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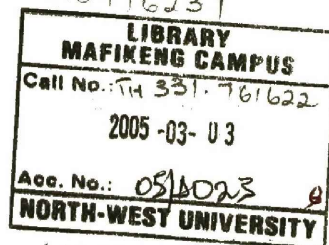
**A DISSERTATION ON THE
RELATIONSHIP BETWEEN
TRAINING AND DEVELOPMENT
AND INDUSTRIAL RELATIONS IN
THE KALGOLD MINING COMPANY**

**By
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PROF. E J LOUW**

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A

ABSTRACT

Acknowledgements

This piece of work is dedicated to God Almighty who strengthened me during these hard times of my professional career. He is worthy of thanks and praise in the name of Jesus Christ.

Special thanks go to my supervisor Professor E J Louw for his professional guidance and the confidence he has shown in me.

Thanks to my dear wife, Neo, and son, Kgosi, for their relentless support during my period of prolonged absence from home in pursuit of this treasure.

Thank you mom for having raised me to be the man that I am.

B

ABSTRACT

The primary object of this dissertation is to investigate the training problem in the Kgalagadi gold (Kalgold) mining company, located some 40 km West of Mafikeng. The company is reported not to have trained most of its staff in the Metallurgy department since the majority union, National Union of Mine Workers (NUM), does not approve of the organisational training plan.

The said training plan is perceived as an intervention that would not address the employees' training needs. Subsequently, the untrained employees are susceptible to workplace accidents characterised by poor work expertise. Nevertheless, the mentioned staff often face disciplinary charges for negligence or incapacity that could be linked to a lack of appropriate training.

In effect, this study focuses on the training problem experienced by the company as well as disciplinary actions for incapacity related to little or no training. Not only that, but also shall it highlight the shortfall caused by absence of a training needs analysis and establish if this could lead to training that does not address the employees' training needs. The study also seeks to investigate whether management involves the Majority union, NUM, in drawing up the organisational training plan.

Moreover, this dissertation will also look into the company's relationship with its SETA, the Mining Qualifications Authority (MQA). Careful attention will be on the unclaimed skills development levies lost in the event Kalgold fails to train its staff within the context of the National Skills Development Framework of South Africa.

C

ABSTRACT

To: The Respondents
From: Tshepo Tladi
Subject: **Completion Of A Questionnaire For A Dissertation**

Date:

Dear respondent

May I take this opportunity to ask you to complete the attached questionnaire which will be used primarily for a research study.

Your cooperation will assist me to complete a dissertation on the Industrial Relations and training related matters in your company.

Kind regards,

Tshepo Tladi

Biographical Data for all respondents

Section: A

Instructions: For all respondents

Mark with an X in the appropriate box

(I). Gender

M	F
---	---

(II). Age

21 – 27	
28 – 35	
36 – 43	
44 & above	

(III). Marital Status

Single	
Married	
Divorced	
Widowed	

(IV). Number of years in the company

1 – 5	
6 – 10	
11 – 15	
16 and above	

(V). Educational Qualifications

Grade 12	
Diploma or Degree	
Other	

(VI). Nature of job

Technical	
Administrative	

Section: B

1. Training

For general workers (non-managers)

Did you have any mine related training before you joined the organisation?

Y	N
---	---

If yes what type?

.....

Does that training enable you to work better?

Y	N
---	---

Has Kalgold offered you any staff training?

Y	N
---	---

Does the training offered help you to perform your job better?

Y	N
---	---

If yes, is that evaluated by yourself or your supervisor?

Myself	
My supervisor	

Is there an aspect of your job for which you need training?

Y	N
---	---

What do those training needs result from?

Lack of training	
Lack of exposure	

2. Implementation of the training Plan

(For Managers)

Are you aware of the training plan in your organisation?

Y	N
---	---

If yes, were you consulted during the period of its compilation?

Y	N
---	---

Did the training staff do skills analysis before developing the training plan?

Y	N
---	---

Is the training plan implemented?

Y	N
---	---

If no, what are the reasons?

.....

.....

If the training plan is to be implemented who will be trained first?

Metallurgy staff	
Engineering staff	

How is the relationship between managers and employees on training issues?

Good	
Bad	
Not sure	

What type of training would best address the training needs of Kalgold staff?

On-the-job training	
Off-the-job training	

Explain why?

.....

3. Relationship with NUM concerning staff training

(For NUM Shop Stewards)

Did management consult NUM shop stewards about the organisational training plan?

Y	N
---	---

Have NUM worker representatives ever engaged management about implementation of the training plan?

Y	N
---	---

Did any action arise following such talks?

Y	N
---	---

What type

.....

4. Discipline

(For general workers or non-managers)

Was any disciplinary action ever taken against you?

Y	N
---	---

If yes, what was the nature of the misconduct?

Reason	Number of times
Incapacity	
Sexual harassment	
Intoxication or usage of drugs or alcohol on duty	
Absenteeism	
Insubordination	
Theft	
Unauthorized Possession of company property	

What was the outcome of the case?

Counselling	
Verbal warning	
Final written warning	
Demotion	
Suspension	
Transfer	
Not sure	

Did appeal against the charges?

Y	N
---	---

How was the case finalised?

Sanction was upheld	
Sanction was reduced	
Sanction was dismissed	

5. Industrial Accidents

(For Managers)

Has any employee had an injury or accident on duty?

Y	N
---	---

What was the nature and cause?

.....

.....

Are the accidents frequent to metallurgy staff or common among all departments?

Metallurgy staff	
Engineering	
Geology	
Crushing	
Chemical	
All departments	

How does management react to such accidents?

By training employees	
By disciplining employees	
By	
No action	

6. Relationship with Mining Qualifications Authority (MQA)

(For Managers)

Do Kalgold and MQA have a working relationship?

Y	N
---	---

Does Kalgold make use of the services by MQA?

Y	N
---	---

Is the training done through skills coordinators from MQA?

Y	N
---	---

Does Kalgold offer training through other accredited service providers except the MQA?

Y	N
---	---

If yes, give the type of training and the training providers that is.

Type of training	
Name of training provider	

7. Skills Development Levy

(For the H R Manager only)

How much money does Kalgold pay annually on Skills Development Levy to the Mining Qualifications Authority?

Specify the amount

.....

Does Kalgold claim a percentage of that money every year?

Y	N
---	---

If yes how much per year?

.....

CHAPTER ONE

Overview of The Study

1. Introduction	1
2. Definition of concepts	1
2.1. Training and Development	1
2.2. Sector Education and Training Authorities (SETAs)	1
2.3. Organisation	2
3. Problem statement	2
3.1. Main problem	2
3.2. Sub problems	3
4. Descriptive hypotheses	3
5. Variables and their interdependency	3
6. Objectives of the study	3
6. The importance of the study	4
7. Research design	4
7.1. The organisation	5
8. The sampling technique	5
9. Data collection technique	6
10. Limitations of the study	6
11. A brief preview of the following chapter	6

CHAPTER TWO

Literature Review

1. Definition of concepts	7
1.1. Training	7
1.2. Development	7
1.3. Training and Development (T&D)	8
1.4. Industrial Relations	8

1.5. Disciplinary action	8
1.6. Apprenticeships	8
1.7. A miner	8
2. Training and Development	9
2.1. The purpose and importance of (T&D)	9
2.2. Another purpose of T&D	9
2.2.1. Training goals	9
2.2.1.1. Training validity.	9
2.2.1.2 transfer validity	10
2.2.1.3. Inter-organizational validity.	10
2.3. Types of training	10
2.3.1. Basic literacy skills	10
2.3.2. Technical skills	10
2.3.4. Interpersonal skills	10
2.3.5. Problem solving skills	11
2.3.6. Ethics training	11
2.4. Steps in T&D	11
2.4.1. Needs assessment	11
2.4.2.organisational needs analysis	11
2.4.3. Job needs analysis	12
2.4.4. Personnel needs analysis	12
2.4.4.1. Output measures	12
2.4.4.2. Self assesses training needs	12
2.4.4.3. Attitude surveys	12
2.4.4.4. Competency based assessment	13
2.4.4.5. Demographic analysis	13
2.5. Assessment and selection of trainees	13
2.6. Training and Development needs analysis	14
2.7. Advantages and disadvantages of T&D	15
2.8. The phases of training and development	16
2.8.1. The assessment phase	16
2.8.2. Training design and implementation phase	16
2.8.3. The evaluation phase	16
2.9. Programmes to facilitate training	16
2.10. The mine language	18
2.11. Statistics of some UK companies	18
2.12. Training methods and techniques	19

2.13. Training methods	19
2.14. Other training methods	20
2.14.1. Coaching	20
2.14.2 Lectures	21
2.14.3. Group training	21
2.14.4. Computer based training (CBT)	21
2.14.5. Interactive video	21
2.15. A brief evaluation of training and development	21
2.16. Problems inherent in training	22
2.17. On-the-job training (OJT) and off-the-job training	22
2.18. The training plan	23
2.18.1. Location of training within the institution	23
2.18.2. Participants in training	24
2.18.3. Planning the session	24
2.18.4. Equipment and training aids	25
2.18.5. Size of the group	25
2.18.6. Group membership	25
2.18.7. Notification	25
2.18.8. The physical area	26
2.18.9. Suitable premises	26
2.19. Steps in training analysis	26
2.20. Guidelines for training	27
3. Characteristics of effective training practice	28
3.1. The general system model of T&D	29
3.2. Implementation of the training and development	29
3.2.1. Selection of an implementation plan or technique	29
3.2.2. Other views about T&D	30
3.2.3. A T&D plan and implementation	30
3.2.4. A systems approach to T&D	30
3.2.5. T&D for managers	32
3.2.6. Human Resource Training and Development	32
3.2.7. The relationship among managers, employees and trade unions	33
3.3. Industrial Relations (IR) training needs	33
3.3.1. New employees	33
3.3.2. Supervisors and management	33
3.3.3. Employee representatives	33
3.4. The training process	34

3.5. Reasons why training efforts fail	34
3.5.1. Inappropriate training	34
3.5.2. Unclear objectives and poor evaluation	34
3.5.3. Over-skill	35
3.5.4. Inconsistency and incongruence of the reward system	35
3.5.5. Lack of follow up	35
3.5.6. The void in career planning	35
3.5.7. Fads, games and assorted nonsense	35
3.6. Training for all employees	36
3.7. Training by preparing training objectives	37
3.8. The actual training	37
3.9. The personal developer planner	38
3.10. Retention training and development	38
3.11. The impact of Japanese methods on direct labour	39
3.12. Training and development programs	40
3.13. Developing training programs	40
3.14. Cost Performance Index	40
4. Industrial action resulting from lack of staff training	41
4.1. Lack of training might cause future industrial action in Kalgold	41
4.2. Lack of consultation	41
4.3. Employers' consultation of unions	41
4.4. Sector Education and Training Authorities (SETAs)	42
4.4.1. The background relating to SETAs	42
4.5. Minerals and Mining Policy in South Africa - White Paper Of 1998	43
4.5.1. Industrial Relations and employment conditions	43
4.5.1.1. Background	43
4.5.1.2. Intent	43
4.6. The mining Legislation	43
4.6.1. The Local and International Mining Legislation	43
4.6.2. The International Labour Organisation (ILO) and mining	43
4.7. Training and retraining of miners	44

4.8. Skills Development Act (No. 97 of 1998)	44
4.8.1. The national qualifications framework (NQF)	44
4.8.2. South African Qualifications Authority (SAQA)	44
4.8.3. Education and training quality assurers	45
4.8.4. The Skills Development Levy-Grant Scheme	45
4.8.5. Paying the skills development levy	45
4.8.5.1. How the levies are used	45
4.8.5.2. Getting a skills development grant	45
4.8.6. Skills development facilitators	46
4.8.6.1. The functions of a skills development facilitator	46
4.8.6.2. Persons who can be appointed as skills development facilitators	47
4.8.6.3. Cost and payment of independent SDFs	47
4.9. Payments of grants	47
4.10. Forfeiture clauses	48
4.11. A training committee	48
5. About the mining qualifications authority (MQA)	48
5.1. Workable models	49
5.1.1. Higher education model	50
5.1.2. Technical college partnership model	50
5.1.3. Skills development funding model	50
5.1.4. Sectoral skills model	50
5.2. Further milestones of the MQA	51
5.2.1. Learnerships and the technical college sector	51
5.3. New policies	51
5.4. Growing new mining leaders	51
5.5. Skills for workers	52
5.6. Government perspectives	53
6. The involvement of labour representatives in employer affairs Workforce Investment Boards (WIBS)	54
6.1. What the Law requires	54
6.1.1. Employer consultation with unions	54
6.1.2. Labour involvement in training programs	55
6.1.3. Involvement of unions in employee training decisions	55

6.2. Steps for success (strategy for improvement)	55
6.2.1. Timeliness	55
6.2.2. Best practices	55
6.3. In service and on-the-job training (OJT)	56
6.4. Developing skills and pay through career ladders: lessons from Japanese and U.S. Companies	56
6.4.1. The Japanese system	56
6.4.2. Examples of large Japanese firms where unions participate in training and salary decisions	57
6.5. Training and upward job mobility	57
6.6. Training and development	58
6.7. Developing skills and pay through career ladders	60
6.8. Workplace training plan	60
6.9. Health and safety training	73
6.10. The alliance between employers and the unions in training decision-making	73
6.11. The common problems	74
6.12. Expanding the program	74
7. People view's of the Skillsight Programme (PVS)	74
7.1. Resource allocation	74
7.2. Training needs analysis	74
7.3. Career development	75
8. The US department of Labour Mine Safety and Health Administration (MSHA)	75
9. Training plans	76
9.1. Training plan implementation	77
9.2. New miner training	77
9.3. Newly hired experienced miner training	78
9.3.1. New task training	79
9.3.2. Annual refresher training	79
9.3.3. Compensation for training	80
9.3.4. Site-specific hazard awareness training	80
9.3.5. Responsibility for independent contractor training	81
9.3.6. Mine safety and health - training requirements for miners	81
9.3.7. Training to reduce workplace accidents	81

9.4. Workplace accidents	83
9.4.1. Safety program seeks to decrease workplace accidents	83
9.4.2. Statistics on industrial accidents	84
9.4.3. Blame on employees	84
9.4.4. Employers' limitations	84
9.4.5. Other causes	85
9.4.6. Analysis	85
9.4.7. Exposure to occupational hazards	86
9.5. Accident prevention in Spanish companies	86
9.5.1. A changing context	87
9.5.2. Commentary	87
9.5.3. Industrial action over accidents in construction sector	87
9.5.3.1. The unions' proposals	88
9.5.3.2. Negotiations begin over cutting industrial accident rate	88
9.5.4. The impact of workplace accident on performance	88
9.5.5. What an employer can do to avoid industrial actions	89
9.5.6. Firing employees can be risky task	89
9.5.7. Employers can shield themselves from at work violence	90
10. How Industrial Relations relates to Training	
10.1. Disciplinary procedures for classified managers and confidential employees	
10.1.1. Two (2) year limit	91
10.1.2. Probationary	91
10.1.3. Causes	91
10.2. Procedures for discipline	92
10.2.1. Notice of disciplinary action	93
10.2.2. Disciplinary actions	93
10.2.3. Alternate methods	93
10.2.4. Non-grievances	93
10.3. Employee policy on progressive discipline policy at city of Columbia	94
10.3.1. Oral reprimand	94
10.3.2. Written reprimand	94
10.3.3. Suspension	95
10.3.4. Dismissal	95
10.4. Multiple offences can result in the following disciplinary action	96
10.5. Progressive discipline policy (for classified staff)	97

10.6. Performance related offences	98
10.7. Disciplinary actions	99
10.8. The CCMA gets tough with employers	101
10.9. Employees on probation	102
10.10. Circumstances that warrant a dismissal	103
10.11. Compensation for unfair dismissal	103
10.12. Notice period	103
10.13. Procedures to be adopted when dismissing an employee on probation	103
10.14. Fair dismissal	104
10.15. Dismissal for misconduct	104
10.16. Misconduct: disciplinary procedures prior to dismissal	105
11. A brief preview of the following chapter	106

CHAPTER THREE

Research Methodology	107
1. Introduction	107
2. Research design	107
2.1. The organisation	107
2.2. Research method	109
2.3. Data gathering instruments	109
2.4. The population	109
2.5. Sampling method	112
2.6. Distribution of questionnaires	113

