition and the need for development in South Africa has engendered two values, neither of which have been focal points in the development process in earlier phases of our history. Equity is the first and community participation, the second (Bekker, 1991). Franks (1990), points out that the South African political history has been characterised by manipulation and social engineering. He argues that manipulation has been at the core of the traditional approach in the human sciences and quotes Marx's warning in his Third Thesis on Feuerbach (1848):

> "The materialist conception of man which says that men are the products of circumstance and that therefore changed men are the products of changed circumstances forgets that it is men that change circumstance and that the educator himself needs education. It therefore ends up dividing society into two parts of which one is superior to the other." (in Franks, 1990. p.20)

The process cautioned against in this quote is closely aligned to the socio-political process that South Africa has followed. If research is going to in any way succeed in addressing the needs in South Africa then equity and community participation have to be incorporated into the process. Previous discussion of research has alerted us to the understanding that it is both subjective observation and a form of intervention. Research in the social sciences is done to gain a greater understanding of the dynamic interplay in social systems and the contexts in which they exist. Being able to conduct research presumes a certain level of existing knowledge and it is this aspect especially that we need to be sensitive to. What knowledge do we have and what are our responsibilities around the use of this existing knowledge?

To return to the discussion of the socio-political context in South Africa, as Franks (1986) states, " We are all part of the problem and therefore all have a role to play in the dialogue concerning the negotiation of solutions" (p.13). One aspect of 'the problem' to which he refers is black advancement. He proposes that resistance of most whites to black advancement in South Africa in the work place was for example the stumbling block to an assessment of any innate capabilities. One of the issues he highlighted was that training programmes could not be adequately assessed, as what happened back at the work place after the training course, was far more powerful

than any course could ever hope to be. In his research in industry he had found that the blocking of knowledge on the shopfloor led to the 'failure' of the training courses or advancement programmes. This provided so called evidence for the 'lack of innate capabilities of the blacks' (Franks, 1986). Schlemmer and Boulanger (1978), illustrates the complexity of racism: "The probability that the everyday actions of whites vis-avis blacks are to some degree or another racialistically motivated, or coloured, also underscores the importance of racialism. Prejudice and discrimination are the everday mechanisms which ensure that blacks retain their inferior status-roles in most situations of contact with whites" (Schlemmer & Boulanger p.179).

Michael Savage (1983) noted that the authoritarian political system and deeply divided social structures in South Africa had interacted with one another to create a climate inhospitable to free-ranging social inquiry. There were an increasing number of informal and legal constraints which emerged to circumscribe freedom of inquiry and ensured that certain topics remain off-limits. An example would be the research done on the working conditions on the mines (McNamara, 1987). Within this researcher's own organization there were reports done documenting the perceptions of black communities which were suppressed and not allowed to be published due to the nature of the contents being 'too sensitive' (personal communication, 1987).

Authoritarianism is strongly linked, and thus facilitates, prejudice (Duckitt, 1991) and exclusion. Authoritarianism as already noted, has been second nature in the socio-political developments in South Africa for centuries. This authoritarian position is synonymous to the power that the 'traditional' research paradigm has offered researchers in the past and has facilitated a process of manipulation in the social sciences (Franks, 1989; 1990). It is the lack of faith in the capacity of this paradigm to facilitate the development of creative approaches needed to address the changing social relations of this society that has ultimately contributed to the search for new research paradigms (Ramphele, 1990).

The power relationships that existed most especially regarding knowledge also needed attention (Ramphele, 1990). The almost symbiotic relationship between knowledge and power in the traditional paradigm generated the 'expert' phenomenon. The assumption that the 'expert' somehow knows best is fraught with the dangers of totalitarianism (Franks, 1990). The presumption that existed was that

knowledge is gleaned from an accumulation of 'objective' scientific research which only researchers should have access to. This led to the presumption that 'pure facts' were being abstracted and these facts were for instance far superior to the inherent knowledge that the community being researched had. Hunter's (1978) claim in research on agricultural development that, "The village people have two thirds of the necessary information in their heads-they are the 'living data banks'..." (in Vink, 1986, p.199), would not have been welcomed by people following the traditional 'pure, objective' research paradigm.

There are a number of implications regarding a change in attitude to the power relationship with knowledge. Firstly, it provides a stable platform for participation by the community/client in the research process. In turn, this means that when playing the role of policy consultant, one needs only to know enough to be able to propose alternative policy instruments/paths and then it is for the community to decide on the desired development (Vink, 1986).

Franks (1990), argues that it is especially up to the human scientists to force open the poles of dialogue so that all "perspectives and interests participate in the real and political negotiation and creation of a postmodern and post Baasskap South Africa" (p.10) .

2.3.2 Definition Of Development

The definition of 'development' in Fowler, H.W. & Fowler, F.G., 1979, The Concise Oxford Dictionary, 6th Edition reads: "to unfold, reveal, come from latent to active or visible state, ... come to maturity ... convert (land) to new use, so as to realize potential". The term is also used to refer to 'developing countries', viewed as "poor and primitive, developing better economic and social conditions". This development is interpreted as 'progress'. There is much debate about what one needs to consider as progress, given the so-called progress through colonization of many un-industrialized countries in the twentieth century.

The mechanistic and organismic views of the world are concerned with 'efficiency' and 'growth' respectively. The systems view is however basically concerned with development (Gharajedaghi, 1985). When systems are viewed as process (Chubb, 1990), it becomes even more clear how central the concept of development is in the

ecosystemic paradigm. The development of a social system, not to be confused with its growth, can be viewed as a learning and creative process by which it increases its ability and desire to serve its members and environment (Gharajedaghi, 1985). It is thus proposed by Gharajedaghi that 'ability' and 'desire' are two major components of development. Closely aligned to the desire for change is dissatisfaction of the present. If creative forces are not captured to negotiate a future vision, the change will be concentrated on destroying the undesired present but not result in a step towards a better future (Gharajedaghi, 1985). Gharajedaghi views growth and development separately and points out they do not necessarily go hand in hand. He concludes that growth is largely determined by external factors, whereas development is determined by the internal factors of the system. If we are to adopt this view then it brings us back to the individual in the social system being a unit for change and development.

More traditional views of development are generally characterised by problems of ethnocentrism, unidimensionality and deterministic perspective (Gharajedaghi, 1985). In economics, development theory has to do with the socio-economic development of different communities. As stated by Vink (1986), this theory, to its own detriment, has a history of paying attention to development of countries and not the people. Much debate arose and models were broadened and deepened in mainly the following different ways (Livingstone, 1981); (a) the deepening of local research with a new emphasis on the particular problems of different regions of the world (i.e. recognising the uniqueness/specific context that situations arose in); (b) a recognition of the political dimension of development (acknowledging the different types of power that existed in different 'factions' in the social contexts); and finally, (c) the assimilation of research results from other academic disciplines (in Vink, 1986). These factors are strongly aligned to the basic tenets of the research methodology adopted in this study.

The research in this project/study adopted the view that development is an interactive and collaborative process which needs the participation of all parties that will be affected by actions to secure the desired and planned outcomes (Franks, 1992). The research conducted for this thesis limits itself to the development of organizations in the private sector.

2.3.3 Development In Organizations

This section will briefly note a few implications of the theory and paradigm adopted in this research, for viewing development in private sector organizations. It will also briefly note a few key factors in organizational development.

Organizations are social systems operating within a context. They are either formed to provide a commercial or personal service, to manufacture a product or to sell a manufactured product. Once again, Chubb's (1990), view that systems are what people do, is adopted in viewing organizations. This view is implicit in literature published on organizations (Campbell, Draper & Huffington, 1991; Miller, 1990; Plant, 1987; Hersey & Blanchard, 1982; and Gharajedaghi, 1985).

The literature on organizational development, studies in the late 1980's argued that the variety of organizational forms is limited (Miller, 1990). Miller proposes that there are four major root causal factors that give rise to the configurations viz., environment, structure, strategy and executive personality. He also proposes that all types, or 'configurations' of organizations, be they the bureaucratic, adhocracy, simple or diversified, are "resistant to change in the direction of evolution" (Miller, 1990. p.771). Because of this resistance, organizations often have to undergo dramatic, disruptive and expensive changes once the long-neglected problems demand action to prevent the firm from perishing. South African organizations can be viewed in this light regarding the issue of discrimination and lack of commitment to conflict resolution (Fullagar, 1986).

Plant (1987), suggests that resistance to change takes on two basic forms, viz., systemic and behavioural. The first, systemic, has to do with knowledge, information, skills and managerial capacity. The second, behavioural, refers to reactions, perceptions and assumptions of individuals in the organization. He qualifies this further by explaining that the one is cognitive and the other emotional. The emotional source of resistance is more difficult to work with (Plant, 1987). Neither plant nor Miller make explicit mention of the socio-political environment and the impact it has on shaping the organization or contributing to resistance to change.

2.3.3.1 Participation in organizations

Participation, often gained through information, can be viewed as a key process to commitment to envisaged change and thus to reducing resistance to change (Hersey & Blanchard, 1982; Plant, 1987). The less people know about plans to change, the more they assume, the more suspicious they become and the more they direct their energy into resistance. Plant (1987), suggests that information and communication flow need specific attention, especially so during the uncertainty of change. In specific need of attention, are the individual and group processes of prejudice, assumption perception and conclusion formation because these processes take place with or without 'facts' (Plant, 1987).

Participation has to be acknowledged through explicit action. If participation by employees in decision making is invited but not acted on the invitations will cease to be accepted. It is for this reason that the concepts of consultation and negotiation are stressed in the research design documented in this thesis. For consultation and negotiation to take place, the parties' interests and needs have to be aired and in doing so active agreement is reached in the decision making.

2.3.3.2 Power in organizations.

Power is an important factor to analyse in the course of organizational development. It can be conceptualized at an individual, group, organizational and social level. Lukes (1974), advocates a three dimensional view of power in which it is located in socially structured practices of groups, organizations and institutions as opposed to being restricted to individual conscious and chosen acts. In addition, power is not only perceived in conditions of observable conflict but also in latent conflict which is composed of a contradiction between the interests of those exercising power and the interests of those they exclude (in Foster, 1986. p.46). Organizations tend to prevent the airing of conflicts by subordinates, thus exert power in an obtuse manner (Foster, 1986). It is widely accepted in studies on conflict that unresolved conflicts exert and immobilising effect (in the short term at least) on any group or organization (De Witt, 1985; Nunns, Bluen & King, 1989). As Franks (1992), points out, the withdrawal of commitment from employees due to frustration and resentment is far more dangerous and difficult to deal with than strikes that can be openly negotiated (in Nieumeijer & Hall, 1992).

Power relations shift (Foster, 1986), and are thus varied. There are different ways in which people in organizations can hold power (Hersey & Blanchard, 1982; Plant, 1987). The factors which contribute to their position of power are personal attributes which exist within a social context. The field of industrial psychology has a history of reducing change and power to the narrow perspective of the individual and interpersonal issues (Fullagar, 1986). However, if organizations are to be understood as social systems then the individuals that hold power, or the power structures, have to be analysed in relation to power structures within the socio-political context (Foster, 1986; Franks, 1975).

To argue for taking the wider context into consideration is not to negate the importance and value of attention to or intervention at the personal and interpersonal interface. Both aspects are important. What is advocated is a process that is inclusive and not one that emphasises the one approach to intervention and research at the cost of the other.

2.4 MENTAL HEALTH

One of the aims of this research is to gain an understanding of the factors that contribute to the development of mental health. To do this, we need to have a clear understanding of 'mental health'.

2.4.1 Definitions Of Mental Health

The terms mental health and mental illness (Psychopathology) have traditionally referred to the intrapsychic state of the individual as opposed to the relationship between the individual and his/her social context. An example can be found in the Dictionary of Psychology: "mental health: *a state of good adjustment with a subjective state of well-being, zest for living, and the feeling that one is exercising his talents and abilities.*" ... "mental illness; *any behavioural disorder, whether functional or organic, which is of such a degree of severity as to require professional help and (usually) hospitalisation*" (Chaplin, 1983. p.313).

A branch in psychology, i.e. social psychology, started due to the perception that individuals behave in relation to each other, that their behaviour was thus not only as result of intrapsychic or organic factors. This realisation had implications for the

understanding of people's 'mental health'. As Leary and Miller (1986), point out: "Researchers and practitioners alike are devoting increasing attention to the interpersonal determinants of emotional and behavioural problems. In so doing, they are finding not only that many psychological problems arise from people's relationships with others, but that the diagnosis and treatment of such problems necessarily involve an interpersonal relationship between a counsellor and a client" (Leary and Miller, 1986. p.viii).

This researcher maintains that factors playing a role in the overall development of the individual's mental health are: physical health, education, family life, socio-economic status, housing, nutrition, spiritual and emotional development, community development and socio-political status. The need for this broader, holistic approach to health and mental health is well documented as the following definitions show.

The WHO/UNICEF Alma-Ata Conference Declaration (1978), on primary health care was introduced to place an emphasis on preventative vs. curative health care. Implicit in the practise of primary health care is the notion that people's emotional and mental well-being would be included in the primary health care professional's analysis of the person's health problem. Primary health care is:

> "... an approach to all of the following; health sector, all related sectors and aspects of national and community development, in particular agriculture, animal husbandry, food, industry, education, housing, public works, communications and other sectors; and it demands the co-ordinated efforts of all those sectors".
>
> Health is defined as: "a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity, is a fundamental human right .... whose realisation requires the action of many other social and economic sectors in addition to the health sector" (p. 22).

The fact that health is not merely the absence of disease or infirmity, is of specific importance to this research and to the researcher's conceptualisation of Mental Health. Another comprehensive definition was documented by Dr.N. Sartorious, Director, Division of Mental Health, WHO, Geneva (1983) :

> 1)"mental health is the absence of any well defined mental disorder";
>
> 2)"mental health involves a certain reserve of strength in an individual which can help that person overcome unexpected stresses or exceptional demands and challenges";

3)"mental health is a state of balance between the individual and the surrounding world" (p.5).

Point no. (3) is the key link in the concept of mental health as it emphasises that mental health is a process which needs to be viewed in context. An important aspect implied in these definitions is that the individual has the right of access to the factors which play a part in attaining a balance between themselves and the context in which they live.

The Psychology Association of South Africa's Council Committee: Mental Health (1990), defines Mental Health as follows;

> "Mental Health refers to those conditions in a society leading to a situation where people in their individual capacities (irrespective of age, gender or colour) and in interaction with one another as members of groups and communities, are able to live lives of quality in all contexts of their existence, and where the options for actualising their potential are present"... "Although this definition is also vague and general, it leaves the possibility for a description of the interdependent network of contexts of existence which allow for the realisation of potential and a life of quality" (1990, p. 5,.

The above definitions encourage the interpretation of mental health to be seen as a process which reaches beyond psychopathology located in the individual. Levine and Levine (1970), cited in Heller and Monahan (1977), made the following analyses about psychology and its use of theories. They said that mental health theories emphasising environmental determinants flourish at times of political or social reform, while intra-psychic theories that assume the 'goodness' of the environment are prominent during periods of political and social conservatism (Heller & Monahan, 1977. p.11).

2.4.2 An Ecosystemic View

An aspect of this research is to facilitate an awareness of the factors that play a role in the dynamic of people's mental health. Jan Smuts held the view, "The whole is more than the sum of its parts" (Smuts, 1926). As already discussed in this chapter, the implications of the ecosystemic paradigm is the assumption that a system's ability to function to its full potential is largely dependent on the dynamic interaction that takes place between the different parts within the system and the context in which the system exists. By placing phenomena in context the focus shifts

from the isolated phenomenon to the dynamic relationship between the parts (Watzlawick, Beavin, and Jackson, 1967). This encourages the understanding of processes that take place in the system, thus acknowledging the complexity, as opposed to keeping the focus on the content in the system and defining a linear cause-and-effect view.

If an individual is viewed as a system within a system, then each behavioural act is a change of state of matter or energy, or its movement from one point to another. Such an ecosystemic perspective would view health as a relationship between person and system that maximizes the functioning of both. The mentally healthy individual thus interacts with an environment in which the requirements and resources of that system are congruent with the needs and abilities of the person (O'Connor & Lubin, 1984).

It is thus proposed that mental health be seen in an ecosystemic perspective where "... behaviour of the afflicted person is only a part of the larger recursive dance ..." (Hoffman, 1981). The wider implication of this is that 'symptomatic' behaviour is no longer considered to be the site of pathology for which a cause must be established, but rather that it is viewed as part of a system where behaviours fit together to form a general complementarity (Dell, 1982). Thus 'symptomatic' behaviour needs to be seen as an indicator of the need for a new, more effective system organisation (Hoffman, 1981; Palazzoli, Boscolo, Cecchin & Prata, 1980; Watzlawick, Weakland and Fisch, 1974). The definition of 'symptomatic' behaviour is not discussed with regards to social action by any of these authors. This researcher would view 'protest action' in this light, i.e. as "an indicator of the need for a new more effective system organization".

Psychopathology thus exists when group structure lacks sufficient resources to meet the needs of all inhabitants or does not distribute the resources in such a way that allows for all members of the ecosystem to meet their needs within the limits of expected behaviours. This perspective does not discount or contradict the autonomy and responsibility of the individual in determining behaviour. Both individual and the social environment can exert powerful influences, but they are always interactive (O'Connor & Lubin, 1984).

2.4.3 Additional Considerations In Understanding Mental Health

Robert Reiff, the first president of the Division of Community Psychology of the American Psychological Association in 1967, and a former labour organiser, made the point that knowledge of how social systems operate and modify themselves is essential to understanding factors related to mental health. He said that intervention in psychology on this level has self-determination as its goal. He contrasted self-actualisation (referring to Maslow's terminology) with self-determinism, holding the view that self-actualisation was appropriate only to the middle-class subculture. Reiff believed that self-determination could only be achieved with a concentration on the concept of freedom in society as opposed to a focus on individual autonomy (in Mann, 1978, p.158).

Community psychology was developed in the 1960's in the U.S.A. where the distribution of wealth was becoming increasingly skewed, to facilitate the accessibility of resources. This had the aim of 'changing the social and psychological traits of the poor' so that they could participate more fully in society (Mann, 1978). In politics the war on poverty was declared during J.F. Kennedy's administration. Thus, it can be seen as a political move, as opposed to being generated out of an understanding of the factors that contribute to mental health. The key concepts of the social action model were; prevention, participation and empowerment. For the purposes of this thesis only the latter two will be discussed.

2.4.3.1 Participation

Julian Rappaport (1981), stated that a social policy which views people as complete beings (as opposed to the view that they are in need) will expect divergent and dialectical, rather than convergent solutions, thereby doing justice to the nature of community. The concept of dialogue implies participation. Zimmerman and Rappaport (1988) held the view that participation was an important mechanism for the development of psychological empowerment as participants can gain experience in developing strategies for achieving goals.

Participation and empowerment are linked through the concept 'sense of community'. Chavis and Wandersman (1990), proposed that participation is influenced by three main components and that 'sense of community is a catalyst in mobilizing these components. The components are: "the perception of the

environment; one's social relations; and one's perceived control and empowerment within the community" (p.56). However, these authors also point out that participation itself does not ensure the resolution of problems. Participation needs to be accompanied firstly by the availability of skills needed to address the problems AND by a supportive environment, e.g. government and service agencies, that welcomes an association's growth and domain.

2.4.3.2 Empowerment

Empowerment is a "process by which individuals gain mastery or control over their own lives and democratic participation in the life of their community" (Zimmerman & Rappaport, 1988. p.726). Empowerment can also be defined as incorporating the concept of capacity and that of equity. Naparstek, Biegel & Spiro (1982), worked with this definition in their 'Community Mental Health Empowerment Model'.

Empowerment could also be seen to contrast with alienation, a term coined by social theorists such as Marx, Weber and Toennies. They presented two strands within their writings; firstly that alienation is experienced when the community or/and institutions within the community fail to respond to the needs and secondly, when a person is 'unable to participate in, control, or understand the processes sharing his/her existence, the individual will feel deprived, dependent and manipulated (Naparstek et al. 1982. p.20).

2.4.3.3 Collective Political Power

The term community is generally recognized as referring to geographical locality as well as a shared experience of meaning or common interests around which social relationships form. Kenneth Heller (1989), argues that a third attribute to community is needed, that of community as a collective political power.

Heller (1989) argues that there are important differences between 'empowerment and collective political power.

> "The way the term empowerment is used in psychology often gives the impression that it can be an individualistic act that can be taken by psychologists in solo practice, independent of the action of others. In fact, psychologists have very little political power"..."Empowerment literally means 'giving power to'. This is misleading as meaningful power is taken ... And ultimately power is in the community of like minded individuals who come together to form political coalitions. Working towards collective power means helping to reduce the structural and interpersonal barriers that prevent community from developing,

> barriers between ourselves and others, and among groups that have more in common than they may realize" (Heller, 1989. p.8).

In South Africa, the Eurocentric mainstream psychology has not adequately addressed and grappled with the implications that the wider South African context has on the individual's development (Dawes, 1985). More recently, the now disbanded Psychology Association of South Africa, agreed that social, political and economic processes in the South African context have a direct bearing on mental health (The Council Committee: Mental Health, PASA, July, 1990).

South Africa is seen to now be an example to the world (Reicher, 1994), because it has succeeded in mobilising collective political power for the purposes of freedom and has been able to do it through a process of political consultation and negotiation. Political conflict cost lives, but the conflict essentially led to peaceful negotiation of political power and not the destruction of a country as has happened in Rwanda, Angola and Somalia to name a few. Hopefully, policy development in the different sectors in South Africa will be able to continue a negotiation process to find the solutions needed for education, health, welfare and mental health.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 RATIONALE

The socio-political change occurring in South Africa since the early eighties following the recommendations of the Wiehahn Labour Commission, has clearly had an impact on organizations in the private sector. Black trade unions were legalised in 1982 and the first agreement in industry was signed in 1983 (McNamara, 1987). Management in organizations had no previous experience of dealing with the collective power of labour and little experience with negotiation skills as the management style had largely remained authoritarian. Franks (1984), used the term 'Baasskap' to capture the nuance of the management style in South African organizations and institutions. Management started actively recruiting consultants requesting assistance in organizational development specifically to equip them in keeping abreast with, and managing the changing socio-political environment. Clients requested assistance with a variety of areas of difficulty in organizations e.g., Affirmative action; Labour relations; Recruitment; Human resource development strategies; Training; Social Responsibility programmes; Housing subsidy schemes; Pensions and medical aid schemes, and Productivity.

The research methodology documented in this thesis was developed over a number of years, guided by research conducted in South African communities and organizations, as part of a research team at the Human Sciences Research Council, headed by Dr. Peter Franks. The methodology of the research was developed over a number of years to facilitate organizations in developing a consultative and negotiational style of management. It was developed with the view that through a transparent process of consultation and negotiation, development of organizations within the South African society can take place (Franks, 1992). In so doing, the research contributes towards the development of research methodology that facilitates transition in social change. As organizations became more open to guidance, so more opportunity was gained to implement the strategies and re-assess the processes adopted in the research

projects. The scope of this thesis does not allow for any further elaboration on the development of the methodology.

3.2 THE HUMAN RELATIONS CLIMATE INVESTIGATION

The research process was marketed under the name Human Relations Climate Investigation. It was developed having recognised the following:

* South Africa needs to find her own solutions. Although there are always areas of communality to be found within societies, social systems and disciplines of thought, each situation is unique and must be viewed as such.

* Social systems are characterised by the intra-systems power structures. The research process needs to engage and work within these political dynamics.

* A methodology recognising the repercussions/influences of the South African socio-political context was necessary.

* Because of the above, a research process that recognised the need for equity and 'community participation' was important.

* Social systems and disciplines impact one another. To facilitate the path of development in society, these dynamics and interconnections needed to be recognised.

3.2.1 Basic Tenets And Stance Of The Research Process

The following points crystallise the research methodology's points of departure. Organizations were viewed as social systems complexly interlinked with the socio-political, cultural, economic and physical environment in which they existed. Chubb's (1990), view of social systems being "what people do" was in keeping with the research's perspective as were the aspects of power, discussed in section 2.3.3.2.

i) Research takes place within a relationship and is therefore a reciprocal and collaborative process between respondent, researcher, funding body and the social context in which the research is taking place (see discussion in sections 2.2.2; 2.2.7; 2.2.8; 2.2.9 and 2.3). This tenet facilitates an empowering process for employees and other participants in the research process (Kelfer, 1994).

ii) Research takes place on a continuum of subjective observation, participation, learning and intervention (see discussion in sections 2.2.2.; 2.2.5 and 2.3.1).

ii) The research process facilitates development within the organization by initiating a process of negotiation and consultation (see discussion in section 2.3) between different parties within the organization. The organization also needs to be in a position to consult and negotiate with related bodies in the socio-political and market related context.

iii) The research process provides the opportunity for 'understanding through involvement', or 'learning through action' (see discussion in section 2.2.2.3). By participating in a process of dialogue with the research team in which the aims and methodology of the research are negotiated, representatives within the organization experience a style of communication that facilitates consultation and negotiation.

iv) The research process intervenes in a context of power, politics and conflicts of interests (see discussion in section 2.2.2). Data gathered has to be interpreted within this dynamic context. The client's bias and position must be uncovered and clearly understood by the researcher.

v) Researchers enter a situation with personal biases which they need to be aware of.

vi) Conflicts of interest and differences of opinion are accepted as an inevitable and healthy aspect of organizations as they present opportunity for growth (Du Pisani, 1984; Ngcobo, 1986). This view of conflict needs to be communicated throughout the research process thereby stimulating the search for creative solutions, defusing potentially larger conflicts and facilitating social and personal transformation (Anstey; Deutch; Filley; Folberg, in Van der Steege, 1992).

vi) Levels of control and inclusion have to be negotiated as part of the research contract. For example, the selection of both the sample as well as the groups which would be represented in negotiation of the final contract, were identified by the research team.

vii) The investigation process automatically introduces a new dynamic to the organization and for the period that the research is being conducted, the researchers become part of the existing dynamics and therefore part of the system (see discussion in sections 2.2.5 and 2.2.7).

viii) No one party in a social situation can be held fully responsible for the required energy needed to reverse a situation, even though at times, more responsibility will lie with certain parties due to the differing levels of power that exist over time (see discussion in sections 2.2.3 and 2.3.3.2).

ix) Strengths of an organization can, in a different context, become liabilities.

x) Research findings are hypotheses which need to be dialogued with respondents and clients (see discussion in sections 2.2.2.4).

3.3 RESEARCH PROCESS

The research process was designed to facilitate organizational development by facilitating a process of dialogue and consultation between different parties in the organization, e.g. management; blue-collar labour; white-collar employees; gender; race, and ethnicity. Consultation and dialogue with parties associated to the organization, e.g., customers, retail businesses, community organizations and educational institutions, was also part of the research design. Consultation and negotiation was facilitated by beginning with an assessment of the human relations climate in the organization. This climate was understood to be affected by a number of different aspects, all of which were covered by the semi-structured interview schedule (to be discussed in section 3.3.1.4).

Employees' perceptions were obtained through a process of consultation in private, individual semi-structured interviews. Once the data was analysed, problematic issues could be identified and 'the cards laid on the table'. This opened the path for negotiation of strategies which would facilitate the development of a consultative human relations climate within the organization. The research process was designed to achieve the following:

1) To scan the attitudes and perceptions of staff at all levels of the organization.

2) To gain an in-depth understanding of the dynamics and nuances of the human relations climate.

3) To become aware of issues requiring attention from management.

4) To allow staff to become sensitized to the concerns and policies of management.

5) To contribute to the amelioration of the very complex psychological legacy of Apartheid and in so doing, to the development and empowerment of South Africa's people.

6) To examine the economic, social and psychological implications of various approaches to employment equity and/or affirmative action, and as a result, to mobilize appropriate programmes and processes.

7) To identify and assess development priorities.

8) To explore innovative ways of using developmental resources and promoting self-sustaining development.

9) To promote a change of attitude in organizations thereby ensuring the evolution of a culture of development, fairness and equality.

10) To create a platform for dialogue and negotiation around:
- Labour/management negotiations.
- Human resources planning.
- Employee development.
- The development of management styles and strategies.
- Enhancing communication and building structures to do so.
- Equal opportunity in the work place.
- Productivity.

3.3.1 First Phase

The research process is presented in diagram 2 and the specific contextual factors influencing the process, in diagram 3. Both are presented at the end of this chapter on pp.51-52.

3.3.1.1 First Contact

Each research process began with the first contact with the client. Factors taken note of were:

1) What constitutes the organization?

2) Who made the call? What personal motivation, if any, was there? Were they requested to make the call, and if so, by whom? What position did they hold within the organization? What was their existing knowledge of our research.

3) What is the 'presenting problem'. This allowed for a brief assessment of whether the focus of the presenting problem took sufficient account of the processes operating within the organization.

4) What, or who, was the referral source?

3.3.1.2 Initial Meetings

These meetings marked the beginning of the negotiation process. The client's needs and expectations were discussed and the basic tenets of the research explained. Inquiries about any previous research were made, looking at the processes adopted and the manner in which the findings of the research had been dealt with by the organization. The tasks embarked on were:

1) To explain and discuss steps in the research process.

2) To disclose basic tenets and the scope of the research process.

3) To emphasise the importance of the feedback of the results to the workforce.

4) To assess top management's commitments and agendas in the process as they have the power to initiate and drive the consultative process.

5) To stress that if management was not prepared to act on the findings from the interviews, the research should not be embarked upon. The research immediately raises employee expectations and by not taking action, whatever commitment to confidence and trust there was in management, would be broken.

6) To negotiate a final research contract.

3.3.1.3 The Research Contract

The contracts were detailed and specified the organization's responsibilities as negotiated in the initial meetings. First and foremost of these was consultation with the unions in which acceptance of the research process had to be negotiated. The next was providing private locations for the interviews, and finally the logistics of ensuring that the people drawn from the sample were made available for interviewing. Steps required of management, for instance consulting the unions on the research, helped to engendered a new ethos of negotiation in the organization.

The organization had to commit themselves to honour the anonymity of respondents taking part in the research. The list of people interviewed as well as the completed questionnaires were not disclosed to any party other than the research team and remained the property of the research team.

3.1.1.4 Formulation Of Interview Schedule

The preliminary questionnaire, used to structure the interview (see discussion in section 2.2.6.2), to be tested out in the pilot study, was initially drawn up in consultation with a few employees from the Personnel and Training departments and union representatives. Information gathered during these consultations was also used as qualitative data for the final report.

Each organization was unique and thus the interview schedule would be tailor made for each. However, from our perspective, specific areas had to be included in addition to requests from the client. Issues had to be explored at

different levels e.g. relationships/communication in a department with fellow workers, then the supervisor, then with direct manager, then with other departments linked to theirs, then their view of senior management, and when applicable, their view of head office. The following were usually covered in the interview:

- Biographical data: gender, age, job title, race, literacy and education, and length of service.
- Discrimination in the form of racism, sexism and favouritism;
- Training in the form of structured courses and 'on-the-job training and mentoring';
- Communication and management styles;
- Interpersonal relationships and trust;
- Accessibility to top management;
- Grievance procedures and conflict resolutions;
- Safety, health and social support;
- Employee's community resources regarding infrastructure and health/mental health care facilities.
- Job Evaluation and Performance Appraisals;
- Career development and general work progress/promotion;
- Salaries, benefits and perks;
- Perceptions of the organization's product, marketing and business strategies.

The interviews all started with a standard introduction, [illegible] we were, what the goals of the research were as well as some [illegible] methodology and ensuring confidentiality.

A combination of closed- and open- ended questions, as well as scale items (Kerlinger, 1986), were used in the interview (see Appendix A). Answers to quantitative questions were probed by qualitative questions, facilitating the proper qualification of meaning and allowing the interviewer to tap the nuances of the respondents' answers. However, due to the breadth of issues that were covered, it was not always possible to probe every situation to the extent we might have wanted. These areas would however be investigated further in the workshop processes. The questionnaire on the whole facilitated the exploration of employee perceptions of their working environment, as well as a self-reflection on their progress and position at work.

The interview ended with an independent rating scale in which the interviewer rated the level of job satisfaction, particular forthrightness of respondents and extent of 'logistical ease' with which the interview took place.

The latter allowed us to evaluate the level of co-operation and willingness of the managers on site, which gave us an indication of whether we were perceived as a threat or not.

Finally, there was a section for open comments. This facilitated comments on the respondent's particular experience of the interview as well as divulging of information not covered specifically enough through the interview schedule. Due to the time and trust that had been build up over the course of the interview, employees often felt more comfortable to divulge their real feelings at this time, and knowledge about incidents at work which were dangerous for the employee, such as when there was theft and fraud.

3.3.1.5 Pilot Study

This step was used to negotiate specific issues to be covered in the questionnaire. Interviews with a small sample of employees were conducted, ensuring that all departments and employee groupings, such as hierarchy and race, were represented. In addition, a holistic investigation of the organization took place in this time which included the following aspects:

* The organization's financial position and/or public profile.
* The organization's market related context;
* The labour force components as well as managerial hierarchy;
* The racial component in the organization in terms of ratio and managerial hierarchy;
* The organization's physical and geographical layout;
* Regional setting of the organization which included a description of the surrounding industry and/or infrastructure, the proximity of the labour force, the socio-political standing in the area and environmental factors.
* Terms of employment, such as salary scales, benefits such as pension scheme, medical aid and any other health and welfare facilities, housing subsidies, transport benefits.
* The labour relations history and record.
* The organization's stated policies.

3.3.1.6 Contract The Research Team And Train Field Workers

The team was purposefully constructed with each project, including researchers from differing disciplines to suit the specifics of the particular client. Interviewers that were contracted in for projects were carefully screened for their interviewing skills and ability to work as a member of a team.

Although a very structured questionnaire had been drawn up, a relationship of trust and integrity with the interviewee was of the utmost importance. The level of responsibility interviewers had in their task was emphasised at the outset. Often the interview would lead to serious reflection for employees on their position at work and intense emotions would be evoked. There were times where more immediate and direct counselling and/or referral was required. Interviewers had to be able to think analytically throughout the interviewing process in addition to building this relationship. Training was done partly through role plays and a more informal evaluation of their ability to relate to the other team members. Fluency in languages other than English was also an important selection criteria as our schedules were drawn up in English and then translated by the interviewer in each interview. The training of the research team started at the time of going into the pilot study. All the information gathered about the organization from our investigation would be shared with the team. From these initial meetings hypotheses were generated and used as guidelines for the final analyses.

3.3.1.7 Finalising the Interview Schedule

Although there were basic areas that were covered as a rule, each organization's questionnaire was drawn up to suite the organization's 'language', specific structure and needs. In addition, we took into consideration our experience with previous surveys which had highlighted issues and ways of strategising. The questionnaire was scrutinised with interviewers to ensure that there were no problems with the translations.

3.3.1.8 Drawing The Sample

A 15% stratified, random sample (Kerlinger, 1986), was drawn from the company's staff lists to ensure representation of different hierarchical levels, departments/sections, and racial groups. The sample percentage in the managerial levels was thus higher. The research team's make-up was matched with the sample to accommodate language.

3.3.1.9 Conducting The Interviews

Although the logistics had to be taken care of by the organization, the researcher was ultimately responsible to ensure that adequate accommodation was made available on a daily basis. If not, the interviews did not take place.

Respondents' anonymity and confidentiality had to be secured and guaranteed. At times union members requested shop-stewards to be present.

The view that by remaining 'objective, detached and scientific' the information gathered is more accurate, (Preece, 1994), is not accepted by this author. Ironically the psychiatrist's 'cold personality' that results from "the aim not to influence what their patients say" (Preece, 1994) certainly does have an influence. The research team's approach was specifically to form an empathic and respectful relationship with the respondents and to ensure confidentiality (Bhana & Pillay, 1993).

Debriefing the interviewers was done on a daily basis performing part of the ongoing briefing of interviewers as well as an information gathering exercise. These consultations delivered the "counter transference" of the research process. Over time the team started realising that the interpersonal dynamics that arose within the team in our discussion sessions would often reflect the interpersonal dynamics in the organization. These sessions thus provided important information on the organization as well as being a therapeutic and educational process for research team members. There was also opportunity to check any problems in connection with the questionnaires.

3.3.1.10 Data Analysis

One aspect of the data analysis consisted of workshops with team members, gaining their impressions, personal experiences of the research and brainstorming issues. A process of presenting issues for discussion and consultation was facilitated. This process was similar to that done in the workshops with employee representatives in the second phase of the research. Thus these team discussions served a dual purpose in that they generated perceptions and data for the research, as well as facilitating an educational process for the team members whereby they learned through experience what the workshop process consisted of. Through this process the researcher and her supervisor's perceptions and actions could be reviewed and challenged by the rest of the team, and for the researchers, the complexity of the research process was demonstrated and experienced.

The second aspect consisted of going through both the quantitative and qualitative data of the interview schedules. The quantitative data was captured and analysed in terms of race and job position, through the statistical procedure of two-dimensional cross tabulations (Kerlinger, 1986). Qualitative data was post coded and included in the statistical analyses. The quantitative data was enhanced by the qualitative data, giving employees' statements to illustrate the nuances of the situations. Trends found through cross tabulations were correlated to themes from the discussions in the research team meetings. The data presented perceptions, reflecting subjective experiences, and was thus interpreted and presented as trends to be used as guidelines for further consultation and negotiation in the second phase of the research process.

3.3.1.11 Research Report And Feedback To Executive

The written report presented the analyses of the findings and recommendations. This was given to the executive board at an initial verbal presentation which gave opportunity for issues to be raised. Any doubts or additional concerns regarding the organization and our findings were then dealt with. Management's confidence in the process needed to be ensured as their willingness and commitment to the recommendations were essential. The commitment to further workshops was finally negotiated at this meeting.

It was agreed to that all the actions formulated in the regional workshops would be brought back to the executive level. Strategies would then be finalised for implementation and reasons given for those not sanctioned by the executive. If ongoing negotiations were needed for resolution after the workshops, then the same process of consultation would be repeated, either through the mediation of the research team, or through the organization's own channels.

3.3.2 Second Phase

This phase of the research required active participation from the researcher and colleagues in discussion groups. It was especially important to be aware of the resources in the employee groups so as not to take over discussions as opposed to facilitating active participation from the group members. The

researchers had to maintain a balance of retaining a level of responsibility for containing conflicts that arose and allowing the conflicts of interests to be aired. The principle that as researchers we influenced the system but did not have power over it (see discussion in section 2.2.2.1) had to be closely adhered to.

3.3.2.1 Formulation Of Procedure For Workshop Process

Following the feedback to the executive group a workshop was held with representatives from different employee and regional groups. The findings needed to be mediated by a neutral body that had a clear grasp on the issues of concern and dissatisfaction between different parties in the organization. For manageability, this working group was kept to about ten people. The main tasks in this process was once again, feedback of survey results, and then, the prioritising and organising of different problem areas into categories. It was emphasised that these categories were interconnected with each other and action for all needed to be taken immediately even though evaluation of the outcomes could only take place at longer term intervals. The categories were as follows:

* Quick-fixes:
These were strategies that could be acted upon and resolved within two weeks of the workshop e.g. taking down signs advocating racial segregation or the unlocking of amenities for separate racial or hierarchical groups of employees.

* Short term strategies:
These strategies could be evaluated initially within three months of the workshop process and there after at three monthly intervals, e.g. arranging for formal communication structures such as weekly team and monthly inter-departmental meetings; facilitation of constructive intergroup and interpersonal interaction and the combating of racism and sexism would be build into these strategies.

* Medium term strategies:
These strategies could be evaluated within six months of the workshop process e.g. identifying training needs in departments and liase with the training department for courses, in-house or other.

* Long term strategies:
Action towards these strategies needed to be established immediately and then an ongoing evaluation on an annual basis. business strategies, such as setting up structures for interaction with parties interconnected with the organization, e.g. customers; community organizations; supplier organizations; union structures; professional bodies and international bodies.

It is important to note that the content of the categories were negotiated with employees and differed sometimes quite radically from organization to organization. This provided some structure for the third step in the process. Depending on the size of the organization, the third step could evolve, 'regional workshops', in a varying number of phases.

3.3.2.2 Regional workshops

Depending on the structure of the organization, regional workshops were conducted at different sites and/or with different working groups at the same site. All the groups had a cross representation of hierarchy in job levels and were representative of the racial mix in the organization.

These workshops were two-fold in their aim. The first aim was to give feedback on our findings and the strategies devised by the initial representative group. The second aim was to set up a platform for further discussion on the findings. The group being addressed was divided into small working groups, each of which were given a specific section from the feedback to discuss. These groups were facilitated in such a way that employees were encouraged to rely on their own resources but imbalances of power that arose in the groups were challenged by the researchers. These working groups provided employees with the opportunity to express their perceptions and feelings about situations and be part of a consultative process of strategising solutions to areas of conflict.

The strategies negotiated and devised in these groups would go back to the executive committee for further discussion and approval. By that stage any strategies not accepted by the executive committee could be adequately challenged by the employees with the information they had from the research.

Discussion revolved around both possible strategies to resolve areas of conflict and differences of interest as well as people's beliefs and perceptions relating to the possible solutions to the problems. By asking questions relating to their perceptions of the gains and risks involved in building new structures, they were encouraged to put themselves into the picture, thus facilitating a process of self reflection. In addition to this, the group process was reflected so that

there was opportunity for personal feedback on how they related to each other in a group. Through the facilitator's attitude of encouragement and acknowledgement to the various situations that people faced in their work, a more open climate was mediated in the group. For many working groups, this was a new experience.

Examples of issues addressed through the workshops:

* Finding a starting point for concrete action by identifying the smallest unit of change and acting on that;
* Racism, sexism and favouritism;
* Sharing of knowledge and skills and mentoring;
* Specific pressures of being in a management/supervisory position;
* Employees' needs for a sense of belonging and challenge;
* Conflict management and appreciation of differences.

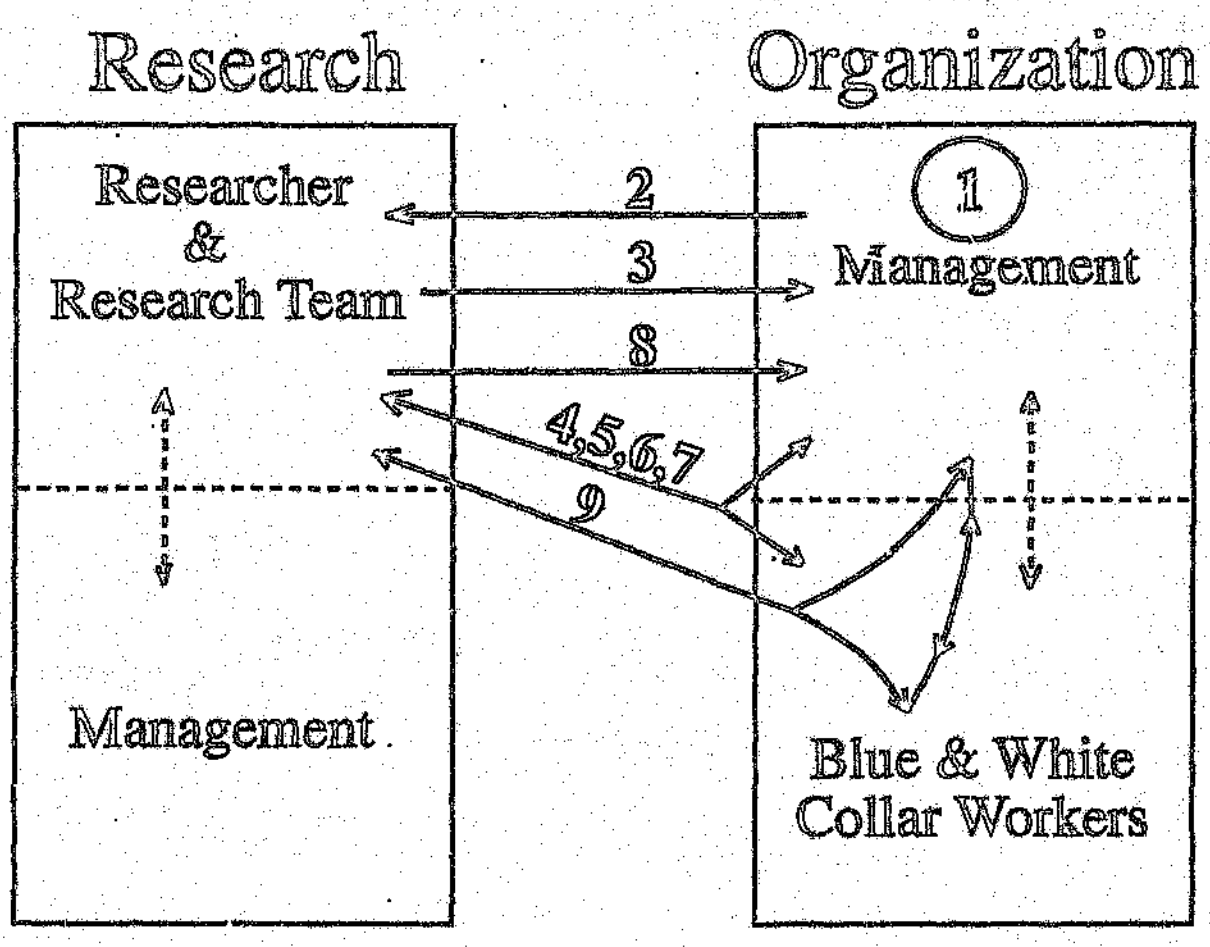
3.3.2.3 Final Feedback To Executive:

Once the regional workshops had been run, feedback on the strategies devised in the workshops was given to and negotiated with the executive. There was up to this point ongoing dialogue with the executive but the step after the last workshops was the most comprehensive.

The researchers had monitored the level of effective interpersonal communication in the regional workshops so that recommendations for further input on communication styles could be made in our feedback to the executive. It was strongly advised that style of communication, as with many other issues, could not only be addressed through training courses, but needed to be a management objective and focal point in the mentoring system.

The importance of management being able to lead by example was stressed. In order to provide practical examples of this, the researcher team would also give feedback to the management team of the process experienced with them in the workshop situations. It was important to provide positive feedback as well as challenges regarding their level of participation in and commitment to meetings held with the research team. This process became an opportunity for learning for employees on the management team, as well as the researchers who were inevitably challenged reciprocally on their communication and interpersonal style throughout the research process by managers.

Research Process



1 - Management identifies a problem

2 - Management goes in search of a consultant to advise them

3 - Researcher presents process

4 - Once contract is accepted, consultation on questionnaire begins

5 - Pilot study begins

6 - Interview schedule is finalised

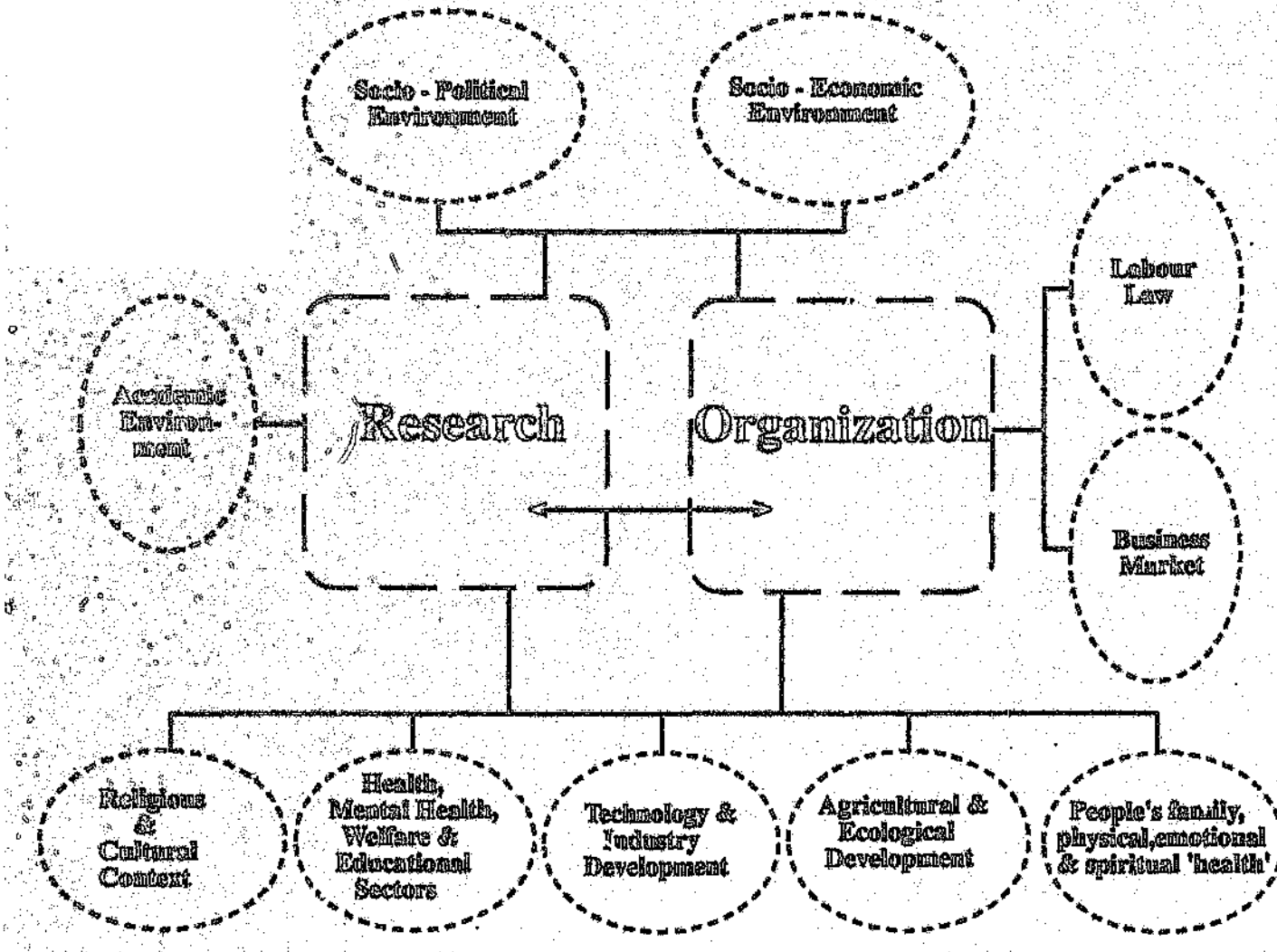
7 - Interviewing phase takes place with representative sample

8 - Analyses of data followed by feedback to management

9 - Second phase of research process with feedback of findings and workshopping of co-created strategies for issues needing attention

Context of Research Process

Influencing Factors



The systems identified are all ultimately interconnected and thus influence each other

CHAPTER 4

FINDINGS OF THE INVESTIGATION

This chapter presents a full description of the company and the implementation of the research process. It includes a post-research interview conducted with the personnel manager who had been instrumental in our introduction to the company. Due to the limited scope of this thesis, the data from the interviews is included in the Appendices.

4.1 RESEARCH PROCESS

The research documented for this thesis was done in a manufacturing company situated in a conservative and largely Afrikaans speaking industrial town. At the time of the research, the company had recently been bought by a South African conglomerate after belonging to an internationally owned and British based company.

4.1.1 Initial Contact

As with all organizations, the information gathering started with the first contact with the company and continued throughout the entire process. This was a focal point of the pilot study providing a structure on which to base our questionnaire.

Whilst running feedback workshops for a company in which we had done a Human Relations Climate Investigation, the Human Resources director introduced us to the Head of Personnel of a company whom he knew was looking for consultants to facilitate organizational development.

The personnel manager explained that he had recently joined the company. Although the company paid its workers well, and had a commendable record generally regarding long-service for workers and office staff, it was run in a very authoritarian style of management. He implied that in his opinion, this was influenced by the managing director's personal style. The personnel manager was concerned about its capacity to adapt to the changing political

environment as well as its rigidity in adapting to a changing business environment. He noted that the managing director had a very strong character and had succeeded in keeping the company profitable. There were differences of opinion within the board however and he had been informed that the managing director would be taking his retirement within the next year. He asked that we contact him as soon as we had completed our previous obligations.

On completion of the previous contract, the researcher contacted him as requested only to be informed that he was having difficulty persuading the managing director (henceforth to be referred to as the M.D.) that it was an important enough endeavour to embark on. In discussion the researcher cautioned him about what could happen if we started the research and the M.D. thwarted the process. The personnel manager remained optimistic and insistent that the company could not wait any longer. It was agreed that he would contact the researcher when he had achieved his aim to secure a meeting at which we could present the research process. The appointment was made a few weeks later.

4.1.2 Presentation to Board of Directors

The research process was presented to the M.D. and board of directors. It was emphasised that the research, if embarked upon, needed to be taken through to the action phase in the form of the workshops. The implications of starting the process and not completing it, as discussed in chapter three, were stressed.

The managing director was very forceful in the meeting with the rest of the board members seemingly over-ruled by him. The personnel director's view of him as authoritarian and autocratic in his style of management was most evident in this meeting. Despite this, when questioning the directors directly, they all seemed positive that this process could work for them. We left with mixed feelings about the managing director's commitment to the process. However, our contract was accepted. The researcher and her colleague considered the possibility of working with the ambivalence within the board before taking on the research but decided against this when assured that the managing director would be leaving within six months. There was no further

direct contact between the researcher and the M.D. until the feedback to the board of directors (see section 4.1.8.). The research strategy was to provide the board of directors with enough information to confront the M.D. effectively in areas that needed attention, at the end of the first phase.

The research team's previous contract had similar circumstances with the M.D. of the company being replaced. The research was successful in initiating dialogue and consultation in their style of management because the incoming M.D. and board of directors used the research process to facilitate organizational development (Franks & Vink, 1990).

4.1.3 Holistic Investigation Of The Company

4.1.3.1 Pilot Study

Twenty two employees, including directors and senior managers were interviewed during the pilot study. The pilot study included some of the b'ack supervisors to complement the final sample in which few of these employees would be included due to their small number. In addition, the Funds Department, in which the two social workers worked, was also represented in the pilot study The information collected from the entire pilot study was followed through in drawing up the final questionnaire.

4.1.3.2 Demographics Of The Company

In total, the company had 1076 employees, of which 562 were weekly wage earners and 464 salaried staff. The racial breakdown was: 647 African, 5 Asian, 374 White. Of the black sample, 84 were salaried staff, of which 37 occupied 'senior staff' positions, these included supervisory and senior technician/operator positions. The weekly wage earners were all black South Africans and most live in the surrounding townships. The Asian group were all salaried staff and although interviewed, were not represented in the final quantitative data due to the difficulty in maintaining confidentiality as they too were such a small group.