2.7. Data analysis	113
2.8. A brief preview of the following chapter	116

CHAPTER FOUR

Presentation and Analysis of Data	117
1. Introduction	117
2. Biographical Data	
2.1. Ages for respondents	117
2.2. The gender of respondents	
2.3. The Marital status of respondents	118
2.4. The respondents' length of service	118
2.4. Academic qualifications	119
3. The Section on Training	119
3.1. Presentation and Analysis of data from staff	119
3.1.1. Analysis of information on training from operators and their supervisors (general staff)	120
4. Information on the Training Plan	121
4.1. Analysis of data from the Chief Chemist	121
4.2. Analysis of data from the Foreman Crushing	122
4.3. Analysis of data from the Engineer	122
4.4. Data Analysis form the Geologist	123
4.5. Analysis of data from the Metallurgy Manager	124
4.6. Data analysis from the Human Resource Manager	124
4.6.1 Commonalities in the management's responses	124
4.6.2. Collective responses on the training plan from management	125
4.7. Analysis of data from managers	125
4.8. Analysis of data from the NUM shop stewards	126
5. Discipline	
5.1. Analysis of data from staff	126
5.2. Analysis of data from staff	
5.3. Analysis of data from staff	128
6. Industrial accidents	128
6.1. Analysis of responses from managers about the occurrence of industrial accidents	128

6.2. An analysis on how managers respond to industrial accidents	129
7. Kalgold's working relationship with MQA	129
7.1. Analysis of data on the relationship between Kalgold and MOA	130
7.2. The analysis of data on the type of training and training providers suitable for training needs of the company. Seven (7) managers	130
8. Information of the Skills Development Levy	131
8.1. Analysis of information on the Skills Development Levy	131
9. A Brief preview of the next chapter	131

CHAPTER FIVE

Recommendations and Conclusion	132
1. Introduction	132
1.2. Validation of hypotheses	132
1.2.1. Hypothesis 1	132
1.2.2. Hypothesis 2	133
1.2.3. Hypothesis 3	133
1.2.4. Hypothesis 4	133
1.2.5. Hypothesis 5	134
1.2.6. Hypothesis 6	134
1.2.7. Hypothesis 7	134
1.2.8. Hypothesis 8	135
2. Recommendations	135
3. Disciplinary procedure	136
3.1. Disciplinary enquiries for misconduct	137
3.2. Disciplinary procedures prior to dismissal	137
4. Distinguishing misconduct and incapacity	138

TABLES

Chapter One

Table 1. Kalgold's organizational structure	5
---	---

Chapter Two

Table 1. Training and development system. Considerations in design.	15
Table 2. A general System Model of the training and development process.	29
Table 3. A Sample Training Plan	62
Table 4. The John Jay college progressive discipline model	100

Chapter Three

Table 1. Departments at Kalgold	108
Table 2. Kalgold Organisational Structure	<u>111</u>
Table 3. The Sample and data collection instruments	112
Table 4. The type of questions for respondents	113

Chapter Four

Table 1. Age groups of the sample	117
Table 2. Gender	118
Table 3. Marital status	118
Table 4. The respondents' service	118

Table 5. Educational Qualifications of respondents	119
Table 6. Information on Training	120
Table 7. Chemical Department (Chief Chemist)	121
Table 8. Foreman Crushing	121
Table 9. Engineer	122
Table 10. Senior Geologist	123
Table 11. Metallurgy Manager	123
Table 12. Human Resource Manager	124
Table 13. Information on the training plan	125
Table 14. A presentation of responses from NUM Shop Steward regarding staff training	126
Table 15. Responses on discipline from staff	126
Table 16. The nature of misconduct cases	127
Table 17. The outcome of cases	127
Table 18. The finalisation of cases after employees lodge appeals	128
Table 19. The occurrence of accidents	128
Table 20. The nature of accidents	129
Table 21. Management's reaction to accidents	129
Table 22. The relationship with MQA	130
Table 23. Appropriate training	130
Table 24. The Skills Development Levy	131

Overview of the Study

Chapter One

1. INTRODUCTION

The Kalgold mine is a medium sized mining group located some 40 km West of Mafikeng. The company started mining in 1996. As part of the broader employment initiative with the National Skills Development Framework. Accordingly, Kalgold belongs to a Sector Education and Training Authority (SETA) called the Mining Qualifications Authority (MQA). Funding for the MQA is generated from levies paid by employers within the same economic sector and has a wage bill of more than R250.000. As an employer, Kalgold is liable to pay two percent of its total payroll to the South African Revenue Services (SARS) and subsequently claim 70 percent of that Levy from the MQA, only if it has trained its employees during the financial year.

Kalgold mining group reports not to have trained most of the staff in the Metallurgy department because the majority union, National Union of Mine Workers (NUM), does not approve of the organisational training plan. As a result, no funds can be claimed from the MQA. The essence of this dissertation is therefore to establish if Kalgold trains its staff in line with the National Skills Development Framework. It also seeks to enquire about the extent of union involvement in drawing up of the staff training plan.

Moreover, the dissertation will focus on the training problem experienced by the company as well as disciplinary actions for incapacity related to little or no training. Not only that, but also shall it highlight the shortfall by absence of a training analysis and if this could result in training that does not address the organisational training needs.

2. Definition of concepts

2.1. Training and Development

Training and development can be defined as an effort to teach employees basic reading skills or advanced courses. The skills categories normally include basic literacy, technical, interpersonal and problem solving classified as formal and informal training. The former is planned in advance and has a structure format while the latter is unstructured, unplanned and easily adapted to situations and individuals (Robbins 2003: 493)

2.2. Sector Education and Training Authority (SETA)

The Sector Education and Training Authority is an initiative established in an employment sector to manage the many skills development and training needs that exist. These sectors play a major role in contributing to the bringing and raising of skills to the employed, or those wanting to be employed in their sector. A SETA coordinates skills and training needs for its sector and ensures that training offered is done according to agreed standards, within a national framework. Such training is

subject to quality control and sometimes compared to the best international standards (www.serviceseta.org.za/research).

2.3. Organisation

A consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals (Robbins P: 2003).

3. Problem Statement

The Kalgold mining group is presently undergoing a transition from open pit to underground mining. As a result of that the permanent staff do gold processing and analysis, not gold digging. Therefore, the company has unilaterally drawn a short-term training plan to address the present training needs.

In its bid to implement its skills plan, Kalgold is held back by, among others, resistance from National Union of Mine Workers (NUM) for not having been consulted by management when drawing up the training plan. Employee consultation is just as poor. Selection of trainees without union involvement also stalls the training plan since factors such as the criteria to be followed and who should be trained first are at the center of the disagreement. During staff lay-offs, training personnel are some of the key employees to be targeted and this affects the training staff complement. Staff training at Kalgold is also not agreed upon by management and NUM.

Above all, Kalgold does not train its technical staff and claims no money from the levies it pays annually to MQA, its SETA.

3.2. Main Problem

The organizational skills development plan is not implemented at all.

3.3. Sub problems.

- 3.3.1. The process of training is stalled by disagreements between mining management and NUM.
- 3.3.2. When drawing up the skills plan, mining management neither consulted with employees nor NUM.
- 3.3.3. There is no training analysis and an evaluation to determine whether the training will help improve job performance.
- 3.3.4. Kalgold lacks precise selection criteria for trainees (who should be trained first).
- 3.3.5. The employees are often disciplined for incapacity though they have not received the required training
- 3.3.6. The employees at Kalgold experience industrial accidents quite often
- 3.3.7. The company cannot claim its skills development levies since it does not train its staff.

1.4. Descriptive hypotheses

- 1.4.1. Management's failure to consult with staff and the representative union (NUM), when drafting the training plan, stalls the training process.
- 1.4.2. The employee performance at Kalgold is poor because the company fails to train its staff.
- 1.4.3. Kalgold does not fully make use of the services of the MQA in obtaining accredited training providers and Skills Development Facilitators.
- 1.4.4. Failure to train staff could result in future industrial action at Kalgold mine.
- 1.4.5. The accidents that occur among work teams happen as a result of negligence related to poor training.
- 1.4.6. Incapacity caused by lack of training leads to disciplinary action.
- 1.4.7. Lack of training analysis renders mine employees susceptible to training that does not address the needs of the individual employees (inappropriate training).
- 1.4.8. Kalgold loses a substantial amount of money paid in skills levies to SARS as a result of its failure to train staff.

1.5. Variables and their interdependency

In hypothesis (1.4.8.) we shall consider that a lack of training needs analysis is correlated with training that does not address the needs of the organisation (inappropriate training). In this hypothesis, lack of training needs analysis will be the independent variable while inappropriate training becomes the dependent variable.

The second correlation to be investigated is between the stalled training plan and the lack of union consultation (hypothesis 1.4.7.). In our hypothesis the stalled skills plan (dependent variable) is brought about by a lack of consultation (independent variable). It is only after analysis of the data that we can confirm these correlation and interdependency among the variables (Cohen: 1985). It is sometimes difficult to tell which variable depends on the other until we predict variables from each other by using appropriate relationships (Cohen, 1985: 215).

In a classroom study, at a technical college for example, we may hypothesise that a Physical Science background can be considered an independent variable while academic success is the dependent variable. This will occur where we have a hypothesis to the effect that students with Physical Science background are likely to be more successful academically in a technical college than those without a prior science background. A hypothesis can therefore be considered as a statement about the relation between two variables the truth of which can be tested (Behr, 1988: 5). A correlation between variables, will be applied among all the hypotheses in this dissertation.

1.5. Objectives of the study

- 1.5.1. To establish whether Kalgold has an implemented training plan.
- 1.5.2. To investigate the involvement of unions in the drafting of Kalgold's employee training plan.
- 1.5.3. To determine if the absence of training analysis may lead to the choice of training that does not meet the needs of an organization.

- 1.5.4. To establish if it is possible to implement the training plan that does not entail training analysis and involvement of the representative union.
- 1.5.5. To investigate whether incapacity related to poor training makes employees susceptible to workplace accidents.
- 1.5.6. To inquire if untrained staff are disciplined for incapacity
- 1.5.7. To investigate whether training and development helps improve employees' work performance.
- 1.5.8. To highlight the likelihood of industrial action in an organization that fails to train its staff.
- 1.5.9. To investigate whether Kalgold trains its staff through the MOA, its SETA.
- 1.5.10. To establish whether Kalgold trains its staff and subsequently claims a statutory percentage of the skills development levies from MQA.

1.6 The importance of the study

This dissertation aims to find solutions for the training problems experienced by the Kalgold mining group. It also seeks to discover the loss the group incurs by failing to train its employees. Additionally, the study will establish how training and development are correlated. In the final analysis, the study hopes contribute to the existing body of knowledge on how training and development relates to Industrial Relations.

1.7. Research design

1.7.1. The organisation

Kalgold is in the business of mining gold. As opposed to underground mining, the gold mining exercise is done by digging of open slant furrows. The dug roads (furrows) are done using such machinery as drilling machines, excavators and loading rocks with front-end loaders onto 50-ton trucks. The gold digging exercise is not performed by Kalgold employees and has been outsourced to private contractors. Hence, no heavy machinery on site belong to Kalgold.

Kalgold has a threshold of 278 permanent employees which include metallurgy staff, laboratory and geology personnel. The metallurgy workers deal with gold processing, the geology team gives advice on rock and gold surveying, while the laboratory staff confirm the genuineness of rocks and determine the grades of gold. Some of the workers in the company are consultants and contractors and do not form part of the permanent staff complement. The work site at Kalgold is divided into the East and West wings, both of which are occupied by the said contractors and permanent employees. In other words, the contractors and permanent employees do not share the same site.

Kalgold plans to go underground (shaft mining) in 2005. The 8 trucks and earth engaging machines are worth R30 M. It would not have been cost effective if the company was to own and maintain the equipment since they would not be used for shaft mining after the next two years.

The company organisational structure follows below:

Table 1. Kalgold's organizational structure

Departments	Number of females	Number of males	Total number of employees	Total number of departments
Mining management	0	1	1	1
Team Captain	0	1	1	1
Ore Resources	0	1	1	1
Metallurgy Management	20	211	231	6
Engineering	10	23	33	2
Finance and administration	2	4	6	3
Human Resource Management	1	4	5	1
Total	33	245	278	15

The spotlight will fall on the technical (Metallurgy) staff that does gold processing. This would include crushing and gold analysis staff. As the primary employees in the sector, none of the said staff have been sent to training since the beginning of business in 1996. A small portion of the technical staff is made up of engineers, who have never received training either.

1.8. The Sampling technique

The sampling technique to be used in this dissertation is the cluster random sampling method. Parahoo (1997: 229) says cluster random sampling applies to units of research population that already exists in clusters. Let us take, for example, each district that has a number of hospitals. Each 'hospital is a cluster of health professionals, and within hospitals each ward is a cluster of nurses', Parahoo (1997: 229). With regard to Kalgold, the organizational structure is divided into four (4) main departments namely, Metallurgy, Engineering, Mining And Laboratory. The employees are categorised according to their specialisation and professions, (except the support staff in the administration and finance departments). The cluster random sampling method will include all staff members in the departments under study.

1.9. Data Collection Technique

The study would use questionnaires as primary data collection tools. Once the shift workers report for work, they spend their tea and lunch break indoors and exit the premises only when leaving for their homes. Questionnaires are essential as the staff would complete them off duty in their spare time. The physical environment for the mine is not safe for an outsider to walk around. The continual roaring of heavy machines, restricted work areas and dust filled air impede free movements and access to employees during working hours. Hence, management does not allow access to outsiders for safety reasons.

1.10. Limitations of the study

The fact that Kalgold currently does open pit mining and plans to go underground in year 2005, creates a problem of identifying training that will address the transition. The researcher is accordingly obliged to bear in mind that the present training for the company may be transitional in view of the group's long-term objectives.

1.11. A brief preview of the following chapter

The following chapter will deal with literature survey by exploring views of other researchers to help confirm the assertions that are made in this dissertation. The chapter would cover the areas the scope of which is contained, among others, the objectives of the study and the research tools.

Literature Review

Chapter Two

1. DEFINITION OF CONCEPTS

1.1. Training

Training generally refers to the gaining of skills by employees that can be used in certain places of work. Specific training means skills and information that employees acquire for use on their particular jobs. Specific training makes one discover how the budget system of a particular company works. In other words, the type of training offered may be shaped to meet the needs of that particular employer. Training is also systematic and organised process by which the employee acquires the knowledge, skills attitudes and information necessary to achieve the objectives of the enterprise and his or her own too (Grobler 2002: 314).

Training is an effort that assists individuals to improve their abilities in a particular job while development relates to the improvement of a person's overall capacity to pursue a career. Development therefore enhances the general potential of employees (Bennett 1997: 334).

Training can further be defined as a form of learning experience that brings permanent change in a person enabling him / her to perform better on the job. Nel (1997: 273) recognises training as having the potential to raise a productive workforce. Trained employees often have job satisfaction, job enrichment and a feeling that the employer is interested in their advancement. In compiling the training programs the employers have to consult their needs and needs of their employees (Nel 1997: 273).

Armstrong (1998: 507) defines training as planned process to modify attitude, knowledge or skill behaviour through learning experiences to achieve effective performance in an activity or range of activities. Its purpose, in the work situation is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organisation (Armstrong 1998: 507).

1.2. Development

Development is a systematic process of training and growth by which the individual acquires and implements knowledge, skills, abilities and insights to do the job effectively Marx S, van Rooyen and d Bosch (1998: 488). There is a thin line between training and development. The former enables an individual to become competent at work. Training and development processes in short terms are inter-linked (Marx et al 1998: 489).

1.3. Training and Development (T&D)

Bartol and Kathryn define training and development as a planned effort to facilitate employee learning of job related behaviours in order to improve job performance (Bartol & Kathryn 1998: 329)

Cascio (1991: 361) defines training and development as planned activities or programs of organisational improvements undertaken to bring about relative permanent change in employee knowledge, skills, attitudes and social behaviour (Cascio 1991: 361).

Training and Development are efforts to help provide employees with opportunities to learn new skills and polish old ones. Through participation in training and development, good employees become even better. In addition, not only do they come away with improved skills, they also acquire the kind of confidence in themselves that translates into greater on-the-job efficiency and productivity (www.hr.ufl.edu/training).

1.4. Industrial Relations

Industrial relations refers to the relationship between management and labour, and the processes for negotiating employment conditions. This includes the study of the workers and their unions, the employers and their associations, and the institutions established to control relations between the two groups (McLennan W, 1996). Australian Statistician (Bureau of Statistics August 1996).

1.5. Disciplinary action

"Disciplinary Action" is any action whereby an employee is demoted, suspended, or dismissed, excluding a layoff for lack of work or lack of funds.

1.6. Apprenticeships

An apprenticeship is a job which allows a person to learn a trade through a mix of on-the-job training and off-the-job study (www.dir.nsw.gov.au/rights/).

1.7. A Miner

A miner means any person, including any operator or supervisor, who works at a mine and who is engaged in mining operations; and any construction worker who is exposed to hazards of mining operations (<http://www.msha.gov>).

A miner means any person working in an underground mine and who is engaged in the extraction and production process, or who is regularly exposed to mine hazards. This definition shall include the operator if the operator works underground on a continuing, even if on an irregular basis. Short term, specialized contract workers, such as drillers and blasters, who are engaged in the extraction and production process and who have received training (experienced miner training).

The other definition for a miner is any person working in an underground mine, including any delivery, office, or scientific worker or occasional, short-term

maintenance or service worker contracted by the operator, and any student engaged in academic projects involving his or her extended presence at the mine,
<http://www.msha.gov>.

2. Training and Development

2.1. The purpose and importance of T&D

The main object of T&D is to remove performance deficiencies, present or presumed that brings employees performance to undesired levels. T&D make productive employees. Organisations experiencing declining rates of productivity and quality of service require training directed at performance improvement. T&D is key to organisation that go through new technological advancements avoiding employees' obsolescence. It assists an organisation to face competition. T&D raise employees' level of commitment to the organisation and make them believe that the organisation is worth working for (Schuler and Huber 1993: 512).

Kalgold is required to take cognisance of the transformational processes of government that incorporates programmes like Affirmative Action (AA) in its skills development plan. Moreover, most of the AA programmes are supposed to aim at career planning and T&D. The link between AA and Skills development Act bears testimony (Bendix 2001: 436).

2.2. Another purpose of T&D

For the purposes of this dissertation, we will explore training as a means to improve performance. Employers need to target employees whose performance is unsatisfactory resulting from of skills deficiency. Training may not always solve the problems associated ineffective performance but through strong T&D programmes performance related problems can be reduced. New employees often lack skills to make them competent in their new jobs.

Usually, no tool can be used to predict how a new employee's performance on the new job would be. Training can serve as a tool to bridge the gap between the gap between the employee's predicted and actual performance. Managers often hire and promote employees whose performance at high levels needs training. In situations where the job vacancies outnumber applicants, companies tend to promote applicants with less skills and later address the skills shortage with training. Moreover, managers always hire an employee with potential to learn and empower them to perform specific tasks (www.workinfo.com).

2.2.1. Training goals

A number of possible training goals are:

2.2.1.1. Training validity.

Did the trainees learn anything during training?

2.2.1.2 Transfer validity.

To what extent did the knowledge, skills, or abilities learned in training lead to improved performance on the job?

Intra-organizational validity. Is the performance of a new group of trainees in the same organization that developed the training program similar to the performance of the original training group?

2.2.1.3. Inter-organizational validity.

Can a training program that "works" in one organization be used successfully in another organization (Cascio 1998: 261).

2.3. Types of training

Training covers a range of empowerment from basic reading and writing skills to courses in advanced leadership. There are generally known four skills categories namely: basic literacy, technical, interpersonal relations and problem solving training. Ethics training will be discussed briefly.

2.3.1. Basic literacy skills

The US department of education recently reported that about 90 million American adults have average literacy skills and almost 40 million can read a little or not at all. Companies continually develop their employees reading and mathematics skills. Dudek, for example operates a small manufacturing firm, North of Chicago. The primary business is making of metal clips, hooks and clasps used in household appliances and automotive components. During training Dudek's employees were administered basic quality management principles that proved irrelevant as only a few could calculate percentages or draw an ordinary graph. Dudek later appointed an instructor after he discovered that the workers do not have basic reading and writing skills to conduct English and mathematics classes. According to Dudek, the training made the employees much efficient. The \$ 15,000 training budget was spent cost effectively. The above account exemplifies that employee training must take into account the skills level of your workforce and address the needs of an organisation.

2.3.2. Technical skills

Robbins (2001: 481) argues that upgrading and improving the employees' technical skills is the core of most training. Technical training is very important lately for two reasons – recent technology and structural designs. New technologies and improved methods influence job changes. Many motor mechanics and artisans undergo continual training to be able to use computer-based engines and electronic stabilising systems when fixing or repairing recent model cars. Organisational design has also led to many people being offered technical skills.

2.3.4. Interpersonal skills

The work performance of any employee in a unit depends on his or her ability to interact with other team members, and his or her manager/s. Not all employees have

good interpersonal skills and need training in that area. Interpersonal skills training may prescribe training employees how to be good listeners, how to effectively communicate their ideas and how to be a good team member.

2.3.5. Problem solving skills

Problem solving is the responsibility of managers and employees alike. This training can be given to workers who have skills but experience a serious deficiency. Activities included under the said training can include sharpening of their logic, reasoning, problem solving skills, ability to assess causation, initiate and choose alternatives and make solutions. Training employees on problem solving equips them with the skill to work independently and effect the Total Quality Management (TQM).

2.3.6. Ethics training

Robbins (2001: 482) says studies during early 2001, on US companies, shows that employees in 1000 major US corporations are given ethics training. However, no valid data can prove that people can be taught ethics. Research shows that ethics are learnt at an early age and are acquired by example. By the time a person reaches employable age, s/he is expected to have embedded ethics within him or her. Academics who advocate for ethics training argue that after early childhood human beings can learn new ethics. On the other hand, if ethics cannot be learnt, ethics training creates awareness in employees of ethical dilemmas and ethical issues underlying their actions. The training may also assure management of employees' good ethical behaviour (Robbins 2001: 482).

2.4. Steps in T&D

Bezuidenhout & J Garbers (1998: 113) has it that training and development should be part of the employees' integrated development and should follow the organisation's competitive advantage in the interest of investment in Human Resources. Starting with assessment of employees' level of skill and experience, T&D can take the following steps.

2.4.1. Needs assessment

A needs assessment is important to commence with when determining an appropriate training programme. Schuler and Huber (1993: 515) the process of needs assessment would evolve on organisational needs analysis, job needs analysis, personnel needs analysis and a demographic needs analysis. Also inclusive should be training in Industrial Relations.

2.4.2. Organisational Needs Analysis

The organisational needs analysis starts with exploration of short and long term objectives on the organisation and the trend that has a bearing on these objectives. The primary information for the exercise may derive from efficiency indices like cost of labour, quantity of output, waste and equipment use and repairs. The effectiveness of training programmes, location of training and development needs in the specific departments will be easy as a result of organisational needs analysis.

2.4.3. Job needs analysis

Job needs analysis helps to examine the content of the present and future jobs. During this stage we gather information on the tasks to be performed in each job (from the job description), the skills necessary to carry out those tasks (job specification) and the minimum performance standards (from performance appraisal). It is at the disposal of such information that can make us ascertain that training programmes are job specific and useful. For the content and complexity of future jobs we may make use of expert information and predictions.

2.4.4. Personnel needs analysis

Personnel Needs analysis can be done in two ways:

The employee performance weaknesses can be realised by contrasting real registered performance with the minimum expected performance standards. Alternatively, we may compare and evaluate employee proficiency on each needed skill dimension with the proficiency level necessary for each skill. The first step is derived from the actual, present job performance of the employee and is used to decide training needs for the current job. The second method is appropriate as the basis for development needs for future jobs. The employee training needs may be decided upon by various approaches

2.4.4.1. Output measures

Evidence on performance deficiencies can be derived from performance data like productivity, accidents, customer complaints and performance appraisal ratings. Work sampling and job knowledge tests help to measure performance capacity and knowledge as part of personnel needs analysis.

2.4.4.2. Self assessed training needs

Employees themselves are better placed to know their own weaknesses and deficiencies of their performance and skills. Self assessment may be conducted by putting up posters that announce available training courses and inquiries about the interested parties. A formal way would be doing surveys on training needs.

2.4.4.3. Attitude surveys

Attitude surveys by non-managerial workers and customers can assist in compiling training needs. If, for example, a subordinate scores a supervisor lower marks on fairness in treatment than other supervisors at work, this suggests training needs for that supervisor. In short, this is a source of information on both employee deficiencies and a determinant for inadequacies in the services rendered. Employees and managers can thus compile a comparable survey that serves as a guide of the skills required for managerial effectiveness.

2.4.4.4. Competency based assessment

This assessment has five primary steps:

- **develop broad competency categories**

This is a process of determining needed skills, at a certain level of job classification, to promote effectiveness.

- **develop specific competencies**

The competencies under this category are developed after defining broader ones.

- **develop a resource guide and a competency rating form**

This step calls for the development of resource guides or competency manuals that helps in employers' and employees' skills development.

- **prepare a development plan for each employee**

Supervisors would have to work with their subordinates to develop a specific improvement plan after evaluating all employees.

- **evaluate employee progress and develop a new plan**

Employees' progress in skill development has to be assessed periodically.

2.4.4.5. Demographic analysis

In recognition of the Affirmative Action programmes, organisations should do demographic studies to have a grasp of the training needs of specific population.

2.5. Assessment and selection of trainees

Employers normally do an assessment and selection of trainees. Jupp and Hodlin (1979: 78) further assert that assessment of an individual can be based on a face-to-face interview. The first reason for such an interview is choosing a group that is homogenous in its skills competency and have same skills needs. The second reason is to develop an understanding of the capacity and delivery weakness for each worker. The chosen trainees should resemble the sole level of performance problem prevalent in the workplace.

Those responsible for training are advised to follow various ways. After the organisation has identified workers with skills gaps and those to be taken for training, the skills coordinator will request for a list of employees to be taken on skills training. More names should be submitted than names in the class. Interviews by the organiser will follow and a drawn list for the class. Unskilled workers should be interviewed in cases where there are difficulties.

In an organisation with a large number of unskilled workers; only representative a sample would suffice. As soon as the target group has been identified, others at the

same level may be identified informally and interviewed. When training staff an organisation may take into account factors other than skills levels of employees. This is commonly followed by the actual list after consultation with management. The class organisers should at this stage have room to exclude any employee from the training list.

Formal skills assessment interviews are also rational prior to courses since the test results will provide a measurement for individual progress by the end of the course. From an academic point of view, the above exercise will provide the company with what has been achieved through such skills training. Moreover, pre-course and post-course assessment are to be conducted the same way and must both share many characteristics.

The initial assessment needs must be:

- quite easy and quick to be run
- basically assess the skills competency relevant to work situations
- present recorded samples of observed performance for subsequent analysis and comparison
- present a background about an individual (Jupp and Hodlin 1978: 45).

Except for on-the-job training or training provided by the employer, some international companies like Nissan, UK, for any after work (evening) work related classes that employees undertake. Nissan also trains its employees until they are fully capacitated in all aspects of the job. Lucas CAV and body shop cover training and development costs for their employees despite that the evening classes attended are not job related. Companies consider staff training and development important since it takes the organisation and its departments, divisions and functions to its destinies (Pettinger 2001: 107).

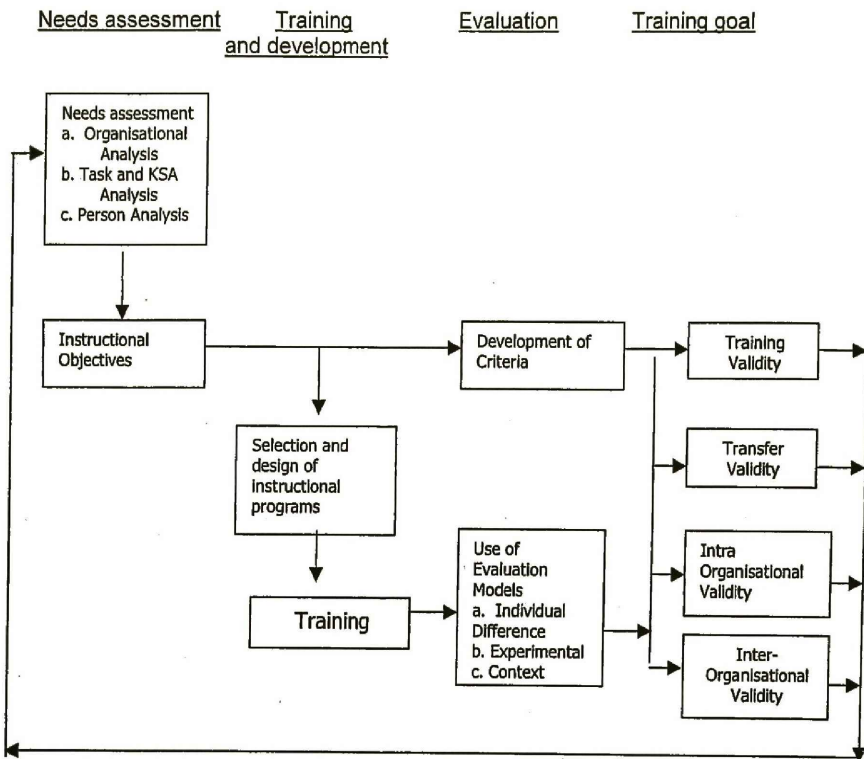
2.6. Training and Development needs analysis

Employers must always make a thorough determination of the needs before giving employees training and development. A possible source for such information about gaps that need to be bridged by training can be from employees' performance appraisal (Kroon 2000: 316).

The figure below shows the Training and Development Systems Model designed to guide an employer on the needs assessment, implementation and evaluation stages of the training process (Cascio 1998: 261).

Continues...

Table 1. Training and development system. Considerations in design.



The model in figure 1 illustrates needs assessment, or planning, phase, an implementation phase, and an evaluation phase. Should the needs assessment phase not be enough, the training offered will be irrelevant to the needs of the organisation.

2.7. Advantages and disadvantages of T&D

The advantages of training and development on an individual are:

- once an employee's knowledge, skills and abilities are improved, his / her chances in the labour market are enhanced
- trained and developed employees are promotable
- training and development enable employees to handle stress, tension, frustrations and conflict
- employees' career development and job security depend to a larger extent on training and development.

Training and development have disadvantages as well. Nevertheless, the cost of training may be more in terms of loss in production time and the amount spent on

external or internal courses. If the cost of training is more than its benefits, then the training has disadvantages. To deal with this disadvantage, cost analysis benefit analysis of training should be conducted on an ongoing basis. Such an intervention will assist to ensure that training and development brings with it a return on investment. There are various training and development methods and techniques from which employers may choose. The one best method would depend on the cost effectiveness of training and development, the facilities available, the content of the training programme, the basic principles of learning, the abilities for both training personnel and employees.

Marx et al (1998: 488) and Bartol (1998: 329) both agree on the interrelatedness of T&D, and argue that both terms are used interchangeably. In essence, training suggests efforts to increase employee skills on present jobs. Development means efforts directed towards improvements related towards future jobs. US businesses direct an estimated annual budget of \$ 60 billion on running internal T&D programs (Bartol 1998: 329).

2.8. The phases of training and development

There are three main process covered in the training process:

2.8.1. The assessment phase

This phase begins with identification of training needs, setting training objectives and plotting the criteria for evaluating the results of the training programme. Then follows a needs analysis to determine training requirements. The needs analysis phase encapsulates an analysis of the organisation's training needs that takes into account the organisational requirements tasks related to jobs that warrant training, and the employees' levels to perform the tasks effectively.

2.8.2. Training design and implementation phase

The above process covers selection of training methods, compilation of training materials and the practical training progress. On-the-job-training methods may substitute formal classroom training. Such training methods enable employees to perform while performing the job, under the supervision of a competent trainer.

2.8.3. The evaluation phase

It is during this process where we evaluate the training results with regard to the criteria developed on the assessment phase. When evaluating training, we measure how useful the participants thought the training was, assess the actual learning, by administering tests before and after training. Essentially, we observe behavioural change by tasking the supervisor to assess changes in the individual's behaviour and measure the registered outputs (actual results on the job) (Bartol 1998: 329).

2.9. Programmes to facilitate training

Different organisations explore numerous programs to facilitate training. These are orientation training, technical skills training and management development training.

- Orientation training is intended to introduce new employees to the company and to their jobs.
- Technical training focuses on giving employees specialised knowledge and to equip employees to cope with methods, processes and techniques inherent in a specific trade.
- Technical skills training is also important to help workers learn various aspects of their jobs.
- Management development programs are concerned with tapping in managerial skills required for managerial and executive levels (Bartol 1998: 330).

According to Kroon (2000: 315) South Africa has a shortage of well-trained employees. It is incumbent on employers to train employees to acceptable levels of skills and competency. Kroon (2000: 315) further explains training as being more task oriented than development and of a short term nature. Development on the other hand has to do with expanded potential in the long term. The identification and development of management potential go along with training in technical skills, from a Human Resource Development (HRD) point of view. Training programs in any institution must be evaluated from time to time to see if they have achieved organisational goals (Kroon 2000: 315).

Employers in some states, including the UK, make a preview of the contents of training and evaluation of the outcomes and effectiveness of the programs, as evidenced in the Global Competitiveness Balance Sheet of 1994 and 1995.

Murphy (1996: 16) presents a case study for an England based company called School Clothing Supplies (SCS) that employed 65 full time workers. The company manufactured school uniforms, garments like trousers, shirts, blouses, blazers, pullovers, ties, and socks. The goods were manufactured through subcontractors and home based workers. With the passage of time the company made substantial proceeds but was ultimately hampered by lack of skills and training among its home based workers, full time supervisors and plant machinists. The lack of training was manifested through incidents such as:

- frayed relations with the SCS supervisors, particularly in an incident when a machinist walked out of a meeting after a disagreement
- the poor quality of items as SCS tried to meet deliveries, a situation that followed costs of new uniforms that exceeded the bid price
- returned merchandise that was below specification and a subsequent delay of direct deliveries to schools
- the suspension and outsourcing of the selling business function.