The company had a restrictive pyramid structure regarding management positions. The reason for this was that the industry was skills specific and so employees tended to try to stay on, especially so once they had management positions. There is thus little opportunity for career development in the sense of 'upward' movement within the company and there was also no rotation for job enrichment at the labour level. One of the problems, according to senior managers, was that the labour force did not want to become multi-skilled as they feared the company would use it to their disadvantage with strikes. However, with higher levels, a trial of job rotation had started and the experience had been very positive. Staff felt that they were better able to do their own jobs as they finally understood the difficulties in positions related to their own jobs and department.

4.1.3.3 The Factory And Office Setting

The factory was divided into different sections with some being labour intensive and others entirely mechanized. Noise was the most obvious 'pollutant' in all parts (ear plugs were worn by everyone), following that was extreme heat in some sections and finally, the most hazardous, chemical dust. The product manufactured required the machinery to run continuously only closing down once in 7 years. The last time the plant was closed down for an overall 'servicing' of the equipment was in 1985. One of the senior managers were of the opinion that the most racial tension in the company was in the labour intensive section. Holding the position he did made him privy to much of the dynamics in the company and he said that he often felt frustrated not being in a position to do anything directly about it. One of the practices in this section was that the foreman's toilets were under lock and key, illustrative of the level of racism.

In the highly mechanized section, two of the senior management employees talked about the company going against the United Kingdom's practise of employing highly qualified people on the line at the quality control points. Instead, they employed more, and lower skilled people in the belief that in South Africa the emphasis needs to be on providing jobs. Most of these employees were employed in the late 60's and are now well trained and have all gone up in job positions in the company.

Although the administration offices were much more physically comfortable than the factory setting, they were modestly furnished, especially so in comparison to many of the companies the researcher had previously worked in.

4.1.3.4 Facilities On Site

There was a canteen which provided the staff with subsidised meals at very reasonable prices. For shift workers, who could not come away from the factory, meals were packaged and heated in micro-wave ovens in different units in the factory. Then there was a separate manager's canteen which provided free meals to managers. There was also a gym facility, however this was for the exclusive use of the managers who had been instructed by the managing director to use it on a daily basis. They were given private instruction and put on a fitness programme.

The company used to have a sports club across the road but as a member of the board explained due to the *'drinking problems that arose, the whole multi-racial issue got blown up and fights there would transfer back on site. The result of this was that the managing director closed it down and sold the facility* '. Instead, the company had a soccer team (made up of employees) which was sponsored for games and tournaments as well as a road running team coached by one of the directors. The company was also involved with a project which investigated building a swimming pool in the nearby township. According to another member of the board of directors, the company was very relieved when it fell through as it *'felt the money would be better utilized in a housing scheme'*.

4.1.3.5 Safety And Health Care

The company had a good record on safety and had won awards from the National Occupational Safety Association for the past 5 years.

There was a medical doctor contracted in to the company whom people could consult at set times free of charge. In addition, there was an occupational nurse who was permanently employed by the company.

4.1.3.6 Welfare

The two company social workers were employed in a section that served the entire holding company's employees. There offices however, were on this site. These were two half day positions. They were responsible for 'retirement counselling' as well as seeing to the welfare needs of the holding company's pensioners. Their ultimate goal was to start reaching employees from 35 years of age to assist them with 'life-planning' and help them to find ways to optimise security for their own retirement. They served a total of 600 pensioners and could not cope with the work load.

In the interviewing it became evident that much of their time, most especially the black social worker, was spent in over-time, assisting workers who come for advice on resolving racial and interpersonal conflict on site. Employees often did not want to use the grievance procedure and wanted advice on how to handle their superiors to avoid tension and conflict at work. There were at times interpersonal problems with team members and employees felt at a loss as to what to do.

There were also other problems which they felt needed attention. One was in connection with the black workforce's problems with housing schemes in the townships. The black social worker had a lot of additional information due to her husband being involved with another company's policy and could see that her own company's workforce, as with many other people in the townships were being misguided in their dealing. She felt strongly that the workforce needed education to prevent the "ripping off contractors" in the townships.

On a more individual level, both social workers felt the company's employees had a 'high rate of alcoholism' and that many people had interpersonal problems at work and in their families. This affected their work but they had no place to turn to for help and so problems would steadily escalate until crisis took place and only then would the social worker be asked to intervene. Sometimes employees would be referred by the nursing sister.

Both the social workers felt that their own work as well as the company's productivity was severely hampered due to the fact that there was no opportunity to compile, or facilitate access to educational and preventative

mental health and interpersonal communication programmes for employees. The black social worker knew about plans for the company to engage in a program that was developed for industry to facilitate reduction of inter-racial conflict known as "Stereo-type Reduction Workshop". Although she felt this was a very positive move, she felt much should be done to complement such a program. It was her view that the basics of interpersonal communication needed urgent attention and that this could be done through the company's own training department without targeting inter-racial tensions as a starting point which was perhaps better dealt with by an outside body at this moment in time.

4.1.3.7 Industrial Relations

The company adopted the Sullivan code in the early 1980's and management seemed to attribute the low level of labour dispute to this as it impacted on their salary scales and they were known to be one of the best paying companies in the area. The worst labour dispute had been in 1990 and the strike lasted six days. Other problems had manifested as work stoppages and were sorted out with' two days. In spite of this, on the tour of the factory, it was pointed out that there were fences which the managing director had erected to prevent any 'spreading of labour unrest on site'.

Of specific importance was the fact that the company had gone through a substantial retrenchment exercise approximately a year before. From past experience, this had always impacted on employees' level of openness in our interviews when we had not been aware of their fears of what the ultimate goals of the research were.

4.1.3.8 The Company's Business Market

The company had particular problems in strategising about the change in technology and the costs involved with this as the product being produced was no longer going to enjoy the monopoly in South Africa. International developments were also of great concern. Overseas companies were going into production with much less expensive labour costs from plants in Eastern Europe. There was concern within the company that they would have to

compete with international 'dumping', especially since South Africa's import duty regulations had changed to encourage foreign investment.

Some employees expressed the concern that because of the past monopoly, the marketing of the company had never been groomed to deal with competition and effective customer care. One interviewee explained the past attitude to customers:

> "*It's not our role to criticise the customer for requesting or wanting a certain product* - (this often happened when a customer requested something the company could not supply) *we can advise them on the pitfalls but surely it's important to still show a willingness to accommodate their needs - that's how relationships are build aren't they - and isn't that what marketing is about?*"

There was also concern that general labour force did not understand the implications of good customer care.

4.1.3.9 Company's Management Style

Some employees felt strongly about the company's autocratic style of management. The training budget for instance had recently been *'cut dramatically without any prior warning, let alone consultation'*. Some of the more senior employees felt that the managing director's autocratic style was buffered by the directors and that in the rest of the plant, a more participative style of communication did take place. Meetings especially in the factory were experienced as a problem because of the logistics of co-ordinating employees when a continuous shift rotation had to be maintained. Some of the managers interviewed were concerned about the lack of formal communication channels available to employees, others maintained that meetings were mostly a waste of time and energy.

4.1.4 Sampling For The Interviewing Phase

A random sample (15%, N = 150), stratified by job levels and sections was drawn from a complete list of staff, ensuring that all levels within the organisation were represented in the survey. The demarcation of divisions was conducted in consultation with the Industrial Relations Manager, to ensure that all sections were represented.

The categories of job positions were defined as following:

> Black wage; black staff; white staff; white senior staff; white junior management; white middle management.

All were easily demarcated excepting for the senior staff and junior management positions. Because of the small number of blacks in the 'senior staff' category, it was negotiated with the black employees in senior staff positions that the final quantitative data analysis would only reflect the white racial group in this category.

The foremen in the plant were included with the junior management category. Although there was a small group of black junior managers the quantitative data was not included to protect confidentiality. This was also the case with senior managers. The qualitative information from both groups was used in the discussion of results.

The division of employees concerning different 'geographical' sections on site adds to the dynamics between different employee and racial groups. All wage employees worked in the factory. None of the black or white staff work in the factory, all are in the offices. Of the senior staff, there were positions in both the factory and office settings. The junior management category included factory foremen, and thus had positions from both the factory and office settings. Middle management had sections of the factory under their management, but had their offices in the main office buildings. The final sample consisted of the following:

Black/White ratio:	60% : 40%
Male/Female ratio:	92% : 8%
Middle Management (White)	12%
Junior Management (White)	13%
Senior Staff (Black and White)	7%
Staff (Black and White)	16%
Wage employees (black)	52%

This total excludes the interviews conducted for the pilot study. Percentages of the different departments are not noted to prevent any identification of respondents.

4.1.5 The Interview Schedule

The questionnaire was initially negotiated through discussion with representatives from the personnel and training departments and then modified according to findings of the pilot study in which employees, union representatives and directors were consulted. The following areas were covered in the questionnaire:

- Induction;
- Training and education;
- Career development and mentoring;
- Discrimination in the form of racism, sexism and favouritism;
- Health and mental health care;
- Safety and shift work conditions;
- Grievance procedures;
- Salaries and benefits;
- Consultation and feedback;
- Communication structures;
- Interpersonal and inter-racial relationships;
- Perceptions of company's management efficacy.

The researcher devised specific questions on mental health and health care resources for continuing research in this field. The latter included perceptions of traditional healers in black communities. To enhance the more theoretical arguments on definitions of mental health, employees were asked to specify what they perceived as necessary to lead 'happy and healthy' lives at work and in their communities. They were also asked what personal qualities they perceived people as needing to enable them to lead 'healthy and happy' lives. These three areas were chosen specifically as they represent the social contexts, or external factors, as well as personal, or individual, factors that influence mental health. These findings will be briefly discussed in the light of what is discussed in chapter two as the qualities of nurturing environments needed to facilitate growth and development in organizations.

4.1.6 Interviewing

The team consisted of one male and six female interviewers. Three were white and spoke English and Afrikaans, and four were black and spoke English and either Zulu or Sotho which were the main languages of black wage employees.

Four of the team members had worked with this researcher before in at least one other organizational assessment. The other three members were graduates in either the B.A. or B.Comm degrees. Two had been recruited through knowing two of the other team members from related work situations and one had applied to our institute for work.

The interviews took place over a period of ten working days and it ran smoothly. Unlike some experiences the research team had in the past, there were no logistical problems with a 'supposed' shortage of private office space or, more significantly, interruptions for intermediate consultation with the union to ensure their members' participation in the research (Vink, Crankshaw & Franks, 1991; Franks, Kure, Malele & Ficq, 1989). There were minor problems of waiting for respondents to find the interviewing offices and some reluctance from a few of the foremen to allow workers the full time off. The interviews were all started off, after the researcher had introduced themselves personally, by emphasizing points from a standard introduction, viz.:

> We have been asked by management of (this company) to conduct this research. We are an independent research company and not employed by (this company). This research aims to give the whole company, not only management, an idea of what employees think and feel about their work. Our research has shown that this can be a starting point to negotiate development and change in the company. We will be able to find this out by talking to people and asking specific questions, as I am going to do with you today. Whatever is said in the interview remains confidential as only the research team has access to the original data, and so no-one will ever know what you as an individual have told us. Management will receive a report of the overall findings and has also committed itself to feeding back the research findings to all employees. By doing so, the research team will then also help to talk about ways in which the company can be developed. However, this commitment is not legally binding and we have no recourse should they decide after the report is written, not to do so. As a condition for our doing the research, management undertook to inform the union and gain their approval for this research.

There were aspects of the interviewing which were emotionally challenging to team members but the scope of this thesis does not allow for more detailed documentation on this. Contrary to other projects, the research team members did not go home with a general sense of despondency about what employees were having to deal with at work. Some members felt that this was strongly

influenced by the fact that the black wage employees, were relatively well paid.

It was evident that in some of the sections there was blatant racism and this was difficult as employees felt trapped. However, generally it seemed that black employees felt hopeful of change within the company, as well as politically in South Africa. Their hope seemed to be reinforced by seeing that the company was allowing a project of this nature to take place.

The factory took 45 minutes to get to from our office premises. The whole team travelled by Combi thus group discussions could be held every day. Although we tried to meet at lunch time too, this was not always possible due to the varying times of the interviews. All these meetings were used to provide support to the team, go over any problems raised in the interviews and especially check out any translation difficulties with the questionnaire.

4.1.7 Analyses Of Data And Report Writing

The research team met on four occasions. Twice to discuss our impressions of the research process and what that told us about the company, as well as the impressions that the interviewers had of the internal dynamics in the company. Some of the themes that were presented by the team were: autocratic style of management in most sections, and yet in others, there was a lot of consultation; racial discrimination, however, workers presented as comparatively less despondent than in other situations the team had worked in; top management was elitist, expecting the workforce to unite but keeping themselves exclusive, e.g. through the separate dining room (see Appendix C, section 2.9).

The following two meetings were held after the statistical analyses of the quantitative data was completed. There were no discrepancies in this data to the themes discussed in the meetings. Many of the nuances and the complexities of issues however had to be explained through the qualitative data e.g. specific sections of white employees that were targeted as racist (see Appendix B section 1.1); and the role played by the black social worker in the pensions department (see section 1.3.6 and Appendix C section 2.8.5). The

discussions in these meetings were not documented. The outline and thematic content of the report was finalised with the research team in the t meeting.

4.1.8 Feedback To Board Of Directors

The presentation was conducted by this researcher and a colleague. Each of the directors was given a copy of our report at the meeting so that they could make notes from our discussion. It was again stressed that although the interviewing phase was now complete, and this was were many research projects ended, our findings were 'hypothesis' that needed confirmation from the workforce. The findings could only be used for the consultation and negotiation of strategies to resolve issues of contention through the workshop phase. In addition, the workshop process would provide a platform for the deepening of issues raised through the questionnaire. The implications not continuing with research at this stage were explained once again.

The meeting was not successful. The managing director once again refused to allow discussion and indirectly effectively blocked the completion of the presentation. He gave long defensive comments on anything from the interpretation of the data, to the method in which we had conducted the investigation. He was especially defensive regarding the extent to which employees experienced discrimination and lack of consultation in the management style. He said that it was *"not the company's responsibility to eradicate racial discrimination in the country, or to take on the task of seeing to the socio-economic upliftment of the townships or provide education to everyone dependent on one of his workers"* . At the same time he stated that no racial discrimination was tolerated in the company and he would fire anyone responsible for it.

His strategy was challenged by the researcher and her colleague. It was pointed out that firing employees prior to a negotiated agreement regarding a change of attitude and racist behaviour, would at most succeed in driving the resistance to change underground in the remaining personnel.

Ironically, he totally missed one of the main points made on the findings. That in spite of the problems that needed to be addressed to facilitate optimising the

company's human resources, this company's employees impressed our research team as being motivated, interested and committed to their work. In contrast, in most other companies the team had worked in, the employees had presented as despondent. It was also pointed out that they had approached us from a position of relative strength, as opposed to being in a total crisis situation and it would be to their benefit to maintain this momentum.

A balance of being respectful but challenging had to be maintained in our interaction with the M.D. This however did not seem to make much difference. He implied that we had no idea of what it took to run a company of this nature and were therefore hardly be in a position to make pronouncements about effective management. Even by reiterating that the research process was not to prescribe but to provide a platform for consultation to take place, and that he was not allowing information gathered through this to be presented as a whole, did not change his attitude or behaviour in the session. There was an attempt to engage other directors, some of whom responded positively but only to be interrupted again by the managing director. This meeting revealed the split in style of management that the research team had observed through the interviews. Some valued the decisive and autocratic style of management taken by the managing director, noting how he had 'pulled the company up from a badly run and unprofitable organization'. Others wanted to move to a more participative and consultative style of management in the organization aware that the company needed to start meeting the challenges of the socio-political change. The latter group however did not hold enough power at that moment in time, and one could question their confidence in and commitment to their stated perceptions. Their lack of power however needs to be seen in the context of the holding company. The scope of this thesis does not allow for that and it was not within our power to challenge the holding company with this perception at that moment in time.

In an attempt to salvage some of the research process, this researcher suggested a second meeting along with senior managers so that further integration of the information could take place. As a compromise, for the time being, it was suggested that the process continued to some point so that at least in top management there could be discussion and thus something gained from the investigation. This was accepted, although grudgingly so.

After the meeting, the personnel manager appeared despondent and was most apologetic. He assured the researcher and her colleague that this was the usual manner in which the managing director treated consultants. He had hoped however that it would be different this time after having allowed the research contract to go through. His main hope seemed to be that the managing director would be retiring within the next six months and that this process could be re-initiated. It was agreed not to take on the issue of further workshops with the managing director until after the second feedback had taken place.

4.1.9. Feedback To Senior Managers And Board Of Directors

The managing director did not attend the meeting. The findings from the interviews were presented and there was opportunity for discussion. The results were contextualised within the South African situation and managers and board members took active part in discussion and this was encouraging for the researchers. However, once again the differences we had experienced in the board of directors regarding style of communication and interpretation of the findings, were evident. Some managers seemed willing and eager for the research process to be taken further, whilst others seemed unmoved and were defensive in their approach to the dialogue when challenged by their colleagues.

4.1.10. Final Consultation With Personnel Manager

Although the personnel manager had received positive feedback from the second workshop, he was unable to get permission from the managing director to continue with the process. It was agreed to wait another two weeks to give him time to consult again. The managing director then decided that the company could take the process further on its own. The personnel manager said that he would contact us as soon as they knew when a new managing director would be taking over. A few months later he notified the research team that the managing director's term of office had been extended with no explanation.

4.2 SOME THEMES FROM ANALYSES OF THE INTERVIEWS

The quantitative and qualitative data, for the purposes of this thesis was divided into the following themes, viz. discrimination; communication; individual and community development; what people need to lead happy and healthy lives, and, perceptions of the organization as a whole i.e. the organizational environment (see Appendices B, C, D, E & F).

Themes in the concept of mental health that interconnect with the development of human relations in organizations within the South African context, were reflected in the themes from the findings of the interview process. For the purposes of this thesis a few of these themes will be documented in this chapter and discussed further in chapter five.

4.2.1 Discrimination

A central theme in the analyses of the interviews was that blacks and whites had disparate experiences and perceptions on most issues in the company. Their views were the most polarised when asked directly about discrimination in the company (see Appendix B).

In spite of the polarisation, most black wage employees felt that race relations in the company had improved over the past two years (see Appendix B table 3). As one employee expressed:

> *In die verlede kon mense hier net 'kaffir' vir die swartes se (was nie nodig om sy naam te ken nie) en kon mens hulle dus maklik se wat om te doen. Toe verander dit(die swartes het beginne baklei vir dinge). In die begin was dit moeiliker maar dis nou al baie beter en met die vergarderings praat mense maklikker en dinge word uitgesorteer. Lyk my miskien leer ons mekaar nou beter ken* (see Appendix B p.3).
> [In the past one could just call a black person here kaffir and so you could easily tell them what to do (did not have to know his name). Then things started to change (black people started to speak out and fight for things). It was difficult in the beginning, but now it's much easier and people talk openly about their difficulties in meetings. It seems like we are starting to learn to know each other better].

This employee's use of the term 'kaffir' has been sanctioned by his social context for most of his life. His change of attitude took place through two processes. One was a challenge from his social context, and the other was

facilitation of consultation where employees came from an equally powerful position. The workers had partly become empowered through union consultation ("toe verander dit"). This employee's experience illustrates the effect that collective power can have on the individual and interpersonal level within a work team. This employee's experience illustrates the effect that collective action, such as through the union, can have on the individual and interpersonal level.

The different levels at which conflict existed in the company was complex. One example had to do with the white artisans and foremen who were seen as being 'the reason for racial conflict on the shop floor' both by management and other sectors (chapter four, section 4.1.8).

> *Verhoudings tussen die rassegroepe kan nog baie verbeter, maar die eintlike probleem le by die laer vlakke met die 'artisans' in die fabriek. Deat ouens veroorsaak baie moeilikheid want hulle bly aggressief teenoor die swartes in die algemeen.* [There is much room for improvement of relationships between the racial groups but the real problem lies at the lower levels with the aritisans in the factory. Those guys cause a lot of trouble because they remain, on the whole, aggressive towards the blacks].

It became clear however that this section of employees were stressed and under a lot of pressure from management to 'deliver productivity'. Even in the interviews, these employees were hardly ever left uninterrupted. They also often presented as physically tired. The fact that the factory had lost a lot of employees the previous year through a redundancy programme was totally overlooked as a complicating factor in their not meeting targets. The more pressure management put on the foremen and artisans in supervisory positions, the more they put on their workers and the more resistant workers became (see Appendix B section 1.1.1)

> *Daar's baie struweling en konflik tussen die swartes en laer vlakke van bestuur. Die probleem kom wanneer voormanne op hulle werkers druk uitoefen om meer produktief te wees. Die swart werkers word dan baie militant en die spanning bou op. En nou, omdat die voormanne nie die produktiwiteit kan lewer nie, kom daar toenemende konflik tussen middlebestuur en voormanne.* [There's a lot of conflict and struggle between the blacks and lower ranks of management. The problem comes in when the foreman start pressurising the workers to be more productive. The blacks become militant and tensions build up. Then, because the foremen can't deliver the level of productivity required, tensions starts building up between middle management and the foremen].

By highlighting the complexity of the situation, employees' racist behaviour and attitudes are not being glossed over, but the demand is made for a more equitable spreading of responsibilities invoived in the conflict. This is an example of the complexity of 'causal relationships'. The following statements illustrate additional nuances and complexities of racial tension in the company (see Appendix B section 1.1).

> *In our department the relationships are very bad because we have whites that are not well trained for their jobs and they are very racist. So, whenever anything goes wrong, then we get the trouble.*

This respondent is not only talking about his experience of discrimination and being blamed for inferior work, but also perceives a link between racist attitudes and feelings of inadequacy with those that have these attitudes.

> *Race relations have got worse I think. There's one foreman that is very, very abusive. We've complained about him but they seem scared to let him go ,because nothing happens to him. I've heard some supervisors say it's because he knows the machinery so well but they'll loose their money anyway because he causes so much trouble with the employees. Even my boss, he is very humiliating. The other day he said 'Jy sit nie met jou gat op my stoel nie'.... how can one then go and discuss problems with someone after something like that.*

Discrimination and style of communication were closely linked in employees' responses in that black employees expressed the need to end discrimination and whites of the need to improve communication. An example of this is the table on employees' perceptions of issues needing attention to make the company successful (see Appendix B, table 39).

4.2.2 Communication

The findings from the interviews show that some sections of management in the organisation have the potential to develop active participation in their management style but that there are large sections of employees that do not experience this (see Appendix C, section 2.1) The following quotes illustrate a number of points:

> *It's so bad in our department that we call our manager 'Ayatollah' or 'Saddam'. Our supervisor is okay though and he helps us a lot but still, I*

do a skilled job, 'computer operator' and my job is said to be that of a filing clerk. We sort out all the problems for him, always.

This employee notes that the manager of their section is clearly authoritarian in his style. However, their supervisor seems able to be a buffer between the manager and the employees. On the other hand, the employee is saying that he feels his real work is not recognised and that he's taking on more responsibility in his job than he's given credit for. This is a source of contention for him and it would appear that he is unable to address the issue with anyone.

> *Wel, ons ou het baie verander nadat hy opleiding gekry het by 'n kursus. Hy's nou meer toeganklik.* [Well our guy has changed a lot since he went on a course. He's much more accessible to us now.]

This employee has experienced a change of attitude in his manager. Implicit in his statement is that he experiences a relationship which is now more open and can be used to resolve problems.

> *Well our meetings are only allowed for work problems -- the problem is that a lot of the work problems are problems with your colleagues, but they won't allow such discussion.*

The third statement highlights the lack of consultation around inter-personal difficulties in work teams. It is clear that the manager/supervisor in this section suppresses conflict as opposed to going through a process of consultation and negotiation. These respondents' experiences show the need for consultation around issues (see Appendix C table 11). Implicit in the first and third statements is a sense of being 'powerless' to do anything about the problems they are experiencing.

One of the groups of employees which was identified as in need of consultation, was junior management. They had difficulty understanding management's decisions due to lack of disclosure of information and lack of consultation in their decision making (see Appendix C, section 2.2, tables 9 & 11, and section 2.10). This affected their capacity and commitment to acting on and implementing policies, as well as motivating their subordinates.

4.2.3 Individual, Community And Organizational Development

4.2.3.1 Career Development And Training

Employees' experience of the interest shown by management in their career development differed. Not only was there often a racial divide, but also at times a divide in the hierarchy of job position. Wage earners generally felt there was no interest, as opposed to the black and white staff employees (see Appendix D table 18). This divided perception could lead to an increased experience of separation and division as opposed to unity within the organization. It also contradicts the company's stated policy of equal opportunity.

Even though black employees had perceived discrimination with regards to training in the company (see Appendix B, section 2.11), they were confident that the company would help them to get further training (see Appendix D, table 26). This was a positive view and something that the company could have used to build on through opening up channels for discussion in departments regarding decisions around further training and other issues. This would also facilitate the company's commitment to equal opportunity as stated.

The importance of employee development is conveyed in statements on the need to facilitate happy and healthy lives at work (see Appendix F section 5.1).

> *To be provided with challenges, allow for growth and development and be involved in decision making and problem solving. This makes one feel that what you do has significance and that makes you feel important and gives one a sense of belonging.*

> *.....Then, if something unexpected happens, a worker should be able to make a decision for himself and do it quickly, NOT have to ask permission and then go and do it -- that's why they won't train us, they don't want us to act without their power -- then we have none [need autonomy]. So, the workers strong points must be taken further and his weak points lifted up, not shouted down.*

> *One needs to have education and training and a good salary so that you can live a decent life.*

Related to the above points was the position that the black social worker in the company found herself in. The role she played was far more instrumental than management realized (see section 4.1.3.6, and Appendix C, section 2.8.5). Unfortunately, her work went unrecognised and the employee left the company. In the recommendations made in the research report from the analyses of the interviews, it was suggested that the social workers be consulted regarding preventative mental health care in the company, training and development of employees as well as projects for the Social Responsibility programme. The M.D.'s reaction to this recommendation was that his company was not a welfare office. The scope of this thesis does not allow for a detailed analysis of this issue. However, this position is an example of how tasks within organisations get performed through people that make themselves available as opposed to the position that they are allocated to or their job description (Franks, 1992).

4.2.3.2 Socio-Economic And Community Development

One aspect of the findings that elicited an especially defensive reaction from the managing director, was what employees felt their salaries afforded them (see section 4.1.8). There was a strong contrast between black and white employees perceptions on this issue (see Appendix D table 25). It was interesting to see how differently the M.D. chose to deal with this in comparison to the previous company we had worked in. There the managing director allowed the findings to be presented. He acknowledged that the disparity reflected the socio-political reality in the country which was on the road to change. However, he accepted that the data was important for employees to understand each other's histories better and be able to talk about them (Franks and Vink, 1990). Our feedback process in that company took place in 1990 after the unbanning of the African National Congress and the M.D. supported the research in using the political route as an example for employees to follow.

Perceptions regarding the company's contribution to community development was also strongly divided along racial lines (see Appendix D, table 27). The company wanted to contribute to community development and had some projects (see section 4.1.3.4).