At this stage, the said function was outsourced and the sales team was diverted into establishing and overseeing home based operations. Production supervisors were then tasked to train the unskilled sales team. Both the supervisors and the sales teams lacked the knowledge how to handle queries. Supervisors did not have the skills to train others i.e. the sales team who were held back by lack of training and experience in manufacturing operations, despite many explanations given them. Almost everyone in the company met up with new work challenges that they were unable to bear, because of poor training.

Mechanists were ordered on short notice, to move around unfamiliar machines just to get the wheel turning. As workers rotated in the tasks, schedules and roles, the firm workers gained exposure and multi-functionality. That situation was brought by default not, design.

The cross-functional operations became an emergency from a retail contractor. As operational problems could not be attached to specific units or individuals, cooperation dissipated and workers started to blame each other. After attending to product faults, strong arguments broke. The company's previous fully-fledged hierarchical structure had formulated tasks and roles but was at this point substituted by a fractious 'fire fighting' matrix. The staff had already grown weary of the sudden and the irregular changes to their working arrangements. These and other problems resulted in changes to the firm's structure, change in the organisational structure and change in attitudes.

Increased turnover pressured supervisors to deal with a variety of issues like induction and training. The company's retailer was reported to have occasionally refused to make a quarterly payment until all returned items were improved. Finally, a new owner took over (Murphy 1996: 244).

The above case study for SCS shows its failure to address the training problem and how the issue affected the whole company. In an overview, the employees for SCS did not receive any external and consciously planned training. Such an omission affected the entire company's operations until ownership changed hands.

2.10. The mine language

It is not uncommon for miners from different language groups to communicate in a language that is a combination of more than two languages (pidgin or creole), Jupp and Hodlin (1979: 18) say language in industries can be categorised under various headings like:

- language common to the immediate work situation, for example, basic instruction; warning for safety; simple messages; seeking help; apologies for mistakes; justifying actions; identifying faults; written records
- communicating during unusual situations to show work flexibility and increased responsibility.

Related instances are when workers follow unusual instructions; understanding the whole process verbally; usage of telephones; written notes; relating a workplace accident (Jupp & Hodlin 1979: 18).

2.11. Statistics of some UK companies

Hutton (1996: 44) give account of two thirds (64 %) of the UK workforce who lack vocational training while Germany has about 26 percent of untrained employees in corporations.

The UK industries have experienced a decrease of apprentices on training from 218 000 in 1970 to 102 100 in 1993 and seriously reduced the number to 53 600 in 1990

(Keep and Mayhew 1995). The new appointees were given little or no training and adult employees were not trained at all.

The problem of training goes deeper into the organisational structures. Blyton and Turnbull (1998: 147) say that training decisions of most UK based organisations are made at the wrong management levels and at an improper stage in 'companies decision making processes'. For training plans to succeed they are to be drawn with strategies decisions about which services and products to produce and about which techniques to be used to produce these products.

Against the advocacy for training, the conservative governments repealed the Legislation that supported training after 1979. By 1998, the UK had established a Market based employer led system with serious weaknesses. Not only did the system fail to produce good quality or high level training but it also aimed at minimising training investment and simply 'poached skilled workers when market conditions demanded it', Hutton (1996: 187). By 1991 the UK was still experiencing a low skill or low quality equilibrium', as a result of government Legislation (Finegold and Soskice 1988) and (Stephens and Mackay 1991).

The UK based employees have low trust and insecurity for government, a dynamic that was associated with low productivity economy, low employees wages and employer's neglect for staff training (Blyton and Turnbull 1998: 102).

An increase in workplace accidents and deaths in certain organisations was influenced by less training for employees (Blyton 1998: 147). Employees in the UK earn low wages and keep switching between organisations in search for more income. This is because the UK companies do not invest in training (Blyton 1998: 327).

2.12. Training methods and techniques

There are various methods and techniques for training and development available to organisations, depending on the nature and content of training programme and the employees that be.

Depending on the methods that best suit the needs of the employees, employers can choose, for example, conferences, role playing sessions, case studies, internships programmed instructions, work rotation, simulation training, business games, in basket techniques, sensitivity training and a variety of outside courses provided by both formal and informal institutions (Kroon 2000: 316).

Though the dissertation is concerned with non-implementation of the training plan, it would be worthwhile to extend our vision slightly beyond to the evaluation stage. This will enable us to take advantage of post implementation stage that Kalgold may have to fall back on for assessment of its training plan.

2.13. Training methods

Bennet (1997: 334) and Robbins (2001: 482) share same sentiments on the question of OJT and off-the-job training. Accordingly, the former says \$ 60 billion is spent on formal off-the-job training for employees working in US based companies. The type

of training referred to here include live classroom lectures using video tapes, public seminars, self study programs, internet courses, satellite transmitted television classes, group activities of role plays and case studies. Macdonald Hamburger University is well known for its two weeks' off-the-job training program. Its syllabus contains training for restaurant managers. The training enhances learning while reducing frustrations on real customers. It has in fact contributed substantially on the way frontline workers deal with clients.

Formal and informal training are both important in improving workers' skills deficiencies. Informal training has become the sought-after option to help employees solve their work-related problems with one another. At a Siemens plant in North Carolina, for example, management were resentful of meetings in the cafeteria or around the water cooler, thinking that they are sport or politically related. Later, management recognised that such informal meetings are instrumental in solving work-related problems. Management at Siemens realised that it does not take a worker who stands on a production line to work.

It is essential to individualise formal training to fit employees' learning styles. Individuals differ in the way they read, understand and store information in their memories. To this extent, formal training needs to be shared to fit the individual learning styles of individual workers. Learning styles may range from watching, reading, listening and participating. Some people learn easier when they read things out. If exposed to a computer, such persons have the advantage of reading manuals. Others learn by observation. Thus, by only watching someone do a task, they can imitate what was done. Another group of learners relies on their auditory senses to absorb information. In a learning context, they prefer to listen, to an audio tape. As for the other group, learning takes place if a person adopts a participatory style of gaining hands-on experience by practicing.

It is therefore advisable for trainers to adapt their training to suit the learning preferences or abilities of their trainees. If training is to take place, the former should not rely on one method of teaching only. Also, if a trainer knows the preferred style of an employee s/he should design his or her formal training program to meet or optimise the preference (Robbins 2001: 483).

2.14. Other training methods

The training methods are endless to enumerate. For the purpose of this dissertation we will enlist coaching, lectures, group training, computer based training, and interactive video as suitable methods.

2.14.1. Coaching

Coaching is a one-to-one method characterised by an instructor who carries out an operation which later get imitated by the trainees. Through such a method an instructor can adjust the training pace to suit the trainees' learning capacity. Mistakes, if present, can be attended to immediately.

2.14.2 Lectures

Lectures take a form of instruction by a lecturer to a large audience who do not necessarily participate except listening and taking notes. The instructor will distribute some handouts to back up his presentations.

2.14.3. Group training

This type of training takes a form of simulation of real life situations (problems) through case studies, role playing and group discussions. In the process, participants make inputs towards a collective pool of ideas and observe each other's views. During group training, every trainee must be involved in the process of actual learning during which they (trainees) gather and assimilate information to tackle information at hand effect a solution and assess the results.

2.14.4. Computer based training (CBT)

Computer based training is a kit that introduces a topic and test the trainee's understanding of it by using software packages that entail instructions and exercises. The CBT uses a system of programmed learning whereby no progress takes place until learners have demonstrated their knowledge of the previous chapter by answering the questions correctly. Trainees work independently during the CBT yet self determination is required to complete the program independently.

2.14.5. Interactive video

Interactive video involves footage of a simulated interpersonal communication scenario, that breaks down processes that led to actual situation, presents role players, rise up to a point of highest interest and end suddenly giving way to the observer to give the next step (Bennett 1997: 336).

2.15. A brief evaluation of training and development

The programmes must be evaluated to determine if training and development activities are effective. The evaluation can be done in four levels:

- **reaction level**

The course participants provide feedback on how valuable they perceive the training programme to be.

- **learning level**

This stage is used to determine if trainees have acquired any new knowledge by administering knowledge test, for example.

- **behavioural level**

Behavioural change helps determine if training has yielded any fruit. Usage of performance appraisal and attitude tests is advised at this level'

- **result level**

At this stage we determine if training has yielded measurable results such as decrease in accident rate and decrease in production costs (Kroon 2000: 317).

It is admissible that training has a positive effect for both the organisation and the workers. It can contribute toward increasing the quality of performance, creating a flexible workplace and less need for supervised workforce. Moreover, training can increase job satisfaction, reduce absenteeism and reduce staff turnover.

2.16. Problems inherent in training

Training can bring with it the following problems:

- trainees tend not to produce while they are still undergoing training, in spite of huge sums paid out to instructors.
- Once they have received training, the employees might resign
- trained staff are likely to be recruited at low cost by other employers
- trained staff need changed work environment where they can practice the acquired knowledge and skills. Otherwise, they might leave for employment elsewhere (Bennett 1997: 334).

2.17. On-the-job training (OJT) and Off-the-job training

Any employer seeking to train its employees can use either on-the-job or off-the-job training. Robbins (2001: 482) and Bennett (1997: 334) explain on-the-job and off-the-job training as follows:

On-the-job training takes place on the employer's premises. It can take a form of verbal instruction, practical demonstrations, specialist short courses and briefing sessions. The training can be perceived to be as direct to the job as possible. Usually, such training is conducted by a manager, who is employed in the same organisation or workstation with trainees. Trainees on such a course learn while delivering goods and services. A problem might arise if an instructor himself is unknowledgeable or if the workstation itself is not conducive for learning. The quality of such training will thus be affected.

Off-the-job training is given off the premises of the employer in colleges or training or training centres. A portion of the employer's workstation can be allotted for the purpose. This type of exposure enables the employees to pay attention to the contents given away from the everyday challenges and pressures experienced in the workplace.

The organisation can employ specialist training staff to closely manage or monitor the training process and quality of instruction. Trainees may not grasp what they are taught in an environment that is artificially created to simulate their workstation. In addition, on return from the course, some may find difficulty to transfer or implement the acquired skills to practical work situations. Full time instructors are also likely to lose track of current work situations (practices) (Bennett 1997: 334).

2.18. The training plan

As a point of departure, it has to be determined if the effort of training meet the real needs. Organisations have on a number of occasions proposed for training that does not meet the employer's needs. In some instances governments have sent their employees on training for the sake of utilising the allocated training budget, to be seen doing something, to avoid recruiting staff from outside. It is through training that organisational aims and objectives are met. Thorough research must be made to establish the need for the particular training.

The training plan should involve the process of measuring and evaluating the set objectives. There are various ways to evaluate training courses, only three are discussed below. The first one belongs to the end of the course and assesses the immediate impact.

In an instance where a learner scores 100 percent on a module, it is not a reliable grade until learning is applied on practical work situations. It is therefore important to evaluate a month later to see how the aspects of the course are been applied. A further evaluation needs to take place six weeks later to see if the use to which training has been applied on has brought about any substantial change.

2.18.1. Location of training within the institution

The training courses are introduced into organisations for various reasons:

- after doing research that focuses on employee training needs collated from various workplaces
- it should represent the needs and interests of the training department
- the training plan must address issues of national interest (e.g. disaster management, HIV/AIDS, public accountability, environmental policies). Such training aligns an institution with the broader legislative framework that takes cognisance of the institution and the broader society
- training should address the gap (shortcomings) in the organisational service delivery or quality of services.

When sending people on training, both employees and managers need to set up an enabling environment whereby trainees can implement what they are expected to have learnt. The employees from training will make a presentation of a learnt skill to colleagues, under observation of a supervisory system to monitor skill development. A supervision training course, for first line managers, must be monitored by seniors to those under training. The success of such a training course is dependant on whether the seniors to said supervisors had prior supervision training (Wiener 1997: 23).

Another instance where senior managers need to be involved during supervisory training of their subordinates is when the latter need the skill of presenting and applying the skill back home.

Where the trainer leads the staff team s/he must see to it that:

- the whole team is made to appreciate training as addressing the needs and a matter of priority
- ample time is allotted to apply what is learnt from the training sessions
- the support and evaluation systems by supervisors are arranged.

2.18.2. Participants in training

There are a number of reasons why people come on training courses, they are:

- They come voluntarily since the training is thought to be related to their work.
- They go at the instruction of their manager who follow the corporate formalities or merely for interest sake.
- Regardless of the irrelevance of the course to them, they turn up to mark the register 'present'.
- Employees are often stressed up. They attend a course to run away from work pressures, especially if the venue is at the coast or holiday resort.
- Management tends to put all the blame on individuals rather than the institutional inadequacies. A reasonable company will blame the problem-riddled workplace on poor leadership, lack of supervisory and efficient systems not unskilled junior staff who need training.

According to Weiner (1997: 24) 'blame is a power-laden concept'. Managers often blame their subordinates because it is easier than 'analysing one's own defects'. That is why most of the training is thought of as most suited for subordinates. Trainers are advised to first establish why employees are sent on training so they may determine how the trainees can become effective at work.

2.18.3. Planning the session

Jennings (1986: 10) proposes four (4) questions that are to be asked:

- what do I intend about the group?
- what does the institution intend about the group?
- what does the group aim for itself?
- what do I aim about myself?

The approach promotes good team work. By analysing the interests, skills, needs of the group members, the trainer(s) will make way for team functioning. Trainers must establish if any of the group members received prior training or have knowledge about the subject content. The training materials and lessons would therefore be separated (arranged) to meet the needs of staff with various levels of knowledge. The following content must be checked out with the team members to suit their demands.

Session: 13H30 – 16H30 pm

Subject: Heavy equipment operation maintenance

Method: Introductory talk (warm up game) / role play / discussions / Demonstrations / large group practice / small group work on guidelines.

Objectives: For course members to develop guidelines and learn basic techniques in heavy maintenance operation and maintenance.

Materials: Flip charts, overhead projectors, heavy machine models.

The above content would assist to plot a training plan.

2.18.4. Equipment and training aids

After organising the tools for training the trainer should take additional but relevant equipment for the course. Of more importance is that:

- the trainer should check out the material and equipment s/he will use to see if s/he is comfortable with it (before training begins).
- the materials to be given to trainees must be relevant.
- the tools and equipment used must be of great use to the session rather than having the training that justifies the equipment.
- this occurs when particular equipment, a video machine, for example, is purchased by an institution and is used for every training course even if it is really unnecessary.

2.18.5. Size of the group

The size of the group is reflective of many factors:

- content
- how it will be tackled
- the commitment by course members
- the needed safety and trust
- the inherent skill of the trainer.

Smaller groups are easier to maximise trust on, though they are not so lively. It is in larger groups that one can find potential energy, but they may be difficult to control. The number of group members will therefore, be determined by the content and purpose of the group.

2.18.6. Group membership

Depending on what training seeks to achieve, the trainees may consist of a mix of people from the same backgrounds, establishment, of the same (or different) race or sex.

2.18.7. Notification

This calls for the trainer to draft a programme for the course that informs people about:

- the content and the basic course structure. A flexible, not rigid, timetable allows the trainer to address the members' agendas.

- the manner in which the course will be run by way of members' participation (role play) should be made known before training begins.
- the logistics i.e. dates, starting and finishing time slots, the physical address, car parking, accommodation and refreshments.

2.18.8. The physical area

Inside or on-the-job training is determined by such factors as:

- the length of the training session – short time slots for training do not dictate a change of premises.
- the appropriate premises are determined by the budget availability.
- a get-away. It may be convenient to be away from the daily interruptions, as long as the transition from the workplace will not hamper the learning process.
- allow for urgent relief. The training conducted on the job should make provision for those responsible to respond to telephones on an alternating basis or, one group may be trained the first day while the other group comes the second day.
- establish whether training is conducted in the everyday workplace. Such practice assists to see how the team functions naturally in case of team building sessions.

2.18.9. Suitable premises

The training session is suitable if conducted in large rooms with comfortable, movable chairs, few desks and adequate wall space. One large room is user friendly instead of having sub-groups move around to and fro between a plenary room and meeting room. The reasons are because:

- observation and concentration become difficult if people are scattered.
- moving and resettling steal away substantial time.
- subgroups work best when working near each other. The presence of one group usually serves as a disciplinary monitor for the other group. The trainer will even be able to observe all the sub-groups at the same time and immediately offer help where it is needed.

Finally, the trainer has to make a conceptual preview of what the entire training requires before the start (Wiener 1997: 29).

The training activities have to be planned with the object to link the training content to the expected job behaviours. The process involved in that plan takes six steps to unfold.