4.2.4 Mental Health: Perceptions On The Needs For Happy And Healthy Lives

Mental health as a concept was discussed in section 2.4. It was suggested in this section that mental health develops as result of an interactive process that takes place between the individual and the social context (Sartorious, 1987). The definitions of mental health from a holistic perspective advocated a balance between the individual and surrounding world so as to facilitate optimum development of the individual. Some key factors contributing to a context conducive to the development of mental health were also documented.

The concept mental health is often related to people's subjective sense of well-being by researchers and academics in the field (Parry, 1994). Appendix F documents employees' perceptions of the necessary circumstances and personal qualities to lead 'happy and healthy' lives. The statements revealed that employees recognised that their personal lives were affected, to varying degrees, by the following: circumstances at work; interpersonal communication; discrimination; socio-political and socio-economic contexts; religion or spiritual life; family life; education and community development. These were all factors acknowledged in the literature as contributing to mental health.

The following are some of the statements from employees made specifically in response to what people need to lead happy and healthy lives at work (see Appendix F).

> *Met ander woorde, hy moet geraadpleeg word en aangemoedig word om te dink oor probleme by die werk. Hy moet ook kan sien dat sy bydrae op 'n mate mee gewerk word. Hy moet gemaak word om belangrik te kan voel en moet ook bewys daarvan sien deur uiteindelike vergoeding, nie net salaris al help dit ook.* [...he must be consulted about, and encouraged to think about problems at work. He must be able to see that his contributions are taken seriously and used. He must feel important and see that his contributions is effective through actual salary incentives and career development.]
>
> *Om gelukkig te wees by die werk moet mens jou pligte uitvoer en jy moet ook terugvoering kry.* [To be happy at work you need to do your duties and you need feedback on how you have performed.]

Daar moet goeie verstandhouding tussen jou en jou werkers wees en bestuur moet ook goed wees, dan kan mens gelukkig wees by die werk. [There must be a good relationship between you and your workers and management must be strong, then you can be happy at work.]

Well I think all the things I said about my department help to make one happy; that is consulting; respect; discussion; feedback and attention to development.

Firstly let me say, nobody can do good work at any situation if he's unhappy. So, he needs respect and good structure, not last minute orders without knowledge. So, people must be organised and if they aren't they mustn't put blame on the blacks. So, one must be able to talk to your supervisor or foreman and he must be someone that listens -- it's all a two way line in communication.

Previous discussion (see section 2.4.3) has highlighted the importance of participation and empowerment in the facilitation of mental health . These are also themes advocated in the development of organizations (see section 2.3.3.1). It is clear from these statements that employees' experiences mirror the need for these factors.

4.3 POST INTERVENTION INTERVIEW WITH THE PERSONNEL MANAGER

This interview took place two years after completion of our contract with the company. The personnel manager was still there and it was decided to do a brief follow up regarding his perceptions now of the research done. Salient points from the interview will be included in this section.

The personnel manager was welcoming and open in the interview. It was apparent that he had come to a conclusion about the survey process. As this 'realization' was still fairly new to him, he wanted to share this process and the events that lead to this understanding. In his view the survey had been a 'failure' and he seemed almost embarrassed about this, taking a lot of the responsibility for this 'failure'. He said that when the researcher had first called to request the interview he had not yet come to these insights.

The personnel manager said that all initiatives that could have been taken up from the survey had been squashed by the managing director who was highly defensive about our findings. The realization that the personnel manager had come to was that if any changes in company culture were going to be effective, they have to be driven by a committed M.D. His realization has come after the appointment of the new M.D. who has a totally different style. He is committed to a process of consultation and participative management as well as encouraging and embracing the culture of 'the new democratic South Africa'. All the recommendations that had been made in the report regarding management style were now being implemented. Many of the directors were finding the shift challenging, no matter how 'people oriented' they had always seen themselves to be.

The personnel manager felt that the aspect that was the most difficult for the past M.D. to change was the process of consultation and sharing of information that we had recommended. He was against any feedback of survey results to the workforce and would not allow the workshop process to take place. The Personnel department was however eventually allowed to give feedback to the junior managers. The survey results relevant to this group fed back to them and there were significant changes. The two most significant were: 1) The sharing of company information that was previously only given to middle management; and, 2) Their terms of employment were also improved. The former had lead to increased empowerment of the group and in his opinion, increased commitment and productivity. However, the major recommendations regarding the wage employees were squashed and not allowed to be discussed or negotiated with relevant structures in the company and union.

Finally, the personnel manager said it also became clear to him that the survey was perceived as a Personnel department project, as opposed to an organizational development project. With hindsight, he feels that perhaps this narrow view of the survey could have been prevented by making it more clear that it was an instrument for organizational development. When suggested that the timing for the survey could perhaps have been delayed until such time as it would have been acknowledged as an organizational development project, and therefore taken more seriously, he agreed. On reflection of an overall evaluation of our work, the personnel manager said

that he had 'turned the whole thing over in my mind so often, trying to see where we could have done things differently, "Especially now, seeing what the new M.D. manages to do, I am convinced that no-one else could have done a better job than your group managed. You went through a very thorough consultation with us and covered an enormously wide area of aspects in the company's functioning. Your interviewers were professional and had excellent rapport with our people from the report back that we had. I really cannot fault your work."

To illustrate his point of view he gave an example of a similar process being done at a later stage, where consultants were asked to evaluate the company's effectiveness with customer care. The managing director did not like what was found and so again dealt with it in the same defensive manner, attempting to discredit the methodology used and refused to implement any of the recommendations.

When questioned about the dynamics within the board of directors and the relationship to the parent company, the personnel manager shared the following opinion: The managing director had strong support from the financial director at the time and this, together with the impinging threat of an opening market, formed a strong enough stronghold to present to the parent company's board of directors. Another factor which prevented the research from gaining precedence then was a take-over of the company. It is now owned by a South African conglomerate. This brought about substantial structural changes as additional companies were now linked far more closely and a new group was formed.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter will present a synopsis of issues in the implementation of the research process and the overall findings of the human relations climate in the company. These issues will be linked to themes discussed in the literature survey in chapter two as well as the research design in chapter three.

Shulman (1986), summarised the tensions between the positivistic and interpretative traditions of inquiry discussed in chapter two:

> "Knowledge does not grow naturally or inexorably. It is produced through the inquiry of scholars-empiricists, theorists, practitioners-and is therefore a function of the kinds of questions asked, problems posed and issues framed by those who do research "(p.3) ...." The perspective taken by the research can be that of an outside observer attempting to discover the lawful relationships among the observable features, or, the emphasis can be on discovering the meanings constructed by the participants as they attempt to make sense of the circumstances they both encounter and create "(p.8 in Weinstein, 1991, p.395).

Although both quantitative and qualitative methods were used in this research process, the paradigm in which it was conducted was interpretative.

5.1 CONSULTATION TOWARDS THE CONSTRUCTION OF AN UNDERSTANDING

Franks (1990), gives the following definition of negotiation: "... an open ended process recognising power relationships, accepting shifting of stances, goals and alliances; and it aims at discovering a consensus. It is perhaps the only 'model' for a multi- rather than bi- polar universe" (p.21). As already stated, South Africa is a microcosm of the world and is thus characterised by differences and variety. For negotiation to take place, cooperation, dialogue and consultation are needed. All these factors facilitate the process of co-creation of needed strategies and solutions to people's difficulties. Thus to facilitate development in South Africa, consultation and co-creation are essential.

The research process is closely aligned to the principles in social construction theory as discussed in chapter two, section 2.2.5, as well as the underlying tenets of qualitative research in the alternative research paradigms, as discussed in sections 2.2.2; 2.2.3 and 2.2.8. Through a process of dialogue and consultation with a representative sample of all levels of the organization (Kerlinger, 1986), an understanding of some of the dynamics within the organization came to light.

The research gathered information through conversation in the interviews. The situation of the black social worker, discussed in section 4.2.4.1, is an example of how the face-to-face interviewing and probing for qualitative data played a role in highlighting an employee's true functioning in the organization.

There was also inter subjective observations of the conversations from the interviews as well as conversations amongst the research team members about their own feelings and experiences from the day's interviews. In this sharing, there was often learning taking place with team members encouraging each other and at times showing each other different ways of approaching situations in the interviewing process. Thus it can be said that knowledge was gained through conversation in relationships (Hoffman, 1990). The research process informed the researchers, providing them with an understanding of the organization, and facilitating a self knowledge and learning experience (see discussion 2.2.2). Thus, through "an active, co-operative enterprise of people in relationship with each other" (Gergen, 1985), an analysis of the human relations climate in the organization was generated.

The research incorporated the principles of empowerment and participation as discussed in chapter two, section 2.3.3 and 2.4.3 through facilitating consultation and dialogue. In so doing it adhered to factors related to development in organizations, and mental health.

This research also illustrates how research, as seen in the alternative paradigm, is simultaneously observation and intervention as discussed in section 2.2.2. Franks (in press, 1994), talks about the specific paradigm in which this research falls, as a negotiational paradigm. Through the

interviews, employees' opinions and views were affected e.g. *"Well they've never gone to this much trouble before ... so I can't imagine that they are anything but serious about wanting change in the company...."* . Thus confirming the realisation that the very act of observation changes what is being observed, as discussed in section 2.2.1.

Taking a neutral and facilitative role to conduct research through consultation as this project did is particularly difficult for researchers in the social and human sciences in the South African context. The marked class and racial divisions have made it difficult to avoid direct alignment with one or other political interest group (McNamara, 1987). The research team was initially seen as 'part of management'. However, due to our insistence that the research process only takes place once the union structures had committed themselves to it, as well as the consultation with representatives of the different employee groupings in formulating the interview schedule, this view was changed and trust was build. The research did not claim to be in a position to guarantee that the process, as designed by us, would be followed through by management. The transparenc, of the process as well as the methodology and goals gained the commitment from the shopstewards and other employees.

The researcher was also aware that the information gathered could be regarded as a strategic resource by the different interest groups (McNamara, 1987). In this case management had that advantage because they had paid for the research. Yet the research documented in this thesis managed to some degree to remain non-aligned. Even though it was a management initiative, the unions were consulted regarding their commitment to take part in the research as well as the drawing up of the interview schedule. The raw data remained the property of the research unit and so confidentiality was ensured.

5.2 RESISTANCE TO CONSULTATION AND NEGOTIATION

5.2.1 Analysis Of Resistance To The Second Phase Of The Research

The personnel manager had recruited the research unit and was open to the research process. He had support from some of the board of directors and this

together with the immanent retirement of the managing director had given him the power to initia the research process. Thus there were elements in the system that were open to a process aimed at facilitating change. Others were not, in varying degrees. There was also increasing pressure from the change taking place in the broader political context in South Africa which was pressurising organizations towards a more 'democratic' process of management and of recruitment. The effect of these pressures led to an increasing awareness of equal opportunity and affirmative action. The personnel manager could therefore justify the need for a process to facilitate change in this direction.

However, firstly the M.D. and personnel manager came from different positions regarding their beliefs about the style of management and extent of racial discrimination experienced in the company. The M.D. was in disagreement with our findings that the majority of blacks experienced racial discrimination in the company. He could also not acknowledge that their perception of what their salaries could afford them (Appendix D table 28), was valid. In one breath he was saying that they "lived like kings for what they were worth" and in the next "we're not responsible for their children's schooling or to change the socio-economic conditions of the townships". The M.D. and personnel manager also had different beliefs about the way in which business needed to be conducted. As already noted, the M.D.'s authoritarian style had been reinforced through the success he had had in 'turning the company around'. The personnel manager was more aware of staying abreast with the changes in the wider socio-political context. These two directors were key players in the research process and were at loggerheads with each other. As noted by Fish (1990), at a given time, one person can act with more power an another (see discussion in section 2.2.3.). At that given time, the M.D. held the power to sanction policy decisions and he decided to override the personnel manager's request that we continue with the second phase of the research.

Fish (1990), also points out, "the therapist at many times has power relative to family members and the use of this power will have effects ... The impact (of the use of power) will not be equal for all ...". Our power at that time was relative to that of the board of directors, and the effect of our power on the

M.D. was not as powerful as that on the personnel manager. The research was allied to the personnel manager due to it being his request. It was not a request from the managing director. He had to be persuaded to acknowledge the value of embarking upon the endeavour to find out what his employees were experiencing in their working environment. As discussed in section 2.2.2 as researchers, therapists or consultants, we do influence a system, but do not have power over it (Chubb, 1990).

It is possible that, because of the different styles of communication and underlying world views, the conflict between the managing director and the personnel manager was more covert than we realized. Their relationship and our alliance to the 'weaker' of the two parties contributed to the research process being thwarted. Also, the process was an antithesis to the M.D.'s personal style of communication and action, his way of seeing and doing in the world. In addition as discussed in chapter four, his power was reinforced through his own history in the company. The M.D. had gained his power through making the company financially successful, he had 'turned it around' financially and done so through his authoritarian style of management. He had formed a strong alliance with other directors on the board, notably the financial director. In the post-intervention interview the personnel manager admitted to the existence of the alliance. In addition, the market context was becoming uncertain and the M.D. could use this uncertainty to support his decision to maintain his strict control in things (see section 4.2).

The personnel manager said that he thought that one of the reasons that the research was not taken seriously was that it was seen as a personnel department project as opposed to an organizational development project (see section 4.2). It is also possible to interpret this in another way. Perhaps the managing director allowed the contract initially precisely because he thought it was a personnel project and could thus be easily controlled. However, once the research findings started challenging the organization's emphasis on productivity at the expense of consultation with its employees, it was no longer a project which would reduce conflict down to personal and interpersonal problems (see section 2.3.3).

The research analysed issues which manifested as individual and interpersonal problems within the broader context. The analysis incorporated the influence of management's priorities e.g. productivity at whatever cost, power structures in the organization and the organization's role and place within the South African context of Apartheid. For example, the analysis of the discrimination in the company was not reduced to 'some people that refuse to change' (discussed in section 4.2.1). In the feedback of the initial findings, it was also pointed out that the socio-economic contexts in which people live affect their lives at work. This needs to be acknowledged by organizations when dealing with racial conflict and interpersonal conflict. Thus the research started to challenge management's world view by looking at the issues of priority and power systems in the organization. The M.D. and his allies formed the central power system within the organization at the time and the research was perceived as challenging this power by requesting these changes of perception and resulting action. As Drory (1986), points out organizational behaviour is often guided by covert power struggles, and resistance is likely to be more prevalent and effective at high levels in the organization.

It is suggested that organizations characterised by authoritarianism, discrimination and therefore, abuse of power, continue with their style of management as long as the context leaves the system unchallenged. The challenge can be expressed through different channels, e.g., through socio-political change, as in South Africa, with the change of legislation regarding black participation in the political process, and, through the legalisation of collective bargaining. Often however, by the time influencing factors in the context challenge the organizational structure and practice, the problem has been overlooked for so long that the changes that then have to take place are disruptive, confrontual and expensive (see section 2.3.3).

In the post-intervention interview with the personnel manager (section 4.3), he stated that the extension of the M.D.'s term of office had "been bad for business". Implicit in this statement was the fact that the autocratic style of management that existed at the time of our research had continued to the detriment of the company. If the M.D.'s style had been "good for business",

then the newly appointed M.D. would have continued with it. He was appointed due to his more 'democratic' style of management.

5.2.2 Consultation As Result Of The Research Process

The second phase of the research process was allowed to be implemented on a management level, including the junior managers (see section 4.2). Thus, at the time, the research succeeded in facilitating dialogue, consultation and negotiation within the upper level of the organization. In addition, the consultative manner in which it was conducted provided the opportunity for the value and need of this style of working to be reinforced to those senior and junior managers who supported this style of management. An example of the learning associated to the research that took place was the personnel manager's experience, part of which only took place after I had requested a follow up meeting with him to discuss the research project (see section 4.3). By that time the new M.D. had been appointed. His style of management was in keeping with the principles that we had advocated throughout the research process. The personnel manager was then able to see that the process in which we had worked and the recommendations we had made, were possible and very effective on a high level of management. The other realisation that he had, was that the level of power that the previous M.D. had in the system at that time had been underestimated by himself. Implicit in his sharing with the researcher of this learning process was that he had realised how important it is to be able to analyse power structures in a system accurately and that without the backing of the M.D., organizational development processes were bound to fail.

The irony of the managing director's resistance to following through with the research process is that employees across the board in our sample were confident that this time management would act on the findings of the survey (see Appendix E, table 30).

> *Well they've never gone to this much trouble before and it must have cost a fortune so I can't imagine that they are anything but serious about wanting change in the company. [Interviewer: 'What kind of cha...e?'] Well maybe the old man is beginning to wake up and see that things are too old style -- more of a kind of participation and consulting style of management is needed.*

The M.D.'s refusal to allow further feedback and consultation is an example of what Foster (1986), talks about in saying that organizations suppress conflict (see section 2.3.3.1). By continuing the research process through consultation and negotiation of issues identified through the interviews, employees'experience of commitment from management to improve human relations within the company could have been increased.

5.3 ADDITIONAL ASPECTS OF THE RESEARCH PROCESS

5.3.1 Power To Negotiate

Even though the union was consulted, and they had the power to abstain from taking part in the research, the power made available to them in the research process to insist on the feedback of the results did not seem to be evident to these structures at the time. The opportunity was there for them to negotiate that at the beginning of the process, or alternatively, they could have negotiated it again at the end of the process. A possible contributing factor to their non-participation in this regard is that they have had a history of negotiating primarily for wages and immediate working conditions in an adversarial relationship with management. Negotiating longer term and more pro-active issues is perhaps still part of the growth process, or the issues raised might not have seemed as pertinent to their identified needs at the time. It would have been useful to continue consultation with them around this issue to establish the factors influencing their lack of more active participation.

Much has changed in the socio-political context in the past two years since conducting this project and so the issues at hand are slightly different. At that stage companies were still very ambivalent about our process. Today this consultative process would not be as much of a pro-active step to take as an essential step for the survival of a company. Negotiation is much more of a socially and politically 'known' route in South Africa than before the first one-person-one-vote elections.

In the post-intervention interview the personnel manager revealed that the company's style of management had taken a totally new route and that even directors who had seen themselves before as 'people oriented' were at times

finding it difficult to keep up with the new ethic. The research process would have suited the new style of management (see section 4.3) and could have facilitated the path that management, under the newly appointed M.D. had embarked upon. The research process was designed to initiate a shift towards an organizational culture of communication and negotiation, thereby facilitating a cyclical process of diagnosing and analysing issues, and planning, implementing and evaluating the resulting co-created strategies and interventions, aimed at meeting the identified needs. As discussed in section 3.2.1, this process facilitates the empowerment of employees in organizations (Kelfer, 1984).

5.3.2 Interviews

The design of the interview schedule facilitated a process of self reflection for employees. The effects of this could not be explored as the research process was blocked, but the facilitation of this process of self reflection would have impacted on respondents' 'self-learning' process. The collaborative process of designing the semi-structured interviews also play a fundamental role in initiating a collaborative research process in that the respondents are credited for the production of knowledge, on whose behalf the research presumes to speak (Ehlana & Pillay, 1993).

The statements made by employees demonstrate that respondents, or members of communities and organizations, contain the necessary information in their heads (see discussion in section 2.3.1) as the statements invariably reflect theoretical factors relating to mental health and development as documented in chapter two. The statements also lend evidence to the assumption that knowledge is inherent and all that needs to be done to facilitate development is the removal of obstacles, or establishing certain conditions (see discussion in section 2.2.2.).

5.4 SOME THEMES FROM THE INTERVIEWS

This section will discuss the implications of the findings from the interviews that relate to the interconnection between mental health and the development of human relations in organizations within the South African context.

Ultimately, it can be said that the human relations climate will have an impact on organizational development. Amongst the factors influencing organizational development is: Rational decision making processes; Greater flexibility and responsiveness to relevant environmental changes, and; The ability to handle emotional issues and interpersonal conflicts (Drory, 1986). Communication styles and structures, individual development and discrimination will influence all three these factors.

5.4.1 Discrimination

Social construction theory discussed in section 2.2.5 holds that "mind is constructed in a social context ...". In considering the racist socio-political history of the country, it is clear that the 'mind set' in the organization reflected the wider South African social context that has been 'coloured' by racial domination for so long. Black employees experienced discrimination on most issues in their work (see Appendix B). White employees more often referred to 'bad communication' as a central factor to problems. There is a difference between style of communication and discrimination/racism. Discrimination in the form of racism is a form of social and political oppression (Christie, 1990; Franks, 1975, 1986; Kovel, 1989; Manganyi, 1991; Swartz, 1991). Franks (1986; 1992; 1994) points out that it is not only 'black advancement' under the guise of affirmative action that needs the attention, it is rather white resistance to black advancement that needs to be identified as an integral part of development of all people in South Africa. The acknowledgement of this resistance needs to be facilitated through a constant process of dialogue, consultation, participation and negotiation. To concentrate only on 'affirmative action' without simultaneously working through the factors related to it, is to work with a part of development and thus not understand the complexities involved (Franks & Cassidy, 1994). This thesis has not fully discussed the effects of oppression in the form of racism. However, some of the statements in the Appendices will reflect the personal experiences of racism.

In the South African context, intergroup communication and/or racial conflict represents many things. Intergroup communication (Cortis, 1974), is clouded by cultural, economic and semantic differences bringing the poor to

the rich and the rural to the urban, in amongst other things (in Malherbe, 1986). These are sectors previously isolated and alienated from each other due to their lack of interpersonal contact. Interpersonal contact takes place through dialogue which generates a co-creation of reality and meaning (Anderson & Goolishian, 1988), facilitating a shared emotional connection (McMillan and Chavis, 1986). This shared emotional connection takes place around conflict as much as 'agreement'. Through co-creation of a new sense of affiliation, due to the emotional connectedness, alienation is shifted (Isemonger, 1990), and thus transformation can take place as well as empowerment.

Theorists in psychology have argued for the need to recognise the conscious and valuable role that groups play in social action (see discussion in sections 2.3.3.2 and 2.4.3). Collective social action can be understood in terms of the above principles of co-creation, connectedness and shifting of alienation. One of the employees demonstrated the positive outcome possible when a greater balance of power is generated through affiliation to a 'social action group', such as a union. This employee shared his experience in his work team where the workers had become empowered through the union (see first quote in section 4.2.1). Union members had found power in a collective process (as discussed in section 2.4.3) and could confront racist behaviour on an interpersonal, as well as a structural level. Of equal importance in this example was the implication in his statement that conflict in this team was acknowledged and negotiated as opposed to being ignored, or even barred from the meetings (see section 4.2.2): "mense praat nou makliker met mekaar en dinge word uitgesorteer" [people talk more freely now and issues get sorted out] as opposed to "the problem is that a lot of the work problems are problems with our colleagues, but they won't allow such discussion" (see section 4.2.2).

The former statement reflects how, through a shift in power, and through dialogue and airing of conflicts, the co-creation of a new sense of belonging can be facilitated. The process reflected a reduction of alienation between team members, which supports Isemonger's contention that a shift in power facilitates a shift in alienation (1990). The understanding that change and development in organizations cannot merely be reduced to only an individual

and interpersonal matter (discussed in section 5.2), is supported in these two employees' experiences.

A theme central to the concept of mental health as discussed in chapter two, is that mental health is a process, as cpposed to a static state, that needs to be placed and understood within the wider social context. It is defined as: "...conditions in a society (organization) where people in their individual capacity and in interaction with one another... are able to live lives of quality." "....where the options for actualising their potential are present" (see section 2.4.1). Respondents requested the following when asked what was needed to live a happy and healthy life at work, ".....that people learn to treat each other with respect", ".... that there should be co-operation amongst employees" and "...healthy human relations " all relate to 'conditions where people in their individual capacity and in interaction with one another live a life of quality'. The request "...that there should be equal opportunity " relates to 'options for actualising their potential' (see Appendix F). The perceptions of the employees in the organization were thus closely linked to the factors discussed on a theoretical level as contributing to the complex process of development of mental health (see discussion in section 2.4).

5.4.2 Communication

Factors relating to racism, communication, training and development overlap constantly in South African organizations. In this company the communication seemed to be strongly influenced by the M.D.'s authoritarian style of management (see section 4.2.2). An authoritarian style of communication is rigid and diminishes the realms within which cooperation, essential to communication, will take place (Argyle, 1991). Malherbe (1986), points out that supervisory training is a key element to organizational development. The challenge for organizations within the South African context is to realise that not only is skills training essential to keep abreast with the fast pace in technological developments, but that interpersonal skills training at the intergroup level is vital. Implicit in this view is that consultation and negotiation are core processes for development in work teams and thus ultimately the organization as a whole.

In the post-intervention interview it was established that the communication structures with junior management were changed to a more consultative process as a result of the research intervention (see section 4.3). This group was involved in workshopping the results from the analyses of the interviewing phase as compiled in our report to the company. This could provide opportunity for the company to experience more of a momentum towards consultation and negotiation as these managers moved up the ranks, carrying their experience with them. The process had facilitated their participation, through consultation and negotiation, in the running of the company. In doing so, the research gave them the opportunity to gain understanding through action (see discussion in section 2.2.2). The alternative scenario is that they would leave, finding themselves unable to continue working in an autocratic and oppressive system.

In facilitating participation this group of employees were given the opportunity to be empowered through the research process. They were no longer only junior managers. They now became, in addition, part of a broader management team and, implicit in the personnel manager's report on the success of the process, is that through dialogue, a 'new grouping' came about which empowered the junior managers. This group of employees experienced frustration and alienation within the company (see section 4.2.2). The research process provided a structure in which they could negotiate a different identity of themselves and in doing so, the process was aligned to Isemonger's (1990), view that the "provision of structures created the members self perception as a functioning community (newly defined community or group) that was in itself therapeutic" ... and... "the relocation of power across new and different groups is that process which would curb alienation" {brackets added to quote}, (p.39). Implicit in the analysis of the interviews is that black employees generally experienced alienation within the company. They also often expressed a sense of powerlessness to change some situations (see Appendix B), in spite of the empowerment that had taken place over the past eight years in their affiliation to the union. If the process conducted with the junior managers had such a positive effect, how much more could the consultation and negotiation not done for the latter group? It is thus evident that this research process which advocates dialogue,

participation and empowerment, facilitates the construction of an environment with factors which contribute to learning and mental health (see discussion in sections 2.2.2 and 2.4).

5.4.3 Individual And Community Development

Development in organizations needs to be co-ordinated through a process of consultation with representative bodies in the company. Community development, or social responsibility programmes, are an integral part of the functioning of organizations in South Africa. The reasons for this are closely related to the need to benefit from community involvement as part of the pressure to change on the political front. It was clear from the findings that black and white employees had very different perceptions on the company's contribution to the communities. It was the researchers stated view that community development needed to be co-ordinated as part of development within the company. Community development programmes has to be something that employees are affiliated to. If they are not, then these programmes are viewed as 'management driven' and are thus not likely to be supported by employees. Any attempt at contributing to communities without consulting with employees was in past research seen to be an attempt by management to gain credibility without being sincere in their endeavour to contribute. It was suggested to the company that community development projects presented the opportunity for a process of consultation and negotiation in which employees could participate.