2.19. Steps in training analysis

Firstly, a detailed analysis linked to the various organisational systems must be done. Secondly follows establishing of training needs and clear training objectives which are unambiguous. Then comes the breaking down of a learning task into structural components and the intensive sequencing of components. The alternative ways of learning are last but not list. The above steps must be undertaken carefully with the intent to outline what has to be learned and the training and development content.

The behavioural models are essential to guide training and development initiatives. They are individual differences model, principles of learning, motivation theory and behaviour modelling (Cascio 1991: 361). T&D comes into being as a result of various organisational developments and strategies some of which are automation, continuing worker displacements that emerge from mergers, acquisitions, downsizing and a shift from manufacturing to service jobs.

It is therefore appropriate to assume the relevance of such data to Kalgold since its operation will change from open pit to underground in year 2005. As such, that type of intensive strategy would require the Human Resource department at Kalgold to align its T&D efforts with the appropriate training plan. The training strategy (market strategy) that Kalgold will envisage would have implications for T&D.

Goldstein & Gilliam (1990: 45) attest to the above claims by reflecting on:

- the number of skilled and undereducated youth needed for entry-level jobs.
- the ever-changing technological advances that increase training and retraining needs in the workplace.
- training needs for designated groups e.g. women, previously disadvantaged groups and older workforce.
- training that takes cognisance of pressures from competing rivals.

Though the people recruited into organisations may undergo rigorous selection procedures, to determine if they have needed skills to perform the job, they still have to acquire new information, attitudes and patterns of behaviour through T&D. In summary, T&D efforts are used as strategies for tackling, coming to terms with change as a means of improving job performance and organisational effectiveness.

Cascio (1970: 361) confirms the arguments by Campbell et al (1970) about properties and characteristics of T&D, which are:

- a learning experience,
- planned by the organisation,
- it is offered by two individuals who are employees of an institution,
- it hopes to achieve organisational goals (Cascio 1970: 361).

2.20. Guidelines for training

- employees have the right to training and to develop their full potential regardless of their sex or race.
- employers need to inform their employees of opportunities for training and pursuit of a career path when chances are available.
- factors such as application requirements and procedures for training programs should be spelled out, observed and provided to the entire workforce.
- the structure of training programs should marry employees' adjustment to structural changes and the technologies used in the workplace.
- training programs should allow members of the disadvantaged races and sexes to compete equally for promotion in the labour market.
- if prior learning is a requirement, the design of training programmes should allow for development of existing skills to required standards.

- areas that must be improved through training are written and spoken communication and general basic education.

Special upgrading interventions must be introduced to improve skills for workers who lack the general education to undergo a training program. To avoid employee discrimination, employers need to review, update and modify materials or manuals, training programs and procedures (Nel 1997: 273).

3. Characteristics of effective training practice

A survey on T&D by Sirota et al (1989), discovered companies using most effective training practices.

- as part of organisational culture, T&D becomes a commitment by management,
- T&D is incorporated into business strategy objectives and is results oriented,
- an all-inclusive and precise approach to training; continuous training and retraining to all levels,
- presence of a vision to commit resources, allocate enough money and time for training.

House (1967) explains a commitment approach which entails analysis, learning, commitment and implementation that begins with the top hierarchy and recurs in each level of management. It has the following steps:

Establishing development of objectives.

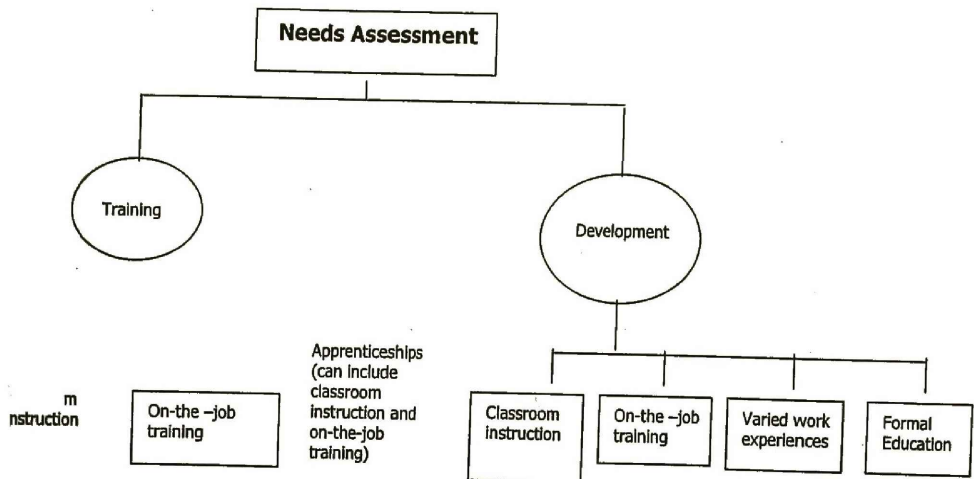
- analyse existing climate,
- give top management feedback on results,
- secure the commitment of top management during development of objectives and in improving organisational practices that clash with development,
- get top management to participate in program design,
- executive policy decisions of top management at each level of management,
- introduce new job practices by promoting supervised practice, increased delegation, coaching, counselling and appraisal.

Continues...

3.1. The General System Model Of T&D

Goldstein (1993: 93) has developed the following diagram which presents the kinds of training and development required and needs complementary assessments.

Table 2. A general System Model of the Training and development Process.



3.2. Implementation of the T&D

3.2.1. Selection of an implementation plan or technique

Training methods would be most effective for training programs only if they were used correctly. Correct uses, in this regard, mean a consistent sequence of: define what is to be learned and thereafter select a method that is mostly relevant to these prerequisites. Often times, methods are selected first and foisted into identified needs. Such a 'retrofit' approach is undesirable and wastes organisational resources. It has to be eliminated.

A technique will prove appropriate to an extent that it facilitates learning. To attain this a technique should:

- motivate employees to improve their performance,
- outline the expected skills,
- a participatory style between the learner and trainer,
- provide for practice,
- allow for feedback on performance during the learning process,
- cater for reinforcement during learning,
- consist of a structure of simple and complex tasks,
- adopt to specific problems,

- enable the trainee to transfer what is learned and find relationship between training and other work situations (Cascio 1991: 388).

3.2.2. Other views about T&D

Grobler et al 2002 acknowledges that though T&D offers many rewards, it also poses problems such as who to train and why? Moreover, attention is given to the type of training that should be used and whether the training is cost effective (Grobler et al 2002: 12).

3.2.3. A T&D plan and implementation

The process of T&D usually begins with identification of training needs, the setting of objectives and choosing appropriate methods for training. After these steps have been taken, a training plan can now be drawn. Implementation of the T&D brings a common bond between the trainer/s and the training materials.

The Human Resource Development (HRD) staff must play a dominant role during logistical arrangements for away-from-the-job training.

3.2.4. A systems approach to T&D

A distinctive approach towards T&D should include assessment, T&D and evaluation.

Phase 1

- **Needs assessment**

The needs assessment step may take three main levels: organisational analysis, operational analysis and personal analysis.

- **organisational analysis**

Organisational analysis is conducted to discover the main problem areas that can help indicate a need for training. This analysis involves assessing the performance criteria of the entire organisation. The aspects to be looked at are accidents and injuries, absenteeism, turnover, productivity, labour and operational costs, sexual harassment etc.

- **operational analysis**

Operational analysis is meant to determine the desired level of performance, how a job should be done. It is through this analysis that specific data are collected to enable training personnel to create programmes that focus on the right way to perform a job.

- **person analysis**

Person analysis specifically helps to pinpoint those employees who need training. The purpose of this analysis is to identify the individuals who need training and the skills, knowledge, abilities and attitudes that need to be acquired and strengthened.

Person analysis is key in ensuring that training is acquired by those who need it and to ensure that programmes are shaped to bridge the gap between actual and desired performance, known as performance gap. To collect person analysis data organisations can use techniques like employee interviews, requests from management and the following:

- **advisory committees**

Advisory committees cover different levels of management. The committees always determine whether the prevailing problems are related to training and then establish training priorities.

- **assessment centres**

Assessment centres have a traditional purpose for management selection and development. In practice, participants undergo a series of tests and exercise to determine their managerial capabilities. Assessment centres are also instrumental in identifying training needs.

- **attitudes surveys**

Attitude surveys help to measure the general feel / job satisfaction and the gathered data uncover the available T&D needs.

- **group discussions**

During group discussions a representative number of employees meet to identify the training needs.

- **questionnaires**

Questionnaires use employees as primary respondent. The nature of information sought range from important skills areas, the importance of the skill and employees' perception of the training need. The data collection period for questionnaires is relatively short and the technique is cost effective to run.

- **skills test**

A skills test conducted to assess job related competencies helps determine the skills and abilities that predict job performance. This can take a form of tests on areas such as typing, computer programming / driving and may be used to measure training needs.

- **observation of behaviour**

Supervisors and trainers may observe the behaviour patterns of their subordinates to identify training needs. This methods looks for assessment of technical skills and behaviours may be time consuming and costly.

- **performance appraisal**

Job related performance appraisal is instrumental in identifying work related strengths and weaknesses of employees as well as their training needs. This method creates an emotional commitment to training of employees and their managers. The regular collection of data renders the method cost effective and less time consuming.

- **performance documents**

Regular collection of information on employees' performance, on productivity, absenteeism, accidents and turnover is essential to determine training needs. A weakness of this method lies in its failure to specify causes to the problems. A further analysis will help in deciding whether the existent problems can be solved through training.

- **exit interviews**

Continued turnover in organisations often reveals a need for training. For objective and accurate information to be gathered, outgoing employees should provide honest answers while their interviewers must be unbiased and skilled.

3.2.5. T&D for managers

Methods such as surveys, interviews, assessment centres and performance appraisal can be used to address the T&D needs for both employees and managers alike. The reliability of a performance assessment method is important because the T&D needs are attached to employee performance.

3.2.6. Human Resource Training and Development

Smit (1997: 110) concurs with Armstrong (1992: 39) that HRD and training strategies focus on longer term programmes which help improve operational performance and ascertain survival of the organisation. The HRD strategy is normally aligned with product, technology and market development strategies.

The training strategy is attached to development of new or existing competencies and with multiskilling. The process of multiskilling provides employees with skills which are related to their inherent skills. A mine laboratory worker can be trained as a gold processor (or engineer) which will allow him to perform his work more professionally.

There are two different types of HRD strategies. The first type encapsulates training strategies, which deal with:

- the training philosophy of the organisation,
- long term (strategic) issues addressed by training,
- short term training needs to be addressed,
- resources allocated to training,
- delegation of authority to develop and implement training.

The second strategy is for management development and indicates how the organisation plans to:

- perform consistent and guided assessments,
- unify management development and point out the key performance indicators,
- use performance management systems to develop competitiveness

3.2.7. The relationship among managers, employees and trade unions

Management, employees and trade unions must be equally committed to the performance management and development system (PMDS) in the organisation. Managers and supervisors must fully conceptualise the PMDS. They have to create the purpose and objectives of their own positions and of their subordinates' jobs.

Employees must fully internalise the PMDS in the light of their own careers. A PMDS will succeed only if trade unions approve of it and support it (Smit 1997: 141).

3.3. Industrial Relations (IR) training needs

For procedures and programmes entailed in the IR policy to be effected successfully, the employee has to be offered IR training. The employees to observe and follow the procedures and programmes need appropriate training. Attention must be based on the following persons:

3.3.1. New employees

During the induction exercise new appointees must receive training on IR issues such as the Code of Conduct, disciplinary and grievance procedures and conditions of employment. Employers should use the induction process to lay the foundation to promote industrial peace through harmonious working environment.

3.3.2. Supervisors and management

The old National Training Board of South Africa offered a detailed manual on IR training. The manual advised that managers and supervisors be trained to apply policies and procedures including to communicate, solve problems and interact, (Gerber et al 1995: 419).

3.3.3. Employee representatives

The representatives need training in the functioning of workplace forums, conducting of meetings and their work as representatives. Management is obliged to consult with the representative union before deciding on training material and, if a needs arises, conduct the training together (Bezuidenhout 1998: 117).

Since workplace forums are an essential part of IR for the smooth functioning of an enterprise, training of workers and employee representatives is advised. The objectives of workplace forums must be taught to the general workforce. The constitution of the workplace forum is said to contain provisions on the content of the training and the persons responsible for the training together (Bezuidenhout 1998: 67).

3.4. The training process

Bezuidenhout (1998: 113) argue that most training in organisations is not done in an integrated way, nor linked to development needs as outlined in performance appraisal reviews or other kinds of assessment. The amount of money spent on T&D per year is key in determining the profitability of that training. Inappropriate or inadequate always prove a loss since the trained employees are away from the workplace and it is done during office hours. The loss incurred is measured in less productivity and wasted time and effort (Bezuidenhout 1998: 113).

Levy and Associates (1995: 5.1) say employers should do the following:

- gather records from all employees on their present educational and training levels e.g. Management and technical skills,
- upgrade the records regularly,
- train and develop their employees appropriately and continually,
- retain documents for actual T&D costs for employees,
- ensure that their T&D are guided by and form part of the National Qualifications Framework (NQF) and is accredited by the South African Qualifications Authority (SAQA),
- ensure that T&D are in line with the review of performance standards and that each employee has a relevant personal development plan, Andrew and Associates PTY 1995. The Complete Guide to Essential Employee Documentation. Rinovia. Andrew and Associates (PTY) LTD.

3.5. Reasons why training efforts fail

3.5.1. Inappropriate training

Large amounts of money may be spent on T&D, but programs in place may still fail. The reasons why training fails are:

3.5.2. Unclear objectives and poor evaluation

Organisations manage by objectives for strategic reasons whereas abortive training efforts are driven by few and un-measurable objectives. The institutions that perceive the design for training as an end in itself are soon to realise that it is a means to the end. It is the real environment that proves the effectiveness of training, not a classroom or laboratory. Training should not be used as a means to turn participants into better managers.

When drawing a training program, the trainers need to attend to key areas of improvements (like communication, delegation and discipline). The training plan must formulate and later evaluate certain measurable objectives. It is through evaluation that the effectiveness of training sessions is monitored. Of more significance, evaluation illustrates to the trainees that the application and implementation of the material is related to the practicalities.

3.5.3. Over-skill

Quite often training plans fail because they promise too much and too soon. The impulsive trainees try to provide service too prematurely and fail to convince their line manager of their dedication and commitment emanating from good training. There are no painless solutions to painful problems. Managers and subordinates need to discuss about the successful training to eliminate scepticism they both hold about training. As a slow process, training can yield good results if it is planned properly.

In-so-far as line managers are responsible for the training design, so must they work to its success. Managers must, therefore, not transfer the training function to any department or business unit other than the human resource. Line managers must understand what training hopes to achieve so they may be committed to it. A training program may be stifled by lack of support that results from impractical results and general distrust.

3.5.4. Inconsistency and incongruence of the reward system

The efforts of training are concerned with both improving the skill capacities of individuals and creating attitude and value system in them. An organisation whose value system does not recognise the efforts or potential for trained staff, hardly realises the results that training hopes for.

The company's reward and promotion system must indicate if workers are required to demonstrate new abilities and attitudes with the exercise of more authority and responsibility. Trainees of any organisation may feel exploited if they see no congruency between the reward system and employee capacity empowered by training. Well trained staff would like to be recognised and be allowed autonomy by management.

3.5.5. Lack of follow up

The trained staff will soon be frustrated if management, through follow-ups, does not create an enabling environment that allows for practicing acquired or learnt skills. In the absence of follow-up sessions, management must keep track of the positive benefits of training efforts. This calls for informed follow-up steps that allow participants to pay careful attention to little details. Programs will surely fail if there are no follow-ups to test the real environment. The opposite is also true.

3.5.6. The void in career planning

The training programs must constitute a combination of employee career plans and goals and organisational needs and priorities. Employees undergoing training need guidance on career planning. A guide on potential paths for learning and the role of training will most certainly enhance outlines prerequisite training for new tasks.

3.5.7. Fads, games and assorted nonsense

Some of the methods to make training much effective is the experiential exercises. Such an innovation involves business games that simulate practical work situations. As opposed to the traditional theoretical discussions, trainees no longer look on

(passive role), but participate fully. The mentioned experiential exercises must be directly related to the work situation as well as understood to trainers and participants alike. The business game may, however, not be done (for game sake) if not related to the real world. In other words, a tie-in between experiential exercises and the daily environment plus demonstrated learning through on-the-job training application, are paramount (Rimley & Humphrey 1980: 94 – 98).

3.6. Training for all employees

The concept of change is very important to the modern world. Not only should new employees receive work related training, but also should employees at all levels and of same years of experience in the organisation, be trained. No longer should managers stick to the belief that long service employees reach full potential and cannot be trained for new challenges. The career planning process encapsulates training and allows employee development to their greatest potential.