Another aspect of organizational development is employees' career development (Drory, 1986). Training and education facilitate the development of skills relating to work, but training alone does not suffice for career development as a whole (Malherbe, 1986). As a worker in a research project done in 1989 said to this researcher:

> *Ek verstaan nie die management nie. Management kyk net na my fingers agter die till. Hulle kyk nie na my 'mind' nie. Hulle besef nie dis my mind wat agter my fingers is. As hulle net vir my respek sal wys, dan sal ek hulle alles wys wat ek ken.....en ek sien baie dinge hier raak wat hulle nie kan sien nie. Ek is al 15 jaar hier, en ek het nog baie lewe oor, en ek's 'basically committed to the company', want ek kan sien as ek dinge goed doen sal die comanpy okay wees en dan is ek ook okay - ek glo dit goed, so ek doen my werk goed. Maar totdat hull my respek wys sal ek hulle nie wys wat nog hulle alles hier baie moeilik kan regkry*

nie. [I don't understand management. They only look at my fingers behind this till. They don't realise it's my mind behind my fingers. If only they would show me some respect then I'll show them all I know....and I see lots of things here that they can't see. I have worked here for 15 years, and I still have lots ' live, and I'm basically committed to the company because I s. .at if I do things well the company is okay and then so am I. I believe this, so I do my work well. But until they show me respect, I won't show them all the things that they could achieve here very easily.]

When employees ask for respect, they are talking about an attitude of appreciation for what they are as people and for acknowledgement of their strengths and weaknesses. Respect is a fundamental principle in managing people and it is not something learned on training courses, it can only be gained through the process of dialogue. Through respect people are invited to participate in communication and other processes that affect them. Through participation people are empowered. The importance of participation and empowerment was discussed respectively in sections 2.3.3.1; 2.4.3.1 and 2.4.3.2. Both factors contribute to facilitating the co-creation of nurturing and learning organizational environments.

5.4.4 Mental Health: Perceptions Of The Needs For Happy And Healthy Lives

Implicit in the view that mental health develops from an interactive process between people and their context is the acknowledgement that people's experience of well-being is influenced by their subjective perceptions (see discussion in section 2.4). The research process has acknowledged this factor by requesting employees' views on what they see as essential in their work, communities, and within themselves, to leading healthy and happy lives.

As stated in section 4.2.4, employees' statements on factors that lead to happy and healthy lives (see Appendix F) covered a broad area. Employees viewed their ability to lead happy and healthy lives as being affected, to varying degrees, by the following factors: circumstances at work; interpersonal communication and respect; discrimination and equal opportunity; socio-political and socio-economic contexts; community development; personal development; engaging in a spiritual life; family life; health and education.

Thus, employees' experiences and perceptions support the need to adopt a broader holistic view of mental health and to see it as a process influenced by, and resulting from, dialogue in relationships among people. The perceptions also support the view that people's social and political contexts influence their subjective experience of well-being, as discussed in section 2.4. The factors noted by employees were all factors acknowledged in the literature as contributing to environments that are conducive to the development of mental health.

There is an interactive process between factors relating to mental health and conditions at work (Walrond-Skinner, 1979). This relationship is negatively influenced in South Africa due to the low socio-economic conditions in which the majority of the black workforce live in (Barling, 1986; McKay, 1989), as working circumstances are affected by factors such as hours spent commuting (Adler, 1991). Few studies to date in South Africa however have explored the breadth of workers' views on what factors they see as influencing their experience of well-being. This project hopes to add to this area.

5.5 GUIDELINES TO DEVELOPING NURTURING ENVIRONMENTS

One of the aims in writing this thesis was to explore the coucept of mental health and its interconnection with the development of the human relations climate in organizations, contributing to an understanding of nurturing and learning environments. Another aim of the thesis was to adhere to research needs for development in South Africa. Thus, these nurturing and learning environments have to be put into context. The Apartheid legacy is part of that context. Part of the legacy is the lack of development of specifically the black population in the country. In addition, the history of banning political movements prevented dialogue, discussion and "the experimentation necessary for the discovery of solutions" (Franks & Vink, 1990). Organizations need to take cognisance of especially the latter. Banning is paramount to excluding parties from consultation and negotiation thus preventing the facilitation of an environment that allows the co-creation of solutions. This in turn prevents the possibility of building nurturing and learning environments.

The term nurturing environment has been used interchangeably with nurturing and learning environments throughout the thesis. Implicit in the discussion so far was that such an environment is conducive to facilitating development of people. In chapter two concepts of mental health and factors relating to the development thereof were discussed. Development within organizations was also discussed in chapter two. The main themes from the literature in chapter two are that people exist within a context and the relationship between them and the context influences their lives (O'Connor & Lubin, 1984). This relationship is complex and unique to each person.

Taking cognisance of the above, guidelines for developing nurturing and learning environments in South African organizations are constructed from the literature in chapter two, and employees' perceptions of factors facilitating 'happy and healthy' lives. The researcher acknowledges that her own personal biases and experiences will influence the construction of these guidelines. It is important to stress that although this research was conducted in organizations in the private sector, the guidelines are applicable to organizations in any setting, as well as to interested or representative bodies existing within the organization (Franks & Vink, 1990).

Guidelines

1) Analyse situations within a holistic frame of reference.
2) In identifying factors related to situations, remember that causes are complex.
3) Analyse the power structures in the specific and immediate situations and relate them to power structures in the broader context(s).
4) Facilitate the airing of conflict of interests, so that conflict can be managed as opposed to being suppressed.
5) Be open to 'self-learning' through action.
6) Work as a team and facilitate a creative process by integrating diverse elements to co-create strategies for handling issues and conflict.
7) Recognise when autonomous decisions have to be taken.
8) Show respect to parties involved.

9) Acknowledge and welcome difference. Structure time and space for people to communicate and discuss their personal differences and different perspectives and views.

8) Challenge but respect all perceptions.

9) Invite participation and feedback and act on them.

10) Share knowledge and skills and endeavour to develop your own competence.

To conclude, Gharajedaghi's (1985), view of the development of a social system noted in chapter two, is useful. i.e. that it is a learning and creative process by which it increases its ability and desire to serve its members and environment. To elaborate, unless creative forces are captured to negotiate a future vision, change will be concentrated on destroying the undesired present, but not result in a step towards a better future (Gharajedaghi, 1985). This principle has been echoed by a leader in business who is president of the Institute of Personnel Management, co-chairman of the National Economic Initiative, director of a number of companies and a member of the Black Management Forum in South Africa, Mr. Magwaza. He shared his views on management and the future of management practice in South Africa in a magazine article, "I have been a racist for a long time ... and racism corroded me ... sometimes my anger was justified. But I think that there could have been more creative approaches to the problems I encountered" (Khumalo, 1994).

5.6 LIMITATIONS OF STUDY AND IMPLICATIONS FOR FUTURE RESEARCH

The validity of research and knowledge is promoted by scrutiny and criticism and implied in this is an acknowledgement of limitations. A limitation of the implementation of the research design documented in this thesis is that the research was initiated and paid for by one sector within the organization, i.e. management. The process needs to be presented to union and other employee groups in conjunction with management and thus have both actively involved in the process from the beginning. As it stands at the moment it is open to management's manipulation as was the case in this project.

Regarding the implementation of the research process in this company, the question that needs to be asked is, was the researcher not too invested in assisting the personnel manager in his quest to facilitate change in the company? Had the researcher been less invested, the research might have been put on hold. Alternatively, had the research been charged differently, i.e., by charging for the whole process, and not dividing the cost between the two phases, the M.D. might also have responded differently. He could either have felt obliged to allow the project to continue, or he would not have allowed it to begin. For future projects, the cost of the research will be calculated as a whole. The cost of the research will thus be higher at the start thus acting as a deterrent to companies from embarking on something they might feel ambivalent about carrying through.

The alternative to this would be to initiate the project through the unions. This could be seen as changing one power structure for another but the difference is that it would change the route taken by unions in the eyes of management and the workforce as a whole. This change could facilitate a more consultative process between management and unions as well as communication amongst all employees. If the process does get blocked by one party, the other parties should be invited to follow-up discussions to facilitate an understanding of dynamics that can take place at this stage.

Another aspect of this project that was not documented and analysed were the research team meetings and debriefing sessions. There was a learning process that took place for the team members in their participation of the research process and this impacted on the analyses and process of the research as a whole. The research process could thus be supplemented by conducting interviews with research team members and using the feedback to guide future research projects.

Finally, the questions relating to people's needs to live happy and healthy lives could be used as a study on their own, and elaborated on in more detail by linking responses to respondents' answers to related questions in the interview schedule.

5.7 CONCLUSION

The research documented in this thesis is an example of a process that facilitates a nurturing and learning environment. The process incorporated the principles of participation and empowerment (see discussion in sections 2.3.3 and 2.4.3), which are central to mental health and the development of human relations in organizations. The research also initiates and facilitates the exploration of a bridge between mental health, organizational development and research.

The research process evolved through consultation with all parties within the organization. It also took into account the various contextual factors that impacted on the organization's internal dynamics. This process is therefore aligned to the principles of social construction theory within an alternative paradigm (see discussion in section 2.2).

Through participation and consultation, new groupings can be facilitated which can lead to a greater balance of power, thus attenuating alienation (Isemonger, 1990), and contributing to the co-creation of nurturing and learning environments. In doing so, it provides guidelines for conducting research in organizations within the South African context. This collaborative process thus facilitates the implementation of research applicable to the needs of this specific context (see discussion in section 2.3). The implementation of this process will hopefully contribute to the development of appropriate research methodology in the human sciences and facilitate the development of mental health.

REFERENCES

Ackroyd, S. & Hughes, J.A. (1981). Data Collection in context. London: Longman.

Adler, T. (1991). Sleep for Sale: A study of shift work in South Africa. Johannesburg: Witwatersrand University Press.

Anderson, H. & Goolishian, H.A. (1988). Human systems as linguistic systems: Preliminary and evolving ideas about the implications of clinical theory. Family Process, 27, 371-393.

Appelyard, B. (1992). Understanding the present: Science and the soul of modern man. London: Pan Books Ltd.

Argyle, M. (1991). Cooperation: The basis of sociability. London: Routledge.

Atkinson, b.J., Heath, A.W. & Chenail, R. (1991). Qualitative research and the legitimization of knowledge. Journal of Marital and Family Therapy, 17(2), 175-180.

Bhana, A. & Pillay, Y. (1993). Interpreting the stress of work. Psychology in Society, 17, 51-59.

Barling, J. (1986). Some psychosocial consequences of paid employment. In J. Barling, C. Fullagar, & S. Bluen (Eds.), Behaviour in organizations: South African perspectives (pp. 147-180). Johannesburg: McGraw-Hill book company.

Bateson, G. (1978). The birth of a matrix or double bind and epistemology. In M. Berger (Ed.), Beyond the double bind (pp. 39-64). New York: Brunner/Mazel.

Bekker, S. (1991). Development research in South Africa during the 1990s: The challenges engendered by transition. Development Southern Africa, 8 (3), 393-399.

Bowlby, J. (1969). Attachment and loss: Volume 1: Attatchment. London: Penguin books.

Brown, A.L. & Ferrara, R.A. (1985) Diagnosing zones of proximal development. In Wertsch, J. V. (Ed.), Culture, communication, and cognition: Vygotskian perspectives (pp.273-306). London: Cambridge University Press.

Campbell, D., Draper, R. & Huffington, C. (1991). A systemic approach to consultation. London: H. Karnac Ltd.

Capra, F. (1982). The turning point. Science society and the rising culture. London: Fontana Paperbacks.

Chesler, M.A. (1991). Participatory action research with self-help groups: An alternative paradigm for inquiry and action. American Journal of Community Psychology, 14, 24-32.

Christie, P. (1990). Open schools: Racially mixed Catholic schools in South Africa, 1976-1986. Johannesburg: Ravan Press.

Chubb, H. (1990). Looking at systems as process. Family Process, 29, 169-175.

Cunningham, I. (1988). In P. Reason (Ed.), Human inquiry in action. Developments in new paradigm research. London: Sage Publications.

D'Aunno, T., Klein, D.C. & Susskind, E.C. (1988). Seven approaches for the study of community phenomena. In E.C. Susskind & D.C. Klein (Eds.), Community Research: Methods, paradigms and applications (pp.421-497). New York: Praeger.

Dawes, A.R.L. (1985). The notion of relevant psychology with particular reference to Africanist pragmatic initiatives. Psychology in Society, 5, 28-48.

Dawes, A.R.L. & Donald, D. (Eds.), (1994). Childhood and adversity. Psychological perspectives from South African research. Cape Town: David Philip.

Dallos, R. (1991). Family belief systems, therapy and change. Philadelphia: Open University Press.

Dell, P. (1982). Beyond homeostasis: Toward a concept of coherence. Family Process, 21, 21-41.

De Witt, J.T. (1985). Dooltreffende motivering, groepsdinamika en konflikoplossing as aksiomatiese besturingsopgaaf van die ideale onderwysleier. South African Journal of Education, 5(1), 21-29.

Drory, A. (1986). Organizational development. In J. Barling, C. Fullagar & S Bluen (Eds.), Behaviour in organizations: South African perspectives (pp. 129-147). Johannesburg: McGraw-Hill book company.

Du Pisani, A. (1984). Conflict: Some conceptual clarifications. South African Journal of Political Science, 11(2), 3-11.

Donald, D.R. (1991). Training needs in educational psychology for South African social and educational conditions. South African Journal of Psychology, 21(1), 38-45.

Duckitt, J. (1991). The development and validation of a subtle racism scale in South Africa. South African Journal of Psychology, 21(4), 233-240.

Ellis, M. & Ellis, W. (1989). Cultures in transition. What the West can learn from developing countries. The Futurist, 23 (2), 22-27.

Engelbrecht, U.P. (1994). Challenges for educational psychology: State of the art lecture. Unpublished paper presented to the Psychology and Societal Transformation Conference, University of the Western Cape, Bellville, January 24.

Feuerstein, R. (1979). The dynamic assessment of retarded performers. Baltimore: University Park Press.

Fish, V. (1990). Introducing causality and power into family therapy theory: A correction to the systemic paradigm. Journal of marital and family therapy, 16 (1), 21-37.

Forman, E.A. & Cazden, C.B. (1985). Exploring Vygotskian perspectives in education: the cognitive value of peer interaction. In Wertsch, J.V. Culture, communication, and cognition: Vygotskian perspectives (pp. 323-347). London: Cambridge University Press.

Foster, D. (1986). Power, organizations and South Africa. In J. Barling, C. Fullagar, & S. Bluen (Eds.), Behaviour in Organizations: South African Perspectives (pp. 35-61). Johannesburg: McGraw-Hill book company.

Foster, D. (1991). Race and racism in South African psychology. South African Journal of Psychology, 21(4), 203-211.

Foster, D. (1986). The South African crisis of 1985. Psychology in Society, 5, 49-66.

Fowler, H.W. & Folwer, F.G., (1979). The Concise Oxford Dictionary, (6th Edition). Oxford: The Claredon Press.

Fraiberg, S.H. (1979). The magic years. New York: Charles Scribner's Sons.

Franks, P.E. (1975). A social history of American social psychology up to the second world war. Unpublished doctoral thesis, State University of New York at Stoney Brook, New York.

Franks, P.E. (1986). White Resistance to black advancement: Empirical findings. Unpublished paper presented to the Psychology Association of South Africa Conference, Rand Afrikaans University, Johannesburg, October.

Franks, P.E. (1989). From manipulation to negotiation. Unpublished paper presented to the Psychology Association of South Africa Conference, Durban, September.

Franks, P.E. (1990). The role of the human sciences in a post-apartheid South Africa. Unpublished paper presented to the Seminar: The role of philosophy in a post-apartheid South Africa, RAU Island, October.

Franks, P.E. (1992). Organizational communication through effective environmental management. In L.J.Nieuwmeijer and E.J. Hall (Eds.), Organizational communication: A top priority. Pretoria: Human Sciences Research Council.

Franks, P.E. & Cassidy, A.C. (1994). Human relations climate investigations: Facilitating transformation and consultation processes. Unpublished paper presented to the Psychology and Societal Transformation Conference, University of the Western Cape, Bellville, January.

Franks, P.E., Malele, M., Kure, K. & Ficq, C. (1990). An investigation of the human relations climate in a retail chain. C/Pers 418. Human Sciences Research Council, Pretoria.

Franks, P.E. & Vink, A.C. (1990) An investigation of the human relations climate in a nationwide manufacturing wholesale and retail organisation. Contract report, C/Pers 419, Human Sciences Research Council, Pretoria.

Franks, P.E. & Vink, A.C. (1990). Between ideals and reality. Pretoria: Human Sciences Research Council.

Freeman, M. (1989). Mental health care in crisis in South Africa. Paper no. 16, The Centre for the Study of Health Policy, Department of Community Health, University of Witwatersrand, Johannesburg.

Freeman, M. (1991). Mental Health for all -- moving beyond rhetoric. South African Journal of Psychology, 21 (3), 141-148.

Freeman, M. (1994). Mental health in the health sector. Presentation to the Psychology society of South Africa, Wits branch, Johannesburg, October.

Fromm, E. (1963). The sane society. London: Routledge & Kegan Paul Ltd.

Fullagar, C. (1986). Organizational behaviour in South Africa: An historical overview. In J. Barling, C. Fullagar, & S. Bluen (Eds.), Behaviour in organizations: South African perspectives(pp. 3-31). Johannesburg: McGraw-Hill book company.

Gergen, K.J. (1985). The social constructionist movement in modern psychology. American Psychologist, 40, 266-275.

Gharajedaghi, J. (1985). Towards a systems theory of organization. California: Intersystems Publications.

Gilbert, A. (1987). Baobabs or methodology and psychology in the third world. In K.F. Mauer and A. Retief (Eds.), Psychology in context: Cross cultural research trends in South Africa (pp. 205-225). Pretoria: Human Sciences Research Council.

Groenewald, C.J. (1987). The methodology of poverty research in South Africa: The case of the first Carnegie investigation 1929-1932. Social Dynamics, 13 (2), 60-74.

Gumede, M.V. (1990). Traditional healers: A medical doctor's perspective. Johannesburg: Skotaville.

Heller, K. (1989). Return to the community. American Journal of Community Psychology, 17 (1), 1-15.

Henriques, J. (1984). Social Psychology and the politics of racism. In J. Henriques, W. Holloway, C. Urwin, C. Venn & V. Walkerdine (Eds.),. Changing the subject: Psychology, social regulation and subjectivity (pp. 60-91). London: Methuen & Co. Ltd.

Henwood, K. & Pigeon, N.F. (1992). Qualitative research and psychological theorizing. British Journal of Psychology, 83, 97-111.

Herrera, A.O. (1988). Impact of new technologies on society: Effects on social sciences research. The question of policies. Indian Council of Social Science Research Newsletter, 19 (2), 1-23.

Hersey, P. & Blanchard, K.H. (1982). Management of organizational behaviour: Utilisation of human resources. New Jersey: Prentice-Hall, Inc.

Highwater, J. (1981). The primal mind. New York: Harper and Row.

Hoffman, L. (1990). Constructing realities: An art of lenses. Family Process, 29, 1-12.

Hoffman, L. (1981). Foundations of Family Therapy. New York: Basic Books.

Holahan, C.J. & Spearly, J.L. (1980). Coping and ecology: An integrative model for community psychology. American Journal of Community Psychology, 8 (6), 671-685.

Holloway, W. & Henriques, J. (1984). From the individual to the social - a bridge too far. In J. Henriques, W. Holloway, C. Urwin, C. Venn & V. Walkerdine (Eds.), Changing the subject: Psychology, social regulation and subjectivity (pp. 11-25). London: Methuen & Co. Ltd.

Isemonger, I. (1990). A post-modernist critique of community psychology. Psychology in Society, 13, 37-42.

Jahoda, G. (1983). Has social psychology a distinctive contribution to make? In F. Blacker (Ed.), Social psychology and developing countries (pp.21-32). Chichester: John Wiley.

Kapleau, P. (1989). The wheel of life and death. New York:: Doubleday.

Keeney, B. P. (1984). An ecological epistemology for therapy. In W.A. O'Connor & B. Lubin (Eds.), Ecological approaches to community psychology (pp.24-40) New York: John Wiley & Sons.

Keifer, C. (1984). Citizen empowerment: A developmental perspective. In J. Rappaport, C. Swift, & R. Hess, (Eds.), Studies in empowerment. New York: The Hayworth Press.

Kerlinger, F.N. (1986). Foundations of behavioural research. New York: CBS Publishing Japan Ltd.

Kovel, J. (1989). Psychotherapy and socio-political development. Workshop for the Organisation for Appropriate Social Services for South Africa, Johannesburg, September.

Kozulin, A. (1986). Thought and language: Lev Vygotsky. London: MIT Press.

Krim, R. (1988). Managing to learn: Action inquiry in city hall. In P. Reason (Ed.), Human inquiry in action. Developments in new paradigm research (pp.144-162). London: Sage Publications.

Kriegler, S.M. (1988). Opleiding van opvoedkundige sielkundiges vir die bevordering van geestesgesondheid in Suid-Afrika. South African Journal of Psychology, 18 (3), 84-91.

Khumalo, F. (1994). The corporate giant roars. Tribute, February, 52-54.

Lang, G. & Heiss, G. (1991). A practical guide to research methods. New York: University Press of America.

Leary, M.R. & Miller, R.S. (1986). Social psychology and dysfunctional behaviour: Origins, diagnosis and behaviour. New York: Springer-Verlag New York Inc.

Malherbe, J. (1986). Improving supervisory performance: An integrated approach. In J. Barling, C. Fullagar, & S. Bluen (Eds.), Behaviour in organizations: South African perspectives (pp. 323-363). Johannesburg: McGraw-Hill book company.

Manganyi, N.C. (1991). Treachery and Innocence: Psychology and racial differences in South Africa. Johannesburg: Raven Press.

Mann, P.A. (1978). Community psychology: Concepts and applications. New York: The Free Press.

Maxcy, P. (1990). Combining a comprehensive thinking programme, Feuerstein's Instrumental Enrichment, with computer thinking programs. International Journal of Cognitive Education and Mediated Learning, 1(1), 47-61.

McKay, M. (1989). A society in crisis today. In J. Mason and J. Rubenstien (Eds.), Family therpay in South Africa today (pp.25-31). Congella: South African Institute of Family and Marital Therapy.

McMillan, D.W. & Chavis, D.M. (1986). Sense of community: A definition and theory. Journal of Community Psychology, 14, 6-23.

Mc Namara, J.K. (1987). Taking sides in conflict. Applied social research in the South African gold-mining industry. In G.C. Wenger (Ed.), The research relationship: Practise and politics in social policy research (pp.77-92). Boston: Allen and Unwin.

Miller, D. (1990). Organizational configurations. Cohesion, change and prediction. Human Relations, 43(8), 771-789.

Miller, A. (1990). For your own good. New York: The Noonday Press.

Mishra, R.S. (1987). The textbook of yoga psychology. New York: The Julian Press Inc.

Mitchell, J. (Ed.), (1986). The selected Melanie Klein. London: Penguin Books.

Naparstek, A. J. Biegel D.E., & Spiro, H.R. (1982). Neighborhood Networks for Humane Mental Health Care. New York: Plenum Press.

Ngcobo, B.W. (1986). Conflict management: A problem in school administration. Pretoria: Educamus, May issue.

Nunns, C.G., Bluen, S.D. & King, S. (1989). Behavioural assessment of interpersonal conflict in industry: Development of the Interpersonal Conflict Scale. South African Journal of Psychology, 19 (1), 39-46.

O'Connor, W.A. & Lubin, B. (1984). Introduction. In W.A. O'Connor & B. Lubin. (Eds), Ecological approaches to community psychology. New York: John Wiley & Sons.

Palazzoli, S.M. Boscolo, L. Cecchin, G. & Prata, G (1980). Hypothesizing - circularity - neutrality: Three guidelines for the conductor of the session. Family Process 19 (1), 3-12.

Papp, P. (1983). The process of change. New York: The Guilford Press.

Parry, C. (1994). The setting of mental health research priorities in the new South Africa. Unpublished paper presented to the Psychology and Societal Transformation Conference, University of the Western Cape, Bellville, January 24.

Perkel, A. (1988). Towards a model for South African clinical psychology. Psychology in Society, 10, 53-76.

Plant, R. (1987). Managing change and making it stick. London: Fontana.

Preece, R. (1994). Starting research. New York: Pinter Publishers

Prigogine, I. & Stengers, I. (1984). Order out of chao Man's new dialogue with nature. Great Britian: Bantam Books Inc.

Psychological Association of South Africa, (1990). Mental health in South Africa, The Council Committee: Mental Health, South Africa, July.

Ramphele, M. (1990). Participatory research - the myths and realities. Social Dynamics, 16, (2), 1-15.

Reason, P. (Ed.), (1988). Human inquiry in action. Developments in new paradigm research. London: Sage Publications.

Reason, P. & Rowan, J. (Eds.), (1981). Human inquiry : A sourcebook of new paradigm research. New York: John Wiley and Sons.

Reicher, S. (1994). Categorization and collective action: Laying the basis for a social psychology of social change. Unpublished paper presented to the Psychology and Societal Transformation Conference, University of the Western Cape, Bellville, January.

Rowan, J. (1981). A dialectical paradigm for research. In P. Reason & J. Rowan (Eds.), Human inquiry : A sourcebook of new paradigm research. (pp. 93-112). New York:John Wiley and Sons.

Sartorious, N. (1983). Mental Health in the early 1980's: Some perspectives. Geneva: World Health Organization.

Savage, M. (1983). Constraints on research in sociology and psychology in South Africa. Psychology in Society, (2), September, 21-58.

Scarr, S. (1985). Constructing psychology. Making facts and fables of our times. American Psychologist, May, 499-512.

Seedat, M., Cloete, N. & Shochet, I. (1988). Community psychology: Panic or panacea. Psychology in Society, (11), 39-54.

Schlemmer, L. & Boulanger, M. (1978). Race and employment patterns among large employers in Durban: A brief case study of employment policy in relation to social change. In E. Webster & L. Schlemmer (Eds.), Change reform and economic growth in South Africa (pp.173-196). Johannesburg: Ravan Press.

Solomons, K. (1988). A contribution to a theory of the dynamic mechanisms of post-traumatic stress disorder in South African detainees. Psychology in Society, 11, 18-31.

Sinha, D. (1983). Applied social psychology and problems of national development. In F. Blacker, (Ed.), Social psychology and developing countries. (pp.1-20). Chichester: John Wiley.

Smuts, J.C. (1926). Holism and evolution. London: Macmillan.

Straker, G. (1992). Faces in the revolution. The psychological effects of violence in the township youth in South Africa. Cape Town: David Philip.

Susskind, E.C. (1985). A multiparadigm approach to community research: Paradigm choice, experiential validity and commitment. In E.C. Susskind & D.C. Klein (Eds.), Community research: Methods, paradigms and applications. (pp.1-38). New York: Praeger.

Swartz, L. (1991). The reproduction of racism in South African mental health care. South African Journal of Psychology, 21 (4), 240-247.

Tandon, R. (1981). Dialogue as inquiry and intervention. In In P. Reason & J. Rowan (Eds.), Human inquiry : A sourcebook of new paradigm research. (pp. 93-112). New York: John Wiley and Sons.

Tsoi Hoshmand, L.L.S. (1989). Alternative research paradigms: A review and teaching propsal. The Counselling Psychologist, 17, 3-79.