Managers for some small businesses fear that their highly trained staff might leave for greener pastures elsewhere. Two reasons may account for such an eventuality. Firstly, the manager may not have understood the contents and objectives of the training and failed to change the employees' duties accordingly. Secondly, it could be that the employee himself / herself is unable to practice what s/he has learnt. Experience attests to the above claims. According to managers, 'over-trained' but unproductive staff are a liability to an organisation.

Some trained staff may usually find difficulty to bring new ideas and improvements to their workplaces. If a small business loses no employees to other organisations, its present workers may soon be regarded as dead wood. Modern managers find it hard to retain trained employees who exercise their maximum potential and simultaneously get the organisation going.

A reasonable number of workers do justify training budgets in small firms. When sending employees on training some firms have the 'teach others' approach in mind. This means a worker who received outside training has the responsibility to pass on the acquired skill on the colleagues, back home. Alternatively, specialised services (by a consultant) may be hired. However there might be a lack of cross-fertilization and no exposure on either group.

Outside training has both advantages and disadvantages. External training providers may be unaware of the organisational dynamics and offer irrelevant training. The 'airport expert' problem always occur if a consultant flies from city to city leaving trainees without making necessary follow-ups or answering 'gusty' questions.

Training offered by an insider is often suspect since s/he might lack expertise or professional approaches. When trainer employees conduct training, his / her colleagues remain sceptical of his / her presentation of ideas. The internal trainer is sometimes regarded as a voice for management. In the overall, it is much convenient to make use of an outside training provider who will give the program, train and monitor the employee trainer, who will then take the reigns should training prove successful (Rimley & Humphrey 1980: 98 – 100).

3.7. Training by preparing training objectives

Bezuidenhout, Gasbers and Potgieter (1998:119) say plans for training should be done in consultation with the specific employee. That the training should involve the following:

- **behavioural objectives**

These are about the expected outcome by an employee at the end of the training. Precise terms or action words should be used to spell out what is expected from an employee. Objectives are to be written in performance terms.

- **organisational objectives**

The results that an organisation expects after training must be clear. The results or improvements can take the form of reduced losses, improved productivity, reduction in work-related problems, decreased turnover, ability to perform certain activities etc. Client satisfaction questionnaires can be used to measure performance where service knowledge performance is provided.

- **Evaluation assignments**

Organisations should determine the methods for employee evaluation against the behavioural and organisational objectives. When assessing the behavioural objectives the employee may discuss with his supervisor, give a practical illustration how a certain procedure is done. Regarding to the organisational objectives, the employee could undertake an assignment which may exemplify expected organisational outcomes (Bezuidenhout et al 1998:119).

3.8. The Actual training

Before the actual training begins the employees must be guided on the aspired results of training. The aspects below must be dealt with. Consider past issues on the employee's training needs:

- look at the available training resources to address the need,
- get the employee's opinions and attend to their concerns,
- specify what employees should be able to do after he is been trained,
- spell out the expected organisational outcomes by the employee after they are trained,
- find a follow up time slot for future or next evaluation.

Choices about which training methods to follow depend on the objectives for that training. Training is easier if trainees are been told what to pay attention to. Trainees must actively participate in training sessions and learn through positive reinforcement. They should be able to transfer the acquired skill to the actual job (Bezuidenhout et al 1998:119).

3.9. The personal developer planner

Andrew Levy and Associates (1995: 5.2 – 5.3) espouse that a personal development plan structurally provide the development needs of each employee with actions that help the employee to develop areas that need attention. Actions must be specific, practical, implementable and easily measurable. The personal development plan is intended to improve performance standards and review sessions and advance on employee's growth into another job. Every new appointee should be designed a personal development plan that will be updated regularly following review sessions for performance appraisal and changes of status.

All employees are responsible for their individual development; identification of development areas and strengths; compliance with the development plan; suggestions for short meetings with supervisors; setting of objectives for discussion with his or her supervisor. The supervisor should reciprocally monitor employee's level of skill, have a personal development plan session with the employee to determine development areas and actions, consistently coach, guide and encourage the employee, advice on possible actions to develop the employee and provide continual feedback on employee actions and behaviour.

A written and structured employee development plan is quite effective. It should present the true levels of development for employees, career possibilities but not create unrealistic expectations. Actions entailed in it must be reviewed. The plan must contain in it realistic and specific deadlines, be measurable and undergo continual review at performance review time. The personal development plan is a tool to groom technical and managerial skills and interpersonal skills if possible, (Bezuidenhout et al 1998:124).

3.10. Retention T&D

Bendix (2001: 442) further asserts that the prime candidates for AA move from one job to the other. Organisations will also have to provide measures to retain staff, alternative candidates for AA who are hardly ever trained. T&D should target the whole workforce (Bendix 2001: 442).

Moreover, employers tend to assume that it is proper to exercise full control over their employees by making decisions without involving any second or third party. Such tendencies have long been challenged by the employees themselves, labour unions and government legislation. Employees more often take advantage of their right to raise concern over, among others, training programs. Employers like to insist on guarantees for health and safety. Such conflict of interests often leads parties to the employment relationship to the negotiating table (Bendix 2001: 236).

The picture presented above helps to understand why Kalgold, as an employer, is likely to face future problems (which may culminate into industrial actions).

Training contributes toward a productive workforce and job satisfaction, leaving employees with a belief that an institution is interested in their success. T&D must be attached to the needs of both the employer and the employees not overlooking the Skills Development Act. Owing to a capabilities needs assessment for employees, training programs must address the same needs. The training that is oriented on

information giving, attitudinal structuring, and the promotion of a peaceful workforce, normally involve the managers and the managing director (Bendix 2001: 304). The present government fiscal policy prescribes granting of tax concession for training programs to encourage employee development (Bendix 2001: 508).

An Australian case study records training in a number of Japanese based organisations and discovered that some companies offer on-the-job training (OJT) to new appointees by employees from the parent companies. Japanese firms practice OJT for all their staff up to top management. A higher percentage of wages is reportedly spent on training of bigger firms. Internal training is common for smaller firms than large ones. It is also done where companies have new technology and changes to methods of production (Elger and Smit 1994: 182). Ideally, Kalgold should advisedly adopt the practice of internal training for new comers.

A firm called Cami, for instance, insists on business games as a means to train its recruits. Trainees are told that incremental improvements, not dramatic innovations, count for more in Cami. During the game 12 employees are divided into groups of two. Each turn taken by a group leaves the others to watch on and later improve their performance. The different groups record different times each turn on the stage. The best time that a group can take on a stage is 15 seconds. At the end of the game the workers' best is not regarded as good enough because: 'no matter how well they did, they can, and must do better' (Elger & Smit 1994: 157).

The above approach helps to instil an ability to unleash employees' maximum potential each time they perform their work.

3.11. The impact of Japanese methods on direct labour

Elger and Smit (2001: 337) argue that adoption of the Japanese methods help to bring changed employment conditions. The spotlight is set on training, stability of employment and treatment for lower level employees. Practices by various firms were understudied under a sample called – Instituto Pesquisas Economicas Aplicadas (IPEA). Firm A practiced a method of Kaizen (a philosophy of continuous improvement) aimed to enable all workers to operate all machines in most cells (sections), to set up the machines, manage quality and carry out daily maintenance. The firm put in place a new wage and occupational system that monitored the innovation. Eventually, production workers were categorised into six levels all equalling the level of OJT and formal training in the firm's training institute.

Note that only workers who have worked for not less than three months go for training. The content of the two days training is technical and appraises newcomers to quality control, total quality etc. Before workers progress to grade 2 they are required to have undergone a twenty hours training on the measuring equipment. An operator or setter at the 4th grade is expected to set and maintain all machines in the cell. At this level workers should have undergone basic hydraulics and pneumatics training (each of which takes 40 hours), plus considerable OJT.

In two years, the firm is expected to have trained its employees up to grade 6. At the end of the whole course, the latter will be well equipped not only to set up and maintain all machines, but also to utilise measuring equipment and statistical methods to assess quality. At this stage, an employee will have worked for the firm

for more than five years and undergone a 285 hours training. Employees at this well off level of employment, receive an attractive salary equal to a toolmaker (Elger 2001: 337). Through such training interventions, the employees realise an upward job mobility.

Moreover, Elger (2001: 359) took a sample of seven firms (23 %) which outlined how they shaped their own courses and learning aids. It also addressed the needs of the company, its products and employees, three companies had made with assignments, diagrams and pictures to illustrate the new concepts and to sharpen the skill for numerical calculations. The local adaptation of OJT of a new technique may be gauged by whether it addresses the training needs of an organisation i.e. Kalgold.

3.12. T&D programs

Robbins (2001: 480) further asserts that workers do not remain competent for good and their skills become obsolete. As one of the biggest companies, Xerox spends not less than \$ 300 million annually on staff training.

3.12.1. Developing training programs

Robbins (2001: 50) says that training programs by US organisations with more than a 100 employees spent about \$ 62 billion on formal training for 47.3 million workers. The organisation concerned derive their beliefs from the social learning policy that:

Training should give a model to draw trainees attention; motivate learners; enable trainees to keep on store what s/he has learnt for future use; offer a chance to practice new behaviours; give good returns for achievements. In case of training conducted out of the workplace, it should enable trainees to bring what they have acquired into practical work situation (Robbins 2002: 50).

Persons who have been trained within the context of 'training for individual accomplishment' should be offered skills to enable them to work in a team. The training available would include workshops on problem solving; communication; negotiations; dealing with conflict and coaching skills. A US based company, Bell Atlantic, trains people the importance of being patient since a team takes more time to take decisions than an individual who works alone (Robbins 2001: 270).

3.13. Cost performance index

An economics criterion to evaluate whether value for money is been realised in any expenditure is called Cost Performance Index (CEI). The CEI is a measure of efficiency with which a project is been performed. A formula to determine the CPI is:

$$\text{Cost Performance Index} = \frac{\text{Cumulative earned value}}{\text{Cumulative actual cost}}$$

$$\text{CPI} = \frac{\text{CEV}}{\text{CAC}}$$

In a chosen machine project, for example, the CPI from the 8th week is presented by:

$$\frac{\text{R } 54,000}{\text{R } 68,000} = 0.79$$

The above ratio explains that for every R1.00 actually expended, only R0,79 of earned value is recovered. When the CPI depreciates to less than 1.0 or continually gets smaller, corrective action must be taken (Clements & Gido 1999: 322).

4. Industrial Action resulting from lack of staff training

4.1. Lack of training might cause future industrial actions in Kalgold

Nel (1993: 129) asserts that service conditions like lack of training have the potential to result in any form of industrial action. By 1991, the greatest cause of strike was wages and related matters. In South Africa, wages alone constituted 31,5 percent and 35,5 percent of strikes in 1990 and 1991 respectively. This shows likelihood that future industrial actions may occur if an organisation does not train its staff.

Poole, Michael et al. (1994: 112) consider training as a source of potential flexibility in the use of labour in all firms. Specific training is a tool to limit or increase the internal upward mobility of employees. The training may be combined with over promotion (Poole Michael et al. 1994:112). This suggests that training helps determine the fate of employees' upward mobility (promotions and wage increases).

4.2. Lack of consultation

An employer is responsible for consulting the representative trade in event of substantive issues, like training, that affect employees. Otherwise, workers can strike if the employer if workers fail to consult their union or take heed of their rights or interests (Nel 1997: 190).

4.3. Employers' consultation of unions

The Labour Relations Act 66 of 1995 emphasises the need for training of staff under Workplace Forums. It is on this basis that employers are bound to consult with workplace forums if they are to train employees. Training and development are known to have advantages on both the individual and the enterprise. Marx (1998: 489) further asserts that training and development have the following advantages on the enterprise:

- employees achieve the envisaged standard of performance soon,
- workers improve their performance in terms of quality and quantity and uphold a great standard of productivity,
- employees trained for specific posts encourage human resource planning in companies,
- a reduced number of workplace accidents and costs incurred are minimised as employees gain better skills, knowledge and attitudes,
- employees are guided to acclimatize to changes that benefit the enterprise,
- T&D help individuals to desist from resistance to change,
- employees are better placed to make effective decisions and solve problems,
- employees become more responsible and work with a great deal of independence,
- a more reduced supervision can be experienced (Marx 1998: 489).

4.4. Sector Education and Training Authorities (SETAs)

The Labour Relations Act (LRA) 66 of 1995 provides for the establishment of a workplace forum in a workstation that employs more than 100 workers. Chapter 5, Section 84 (1) of the LRA 66 of 1995 stipulates that an employer should consult a workplace forum about matters relating to, among others, education and training.

Another responsibility directly related to trade union representatives is monitoring of the employer's compliance with the work-related provisions of the Act. In other words, shop stewards have the right to ensure that employers comply with any law regulating terms and conditions of employment including collective agreements that bind the employer, LRA 66 Chapter 3, Sec 14, subsection 4 (b).

The fact that Kalgold plans to go underground in two years calls for training that will address both the immediate needs and those of the upcoming underground operations. In other words, limited funds should be used on training for short term needs, while more money is budgeted for training beyond year 2005.

4.4.1. The background relating to SETAs

Each separate economic sector has one SETA. There are 27 SETAs which cover all work sectors in South Africa, including government sectors. The members of SETAs include trade unions, government and Bargaining Councils from appropriate industries. The South African Revenue Service has details of the SETAs established. Any employer must choose which SETA their business falls under. SETAs replace and extend the work of the old industry training boards. Within its own sector, SETA must develop and implement a skills development plan including workplace skills development plans, act as the Education and Training Quality Assurer, and pay out Skills Development Grants.

Government has embarked on a process to force companies to train their staff. This is not a bad idea as we are all aware of the need, and the benefits of having staff who are competent. However, the way that this has been enforced has not been clearly communicated to companies, and this is causing a great deal of confusion – particularly in smaller companies that do not have dedicated human resource staff.

The Skills Development Act states that all companies must pay a levy on their total payroll (with various exclusions, like directors fees) each month. This levy is collected by SARS and is 0.5 percent in the first year (this year) rising to 1 percent from April 2001. SARS will (after deducting a percentage for collection services) pay 80 percent of this money over to the Sector Education and Training Authority (SETA) nominated by the company concerned (all of industry has been divided into SETAs and SARS sent out a form for this nomination in March/April 2000).

The SETA will collect the money and a portion of it (50% in the first year rising to approximately 70 – 80% in subsequent years) will be available to companies to reclaim providing they have met certain requirements. This year the requirements are purely mechanical (submitting plans, etc.), whereas from next year they will be more generous.

4.5. Minerals and mining policy in South Africa - White paper of 1998

4.5.1. Industrial Relations and employment conditions

4.5.1.1. Background

The Labour Relations Act provides a framework for industrial relations in the mining industry to take a less adversarial and more productive approach than has existed to date. The Labour Market Commission has recommended that the Department of Labour establish a directorate responsible for facilitating smooth industrial relations in this industry and, in particular, for putting in place the necessary training and guidance infrastructure.

4.5.1.2. Intent

Government will create a framework to facilitate a productive and non-adversarial approach to industrial relations and ensure that minimum standards apply to work in mining, A minerals and mining policy in South Africa - White paper of 1998.

4.6. The mining Legislation

4.6.1. The Local and International mining Legislation

The Mines and Works Amendment Act, 1991. No. 13. (Government Gazette, 1991-04-03. No. 13117, Vol. 310, p. 1-7), amends the Mines and Works Act, 1956, in order to declare certain negligent acts offences; and to provide for matters connected with it. The same applies to both men and women, those having to spend a period underground in a mine for training or research purposes in the course of their studies. Section 15 of the same Act is amended to make stricter provisions for occupational health and safety in mines.

Government Gazette. 1986-10-31. N. 10502, p. 25-27 introduces new provisions in the Regulations issued 26 June 1970, as amended, in connection with the provision of self-rescuing devices, refuge bays in mines, training for survival in case of an explosion, fire or other emergency and related subjects. Issued by the Department of Mineral and Energy Affairs under s. 12 of Act 27 of 1956.

4.6.2. The International Labour Organisation (ILO) and mining

The ILO has been dealing with labour and social problems of the mining industry since its early days, making considerable efforts to improve work and life of those in the mining industry including the Safety and Health in Mines Convention (No. 176), which was adopted by the International Labour Conference in 1995.

For over 50 years, tripartite meetings on mining have addressed a variety of issues ranging from employment, working conditions and training to occupational safety and health and industrial relations in coal and non-coal mining.

The results are over 140 agreed conclusions and resolutions, some of which have been used at the national level, others have triggered ILO action -- including a variety

of training and assistance programmes in member States – some have led to the development of codes of safety practice and, most recently, to the new mining Convention (www.ilo.org/public/english)

4.7. Training and retraining of miners

The Federal Register (1999-09-30, Vol. 64, No. 189, pp. 53080-53134) establishes new training requirements in the types of mines listed in the title. It provides for more flexibility for mine owners to tailor training programmes to the specific needs of their operations.

4.8. Skills Development Act (No 97 of 1998)

The Skills Development Act was passed in order to develop and improve the skills of people in the workplace. The Act does the following:

- provides a framework for the development of skills of people at work,
- builds these development plans/strategies into the National Qualifications Framework,
- provides for learnerships that lead to recognised occupational qualifications,
- provides for the financing of skills development by means of a levy-grant scheme and a National Skills Fund.

4.8.1. The National Qualifications Framework (NQF)

The NQF is a plan for education and training. This consists of strategies to develop an accessible, integrated approach towards education and training, relevant to South Africa at this time. The guidelines say how the different education and training standards and/or qualifications must be set and how courses will be accredited. The aim is for everyone to be able to learn throughout their lives, and accumulate qualification credits as they learn and work, including getting credits for work experience.

The Skills Development Act defines the following structures to implement the NQF:

4.8.2. South African Qualifications Authority (SAQA)

This is the body responsible for overseeing the development and implementation of the NQF. SAQA members are drawn from stakeholders, and it is accountable to the Departments of Labour and of Education. SAQA establishes National Standards Bodies, Standards Generating Bodies and Education and Training Quality Assurers.

4.8.3. Education and training quality assurers

Besides developing learning standards and qualifications, SAQA is also responsible for ensuring that the quality of education and training provided is good enough, and that learners are properly assessed to an agreed standard. This is done via Education and Training Quality Assurers bodies. Anyone who wants to provide education and training will have to be approved by an Education and Training Quality Assurer. Education and Training Quality Assurers will issue qualification certificates to learners.

4.8.4. The Skills Development Levy-grant scheme

The Skills Development Levy was established under the Skills Development Act. A levy is an amount of money that employers have to pay to the South African Revenue Service (SARS) for skills development of employees.

4.8.5. Paying the Skills Development Levy

An employer must pay a skills development levy every month if:

- the employer has registered the employees with SARS for tax purposes (PAYE), and/or,
- the employer pays over R250 000 a year in salaries and wages to their employees (even if they are not registered for PAYE with SARS).

An employer must pay 1% of the total amount paid in salaries to employees (including overtime payments, leave pay, bonuses, commissions and lump sum payments)

The employer must register with SARS and pay the levy monthly. SARS will supply the correct forms to fill in (SDL 201 return form). The levy must be paid to SARS not later than 7 days after the end of every month.

4.8.5.1. How the levies are used

The levies paid to SARS are put in a special fund. 80 percent of the money from this fund will be distributed to the different SETAs and the other 20 percent will be paid into the National Skills Fund. The SETAs will then pay grants to employers who appoint a Skills Development Facilitator. The National Skills Fund will fund skills development projects that don't fall under the SETAs.

4.8.5.2. Getting a skills development grant

An employer can get money back from the SETA or the National Skills Fund to use on training and developing their own employees' skills. To qualify for a Skills Development Grant an employer must:

- have paid Skills Development levies,
- have a Skills Development Facilitator,
- follow all the rules and regulations in the Act

An employer can get back 50 percent or more of the levies they paid to SARS. These grants are called Grants A, B, C and D. This is how the grant system works:

Grant A

When an employer appoints and registers a Skills Development Facilitator, then Grant A is paid back to the employer. This is 15 percent of the levy paid to SARS by the employer. Employers can only get Grants B, C and D if they have got grant A.

Grant B

When the employer sends in a workplace skills plan to the relevant SETA and the SETA approves the plan, then Grant B is paid. This is 10 percent of the levy paid to SARS by the employer. Employers can only get Grant C if they have got grant B.

Grant C

When the employer sends an annual training report based on the approved workplace skills plan, then Grant C is paid. This is 20 percent of the levy paid to SARS by the employer.

Grant D

SETAs may pay out grant D for specific sector skills initiatives in the workplace. Grant D is 5 percent of the levy paid to the Fund by the employer. In other words, you can potentially claim back 50 percent of the levy that you pay this year. Next year there will be more that can be claimed (70% – 80%), but the claiming process will involve more than just submitting names and plans, it will also involve using approved providers and training accredited courses. It will be up to the providers to ensure that they register with the relevant bodies and that their courses are training towards registered unit standards. You will have to ensure that you use only these providers.

The main problem is that employers have been reluctant to get involved – they have had to pay (SARS ensures this), but they feel that it is too complicated to submit a Skills Plan and many do not even know what format to follow. As a result, many companies have treated the Skills Development Levy as just another tax. In addition, the deadline for many of these grants has already past. However, your SETA may be prepared to grant you an extension just to get you into the system (recent press reports indicate that less than 30 percent of employers have complied to date).

You may think that it is a small amount of money that you can claim back and that the forms are just too difficult – but consider the message that you are sending to your employees (many of whom are aware that companies should be focusing on training). If you show your staff that you are dedicated to their improvement, you may just reap additional benefits – it is good internal Public Relations. If employers do not meet the requirements for recovering a grant then they lose the grant.

4.8.6. Skills Development Facilitators (SDFs)

The Skills Development Act makes provision for the employment and use of a Skills Development Facilitator by an employer. The Skills Development Facilitator will be responsible for developing and planning the skills development strategy of a business for a specific period. This includes developing a workplace skills plan, implementing the plan and submitting an annual training report. SETAs should give employers guidelines on how to draw up a workplace skills plan and an annual training report. The Skills Development Facilitator must have been registered by the relevant SETA by 15 May 2000.

4.8.6.1: The functions of a SDF

The Skills Development Facilitator must do the following tasks:

- help the employer and workers to develop a workplace skills plan,

- send the workplace skills plan to the relevant SETA,
- advise the employer on how to implement the workplace skills plan,
- help the employer to draft an annual training report based on the workplace skills plan,
- advise the employer on the requirements set by the relevant SETA,
- serve as the contact person between the employer and the relevant SETA

4.8.6.2. Persons who can be appointed as SDF

An employer can appoint someone who is able to perform the functions of a Skills Development Facilitator. This person must be someone who is:

- a worker employed by the employer,
- a formally contracted person from outside the business,
- a person who is employed by a number of employers to assess the skills development needs of the group of employers and workers.

A Skills Development Facilitator can be a worker, or a contracted external person, or a person jointly employed by you and other employers. The facilitator must be competent to fulfil the following functions:

- Help develop a workplace skills plan,
- submit the plan to the relevant SETA,
- advise the employer on the implementation of the plan,
- help the employer to draft an annual training report,
- advise on the quality requirements of the SETA,
- serve as a contact person between the employer and the SETA.

4.8.6.3. Cost and payment of independent SDFs

There are two methods of payment for the work of the external Skills development facilitators. Typically the client may choose which method they want to use.

4.9. Payments of grants

Payments of grants will be made shortly after the approvals of the relevant grant claims. Due to delays in disbursement of funds from SARS and the department of Labour, there might be a lag of about 2 months with regard to levies received by SETAs. This means that the payment of grants will be on levies received up to the grant payment period.

Skills development facilitators may negotiate fees and date of payment with their clients

Alternatively the SETA may deduct a percentage of money from the approached companies grants and pay the SDF before they pay the rest to the company. The SETA will give R300.00 incentive to the SDF for completing either a WSP or Training report of the smallest companies that contribute very little monthly.

4.10. Forfeiture clauses

Employers who fail to submit claims by the due date will forfeit their grants. All forfeited grants and unclaimed monies will go to the discretionary grant. Employers who fail to submit claims by the due date will forfeit their grants. All forfeited grants and unclaimed monies will go to the discretionary grant (www.isett.org.za).

There are frequently asked questions that most employers pose around the payment of levies and recovery thereof. These are:

Employers, Kalgold for example, should have this question in mind: What will happen to my levy should I fail to comply with the conditions set for grant recovery in year 1?

If an employer fails to comply with the requirements for a grant recovery, you will forfeit the grant. The Director-General may approve recommendations from the SETA and the NSA on the use of the unclaimed levy funds in the SETA, which could be used for:

- Grants to employers for training in specific high need areas.
- Incentives to encourage participation in the Skills Development Levy Scheme.
- Promotion of the objectives of the sector skills plan and national priorities.

4.11. A training committee

Employers with more than 50 workers should establish an in-company training committee for consultation with regard to skills development. Where a firm is unionised the union/management structures can fulfil this function (www.saweb.co.za)

5. About the Mining Qualifications Authority (MQA)

The MQA was established to set education and training standards in the mining industry and to maintain and monitor the quality of the standards. In addition to the functions mentioned above, as a SETA, the MQA must collect and disburse the Skills Development Levy within the sector; complete a sector skills plan for the sector; and design, promote and administer learnerships within the sector. The sector, as defined by the Department of Labour, covers mining, quarrying, cement and lime manufacturing as well as jewellery manufacturing, diamond cutting and polishing and watchmaking.

Following the promulgation of the Skills Development Act in 1998, regulations concerning funding for the disbursement of the Skills Development Levy and for learnerships, have been gazetted. In terms of the Skills Development Levy, the MQA set about implementing the funding regulations by registering skills development facilitators for companies with more than 50 employees.

The facilitators are responsible for drawing up and submitting to the MQA a workplace skills plan, which details skills requirements in the company, and how their needs are to be met. The workplace skills plan in turn feeds into a sector skills plan, which highlights the needs in the sector. The skills development facilitator is also

responsible for submitting an annual training report, which reflects the extent of implementation of the workplace skills plan.

It is on the registration of a facilitator and the submission of a workplace skills plan and annual training report that the Skills Development Levy was paid out by the MQA to employers during the past year.

The MQA has accepted a model for a learnership, designed and proposed by employers that meets the requirements of the regulations. The model is being tested mainly by employers, against other proposed qualifications. The starting point for designing and then implementing learnerships is qualifications. To this end the MQA has identified eight priority areas where qualifications will be designed by the standards generating body for prospective learnerships.

The priority areas are:

- introductory qualification(s) to mining
- rockbreaking
- engineering repair and maintenance
- winding engine driver
- health and safety representative(s)
- jewellery manufacturing
- diamond polishing
- cement/lime process controller.

The Kalgoold mining group has a number of departments which represent the type of work performed under each. They are Crushing, Smelt House, Geology, Surveying, Chemistry, Ore Resources and Engineering.

In excess of 100 unit standards from these areas have been forwarded to SAQA for registration on the NQF. More than 50 per cent of the unit standards to be generated have been completed.

The Skills Development Act requires SETAs to 'support the development of learning materials for learnerships'. The MQA has approved a structure and process, which was formulated by employers, for the development of learning material. The MQA is considering developing outcome based learning material that takes into account key abilities. Learning material will be learner centred and not teacher/trainer centred and will affect the way in which learning is achieved.

5.1. Workable models

The South African Chamber of Mines lobbies on behalf of its members and it helps its members to design workable models to implement laws and policies. Three broad models that have emerged over the past few years are the industry's higher education collaboration model, its technical college partnership model, and its sectoral skills model.

5.1.1. Higher education model

The Chamber plans to lobby this committee to establish a school of mines (real and/or virtual) to assist with the development of more graduates and diplomates for the mining industry.

5.1.2. Technical college partnership model

The Chamber recognises that one of the most important mechanisms for the implementation of learnerships in the mining industry will be the technical colleges' input in the various learnerships. To ensure smooth implementation of learnerships, all parties involved in providing training, education and coaching to the learners need to have the capacity to do so. Thus the Chamber has developed a partnership model guideline document for use by technical colleges associated with the mining industry. This model is a first of its kind in South Africa and will no doubt assist the industry with the transition from few apprenticeships to many learnerships (www.bullion.org.za).

5.1.3. Skills development funding model

The skills development funding model was not in the best interest of business during its early stages of inception. It was overly bureaucratic, cumbersome, slow and did not permit employers to claim grants quickly and easily. The collection and disbursement mechanisms need to be improved and/or replaced. A complete and fundamental review of the funding model and levy/grant system was done later. Attention was given to possible incentives for small, medium and micro enterprises (SMMEs). The desired outcome of the review was to formulate, and gain acceptance for, an alternative model to the then system that was more effective, efficient and 'business-friendly' (<http://www2.unesco.org/wef>).

5.1.4. Sectoral skills model

The Chamber has assisted the state, the unions and employers in the mining industry to develop and implement a skills model for the mining industry, which complies with legislation and helps the industry to improve its skills base.

Initially two permanent committees were formed and were instrumental in establishing the MQA. These committees are the Skills Development Levy Committee, Sector Skills Planning Committee, Learnership Committee and Education and Training Quality Assurer – which is also a statutory body. The first two committees are well into the cycle of collection and disbursement of the Skills Development Levy and the evaluation and collation of workplace skills plans and annual training reports.

The MQA is essentially funded through the Skills Development Levy, most of which is paid back to employers against national and sector criteria. There will usually be a portion of the levy that is unclaimed and which will be used for the sector's needs. The MQA intends to devise principles that will guide the development of disbursement models for the sector, specifically for roll-over funds and National Skills Funding (www.bullion.org.za).

5.2. Further milestones of the MQA

The MQA is the SETA responsible for skills training of all in the republic of South Africa. In terms of the sector education and training for workers, the national departments of Education and Labour have taken significant strides to implement the National Qualifications Framework (NQF). The NQF addresses issues of development, access, redress and quality. Legislation that informed the establishment of the NQF are the National Education Policy of 1996, the Further Education and Training Act of 1998, and Higher Education and Training Act, the ABET Act of 2000, and the associated policy papers, as well as the Skills Development Act of 1998, the Skills Development Levies Act of 1999 and the Skills Development Strategy of 2000.

Training and empowerment for mine workers has always been a concern for the South African government. The shift from a tertiary institution of learning to work on the mines needed reinforcement to the skills possessed by the employees. The detailed summary below is necessary to lead mines in South Africa on how to align their training initiatives with the prescripts as outlined in the South Africa Chamber of Mines. The account below may be essential for a mining company within the country to take into account in view of its training and development policies. The mining industry requires strong technical college partners, to implement the many new learnerships being developed by the MQA.

5.2.1. Learnerships and the technical college sector

Though they offered formal education, the technical education institutions, as previously structured, were not able to meet industry's learnership requirements. Business South Africa (BSA) proposed to formulate a process to restructure and reposition the technical college sector, including the way in which it is funded and governed. Business needed a technical college sector that is well-funded and responsive to industry requirements.

5.3. New policies

Chamber members agreed that the education and training of employees was of paramount importance. The overall policy goal was to deliver timeously and cost-effectively, sufficient appropriately skilled employees. Early in 2001, the Chamber's Executive Council identified two strategic focus areas for new policies that need to be implemented. These are the procurement of a sufficiently large pool of graduates and diplomates in mining and related disciplines, and the timeous and cost effective delivery of skilled workers for the mining industry.

5.4. Growing new mining Leaders

To grow future leaders for the mining industry, three policy goals have been identified, namely:

- deliver world-class tertiary mining engineering education by pooling scarce resources and by attracting leading mining engineering educators to a central school of mines.

- establish a school of mines that provides undergraduate and post-graduate programmes, as well as continuous learning programmes. Both fundamental and commercial research programmes will be undertaken by a school of mines.
- enable the South African mining industry to be globally competitive by providing suitable mining engineers and mining research.

The central problem was that the level of skills that universities and technikons produced for the mining industry was in short supply. To the extent that the mining industry could ensure an adequate supply of skills, it maintained and, at best, increased its international competitive advantage. Funding for small mining departments decreased.

The Chamber was lobbying for the adoption by all stakeholders of a programme of action that includes short, medium and long-term actions. These are to:

- establish a tertiary mining education committee to oversee feasibility studies and the implementation of the school of mines concept. establish a school of mines (virtual and/or real) with linkages to local and international universities and research institutions,
- set targets with universities and technikons to meet the mining industry's high-level skills requirements, within the context of well-institutionalised partnerships,
- involve academics in the MQA's standards generation and qualifications design activities.

Progress on the attainment of this policy and its goals and objectives was measured by the achievement of the following deliverables:

- no shortage of mining and metallurgical engineers and earth scientists in the mining industry,
- a higher degree of articulation among academic institutions, which optimises access to and movement of students between them and a school of mines,
- a world-class mining engineering undergraduate / diplomate and post-graduate/diplomate programme with efficient and innovative coursework,
- a structured practical experience programme, which covers undergraduate and post-graduate phases.

The Chamber remains committed to implementing this policy to prepare the industry's future leadership.

5.5. Skills for workers

Apart from developing future leaders for the mining industry, the Chamber is also implementing a policy to upgrade the skills of the industry's workers. The Chambers does not train workers; this is done by the mines, however, it helps implement overall policy and practice, which will allow mines to upgrade their workers' skills.

Policy goals that were pursued during 2000 and 2001 were to:

- generate unit standards and design qualifications to,

- improve the health and safety standards in the mining industry,
- raise the skills base on mines to a level where functional illiteracy and innumeracy is eradicated and where an acceptable proportion of the workforce has access to further career advancement and learning.