Van der Steege, M. (1992). Training course in divorce and family mediation: Manual. Johannesburg: South African Association of Mediation.

Vincent, T.A. & Tickett, E.J. (1983). Preventive interventions in the human context: Ecological approaches to environmental assessment and change. In R.D. Selner, L.A. Jason, J.N. Moritsugu & S.S. Farber (Eds.), Preventitive psychology: Theory, research and practice. New York: Pergamon.

Vink, N. (1986). An institutional approach to livestock development in Southern Africa. Unpublished doctoral thesis, University of Stellenbosch, Stellenbosch.

Vink, A.C., Crankshaw, O., Franks, P.E. & Morkel, M.P. (1991). An investigation of the human relations climate and employee housing needs and opportunities at a mill. Contract report, C/Pers 416, Environmental management, Human Sciences Research Council, Pretoria.

Walrond-Skinner, S. (Ed.),(1979). Family and marital psychotherapy. London: Routledge & Kegan Paul.

Watzlawick, P., Beavin, J. H. & Jackson, D.D. (1967). Pragmatics of human communication. New York: Norton.

Watzlawick, P. Weakland, J. H. & Fisch, R. (1974). Change: Principles of problem formation and problem resolution. New York: Norton.

Weinstein, R.S. (1991). Caught between paradigms: Obstacle or opportunity: A comment on the commentaries. American Journal of Psychology, 19, 395-403.

Whyte, W.F., Greenwood, D.J. & Lazes, P. (1991). Participatory action research. Through practice to science in social research. In W.F. Whyte (Ed.), Participatory action research (pp.19-55). London: Sage Publications.

APPENDIX A

Code all missing information as 9
Note all verbatim responses on the foolscap paper provided.

INTERVIEWER'S NAME: .....
DATE: .....

19

1. Driver: _____

2. Department and/or Section _____

Works

1 SPI (HVI)
2 HVI Assembly
3 SP3 (Hot & Cold End)

Distribution

4 (SP0) 5 (SP1) 6 (SP3)

Warehousing (Stock room)

7 (SP0) 9 (SP5) 10 (SP7) 11 (SP9)

Works Services

12 (Transport) 13 (Crateshop) 14 (Production Planning)
15 Loss Control
16 Engineering
17 Works Management
18 Security
19 Surgery
20 Housekeeping

Technical

21 Lab
22 Raw Materials
23 Process Technology
24 Quality Control

Management Services

25 Stores/Procurement
26 Industrial Engineering
27 Data Processing

Personnel

28 Training
29 Catering
30 Personnel/Industrial Relations

31 Financial

32 Marketing

33 Funds

3. Age: (in years) _____

4. Sex: 1 (Female) 2 (Male)

5. Race: 1 (black) 2 (white) 3 (coloured) 4 (Asian)

6. Marital Status: 1 (single) 2 (married) 3 (divorced) 4 (widowed)

7. Job Title: Verbatim

8. Job grade / Position

1 Wage Staff (A-F)
Salaried Staff
2 Senior Management
3 Middle Management
4 Junior Management
5 Senior Staff
6 Staff

9. Schooling and Training (Highest qualification) :

0 No formal schooling
1 Grade 1
2 Grade 2
3 Standard 1
4 Standard 2
5 Standard 3
6 Standard 4
7 Standard 5
8 Standard 6
10 Standard 7
11 Standard 8
12 Standard 9
13 Standard 10
14 Post Matric Diploma
15 Post Matric Degree
16 Post Graduate Degree

10. Length of Service here (in years)

11. First Language:

1 (S.Sotho) 2 (Zulu) 3 (Xhosa) 4 (Tsonga)
5 (Venda) 6 (N.Sotho) 7 (Shangaan) 8 (Swazi)
10 (Ndebele) 11 (Afrikaans) 12 (English) 13 (Other European)
14 (Other - Verbatim)

12. Can you read and/or write in your own language: 0 (No) 1 (Yes)

13. If No to 12:
Would you like to learn to read or write? 0 (No) 1 (Yes)

14. Can you read and/or write in English or Afrikaans? 0 (No) 1 (Yes)

15. Can one learn to read and write English or Afrikaans through the Continuing Education Programs here on site?
0 (No) 1 (Yes)

16. If No to 15:
Please explain why.

17. Do you think the programs they have here is a good one? Verbatim
0 (No) 1 (Yes) 2 (Unsure) 5 (Don't know it)

18. Do you think new people that come to work here are helped enough in getting to know their job?
0 (No) 1 (Yes) 5 (Don't know)

19. If No to 18:
What do you think could be done to improve this situation? Verbatim

1 Induction Course
2 Conducted tour around the factory
3 Taught how to u PC system
4 Explained how their job fits into the whole
5 Others Verbatim

20. Have you ever received any form of training at PPC?
0 (No) 1 (Yes) 2 (Unsure)

21. Do you feel PPC trained you well for the job you have to do?
0 (No) 1 (Yes)

22. Would you like to receive (more) training?
0 (No) 1 (Yes) 3 (Others Verbatim)

23. If Yes to 22:
What kind (in term of job)?
(Verbatim to, Job description with lower grades especially)

1 Technical
2 Supervisory
3 Management
4 Commercial/Sales/Marketing
5 Computer
6 Others Verbatim

24. Do you think the company will help you to get that training?
0 (No) 1 (Yes) 5 (Don't know)

25. Do you belong to a medical aid?
0 (No) 1 (Yes) 2 (Unsure)

26. If No to 25:
Why don't you belong to one? Verbatim

27. Have you ever had to take a loan to pay for health care?
0 (No) 1 (Yes)

28. How do we pay for your family's health care? Verbatim

29. Who do you generally consult when you get sick? _____

1 Doctor on site
2 Private Medical Doctor
3 Homeopath
4 Indigenous healer
5 Other: Verbatim

30. Where does your family go for health care?
(For people in the townships, please probe what resources are available) _____

1 Hospital or Clinic
2 Private Medical Doctor
3 Homeopath
4 Indigenous healer
5 Other: Verbatim

31. Do you think Indigenous Doctors can help people? _____
0 (No) 1 (Yes) 2 (Unsure) 5 (Don't know)
Please say why you say so. Verbatim

32. If No or Unsure to 31: _____
1 They are dangerous
2 Not all know what they are doing
3 They just fool people
4 Other: Verbatim

33. If Yes to 31: _____
1 People must go to people they believe in
2 They can solve a lot of problems that doctors cannot
3 Other: Verbatim

34. Do you think your sick leave benefits are adequate? _____
0 (No) 1 (Yes) 5 (Don't Know)

35. Which of the following best describes your salary/wage?
(Respondent to choose one as correct answer) _____

1 Does not meet my basic needs
2 I just manage to support myself/my family
3 Enables me to support myself/my family adequately
4 Enables me to buy some luxuries.

36. Can you afford to pay for your children's schooling? _____
0 (No) 1 (Yes) 7 (Not applicable)

37. Do you feel there is enough contact for you with senior management?
(i.e. The directors & top management) 0 (No) 1 (Yes) _____

38. Do you think your own manager is interested in your career development / advancement? _____
0 (No) 1 (Yes) 2 (Unsure)

39. Have you been given advice about your career advancement/development by anyone here? _____
0 (No) 1 (Yes)

40. If No to 39:
Have you ever felt a need for such advice? _____
0 (No) 1 (Yes)

41. How satisfied are you with the progress you have been able to make in your work here? _____
1 (Very satisfied) 2 (Satisfied) 3 (Dissatisfied) 4 (Very dissatisfied)

42. Do you think the company is fair with the discipline it carries out? _____
0 (No) 1 (Yes) 2 (Unsure) 5 (Don't Know)

43. Can you make grievances known to management? _____
0 (No) 1 (Yes) 5 (Don't Know)

44. If No to 43:
What do you do when you have a grievance about something? _____
(Verbatim)

45. If Yes to 43:
Do you think grievances help to sort out problems? _____
0 (No) 1 (Yes) 2 (Sometimes) 5 (D.K.)

46. If No/Sometimes to 45:
Why do you think they don't? Verbatim _____
1 It gets ignored.
2 It takes too long; is inefficient;
It gets blocked; it's one-sided
3 Racial discrimination.
4 A grievance procedure shouldn't be required.
5 Other: Verbatim.

47. Does your supervisor or manager show appreciation when you've done your work well? _____
0 (No) 1 (Yes) 2 (Sometimes)

48. Are you given feedback on your job performance? _____
0 (No) 1 (Yes)

49. If No to 48:
Do you think you should have performance appraisals? Verbatim _____
0 (No) 1 (Yes) 5 (Don't know)

Do you feel your supervisor understands any problems you might have: (Verbatim response if DK)

50. At work? 0 (No) 1 (Yes) 2 (Sometimes) _____

51. At home? 0 (No) 1 (Yes) 2 (Sometimes) _____

52. If you were to make suggestions (specifically job content if more related to working conditions), do you think that your supervisor or manager would ever listen to you? _____
0 (No) 1 (Yes) 5 (Don't know)

53. If Yes to 52:
Are you ever allowed to implement (carry out) your suggestions? _____
0 (No) 1 (Yes)
(Verbatim)

54. How would you describe the general relationship on site between supervisors/foremen and their subordinates? _____
1 (Good) 2 (Fair) 3 (Bad) 4 (Differs between departments)

55. How would you describe this relationship in your department? _____
1 (Good) 2 (Fair) 3 (Bad)

56. Do you think there is constructive communication between management and the union? _____
0 (No) 1 (Yes) 2 (Sometimes) 5 (Don't know)

57. Do you think there is constructive communication between management and its employees? _____
0 (No) 1 (Yes) 2 (Sometimes) 3 (Don't know)

58. Do you want to be notified of company policy? _____
0 (No) 1 (Yes)

59. Are you ever notified of company policy? _____
0 (No) 1 (Yes) 2 (Sometimes)

60. How do you generally notify about changes in the company? _____

1 Rumour/Grapevine
2 Reading company magazine
3 In meetings
4 Notices on the notice boards
5 Others Verbatim

61. Does your manager / supervisor ever hold meetings with your team? _____
0 (No) 1 (Yes) 2 (Sometimes)

62. If No to 61:
Would she or he hold meetings with your team? _____
0 (No) 1 (Yes)

63. If Yes to 61:
Are these meetings useful to you? _____
0 (No) 1 (Yes) 2 (Unsure)
Verbatim

FOR SUPERVISORS AND MANAGERS ONLY

64. Do you ever get the opportunity to hold meetings with your subordinates? _____
0 (No) 1 (Yes)

65. If No to 64:
Would you like to hold meetings with them? _____
0 (No) 1 (Yes)

66. If Yes to 64:
In what way do you think it would be helpful? Verbatim _____

67. What prevents you from holding meetings with them? _____
1 Shift work (They have to come out of their working hours)
2 Others Verbatim

68. Do you think your subordinates deliver consistent and active contribution towards the successful continuity of business in the company? Verbatim _____
0 (No) 1 (Yes) 2 (Only sometimes) 3 (Most of the time)

69. If No/Sometimes to 68:
Why do you think this is so? Verbatim _____

FOR ALL RESPONDENTS

70. What race would you prefer your supervisor/manager to be? _____
1 (Don't mind) 2 (Black) 3 (White) 4 (Other)

71. What sex would you prefer your supervisor/manager to be? _____
1 (Don't mind) 2 (Male) 3 (Female)

72. Do you think there is any favoritism in the company? _____
0 (No) 1 (Yes) 5 (Don't know)

73. If Yes to 72:
Do you think that it is a major characteristic in the company's human relations and employee development practices? _____
0 (No) 1 (Yes)

74. Have you personally been racially discriminated against here in the past year? _____
0 (No) 1 (Yes) 2 (Other: Verbatim)

75. Do you think there is any sexual discrimination in the company? _____
0 (No) 1 (Yes) 5 (Don't know)

76. How would you describe the relationship between blacks and whites here in the company? _____
1 (Good) 2 (Fair) 3 (Bad) 5 (Don't know)

77. How would you describe the relationship between blacks and whites in your department/area? _____
1 (Good) 2 (Fair) 3 (Bad) 5 (Don't know) 7 (N/A)
Verbatim

78. Does this company have a clear policy of treating persons of different races the same? _____
0 (No) 1 (Yes) 2 (Unsure)

79. Do all races have exactly the same chance of advancement in this company? _____
0 (No) 1 (Yes) 2 (Unsure)
Verbatim

80. Do you think your manager/supervisor promotes equal opportunity in the work place? _____
0 (No) 1 (Yes) 2 (Unsure)

IS THERE RACIAL DISCRIMINATION IN THIS COMPANY IN RESPECT TO:

81. Pay _____ 0 = No 1 = Yes 2 = Unsure

82. Hiring _____ 0 = No 1 = Yes 2 = Unsure

83. Working conditions _____ 0 = No 1 = Yes 2 = Unsure

84. Fringe benefits _____ 0 = No 1 = Yes 2 = Unsure

85. Training _____ 0 = No 1 = Yes 2 = Unsure

86. Facilities here on site _____ 0 = No 1 = Yes 2 = Unsure

87. Have race relations in this company improved in the last 2 years? _____
0 (No) 1 (Yes) 2 (Unsure) 3 (Got worse) 4 (Service too short to say)

Does the company show any concern for your private difficulties regarding work:

88. Bad Effect
"a" 1 (Yes) 2 (Sometimes) 5 (Don't know) _____

89. Transport
0 (No) 1 (Yes) 2 (Sometimes) 5 (Don't know) _____

90. Unrest related situations:
0 (No) 1 (Yes) 2 (Sometimes) 5 (Don't know) _____

91. Does PFS contribute to the development of their employees' communities?
0 (No Yes) 2 (Sometimes) 5 (Don't know) _____

92. In what way do you think PFS could contribute to the development of employees' communities? Verbatim _____

1 Housing
2 Health & Welfare Clinics
3 Children's education
4 Adult education
5 Other: Verbatim

93. Do you believe PFS to be a good employer for you? _____
0 (No) 1 (Yes) 5 (Don't Know)

94. If Yes to 93:
What makes you say so? (Verbatim, code without prompting) _____

1 It provides me with work
2 Prospects for career development and skills training.
3 Job security.
4 Good management.
5 They care for their employees.
6 Other - Verbatim.

95. If Ca to 93:
What makes you say so? (Verbatim, code without prompting) _____

1 Do not develop their employees.
2 Pay is bad.
3 Discrimination and/or Favouritism.
4 They do not really care for their employees.
5 No security.
6 Ot - Verbatim.

HOW OFTEN DO YOU FEEL:

96. That this company cares about its employees? _____
1 = Often; 2 = Sometimes; 3 = Rarely; 4 = Never

97. That you are part of a team in this company? _____
1 = Often; 2 = Sometimes; 3 = Rarely; 4 = Never

98. That you have been consulted in management's decision making? _____
1 = Often; 2 = Sometimes; 3 = Rarely; 4 = Never

99. That the company appreciates the work you do for it? _____
1 = Often; 2 = Sometimes; 3 = Rarely; 4 = Never

IF YOU HAD A PROBLEM AT WORK WOULD YOU FEEL FREE TO TALK TO:

100. Your manager/supervisor? 0 (No) 1 (Yes) 2 (Sometimes)

101. Someone in personnel? 0 (No) 1 (Yes) 2 (Sometimes)

102. Union shopsteward? 0 (No) 1 (Yes) 2 (Sometimes)

103. Fellow workers? 0 (No) 1 (Yes) 2 (Sometimes)

104. The company social workers? 0 (No) 1 (Yes) 2 (Sometimes) 5 (Do not know them)

105. Do you think it would be helpful to people to be to a company social worker or psychologist for help and advice on how to deal with any problems they might have at work or at home?
0 (No) 1 (Yes) 2 (Sometimes) 5 (Don't know)

106. Do you think there is generally a need for such a person here at work?
0 (No) 1 (Yes) 5 (Don't know)
Verbatim

107. If you or your family were having problems at home, (Any type of problem) would you feel free to discuss it with someone at work?
0 (No) 1 (Yes) 2 (Sometimes)

108. If Yes to 107:
Would you like to have someone at work whom you could go to for confidence?
0 (No) 1 (Yes) 2 (Sometimes) 5 (Don't know)

109. Do you think management is concerned with your safety at work?
0 (No) 1 (Yes) 2 (Sometimes)

110. Do you think your own manager/supervisor is concerned with your safety at work?
0 (No) 1 (Yes) 2 (Sometimes)

FOR SHIFT WORKERS

111. What do you like most about shift work?
1 Nothing
2 It often gives me more time in the day
3 Other

112. What do you like least about shift work?
1 Nothing
2 It's tiring
3 It impinges on my family life
4 Other

113. What do you think could be done to make shift work more pleasant for you?
Verbatim

FOR ALL RESPONDENTS

114. Do you think the company is careful not to harm the environment in which it operates? _____
0 (No) 1 (Yes) 2 (Unsure) 5 (Don't know)

115. What, in your opinion, needs the most urgent attention in the company? _____

1 Communication in work place.
2 Specific work procedures relating to technical matters.
3 Development and training of employees.
4 Literacy training.
5 Safety in the work place.
6 Remuneration & ' enefits.
7 Discrimination and/or favouritism.
8 Housing facilities.
10 Recreational facilities.
11 Schooling for employee's children.
12 Awareness of environmental issues.
13 Medical aid and sick leave benefits.
14 Business development
15 Other - Verbatim

116. What else do you think needs attention? (Use coding as for question above) _____

117. What, in your opinion, are the two most important things needed to make a company like this one successful? (Verbatim on lined paper and code categories) _____

1 Good customer relations
2 Technical excellence
3 Be fair to, and understand it's employees
4 High productivity
5 Other

118. Do you think customer care is important for this company? _____
0 (No) 1 (Yes) 2 (Uncertain)

119. Do you think your company produces a good quality product? _____
0 (No) 1 (Yes) 2 (Uncertain)

120. Do you know what the company's goals are (what it says in its mission statement?) _____
0 (No) 1 (Yes) 2 (Uncertain)

121. Do you think the company does what it says it aims to do (ie: does it stick to its mission statement
0 (No) 1 (Yes) 5 (Don't know)

122. If No to 121:
Why do you say so? Verbatim _____

123. Do you think you deliver consistent and active contribution
towards the successful continuity of business in the company? Verbatim _____
0 (No) 1 (Yes) 2 (Most of the time) 3 (Only sometimes)

124. If No / Sometimes to 123:
Why do you think this is so? Verbatim _____

125. Do you think this is a strong company with a good future? _____
0 (No) 1 (Yes) 5 (Don't know)

126. Do you think top management will act on this survey? Verbatim _____
0 (No) 1 (Yes) 5 (Don't know)

NOTE: Anything else to add to what we have covered? Ver

PROMPT:

I need you to think very carefully about the questions that follow. They may seem obvious but I need you to think of every tiny piece of information that you think would relate to what I'm asking.

What do you think is needed to enable you to lead a happy and healthy life:

127. At Work? Verbatim: _____

128. Is this possible here at work? 0 (No) 1 (Yes) _____
Please explain Verbatim

What do you think is needed to enable you to lead a happy and healthy life:

129. In Your Community? Verbatim _____

130. Is this possible in your community? _____
0 (No) 1 (Yes)

131. What does one need to do in overall to be a happy and healthy person? _____
Verbatim

ASK THE FOLLOWING OF THE RACE GROUP 'OPPOSITE' TO THE RESPONDENT (For ongoing research)

132. Do you think blacks/whites have: 1) the same
2) more
3) less

opportunity than whites/blacks to lead happy and healthy lives here at work? Verbatim _____

133. Do you think blacks/whites have: 1) the same
2) more
3) less

opportunity than whites/blacks to lead happy and healthy lives in their communities? Verbatim _____

INTERVIEWER PERCEPTIONS ONLY AB – do after each interview

134. Condition of interview _____
1 (Acceptable) 2- (Unacceptable)

135. Was the interviewee: _____
1 (Frank) 2 (Guarded) 3 (Fearful)

136. Overall do you think the interviewee was: _____
1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

APPENDIX B

The following 5 appendices will document findings from the interviews done with employees on their perceptions and experience of the company. The data is divided into five sections:

1 Discrimination
2 Interpersonal relationships and Communication
3 Individual and community development
4 Organizational environment
5 Perceptions on mental health

Racial discrimination is part of South African society and has been specifically highlighted with the political structure of Apartheid. Because of this history, the data was analysed in terms of race as well as job position. Other factors such as gender and level of education were not included in the presentation of these findings.

DISCRIMINATION

Employees were asked direct questions relating to their perceptions of racial discrimination and those questions are presented in this section.

1.1 Perceptions of race relations on site:

People were asked to describe the relationshir between blacks and whites in the company.

Table 1
Relationships between blacks and whites on site

	Good	Fair	Bad	Don't know
Black wage	10	21	62	7
staff	-	50	33	17
White staff	40	40	7	13
senior staff	43	57	-	-
junior management	57	29	14	-
middle management	27	64	9	-

The response from black wage earners showed that the majority experienced this relationship in a negative way. Their response also stands in stark contrast to the description given by white employees. Black staff seemed to be less affected by racial tensions than the wage earners. It is important to remember the wage earners worked in the factory and black staff members were in the office setting.

A second question was then asked relating specifically to people's experience in their own departments.

Table 2
Relationship between blacks and whites in your department

	Good	Fair	Bad	Don't know
Black wage	23	18	56	-
staff	50	17	33	-
White staff	60	27	-	13
senior staff	86	14	-	-
junior management	64	21	7	7
middle management	82	9	9	-

With this question a slightly altered picture emerged, with a higher percentage of both black and white employees being able to describe the relationships as 'good'. The discrepancy between black staff and wage employees and white middle management perceptions indicated that middle management was not in touch with what black employees experience in their work environment, especially regarding racial tensions on the shop floor.

The following quotes illustrated the different dynamics that existed in people's experience of the racial tension.

> *In our department the relationships are very bad because we have whites that are not well trained for their jobs and they are very racist. So, whenever anything goes wrong, then we get the trouble.*

This respondent was not only talking about his experience of discrimination and being blamed for inferior work, but also perceived a link between racist attitudes and feelings of inadequacy with those that have these attitudes. He was also drawing attention to the lack of necessary training.

> *Race relations have got worse, I think. There's one foreman that is very, very abusive. We've complained about him but they seem scared to let him go ,because nothing happens to him. I've heard some supervisors say it's because he knows the machinery so well but they'll loose their money anyway because he causes so much trouble with the employees. Even my boss, he is very humiliating. The other day he said 'Jy sit nie met jou gat op my stoel nie'.... how can one then go and discuss problems with someone after something like that.*

The previous respondant's perceptions regarding an associatio.. between employees that the company had /or had not trained and racist attitudes was supported in the above statement. However, the employee spoken of in this statemen. was skilled and very well trained on a technical level. He was seen to ' ' an 'inves.ment' to the company. Here the company, through their lack of action in facilitating a resolution, had sanctioned the racist behaviour. The question that arises is, does the company fire less well trained employees for racist behaviour but leave people that they have invested in to suit their financial planning? In a company that is as specialized as this one was, it would be very expensive to fire someone well trained who has worked in the company for over fifteen years as this particular foreman apparently had.

> *In die verlede kon mense hier net 'kaffir' vir die swartes se en kon mens hulle dus maklik se wat om te doen. Toe verander dit (Die swartes het beginne ba'let vir dinge) In die begin was dit moeiliker, maar dis nou al baie beter en met die vergaderings praat mense makliker en dinge word uitgesorteer. Lyk my miskien leer ons mekaar nou beter ken.*

This employee's supervisor and manager had given their subordinates the opportunity to do so on a personal level in the team work they did.

Verhoudings is baie gestremd. Daar's van die swartes wat aanhoudend vir 'n mens uittart - hulle neem alles oor. Mens kan nie meer na 5 (17h00) in die middae gaan stort nie. Dis nie al die swartes nie. In ons afdeling kon ons regtig goed oor die weg en gesels oor wat in hulle lewens aangaan maar party van die werkers hier wil net moeilikheid maak om te wys dat hulle mag het.

In addition to the discrepency of perceptions between black wage earners and white employees, was the tendency amongst some employees to place the blame for problems of race relations on the foremen and artisans in the factory. The following two statements explain:

" Verhoudings tussen die rasse groepe kan nog baie verbeter, maar die eintlikke probleem le by die laer vlakke met die 'artisans' in die fabriek. Daai ouens veroorsaak baie moeilikheid want hulle bly aggressief teenoor die swartes in die algemeen."

" Well I'd say relations (between black and white) are much better than most other companies1 have to deal with and know about, but our real problem still lies with the artisans and some of the foremen. They are a very conservative Afrikaans community and their attitudes need to change."

It was our impression that a number of the foremen and artisans felt stressed, unsupported and threatened. They were initially guarded and anxious about the interviews. They thought the research was a repeat of the redundancy exercise (as had some of the black wage workers). They were stressed, at times not being able to attend to the interviews uninterrupted and in some instances, had to leave the interview to attend to problems and continue at a later stage.

Not only was management critical of this group of employees regarding the racial issue, but they were also 'concerned about the level of productivity'. There was thus an enormous amount of pressure on this particular group as they were indirectly held responsible for loss of productivity. At one of the meetings we had with board members, the Managing Director said "*.....these guys cannot get the blacks to co-operate with them and our productivity is suffering ...*". A large number of employees had been made redundant in the previous year yet the possibility that the company might have overstepped the mark and in this way unbalanced the capacity for productivity seemed not to be a consideration.

One respondant's statement explained some of this dynamic:

> *Daar's baie struweling en konflik tussen die swartes en laer vlakke van bestuur. Die probleem kom wanneer voormanne op hulle werkers druk uitoefen om meer produktief te wees. Die swart werkers word dan baie militant en die spanning bou op. En nou, omdat die voormanne nie die produktiwiteit kan lewer nie, kom daar toenemende konflik tussen middle bestuur en voormanne.*

1.2 Favouritism

Racial discrimination is part of a more universal process of favouritism. The perceptions of favoritism (i.e., feeling excluded by the 'English- old-school-tie') were high in this company with most groups perceiving favouritism. A concern was the perception that favouritism was a major characteristic of the company. The percentages for white employees perceiving favouritism as a characteristic ranged from 33 - 44%. Black employees had a far stronger perception with over 80% perceiving favouritism as a major characteristic. It can be hypothesised that black respondants see little difference between the discrimination and favouritism, experiencing themselves as subject to both forms of prejudice/oppression.

However, one black respondent indicated that he did experience a difference as well as experiencing himself as subject to both forms of prejudice:

> *You don't get advancement in this place, only if you know one of the whites in the office to give you attention, then maybe you get lucky. There's lots of favouritism in this place.*

1.3 Perceived change in race relations

Due to the change that had taken place on a socio-political level in South Africa since the unbanning of the African National Congress and the South African Communist Party in 1990, a question was asked as to whether employees were experiencing any change in their working environment regarding race relations.

Table 3
Have race relations improved in last two years?

	No	Yes	Unsure	Worse	Service too short
Black wage	28	41	11	18	1
staff	33	33	-	17	17
White staff	27	33	7	7	27
senior staff	-	75	13	-	12
junior management	-	53	27	7	13
middle management	17	75	8	-	-

Considering the negative perceptions of race relations in the company, the percentage of black wage earners that feel there has been an improvement over the last two years was encouraging. However, once again there is a contrast in perception between middle management and wage earners. Generally, the lower levels in the organisation seemed to be more aware of the underlying dynamics between blacks and whites than middle management.

1.4 Opportunity for advancement within company

Table 4
Do all races have the same opportunity for advancement?

	No	Yes	Unsure
Black wage	66	20	14
staff	83	-	17
White staff	13	73	13
senior staff	-	83	17
junior management	14	71	14
middle management	9	82	9

The results indicated a very clear difference in perception between black and white employees on this issue. As with every aspect of discrimination the important point is that employees have the opportunity to learn from each other to understand the reasons for having the perceptions they do. The understanding needed here can only be built up through continuous consultation and negotiation.

Following are some quotes that help explain some of the experiences of the dynamics of this issue:

They're forced to know about my advancement now since 2 February ('90) - now one sees the Company Policy of 'Equal Opportunity' hanging in the offices. Whites that I qualified with are miles away from me - the Director of Personnel has the same qualifications as me but look at where I am (this employee held a Senior Staff member position, first line management). There is that resistance from some whites.

This black respondant had not experienced the company as being pro-active in it's development of people.

Another black employee pointed to the inability of both black and white employees to manage the changes effectively.

It's (the relationship between supervisors/foreman and their subordinates) pathetic - the black advancement has just started it's a threat to others. And also the promoted black - there is a lack of assertiveness. This means that he is overpowered by whites in the same position. Assertiveness training courses or something of such (is needed). Shock both the black and the white. Once he was your boss, now you are equal - now do you address each other "Nkosi" ('chief')?

The employee was also questioning the link between what people say to each other and the contradictions there might be behind the words in their attitude to each other. He poses questions regarding perceptions of power in his statement, i.e. Because we call each other 'chief', do we both regard each other as that? Are we regarded that by others? Are we now respectful of each other?

The question on opportunity for advancement at times elicited perceptions of 'reverse discrimination' from whites in the sample:

Swartes het nou 'n beter kans van bevordering want hulle word uitgesoek. Dis seker maar te verstane maar dit maak dit baie moeilik.

1.5 Company policy on 'Equal Opportunity'

Employees were asked whether they experienced the company as practising equal opportunity as part of their employment practise. Black staff employees were least positive that the company had a clear Equal Opportunity policy, with 50% saying it did not and 50% saying they were unsure. Black wage earners were more positive with 56% saying the company did have a clear policy, 19% saying they were unsure and 26% saying it did not have. In contrast the majority, 73% and more, of white employees said the company had a clear policy on Equal Opportunity.

1.6 Supervisor/Manager promotion of 'Equal Opportunity'

To gauge employee's experience in their specific departments they were asked to comment on what they perceived their immediate superior to promote 'equal opportunity'.

Table 5

Own manager/supervisor promotes equal opportunity

	No	Yes	Unsure
Black wage	54	29	16
staff	33	67	-
White staff	7	73	20
senior staff	14	72	14
junior management	7	86	7
middle management	-	100	-

There was a discrepancy between black and white employees with respect to the negative response. With the positive response for black employees, staff members were much more positive than wage earners. These figures indicated that black wage employees in the factory setting were experiencing far more discrimination in their specific departments than were black staff employees.

1.7 Facilities on site

The majority of all white employees perceived facilities to be open to all races. However, 67% of black wage and 33% of black staff employees say there is discrimination with regard to the use of facilities on site.

1.8 Fringe Benefits

Of the white staff group, 40% said there was discrimination with some saying that blacks got a housing subsidy which they couldn't get (this was not the fact of the matter). The majority of black wage and staff employees, 72% and 67% respectively, said that there was racial discrimination with regards to fringe benefits. Black perceptions differed considerably from the remaining white sample, where 75% and over stated there was no racial discrimination with regards to fringe benefits.

1.9 Pay, hiring and working conditions

With all of these issues, blacks perceived a much higher degree of discrimination than whites. The statistics were so polarized on these issues that only the prominant figures have been stated.

- Pay:
  Black wage and staff, over 30% said yes in contrast to whites where 71% and more denied discrimination of pay.
- Working conditions:
  Black staff, 50% said yes, and even more black wage earners, 69% said 'yes'.
  Whites, 80% and higher said there was no discrimination.
- Hiring:
  Black staff were the most negative on this issue, with 100% saying there was discrimination and 67% of black wage employees perceiving discrimination. There was more acknowledgement from the white middle managers regarding this particular issue, with 40% saying there <u>was</u> discrimination. However 63% of junior manager said there <u>was no</u> discrimination. An employee in the Personnel division commented on the effects of change in company policy on his job:

There used to be (discrimination regarding hiring) but now there's a very clear policy to guide us even though there are still problems at times.

1.10 Sexual discrimination

The male to female ratio in the employees was overwhelmingly weighted in favour of males. Given this imbalance, the question on perceptions of sexual discrimination were almost 'foreign' to the respondents, most especially so with the employees in the factory setting.

Table 6

<u>Perceptions of sexual discrimination</u>

	No	Yes	Unsure
Black wage	37	21	42
staff	33	50	17
White staff	36	43	21
senior staff	57	43	-
junior management	60	27	13
middle management	46	39	15

Although only 8% of the sample was female, the perception of sexual discrimination within the company was relatively high. Black staff, of whom 50% perceived sexual discrimination felt that proof of this was that there were so few female employees. A specific incident of sexual discrimination was reported in this statement:

> *Daar word definitief teen vrouens gediskrimineer. As ek dit nie self gesien het nie sou ek dit miskien nie geglo het nie, dis hoe goed top bestuur dit wegsteek. Daar was 'n dame wat amper haar werk verloor het toe die finansieele direkteur uitvind dat sy swanger is. Sy is een van die beste junior bestuurders wat ons het en ek wonder of hy nie deur haar bedreig voel nie.*

The data shows a contrast between the two management groups and the rest of the employee groups. In a separate question, the junior management group also had the second highest preference for male supervisors or managers with black wage workers having the highest preferance.

1.11 Training

When asked whether there was racial discriminaiton regarding the opportunity for training, the vast majority, 80% and more, of white employees said there was no discrimination as opposed to 38% of black wage and 33% of black staff. In addition, 48% of black wage and 67% of black staff employees perceived discrimination. The following quotes display the different experiencec that employees had regarding equal access to training:

> *Well there's been a lot of improvement. The company used to only push certain people for further training and do so according to their standards of merit. Now they are giving everyone a chance as they are realizing how much it strengthens the workforce as a whole.*

> *There is supposed to be training available for everyone, and in theory it is so,* (company policy) *but not in practise on the job, ...the whites will get to go.*

> *In my department the people supervising me are supposed to train and teach us about the job but they (whites) don't. Then the foremen only give them (whites) the challanging jobs to do and encourage them to learn.*

1.12 Overall satisfaction/dissatisfaction with work

At the end of each interview an independent rating of the respondent's overall level of satisfaction/dissatisfaction at work was applied. Because of the

stark contrast between the level of black and white employee's job satisfaction as rated by our interviewers, the data is best suited to this section.

Table 7
Independent rating of overall satisfaction/dissatisfaction

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Black wage	13	31	28	28
staff	33	17	33	17
White staff	33	53	7	7
senior staff	57	43	7	7
junior management	50	43	7	-
middle management	67	33	-	-

Although the most important aspect is the contrast between black and white employees, the level of general satisfaction with black employees does give a positive base on which to work.

APPENDIX C

INTERPERSONAL RELATIONSHIPS AND COMMUNICATION

2.1 Relationship between team and team-leader

Respondents were requested to categorise the relationship they experienced in their specific departments between teams and their immediate 'supervisor/managers'.

Table 8
Relationship between team and 'manager' in own department

	Good	Fair	Bad
Black wage	38	23	39
staff	67	-	33
White staff	69	25	6
senior staff	50	50	-
junior management	79	7	14
middle management	100	-	-

As with many other aspects, the discrepancy between black and white employee's experience is marked. The relations between supervisors and their subordinates in the office context was experienced in a markedly different way to what was experienced in the factory with black wage employees. The qualitative data regarding the problems with racial tension on the shopfloor in the factory setting, referred to in Appendix A section 1.1, is reflected in this table. From these figures, the majority of black 'office' employees (black staff) and white employees in all categories, have positive relationships with their supervisors/managers. The basic management practise with 'office staff' was clearly successful and rewarding to the employees. The following quotes gave a view of the different experiences.

> *It's so bad in our department that we call our manager 'Ayatollah' or 'Saddam'. Our supervisor is okay though and he helps us a lot but still, I do a skilled job, 'computer operator' and my job is said to be that of a filing clerk. We sort out all the problems for him, always.*

As was often the case, more than one aspect is covered in comments people made. This employee was saying that he is employed at a much lower level than his job demands

and he feels unappreciated. These perceptions and experiences left him feeling dissatisfied with the interpersonal relationships between manage ent and employees.

> *Wel, ons ou het baie verander nadat hy opleiding gekry het by 'n kursus. Hy's nou meer toegangklik.*

This respondent had experienced a positive change with his immediate superior and ascribed the change to a training course that his immediate superior had attended.

2.2 Communication between management and employees

Respondents were asked whether the communication between management and employees in the company was generally constructive.

Table 9

Is relationship between management and employees constructive?

	No	Yes	Sometimes	Don't know
Black wage	52	24	10	14
staff	84	0	16	-
White staff	25	69	0	9
senior staff	1	43	56	-
junior management	20	54	26	-
middle management	9	82	9	-

This relationship was not perceived in a positive and constructive light by black employees. The more senior and white sample however viewed this relationship as more than adequate. The least positive response was that from junior management and senior staff.

The response from junior management needs attention as this group has been very positive about their work situation in the company, and view the company in a positive light. In our interviews the factors that contributed to the more negative view were the level of bureaucracy, and that management did not consult enough with the work force. Quotes from junior managers that explain these perceptions:

> *Well, I think a lot of the problem is that the company is so beaurocratic. For instance, I am in charge of quite a large budget and often am allowed to go ahead spending large amounts of money, but if I need one of my staff, or even for myself, to make use of R5-00, I have to have someone else counter-sign for*

the petty cash. There are many many more instances like that and this slows one's whole day down and then managers wonder why you've taken so long getting something off the ground.

Managers would get a lot more respect and good communication when they start demonstrating their respect for their subordinates - most of the time our manager doesn't even bother to ask our opinions.

2.3 Management/supervisor appreciation

Table 10

Does your 'manager' show appreciation for work well done?

	No	Yes	Sometimes
Black wage	39	52	9
staff	17	83	-
White staff	6	81	13
senior staff	-	71	29
junior management	7	87	6
middle management	15	52	23

The lowest positive and highest negative response was from black wage earners. Most encouraging is the high positive response from black staff members. One of the employee's statements encapsulated exactly what employees experienced:

It would help so much if he did, (show appreciation) *I can't tell you how good it feels when you get explained and when you get told 'thanks' or 'good work' - it's how one finds the motivation.*

2.4 Consultation with employees in decision making

Table 11

How often are you consulted in management's decision making?

	Often	Sometimes	Rarely	Never
Black wage	13	14	6	67
staff	17	17	-	66
White staff	7	27	20	46
senior staff	67	-	-	33
junior management	40	33	13	14
middle management	90	-	10	-

An important trend here is that with decreasing levels of management, so the perception that management consults employees in decision-making decreased. The levels of employees in the lower ranks that felt excluded from decision making

process shows that the company has not yet succeeded in achieving a climate of negotiation and consultation. As two respondents explained:

> *Bestuur is nie konsekwent genoeg nie. Soms word werkers gekonsulteer, en ander tye word daar net bevele van bo af afgestuur.*
>
> *Dikwels word 'klein dinge', volgens bestuur, afgeskaf of verander sonder om mense te raadpleeg. Wat hulle nie besef nie is dat mense regtig oor die proses van besluitneming omgee. Dit toon 'n tekort aan respek om sommer sonder konsultasie en kennisgewing dinge in die maatskappy te verander.*

The above statements also reflect the views expressed by employees in junior management positions. As one junior manager confidently stated when asked this question:

> *"I won't have to say anything about this, you'll hear it from everyone else. All I'll say is imagine how difficult it is having a managing position and not being able to explain decisions taken to your own team - also, it makes one feel like a fool."*

Another complication was explained when changes are only communicated through in-house magazines (or memo's):

> *The problem with getting news on changes in the company through the magazine is for the ones that can't read. It's hard for them because also they feel sometimes embarrased to ask if they don't want the foreman to see he can't read. Then if they skip out on regulations they get into big trouble.*

2.5 Understanding of problems

Table 12

Does your supervisor/manager understand your work problems

	No	Yes	Sometimes
Black wage	26	64	10
staff	6	81	13
White staff	33	67	-
senior staff	-	86	14
junior management	7	86	7
middle management	-	85	15

White staff seem to experience the most difficulty in this regard but even with this group, the majority said that their supervisor/manager did understand work related problems. The implication of these positive responses is that there is a level of communication which does take place effectively. It also implies that supervisors and

managers can command respect from their subordinates in that they are seen to have the necessary skills and knowledge to solve problems at work.

2.6 Team Work

Table 13

How often do you feel part of a team?

	Often	Sometimes	Rarely	Never
Black wage	37	23	11	29
staff	67	27	6	-
White staff	33	17	-	50
senior staff	57	43	-	-
junior management	80	13	-	7
middle management	91	9	-	-

White senior staff are equally divided in their experience of being part of a team but they feel the most strongly about not having this experience. Team building is a central resource in any organisation. The data for the other groups shows that they experience being part of a team. This provides a positive base from which to work. Experiencing being part of a team gives people a sense of belonging and to some extent, acceptance, which is empowering. That does not necessarily determine that the group will be co-hesive, but it at least provides a structure within which work can be done and issues addressed.

2.7 Communication between management and the union

Table 14

Is communication between management and the union constructive?

	No	Yes	Sometimes	Don't Know
Black wage	32	29	21	17
staff	50	17	0	33
White staff	20	20	0	60
senior staff	1	72	0	27
junior management	7	47	0	46
middle management	0	75	8	17

Black staff were mostly negative in their view of the relationship between union and management. Black wage earners on the whole had a much more positive experience indicating that they experience the union as a positive force and in addition feel that the power between the union and management is equally balanced. Middle

management's positive perception of this relationship reflects an attitude of acceptance of the function that the unions have to perform in the running of the company. This attitude was encouraging and can assist the development of improved human relations within the company. Junior management express uncertainty on this issue. The reason for this was that they felt excluded from these discussions. They expressed a need for the proceedings to be shared with them even if they could not participate in the meetings. They wanted to know the outcome to be in a better position to manage their teams more autonomously. There were a number of issues raised through the questionnaire that junior managers felt they needed more information on in order to be more effective in their work.

2.8 Relationship of trust between employees

Respondents were requested to say to what extent they felt they could trust different people in their working environment. Because the trends in these questions were clear and unambiguous in the statistics of these questions, the tables are not reflected, and only the essence of each situation is documented.

2.8.1 Supervisor/Managers

A majority in all groups felt they could go to their immediate supervisor/manager with problems they had in their jobs. The highest negative response was from black wage earners, of whom 16% felt they could not trust this person. This is a very positive base on which internal communication can be built.

2.8.2 Personnel

There was a high level of trust for the Personnel Department from the black wage earners and black staff, with 67% and 83% respectively, saying they would go to Personnel with problems. White staff were also positive with 60% saying they would. Of those that did have criticisms of the department, some said that Personnel did not really understand the problems arising on the shopfloor as they had no technical knowledge. Others said that they could not really make use of the department as they would be prejudiced if they by-passed their own managers.

2.8.3 Union shop stewards

There was clear and unambiguous support for the union with 93% of the black workers saying that they trusted their shop stewards and would go to them with

problems. An encouraging 36% of managers consulted shop stewards with problems. Although this was not a majority, it was a positive start this relationship forms the basis for a consultative process in the company.

2.8.4 Fellow workers

All the groups, excepting for senior staff, reported a high level of trust in their fellow workers. In the Senior staff grouping, 57% said they would not trust their fellow workers with problems they had at work. This was an indication of an underlying tensions inamongst the group itself, affecting the formulation of and implementation of company policy. The fact that the senior staff group had a greater balance bewteen white and black employees, could be a contributing factor, given the differing perceptions of discrimination between blacks and whites on most issues raised in the interview. The other factor that could have contributed to this group's inner tension is that this group mostly worked in the factory, and as already seen in data presented, racial tension ran high in sections of the factory.

2.8.5 Company Social Worker

From the data collected in the final survey, it was evident that the group most aware of these social workers was the black wage earners. They also made the most use of the service. There was a high level of trust in the Social Worker among the black wage earners. Of the 71% that knew of them, 72% said they trusted them. It was evident from comments made that their relationship was specifically formed with the black social worker. More than 50% of the white sample did not know of the company social worker. Once again, of those that knew of them the majority said they would feel free to discuss problems with them.

2.9 Employee perceptions of management

2.9.1 Management elitism

The company provided a canteen with well subsidised food for employees. However, a separate dining hall with free food for managers in addition to a gym for the exclusive use of managers were perceived by other employees as entrenching the elitism and exclusivity of management. The more conservative white employees in lower ranks contrasted the exclusive privileges available to management with the fact that they were expected to 'share facilities'. Employees felt that there should be

equal treatment for all, that all sections of the company needed to take part in the 'new ethos' of 'equal opportunity' that the company was supposedly now adhering to. Related to this aspect is that management was putting themselves out of reach in not being available to be spoken to at more informal times.

2.10 Dissemination of information

2.10.1 Increased disclosure of financial situation

Of the senior managers interviewed, there was a strong sense with most that the recent decision to allow increased disclosure of financial matters had facilitated communication with their working team. Most importantly it had enabled them to explain decisions taken and to discuss future planning more effectively. However, once again junior managers have been left out of this increased disclosure.

2.10.2 Company's goals

Table 15

Do you know what the company's goals are?

	No	Yes	Uncertain
Black wage staff	63	16	21
White staff	50	50	-
Senior staff	40	40	20
Junior Management	-	86	14
Middle Management	14	64	22
	-	100	-

In spite of the fact that the company had drawn up a formulation of it's goals through extensive meetings with it's management group and they could show me their mission statements, their employees by and large did not know that they had even been formulated them.

Employees were then asked if they perceived the company as following its aims.

Table 16

Does the company do what it says it aims to do ?

	No	Yes	Don't Know
Black wage	20	29	51
staff	100		
White staff	-	67	33
senior staff	14	71	15
junior management	14	71	15
middle Management	15	70	15

In this question, less options were made available to the employees which may have contributed to the percentages in the 'don't know' category. Our intention was to get a clear cut decision on this as it could serve as tangible evidence of what employees had experienced in the past with promises being made. The divide between black and white employees is again present, and it reflects that most promises in the past have been made about 'equal opportunity' and black employees were far less inclined to experience these intensions.

2.11 Communication structures

2.11.1 Meetings

Black wage earners and staff reported a far lower rate of meetings than their white counter parts, with 50% of both groups saying they did not have meetings as opposed to for example only 13% of white staff saying they did not. In contrast to this, the majority of supervisors and managers claimed that they had ample opportunity to hold meetings. Thus there is a marked discrepency in the perception of whether meetings are held or not and in the perception of the need for meetings.
Significantly, all groups were unanimous in their opinion that meetings should be held and that when they were, they proved useful. However, the type of meetings that did not help were described by one employee:

> *Well our meetings are only allowed for work problems - the problem is that a lot of the work problems are problems with your colleagues, but they won't allow such discussion.*

2.11.2 Feedback

The company did not have formal job evaluation procedures throughout the company at the time of our research. We thus needed to establish to what extent feedback, if any, was taking place.

Table 17

Are you given feedback on your job performance?

	No	Yes
Black wage	47	53
staff	20	80
White staff	20	80
senior staff	29	71
junior management	20	80
middle management	25	75

Once again, the black wage employees were the group most neglected. The qualitative data revealed that in some sections of the company the emphasis was on getting negative feedback, as one employee stated:

> *Ja, ons kry terugvoering, dis net jammer meestal is dit as ons dinge verkeerd gedoen het! En dan is dit nie om uit te vind hoe die fout in die eerste plek gebeur het nie, of wat jou voorman/bestuurder kan doen om weer so iets te voorkom nie.*

2.12 Grievance procedure

Table 18

Can you make grievances known to management?

	No	Yes	Don't Know
Black wage	39	51	10
staff	-	83	17
White staff	7	93	-
senior staff	29	71	-
junior management	7	87	6
middle management	-	100	-

Grievance procedures were mainly used by black wage earners, yet 39% said they could not make grievances known to management. Since the conduct of this investigation, the procedure was changed, no longer requiring the grievance to be

stated in writi..g to get the procedure started, so as to make it more accessible to the labour force. Black staff were markedly more positive about the situation, once again showing r contrast between the office and factory employees' experiences. One black employee explained his position as follows:

> *The grievance is dependent on whether you know how to follow the procedure properly, and also, you cannot go outside your own management - so if you have a shit manager that doesn't follow the company policy through, you have got no-one to go to. That's how it works in this company. Some people here really are happy and I can understand why, but in my section really, we are happy and have a lot of trouble for nothing good.*

Of those that could make grievances known to management, the following question regarding the effectiveness of the procedure was asked.

Table 19

Do grievances help sort out problems?

	No	Yes	Sometimes
Black wage	21	50	26
staff	25	25	50
White staff	31	54	15
senior staff	-	80	20
junior management	-	82	9
middle management	-	73	27

The above figures indicate that of those that did manage to make use of the procedure, most felt positive about it with senior staff indicating the highest dissatisfaction of the effectiveness of the procedure to sort out problems. The data of these two questions indicates that there are problems with key personnel making the procedure available to their subordinates, rather than there being problems with the procedure itself. The changes made regarding the initiating of the process, might also help circumvent the problem of employees being blocked from entering the procedure.

The following are examples of what prevents the system from working effectively:

> *Supervisors/Foremen play hard to get. Depends on how you approach them and the nature of the problem. If you have a real problem and you can substantiate your story then you can get away with it. The problem is that people are illiterate and do not know their rights, and the foremen get away with it, that is why there is so much dissatisfaction on the shop floor. Also*

workers don't want to undergo a twenty page agreement with the union because of these problems.

The grievance tends to favour the whites and /or foreman. When he has done a mistake they try to shield him as much as possible so the grievances often don't really get resolved.

As is evident, the situation is complex and clouded in black employees' experience of discrimination.

APPENDIX D

INDIVIDUAL AND COMMUNITY DEVELOPMENT

This section presents issues related to employees' experience of opportunity for development within the company as well as perceptions of the company's contribution to community development in the form of Social Responsibility programmes.

3.1 Career development

Directly related to career development is mentoring from supervisors/managers. Two separate questions address an aspect of this.

3.1.1 Manager interest

Table 20
Does your manager show an interest in your career development?

	No	Yes	Unsure
Black wage	52	34	14
staff	17	83	-
White staff	7	80	13
senior staff	15	71	14
junior management	-	93	7
middle management	23	69	8

The data above indicates that the black wage employees once again felt the most neglected. The other groups showed high levels of experiencing interest from colleagues who could be possible mentors to them. Middle management seemed to experience slightly less interest from their managers than the other groups.

Table 21

Have you ever been given advice about your career development?

	No	Yes
Black wage	78	22
staff	33	67
White staff	56	44
serior staff	29	71
junior management	73	27
middle management	46	54

The two groups that seem to have had a reasonably positive input as regards career advancement/development advice were black staff and senior staff . When taking into consideration that this is a company where the majority of employees have been in the company for 10 years and more, it is evident from this question that there has not been a mentoring ethos in the company seeing how relatively few junior and middle managers have received guidance in this regard. Once again, the group that has received the least attention is the black wage earners, the factory employees.

3.1.2 Progress

We had found in previous investigations that people's experience of progress was closely linked to their overall job satisfaction.

Table 22

How satisfied are you with your progress at work?

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Black wage	15	42	27	16
staff	17	33	33	17
White staff	38	31	31	-
senior staff	43	43	14	-
junior management	69	15	16	-
middle management	61	31	8	-

White employees generally were satisfied with the progress they had been able to make. This is also reflected in the independent ratings of job

satisfaction (see Appendix A, table 7). Black staff and wage employees were less satisfied, yet more so than expected in the light of the other findings.

3.2 Training

Different sections of this topic need to be discussed in relation to each other in order to understand the nuances of the situation.

3.2.1 Induction

Table 23

Are people assisted enough in getting to know their job?

	No	Yes	Don't know
Black wage	11	80	9
staff	50	50	-
White staff	27	67	6
senior staff	29	71	-
junior management	20	80	-
middle management	23	77	-

Employees generally felt that new people were well assisted in getting to know their jobs. The high positive response regarding this aspect from black wage earners is especially encouraging. However, it must be noted that 50% of black staff members were negative in their response.

3.2.2 Skilled for the job

Employees were asked if they felt well trained for the job they do. Except for black staff, the majority of employees felt they were well trained for their positions with 68% and more responding positively to questions inquiring about this. A factor that could influence this high percentage, and must be taken into consideration, is that some employees could have been afraid to say that they were not well trained for their positions for fear of a repeat of the retrenchments that took place a year ago. There were 50% of black staff employees that felt they were not well trained for their positions. This would need further investigation as it is a substantially negative response.

3.2.3 Received training

Table 24

Have you received any training here?

	No	Yes
Black wage	42	58
staff	33	67
White staff	12	88
senior staff		
junior management	-	100
middle management	-	100

Except for the black wage earners, once again, most employees have received training from the company.

3.2.4 Additional training

Employees were asked whether they would like to receive more training, for their present position, or to develop within the company.

Table 25

Would you like more training?

	No	Yes
Black wage	21	79
Black staff	16	83
White staff	6	94
Senior staff	29	71
White junior management	14	86
White middle management	23	77

Of those respondents that gave negative responses to wanting further training, they all gave reasons of being 'too old now' or that they were reaching retirement and had worked hard enough. The data certainly shows an eager workforce motivated towards self development. This was not readily accepted in amongst some of the directors and senior managers. Yet other senior managers and directors seemed concerned about the lack of development of personnel. Employees' wish for additional training should be investigated and understood as a matter of priority. Their needs are not merely reflection of employee's whims as was insinuated during the feedback of these results to the board of directors when one of the members commented;"*well*

one cannot provide everybody with what they want, the world just doesn't work that way".

3.2.5 Provision of training needed

Respondents were asked if they believed the company would provide them with opportunities for any further training.

Table 26

Will the company help you to get this training

	No	Yes	Don't know
Black wage	22	57	21
staff	33	50	17
White staff	7	81	12
senior staff	-	100	-
junior management	7	93	-
middle management	8	85	7

Most employees felt positive about their future opportunities in gaining the training they needed at work. Although there is yet again a contrast in the level of confidence between white and black employees, a large percentage of black staff and wage earners felt confident they would receive the necessary training.

3.2.6 In-house Education Programme

The company had recently initiated a literacy training programme and needed to know how it was being received by the employees. We found that most black wage employees (68%) could use the programme. Shift work was the main factor preventing those that could not use the programme. The program was viewed positively with 67% of the wage earners saying it was a good program and saw to their needs. It was recommended that feedback and consultation take place with participants on specific areas to facilitate development of the program.

3.3 Community development

This section reveals issues at the interface of organizations and the communities that their employees live in. The issues fall into two categories;

(i) Employees socio-economic status afforded due to income; and, (ii) Social Responsibility programmes.

3.3.1 Socio-economic status

Employees were given four categories to choose from in describing what their salaries afforded them. Due to the complexity of this issue and the limited scope of addressing it in an investigation of this nature, we emphasise that the question appealed totally to people's perceptions and experience of their financial status and living standards. What middle class people experience as basic needs would most likely be different to what people in lower income groups perceive to be basic needs.

Table 27
Description of salary

	Not meet basic needs	Just manage to meet basic needs	Meets basic needs adequately	Some luxuries
Black wage	47	47	6	-
Black staff	33	67	-	-
White staff	-	50	44	6
Senior staff	14	14	71	-
White junior management	-	40	47	13
White middle management	-	-	69	31

Most white employees thought their salary was adequate. Most black employees, however, felt it did not meet their basic needs. The figures present a stark contrast between black wage earners and the other groups. There is also a contrast between black and white staff groups. An additional factor was whether people were in a dual income household or not. The latter found it difficult to assess their salaries and most did in terms of the additional support that they had from their spouses.

3.3.2 Afford children's schooling

This question was used to enhance the understanding of what was indicated by the perceptions of salaries meeting basic needs. A number of educational surveys in the townships have shown that poverty is be biggest single factor preventing children from attending school.

Table 28

Can you afford to pay for your children's schooling?

	No	Yes	Not applicable
Black wage	36	50	13
staff	33	33	33
White staff	13	53	33
senior staff	30	57	13
junior management	7	64	29
middle management	-	92	8

Although the majority of people can afford their children's schoolin , the contrast between black and white employees is once again evident. It is also disconcerting that, with a company that regards itself as being one of the highest paying companies, such a high percentage of workers are unable to afford schooling costs. This is a reflection of the low socio-economic status workers in South Africa exist in.

3.3.3 Company's contribution to community

Respondents were asked to state whether they thought the company contributed to its employee's communities. This data only reflects people's impressions and knowledge of whether the company involves itself with any type of community development, and is not a reflection of which communities it contributes to. From the pilot study it became apparent that top management viewed the company as contributing considerably to community development. It was thus important to gain employee's perceptions on this issue.

Table 2

Does the company contribute community development?

	No	Yes	Sometimes	Don't know
Black wage	55	30	4	11
staff	67	17	-	16
White staff	20	53	-	27
senior staff	-	43	14	43
junior management	7	47	7	40
middle management	9	91	-	-

To facilitate a consultative process in future contributions, employees were requested to indicate areas that they viewed as important to consider for Social

Responsibility programs. The following areas were named by all groups and were prioritized in the order they are presented: i) housing, ii) education and iii) facilities for health and welfare services.

APPENDIX E

ORGANIZATIONAL ENVIRONMENT

4.1 Employee perception of company

4.1.1 Quality of product produced

Employees were unanimous in their praise of the quality of the product produced with 90% of both black and white employees saying that they perceived it to be a good product.

4.1.2 Customer Care

"Customer care" was perceived as an important aspect of the business by more than 87% of all employee groups.

4.1.3 The company's strength and future

There is a strong belief in the company's strength and its future prospects, with 71% or more of all the respondents saying that the company was strong and had a good future.

4.1.4 Commitment and active contribution to the company

Employees across the board felt they actively contributed to the success of the company. Encouraging too is that more than 80% of the supervisors and middle managers interviewed agreed that their subordinates did contribute actively. During the pilot study, the attitude towards people's commitment to their work, in amongst the more senior management in the company had been more skeptical.

4.2 Management's response to survey

Because of the history of research being done and then not acted upon, employee's level of confidence in management's commitment to act on the research was investigated.

Table 30

Do you think management will act on this survey?

	No	Yes	Don't know
Black wage	16	49	35
staff	-	60	40
White staff	7	64	29
senior staff	-	83	17
junior management	7	85	8
middle management	-	100	-

The majority of employees were confident that management would act, and also at least willing to give management the benefit of the doubt. There was once again a difference in the level of confidence between the differing hierarchical groups with middle management displaying unambiguous confidence. Interestingly, from the qualitative data many employees presumed that because of the way in which the research was being conducted, holding individual interviews with people covering so many of the issues, management was committed to this research. An example is the following quote:

> *Well they've never gone to this much trouble before and it must have cost a fortune so I can't imagine that they are anything but serious about wanting change in the company. [Interviewer: 'What kind of change?'] Well maybe the old man is beginning to wake up and see that things are too old style - more of a kind of participation and consulting style of management is needed.*

4.3 Company cares for employees

Table 31

How often do you feel that the company cares for it's employees?

	Often	Sometimes	Rarely	Never
Black wage	24	26	12	37
staff	17	33	33	17
White staff	40	53	7	-
senior staff	71	29	-	-
junior management	80	13	7	-
middle management	91	9	-	-

White employees were unanimous in their perception that the company cared for its employees. However, again there was a difference between black and

white employee's perceptions with black employees being less positive. Although half the black wage earners felt that the company cared about its employees, it's important to note the contrast in the 'never' category. An example of not caring was given by one of the black respondents:

> *Well, let me tell you what happened to me. I was sick and in hospital - I know it's company policy that people get flowers or fruit if they are so sick and I think that's very nice. But me - I'm black. I didn't get it. So when I come back, I start to fight about it and at least now both black and white get it.*

4.4 Appreciation of work done

Table 32

How often do you feel the company appreciates your work?

	Often	Sometimes	Rarely	Never
Black wage	28	13	13	46
staff	17	33	-	50
White staff	47	40	13	-
senior staff	72	14	14	-
junior management	60	20	13	7
middle management	82	18		

Once again the contrast between the different hierarchical levels is evident, as well as between black and white employees. As with the above question, management and white employees generally seemed confident that all employees experienced this affirmation. Although white staff experienced slightly less constant affirmation from the company, the majority felt generally positive about the company's appreciation. Black staff on the other hand experienced a strong negative reaction to the company's evidence of appreciation, as did the wage earners.

4.5 Cognisance of social content

Employees were asked to what extent they felt the company took cognisance of difficulties they might experience in their home life and also for the socio-political context of black employees living in the townships.

Table 33

Does the company show concern for your home life?

	No	Yes	Sometimes	Don't know
Black wage	37	46	11	7
staff	67	17	-	17
White staff	7	47	13	33
senior staff	13	63	25	-
junior management	-	93	-	7
middle management	-	91	-	9

White employees had a very positive view of the company in this regard. Black staff employees felt the least cared for of all the groups. They felt far less cared for by the company than even black wage earners and the reasons for this were not clearly apparent from our data. This data is an example of how dynamics take place that are initially not clear and apparent.

Table 34

Does the company show concern for unrest related situations?

	No	Yes	Sometimes	Don't know
Black wage	68	28	4	-
staff	83	17	-	-
White staff	8	52		30
senior staff	-	60	-	40
junior management	-	55	9	36
middle management	20	50	20	10

The contrast, again, between black and white employees' perceptions is stark. This contrast indicates again a very different interpretation of events between white and black employees. The fact that none of the junior managers or senior staff were aware of the extent to which black employees experience this lack of concern from the company is an example of bad management practise. This kind of lack of understanding is a key issue hindering intergroup relationships in South African.

4.6 Shift work

The groups that this affected most were black wage earners and senior staff.

Of black wage earners, 47% said that what they liked most about shift work was that it gave them extra time during the day. Thirty one percent of this group did not like the fact that it impinged on their family life. Because our sample did not accommodate a representative sample for shift workers specifically, it is more useful to take note of what was said in the qualitative data:

> *The shift work schedule is bad for us. We have only one guy on a night and anything could happen and no-one would be able to help in time. I suppose it's because black life is cheaper to the company than white life.*
>
> *Well, we have difficulty with transport at night. It's dangerous going out at 2am. Whites get loans for cars, but we get nothing.*
>
> *Shift work is very strenuous in different ways - transport is a big problem for us and it's hard for me to get time with my family to sort out problems. Another thing, we don't get lunch or tea times like the day workers to rest in. Maybe they can pay us more for shift work then it could help us a lot. Really, our conditions are much different from the day workers, we deserve more - it's us that keeps the company going because they have to keep this machine going all the time.*
>
> *Well, this thing (running of machine that produces the product) goes out right through the year so they need people around each time. They did in 1985 and maybe again in 1994 they will but as long as it's on, there's no chance. Your leave is so that you cannot see relatives. Cannot attend funerals on weekends - one gets so isolated from one's family.*

4.7 Safety

The majority of employees (83% - 100%) believed that the company was concerned with their safety. In addition, respondents felt that their own managers/supervisors were also concerned with their safety. However, there are some important situations and perceptions to report:

> *Sometimes with safety I think the guys are more concerned about keeping to the rules than ensuring their workers are really kept safe and free from any possible danger or ill health. What I'm saying is that they don't ever seem to come up with new suggestions or concerns and in a place like this, there must be things happening all the time that people should keep note of.*
>
> *Well, maybe about big things that everyone can see but I tell you I have a hug, big telephone bell in a small office and my ears are being badly affected by it. My manager doesn't care a damn. We've asked so many many times - so now my supervisor is going to go to another manager and that's very dangerous for him but it's good.*

4.8 Health care facilities and benefits

The majority of all employees used the medical doctor and nursing sister on site when ill or injured at work. All employees interviewed, bar 14% of black wage earners, belonged to the medical aid. This seemed to facilitate the use of private medical practitioners by the majority of employees in the different communities. There was a small percentage, 17%, of wage employees that had taken loans to cover their health care in the past.

The annual sick leave was seen to be adequate by the majority of employees, excepting in the black staff group where 83% felt dissatisfied and said it was not adequate.

4.9 Good employer

Employees were asked whether they thought the company was a good employer.

Table 35

Do you think this company is a good employer?

	No	Yes	Don't Know
Black wage	38	58	4
staff	-	100	
White staff		93	7
senior staff	-	87	13
junior management	-	100	
middle management	-	91	9

Considering the problems that black staff have expressed, their total support of the company is encouraging. Although more than half of all groups viewed the company as a 'good employer', with the lowest affirmation again coming from black wage employees, the reasons given for seeing the company as a good employer were quite different, especially so for the black wage earners. Following is a listing of the main reasons gained from open ended questions on why it was a good employer:

4.9.1 Why the company is a good employer

Table 36

* *'It provides me with work'*
Black wage: 40%

* *'Job security'*
Senior staff: 50%
Black staff: 50%
Middle management: 29%
Black wage: 23%
Junior management: 20%
White staff: 17%

* *'They care for their employees'*
Black wage: 28%
Junior management: 20%
White staff: 17%
Senior staff: 17%
Middle management: 14%

* *'They provide skills and career development'*
Middle management: 43%
Black staff: 25%
White staff: 17%
Senior staff: 17%
Junior management: 10%

Black wage ear ers' main response, that the company is a good employer because it provides people with work, was a reflection of the desperateness that the majority of the black population in South Africa have experienced and continue to experience. It .ands in stark contrast to the other groups of employees.

4.9.2 Why is the company not a good employer

Black wage earners were the only group to have given a substantial negative response and so this question was only analysed for this group. Of the 38% of black wage earners that said the company was not a good employer, the following main categories were presented.

* *'Bad pay'* 30%
* *'Discrimination'* 22%
* *'Company doesn't care for us'* 22%
* *'Don't develop employees'* 15%

4.10 Issues in the company needing attention

The following is a prioritised listing of issues that the different groups saw as needing urgent attention within the company.

Black wage employees

1 Discrimination/Favouritism
2 Housing; Remuneration
3 Schooling for children
4 Communication
5 Development and Training
6 Safety

Black staff employees

1 Communication
2 Development & training
3 Discrimination
4 Housing
5 Safety; Medical Aid

White staff employees

1 Discrimination
Remuneration
Work procedures
2 Communication
3 Housing
Business development
Development & Training
4 Medical Aid

Senior staff employees

1 Communication
Development & Training
Housing
2 Work Procedures
3 Remuneration
Schooling for children

Junior management

1 Housing
2 Communication
3 Development & Training
Remuneration
Recreation
4 Schooling for children
Environmental issues
Medical Aid

Middle management

1 Communication
2 Development & Training
Remuneration
3 Safety
Discrimination
Housing

4.11 Essentials for making a success of this company?

From an open ended question employees were asked to state the two most important things that would make a company such as theirs successful. All groups rated the following responses either first or second to the question, "What is needed to make a company such as PFG successful?" :

* Be fair to, and understand employees
* High productivity & technical excellence

Contrary to the views expressed by some senior managers and company directors in the pilot study, black wage and staff employees, white staff and junior management included customer care in their first and/or second choices. What was also contrary to expectations is that employees across the hierarchy of job positions were of the view that producitivity was important to the company's survival and success.

APPENDIX F

MENTAL HEALTH: PERCEPTIONS

The section on employee's perceptions of their needs to lead 'happy and health' lives involved fifty percent of the sample. Due to the limited time available these responses could not be explored. Instead of giving each and every statement, representative statements were chosen to illustrate the breadth of issues mentioned.

5.1 Needs in the work environment

"What do you think is needed to enable you to lead a happy and healthy life at work?"

The statements can be seen as yeilding some clear categories, but many of them contain more than one aspect. However, for clearer presentation of these findings, they are divided into sub-categories.

5.1.2 Discrimination, Communication and Development:

Mens het goeie kommunikasie nodig. Met goeie kommunikasie kom goeie verhoudings. Alles saam maak doelgerigte en sterk bestuur nodig.

Mense moet voel hulle lewer 'n bydrae, EN dat hulle bydrae waardeer word.

Met ander woorde, hy moet geraadpleeg word en aangemoedig word om te dink oor probleme by die werk. Hy moet ook kan sien dat sy bydrae op 'n mate mee gewerk word. Hy moet gemaak word om belangrik te kan voel en moet ook bewys daarvan sien deur uiteindelikke vergoeding nie net salaris al help dit ook.

For this the discrimination should end then it would be okay.. . . if we got pay to help with kids education I would be very very happ

Better human relations and better salary.

Well, all the things we've already talked about in your questions. [That's a lot.....] Okay, so I'd say that people learn to treat each other with

respect; that there should be equal opportunity; that our pay can keep our families healthy.

One needs healthy human relations and good working conditions - this company doesn't really seem so committed to providing that, just to making the product good. The whites here are very abusive - they say 'Ons kry mos dieselfde geld nou, julle is ook baase mos now' as the guys walk past.

Om gelukkig te wees by die werk moet mens jou beste lewer en getrou wees teenoor die maatskappy. Betaling is ook belangrik. Die firma moet loyaal wees teenoor sy mense en begrip toon vir hulle probleme

Om gelukkig te wees by die werk moet mens jou pligte uitvoer en jy moet ook terugvoering kry.

Daar moet goole verstandhouding tussen jou en jou werkers wees en bestuur moet ook goed wees, dan kan mens gelukkig wees by die werk.

Well, it's everying I've said - like with what the company needs most - their human relations are bad. There's too much discrimination that people get away with - and the guys (whites) that don't, well they don't get any help with their job, so like I said then they get overloaded and I'm sure they don't get the promotions then too. The way we are treated by the racists makes one very very sad and then sometimes one can't help it, you just get very angry too.

To be provided with challenges, allow for growth and development and be involved in decision making and problem solving. This makes one feel that what you do has significance and that makes you feel important and gives a sense of belonging.

Well I think all the things I said about my department help to make one happy; that is consulting; respect; discussion; feedback and attention to development.

Firstly let me say, nobody can do good work at any situation if he's unhappy. So, he needs respect and good structure, not last minute orders without knowledge. So, people must be organised and if they aren't they mustn't put blame on the blacks. So, must be able to talk to your supervisor or foreman and he must be someone that listens - it's all a two way line in communication. Then, if something unexpected happens, worker should be able to make decision himself and do it quickly, NOT have to ask permission and then go and do it - that's why they won't train us, they don't want us to act without their power - then we have none (need autonomy). So, the workers strong points must be taken further and his weak points lifted up, not shouted down.

Gelykheid, begrip en tegemoetkomendheid sal mens by die werk gelukkig maak. Daar's now soveel wrywing tussen ons en die swartes - hulle 'brag' oo. die union, die union kry alles van management -

management is so bang vir hulle Hulle sal meer na blankes se belange moet omsien.

Well, we need co-operation amongst all of us, between management and workers and also racial groups.

Co-operation among all it's employees, that's what's needed most to have a happy working life.

5.1.3 Safety.

Working conditions need to be safe and healthy. Communication must be good and the pay must be fair.

Nice working area phisically - safe and friendly environment. Co-workers and managers that are interested and care about your well being. Then also you need a job that is interresting and challenging.

5.1.4 Recognition and Salary

Verhoudings met mede-werkers moet goed wees en mense se salarisse moet billik wees.

Pay is the most important thing because even if I get an accident and be physically disabled then I can use that money to take care of my family.

Well, you need to enjoy your job and to be given your worth in money. All of this relates to job satisfaction.

To be recognised for a job that was well done.

To excell in my job, get good pay and have people at work respect each other.

5.1.5 Training and Education

One need to have education and training and a good salary so that you can live a decent life.

5.1.6 Work pressure

In hierdie maatskappy moet daar meer mense gehuur word - daar's te veel werk wat op die mense gelaai word. Werkspreoriteite moet beter verdeel word. Bestuurders behoort meer respek te toon vir hulle span se opinie.

Minder druk by die werk sodat mens meer sosiaale lewe kan lei- dit sal help dat mense tyd het om interpersoonlike verhoudings en konflik kan

uitsorteer en dit sal mense in hulle gemeentes ook baie help. Nie onnodig druk deur maatskappy op jou uitgeoefen word nie.

5.2 Needs for the community environment

"What do you think is needed for you to lead a happy and healthy life in your community?"

The aim of this question is two-fold. Firstly to facilitate an understanding of what people experience as necessary in their communities. Secondly, to identify which area's of community development the company could get involved in through their Social Responsibility programmes. Although the statements are divided into two main subcategories, many overlap.

5.2.1 Socio-economic development

Onder Swartes behoort daar behoorlike behuising, mediese fasiliteite, infrastruktuur, en billike toegang tot politieke regte plaasvind. Sonder hierdie veranderings is daar min moontlikheid dat hulle sal kan ontwikkel as mense en regtig gelukkige en volhartige lewens kan lei.

Well, sekuriteit. Dat mense nie al dag en heel dag vir hulle lewens moet bang wees nie. Mense moet huise [illegible] nie in plakkers kampe hoef te woon nie - dis daar waar die [illegible] mense doodgemaak word en ons die minste van hoor.Dis verskriklik [illegible]ons kan dit amper nie regtig visualiseer en begryp hoe daai mense moet sukkle om aan die gang to kan bly nie.

Well for us it's the houses, water, electricity, collecting the rubbish and to be safe. No one in seems to really be interested to help us overcome all these problems we have in the townships.

There are so many bad things in the township. Health, living conditions are very unsafe and unhealthy. It's like a rubbish dump so much of the time and one can't live a healthy life like that.

If living conditions can be improved, everything can be perfect especially housing, what is more important to me is to have a roof over my head even if it can be the size of this office.

Housing is the first priority, then recreation for the youth and more education facilities for our children.

In the community one needs shelter, food and clothing

Dis belangrik om genoeg geld te he om die lewens standaard t kan handhaaf, daarsonder kom groot probleme by.

In the community one needs basic things like secure shelter, health facilities, infrastructure for rubbish delivery, roads that don't mess cars up, playing space for your kids. We have very little of this.

To live happily and a healthy life in my community I must be able to support my family with .: home, food and education. I can't do this..... just with the food. I get very sad and very worried sometimes .....what's going to happen for my kids?

A LOT - If peopel could be taught to read they could do more for themselves; if the kids could afford to be kept at school and if the fighting was ....(stopped) if the need for it, the lack of jobs etc, was to be flattended, then we could have a stronger youth too. Perhaps it would be a good way to promote something like Small Business Development Corporation so that the standard of living in the townships can be improved.

Co-operation and peace and unity inamongst people and money to build houses and good services.

Well, if I've got a happy life in my house, that's the first. Then, if I maintain my spiritual needs and if I have enough money to keep my family, then I'm happy and so I must say it's the same things that are needed in the community. Money is needed for education, churches and houses.

Youth education, birth control education, access to health and welfare are all vital for healthy communities.'

5.2.2 Socio-Political context and communication, understanding and tolerance

Die heel belangrikste is seker om mense te kan verstaan en om goed met mense te kan kommunikeer. Daarby is dit nodig dat mens se fisiese omstandighede leefbaar is. Mens moet fisies veilig kan wees om gelukkig te kan wees. Dit sluit dan aan by sosiale en politieke probleme in die gemeenskap wat opgelos moet word.

Nie te hoef bekommer oor sosiale probleme, of soos nou, politieke probleme.

For that we need co-operation in the community, without that, there's just fighting and fighting.

No unrest and no discrimination - that will bring happy and healthy lives in our communities.

Well the political parties need to stop causing conflict because of their stupid ideas and they need to start acting to alleviate the education problem and the bad economy.

One needs to be part of a religious community to make the community a happy place to live in

In the community the main thing is respect - for anybody and everybody else. Also, an understanding of regulations, e.g., the telephone bills - so much has also to do with the apartheid 'no-education' and so our townships are not healthy.

Well, vir ons moet daar beter verhoudings wees tussen wit en swart anders sal niemand in hierdie land gelukkige en gesonde lewens in die gemeente kan woon nie. Ek het nou meer hoop as in die verlede - die regering het regtig die regte dinge beginne doen vanaf 2 Februarie 1990.

Be able to be an individual within a society, i.e. be respected for the choices one makes instead of having to conform all the time. And (secondly), be in a safe and non-violent environment.

Daar moet goeie verhoudings wees tussen jou en ander gesinsleded. Sociale en politiese faktore het ook 'n groot invloed op die gemeente.

Have good friends and get along well with one's neighbours. One must be able to trust people.

5.3 Personal characteristics needed

"What does one need to do in oneself to be a happy and healthy person?"

This question evoked responses that include people's thoughts about themselves, their work and lives in communities. Of all three questions it was the one which evoked the most holistic response.

Mens moet hardwerkend wees en wilkrag he; met mense kan kommunikeer en vriendelik wees; mens se bure probeer help, net soos die bybel se. Mens moet 'n gesonde lewe lei.

One needs to work to provide for your family, that makes you a happy and healthy man.

Gesondheid, - mens kan enige iets doen as jy gesond is.

One needs discipline - never give up, just carry on and then you find something.

Gesonde verstandhouing simpatiek teenoor ander mense en positiewe houding.

For oneself one needs to be able to feed one's children and also feel happy at work, then one can be a happy person.
Education is stil No 1. Have to be aware of surroundings have goals and work to enjoy and meet your goals - advance yourself in your work.

You need to live a life of peace and co-operation - Uzwano - then you do live a healthy and happy life.

Well staying with family then you can stay away from bad things.
Also,one must have faith and belief and trust.

One needs to keep busy and avoid being idle - that just leads to social and eventually economic problems.

If I can survive on my salary then I can make a happy family and then be happy. Also, to get education, like me, I'm doing my matric in correspondance.

Well, it differs for everyone - for me, my home and my spiritual life. Also, to come to such an interview because it is the first time it will give the company an idea of how we feel and where to improve. If it can just try more between black and white communication then it will be very good and it will stay a strong company, even become stronger.

Being adequately qualified for jobs is what will make you happy.

Medemens respekteer en saam met hom te leef is noodsaaklik om 'n gelukkige mens te wees.

Om probleme wat jy het onmiddelik te probeer op te los en positief te wees in jou uitkyk op die lewe.

One needs good health, a safe place to live, security at home and a job to be proud of.

To be able to provide for my family and children, that way I can be happy and healthy, so it seems that pay is a big issue.

One must make one's money to make a living for the family to be a happy and healthy person.

Goeie vrou en kinders, huislike toestande moet goed wees.
Gesondheid en 'n godsdienstige lewe - dis baie belangrik.

Happy at work, co-operation and happy at home and peace in the community.

One needs to be mentally challenged and have rewarding and satisfying work to be happy as an individual.

One needs to be happy at home and happy at work.

If I can have my own home with my family, I can be the happiest man ever.

Money is important for anybody in this world to lead a health and happy life.

If one can have a happy & healthy life at work and in the community, then one can be happy and healthy as a person.

5.4 Attitudes towards traditional healers in the black community

There was far more tolerance from the black employees regarding the effectively of traditional healers within their community, with 60% of the black staff and 64% of black wage employees saying that they believed traditional healers could help people. The findings have been included in this section one 'mental health' as these practitioners bridge the mind-body-soul/spirit divided most often found with western practitioners. The apparently more holistic approach to health/mental health by traditional healers is in keeping with the 'world view' advocated in this thesis. The scope of this thesis does not allow for a more in-depth discussion on this issue. The following statements illustrate the experiences and perceptions of employees that had a positive attitude towards traditional healers:

Yes [they can help people]. I will go to him [Indigenous Healer] sometimes because there are some diseases that they can help me with that [the] medical doctor cannot cure.

Well my uncle is a healer and I've seen many many people being helped by him. I think people must go to someone they believe in then it will help. He can do things medical doctors don't know about but also the other way round too.

It depends on the disease - some they can cure, other's they can't - same as with a medical doctor, there are many things he cannot cure and things he cannot ever really understand.
We have used them (indigenous healers) before the whites came in and we were okay. There's lots of things they can do which medical doctors can't.

I'll tell you how they help - they are custom and sometimes they send you to the Nyanga who gives the herbal remedies. Sometimes it's good to go to medical doctor first, he can't help, then you go to Nyanga. There are different things in culture that require you to see such a person, for example: hypertension, high blood pressure; also when the child is

born, the Nyanga tells you what to do for good health and spirit. The faith healers are also good for the spirit.

No, I don't believe in the Sangoma - only the faith healer (Apostolic Faith Church). They are given a gift from God which is different from the medical doctor who only has his knowledge - he uses artificial means - he doesn't have the real power.

Well what I can say is that my wife couldn't get children and I took her to the sangoma and they helped me.

Well yes, they can help with mental illness which the medical doctor cannot do.

White employees who were mostly negative in their perceptions and attitudes towards traditional healers with between 55% and 57% percent saying that indigenous healers were not able to help people and viewed the healers as either inadequately qualified/ educated, or as 'out to fool people and exploit them'. Of specific importance was the negative perception in the medical personnel of traditional healers who said that they usually had to deal with employees when things had gone wrong with the traditional healer's treatment.

Nee, ek dink nie hulle kan vir mense help nie want daars te veel van hulle wat nie weet wat hulle doen nie. Ek het al gehoor hulle maak party van die werkers hier so siek dat die ou op die einde by ons fabriek doktor moet hulp kry. Daar's van die ouens vat by die dood omdraai.

Ek weet nie. Dis so moeilik om te se want party werkers weet ek se hulle word mooi geëulp deur die mense, maar dan hoor ons hy die fabriek se doktor dat baie van hulle siek gemaak word deur van daai ouens. Dis seker maar omdat hulle nie genoeg kennis dra nie.

There has been much debate on this issue in the health and mental health field in South Africa and the issues involved in the debate are a microcosm of the issues present nationally, e.g. urban-rural; holistic-linear; official-unofficial realms of power.

Author: Cassidy, A.C.(nee Vink)
Name of thesis: A methodology to bridge research and intervention in mental health in South African organizations

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2015

LEGALNOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page)for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.