The Chamber's strategic approach to achieve these policy goals may be summarised as follows:

Employers should ensure that they have a good understanding of the new education and training system and should keep abreast of national and industry initiatives to proactively develop employer positions and models in terms of the MQA activities and functions. The MQA and employers play an influential role at national level to inform the new and unfolding education and training system. To achieve the goal of upgrading workers' skills, the Chamber has lobbied the MQA to take the following steps:

- derive a funding model for the MQA and establish principles for disbursing grants,
- generate unit standards and design qualifications and register them on the NQF,
- devise a quality assurance system that includes accreditation, on and off job assessment and moderation,
- develop a model and mechanism for strategic manpower planning for the mining industry,
- design and implement a learnership system,
- develop a communication and advocacy strategy,
- work all additional SETA functions into a scheduled implementation Plan (www.mqa.org.za/).

A television programme, Business focus, @ SABC 2 (July 08, 2003 at 18H00) communicated that failure of SETAs to train staff in organisations will render stoppage of skills levies paid to the SETAs. Investigations were carried out by the delegated personnel after which the identified organisations and the SETA thereof signed a performance agreement on staff training.

5.6. Government perspectives

The Minister of Labour, South Africa, Membathisi Mdladlana delivered a speech in Cape Town, Mar 24, 1999 that the South African government is pioneering a "skills revolution" to address the fallout of apartheid education on an underskilled, badly paid workforce that threatens to keep the country underdeveloped.

The massive national plan was done to match workplace training with the needs of the growing economy. The innovation involves the payment of a one percent levy annually from government and business payrolls to fund training by 27 SETAs. These SETAs match the most important sectors in the economy and will identify the skills needed to improve the competitiveness of each industry. Workers have been trained accordingly.

Those who lose their jobs in sunset industries like mining and related sectors cannot be re-employed because they are not and cannot be made multi-skilled. Policy-

makers believe that if workers are adequately skilled and productive, it can improve their quality of life, prospects of work and labour mobility.

The European Union funded a significant proportion of South Africa's new skills and training policy -- its grant of R 276-million is the EU's biggest ever technical assistance programme.

Eighty percent of the training funds collected by government went to training authorities and were paid as grants to companies which already have their own training programmes in place. The skills development and training plan will be implemented over several years (<http://www2.unesco.org/wef>). It is evident that the involvement of labour representatives in employer / employee affairs is an international trend that helps maintain balance of power and fairness in relations between the two parties.

6. The involvement of labour representatives in employer affairs Workforce Investment Boards (WIBs).

6.1. What the Law requires:

The American Workforce Investment Act Fact Sheets prescribe the Labour Representation on State and Local Workforce Investment Boards. Representatives of organized labour are to be included on state and local Workforce Investment Boards (WIBs). The state plan is to contain information on the process used to obtain labour's input into the development of the plan as well as labour comments on the plan.

6.1.1. Employer consultation with unions

Consultation has long been the foundation of good union-management relations. It is a joint process of gathering and providing information, and obtaining input from those involved on anticipated changes to procedures and methods. Effective consultation is about partnership; it implies a shared responsibility for and ownership of the process and the outcome, including acceptance by all affected by the change.

Good union-management relations are essential to the success of quality service initiatives across the federal Public Service. Efforts must be made to build good relationships if we hope to deliver quality services and attain higher levels of employee and client satisfaction.

The process should be conducted in an atmosphere of mutual respect and trust. It should be motivated by a commitment on all sides to share information, to be open to the ideas of others and to work together to solve problems and resolve differences.

Consultation is not a vehicle for communicating management decisions or for generating predetermined outcomes. It must not be used, nor be perceived to be used, as a way to erode management rights union and employee rights gained through collective bargaining.

Consultation should be based on openness, honesty, and transparency of purpose and process. All parties share the responsibility for making consultation work and for

encouraging its acceptance by all. The process requires a major investment of resources, time and energy; however, the benefits are considerable.

6.1.2. Labour involvement in training programs

Labour and business organizations are to be provided an opportunity to submit comments to the Governor on the certification of eligible training providers. Union training programs, and joint plans, can be certified as eligible training providers. Registered apprenticeship programs are automatically eligible to be certified. Additionally, interested parties, including unions and employers can submit comments on programs and activities to the Secretary of Labour (www.workingforamerica.org).

6.1.3. Involvement of unions in employee training decisions

New York State and the unions recognise that employee training and development benefits both employees and the organizations for which they work. Many state wide training programs are funded through the negotiated agreements with each of the unions. These programs are designed to:

- develop competent employees, supervisors, managers, and leaders,
- support individual growth and achievement,
- address organizational needs,
- strengthen job skills, and
- assist employees in adapting to new technologies.

New programs are continuously developed in response to the changing needs of New York State agencies and their workers and employee performance, (www.goer.state.ny).

6.2. Steps for success (strategy for improvement)

A climate that supports early and full participation from local, regional and national unions is essential. Most departments have existing union-management consultation committees, also known as joint consultation committees. Quality service initiatives, like any contemplated employee related-matter in the workplace, should be brought to these committees for discussion. However, this type of consultation is not sufficient to ensure success.

6.2.1. Timeliness

Union-management consultation is an ongoing process. In any quality service initiative, all parties should be involved as early as possible.

6.2.2. Best Practices

Networking and learning from the experiences of others can alleviate the frustration that often arises when people feel they are re-inventing the wheel. In addition to referring to the principles governing good union-management consultation outlined earlier in the paper, working group members can also rely on

other consultative forums and tools to help them get things done, (www.tbssct.gc.ca/Pubs).

Employees in the US are said to have skills, competencies, and experiences. Be that as it may, changes in the work world necessitate continual training of staff.

6.3. In Service and on-the-job training (OJT)

In-service training is designed to:

- develop knowledge and skills when a new program or project is started,
- introduce work processes or technologies when implementing a new communication or reporting procedure,
- instruct on the operation of a new piece of equipment or computer program,
- enhance existing employee competencies.

The employees' daily interaction with their supervisors and fellow employees provides on-the-job training. An integral part of successful orientation is the learning that takes place through observation, communication, and discussion between and among employees and their supervisors concerning the specific job tasks of individuals and work units.

Supervisors are urged to encourage subordinates to discuss their job tasks, and any problems they may be having with them, on an informal basis. More formal review and documentation of job tasks and accomplishments will occur annually through the performance evaluation process, which may identify additional training areas to help employees progress in their career.

6.4. Developing skills and pay through career ladders: Lessons from Japanese and U.S. companies

6.4.1. The Japanese system

The Japanese companies are offered ongoing training. Japanese training systems provide very little off-job, or classroom training for incumbent workers. Most off-job training occurs at the time of initial hire, and subsequent training typically consists of only a day or two per worker per year. The impressive component of training in Japan occurs on the job, and every supervisor and manager is responsible to do this training.

In small and medium-sized firms, workers learn through OJT on a planned basis, and the training includes gradual assignment of more difficult tasks, promotion to higher positions, annual job rotation, and the guidance of superiors or instructors on the job as well as through teamwork and small group activities. New hires are often assigned an "Elder" who has been on the job 4 to 5 years, as their instructor for practical job activities and adviser for setting education and training goals. Supervisors are taught how to train workers, and higher levels of management (through division head) are also involved in creating the environment for training subordinates through guiding OJT programs. OJT is usually job-related, and it permits gradual mobility for production workers into what in the U.S. are considered craft and technician

positions.

Japanese small businesses draft training plans for employees for the next year. The mastery of skills is reflected in both the age-based pay, which reflects expected increases in skills, and performance-based pay, which reflect above-average achievements.

The key feature distinguishing Japan from the U.S. is not the amount of training, but the highly structured and organized character of the training system. In Japan, OJT is as carefully planned, mapped, and recorded as company-provided classroom training. Training and skill development are an expected part of every worker's job. Each employee, from new incumbent to senior manager, simultaneously thinks of himself as a teacher of the person(s) below him as well as a student of the person who is above him. Training the person to take your place is as important as training to move up the job ladder.

6.4.2. Examples of large Japanese firms where unions participate in training and salary decisions

The standard career paths for non-managerial workers in three large Japanese firms, chosen to be comparable to three U.S. firms, are shown in. All three Japanese firms have an enterprise union that is part of a company-wide union, which belongs to a national (industry) federation. In contrast to U.S. practice, wage structures and wage increases are bargained nationally for all union workers every spring in a synchronized process known as Shunto (the Spring wage offensive).

All Japanese companies have three primary components of pay (1) years of experience (nenko); (2) job grade; and (3) performance (satei). Performance pay is limited for union members, and usually affects the promotion rate more than the pay within grade. Since pay is attached to the individual through experience, Japanese firms maintain strategic control over individual careers. Longer-term job assignments are organized around a career development plan (<http://ist-socrates.berkeley.edu>).

6.5. Training and upward job mobility

Less trained employees have few chances of upward mobility (<http://ist-socrates.berkeley.edu>). By its very nature, on-the-job training (OJT) is integrated into a firm's HR or employment system, especially with the job assignment and compensation elements. Since skills are developed partly through job experience and each job requires some initial on-the-job training, job assignment and training are interrelated.

In most workplaces, a set of rules delineates how job assignments and promotion or upgrade decisions are made. These rules usually include a skill requirement (before training), employee "bids" (applications for specific job positions), and a role for seniority in ranking equally qualified candidates.

The compensation scheme affects the formation of career paths through its incentive effects. The elements of the pay system can be based upon skill, age or seniority, individual performance or group performance. Performance may also be rewarded through job assignment or promotion decisions.

To analyse how these components operate within an employment system, let's look at the practices in large Japanese and U.S. firms, and briefly compare them with the German case.

6.6. Training and development

Training systems can be categorized according to whether they serve new workers who are entering the labour force for the first time (schooling and apprenticeships), incumbent workers who already hold jobs (firm-based training), or displaced workers who need new or expanded skills to obtain new jobs. This paper addresses the case of firm-based training for incumbent workers who are employed in private-sector companies and who comprise the largest part of the US work force.

Firm-based training is often characterized as formal or informal. In the U.S., formal training means off-the-job training, and informal training refers to OJT, supervised either by co-workers or supervisors. In Japan, formal training refers to both off-the-job training and structured OJT, and the latter comprises by far the largest component of the Japanese training system. Structured OJT is training received by an employee on site in a specified manner using a designated trainer and materials along with a plan for certification. The training is usually done one-on-one until the employee is certified to do the job alone. In the U.S., OJT is usually unstructured training received by an employee by doing a job without having a designated trainer and usually without materials or a plan for certification. The inexperienced employee is expected to ask co-workers if a problem or question arises.

Firm-based training imparts skills that are characterized theoretically as general and transferable (i.e., useful to other employers), or specific and non-transferable (i.e., useful only to the one employer). Since training is an investment, who pays for the training depends upon who receives the returns to the investment. Employees, rather than employers, would pay for transferable skills, since they are portable and the returns accrue to the holder of the skills. Who pays for the training costs of non-transferable skills depends upon negotiations between the employer and employee, as a worker's tenure with the firm determines the return on the investment, and both the employee and employer suffer a loss of investment if the worker separates from the firm.

In reality, the costs of on-the-job training are often not borne by the employer or employee (but by co-workers or supervisors) and the differentiation of transferable and non-transferable skills is unclear. Even so, free rider problems can exist because a firm can pay for investments in training only to have competitors benefit if workers quit.

Numerous empirical studies have found that firm-provided employee training is associated with higher pay. However, only a small number of these studies have direct evidence of the impact of training on productivity, and their results are weak, as they confront issues involving who is chosen for training (selectivity biases). Although most small and medium enterprises offer formal training for their employees, these opportunities are highly concentrated among managers and professionals. Non-exempt workers frequently receive orientation and job safety

training when they are first hired, but only a few receive skills training, especially after the first year of employment.

Recent evidence challenges the market failure or under provision view of employer-based training in the U.S. A few companies appear to contradict the free rider argument. Losing trained workers to other employers was not a fear of the respondents in over half of all surveyed establishments and in over three-fourths of the large establishments (250 employees or more) that provide formal job skills training. These employers report training in order to retain their valued employees, and they do not distinguish between transferable and non-transferable skills in their training plans.

These studies, however, look only at formal training. Institutionally oriented case studies have long documented the importance of informal on-the-job learning in skill acquisition among non-exempt workers. Recent surveys of U.S. employers and workers consistently report that OJT constitutes the most important means by which workers learn the skills needed for their jobs and that OJT appears to be the most cost-effective form of skill development (Bishop, 1994). Among surveyed U.S. establishments that do not provide formal skills training, two-thirds of the respondents and over 80 percent of small enterprises (under 50 employees) reported that OJT is sufficient for their needs.

In another formal training survey, almost one-half of the 58 percent of employers who did not offer training reported they already had access to an adequate supply of skilled labour, including skills developed on the job. OJT has been found to have a positive and significant effect on wages and to reduce voluntary turnover. However, the positive effect of OJT may result from permanent individual effects, and OJT may not be portable from employer to employer.

Recent employer surveys on the hours spent on training indicate that OJT exceeds, by multiples of eight to twelve, the hours that recent hires spend in formal training. In a 1991 BLS survey, 57 percent of workers reported needing training to qualify for their current job. The major sources of this training were school (32%), informal OJT (27%), and formal company training (12%). Of the 41 percent of workers who reported taking skill improvement training in 1990, two-fifths reported informal company training as a source (Eck, 1993). As can be seen, data on formal training alone substantially underestimates the total quantity of firm-based training in the U.S.

On average, unstructured OJT ended up costing twice as much as structured OJT when both direct and indirect costs were included (Jacobs et al, 1992). A report to Congress recommended that U.S. companies pay more attention to OJT and train supervisors to be instructors, as in Japan, in order to lower training costs (Office of Technology Assessment, 1990). However, many companies pay little attention to OJT and few managers are trained to plan and execute OJT successfully.

Claims about inadequate U.S. training need to be recast to reflect not the quantity but the efficiency of the U.S. training system. To understand the weaknesses of U.S. firm-based training, we must shift the focus away from classroom training and toward OJT and examine how to make OJT more effective (<http://ist-socrates.berkeley.edu>).

6.7. Developing skills and pay through career ladders

The employee upward mobility depends largely on the training that the employees receive. Japanese training systems primarily take the form of structured OJT, with training embedded in long career ladders that simultaneously increase skill and pay for Japanese workers over their careers. As a result, a 45 year-old Japanese worker earns more than twice what a similarly educated 25 year-old worker earns. In contrast, the U.S. system is characterized by unstructured OJT and sporadic formal training and is embedded in short job ladders that allow mobility between and within firms.

There are inefficiencies in U.S. training systems. At the same time there are relations among job assignment, training, and compensation in human resource (HR) systems in the U.S. and Japan. The system involves workers and managers directly in a structured training and development system for non-exempt workers so that skills develop, job responsibilities expand, and compensation increases with experience. This approach reorganizes the considerable training, both formal and (OJT), that already characterise U.S. workplaces. Making firm-based training more effective would generate increased productivity, longer career ladders, and higher pay for front-line workers (<http://ist-socrates.berkeley.edu>).

6.8. Workplace training plan

All organisations have the responsibility to put in place a working document that guides management how staff can be trained. The Workplace Training Plan (WTP) is a very important document for all organisations and its employees. It is also important for the Education, Training and Development Practices (ETDP) Sector of the economy and for the economy as a whole. The WSP, consistent with the intent of the Skills Development Act and associated legislation is a document that is designed to assist organisations to improve their performance and productivity through Skills Development.

The WSP is one of the avenues through which the ETDP-SETA can provide assistance to its member organisations in enhancing their performance. The formula is simple, if organisations in the Sector can perform effectively, then the performance of the Sector will be enhanced, the economy will improve and the welfare of the nation as a whole will be advanced. Skills Development is seen as one of the primary catalysts for this transformation.

This document is the format for the preparation of the Workplace Training Plan. Its' main purpose is to provide information on your organisation's current employment profile and to indicate the training that you have planned for 2003 – 2004 in order to develop your employees' and your organisations performance. The document also requests information on your Skills Development circumstances so that the ETDP-SETA can render assistance and support to making your Skills Development initiatives work for you.

- **A legal requirement**

In compliance with the Skills Development Levies Act No.9 of 1999, employers who are registered PAYE contributors or whose remuneration for employees exceeds R

250 000 per annum should contribute 1% of its total payroll towards the Skills Development Levy. The funding regulations specify that employers who are up-to-date with their levy payments can claim back a portion of their levy as a grant from the ETDP-SETA. Such claims could only be made if the organisation appointed a Skills Development Facilitator, and if the organisation submitted a Workplace Skills Plan to the ETDP-SETA before 31 May 2003. Upon submission of the Implementation Report for that WSP, 45 percent of the levies paid can be claimed as a grant. Only organisations that submit WSP's are eligible to submit Implementation Reports.

- **An organisational responsibility**

Workplace Skills Planning is also an organisational responsibility. The sentiment and essence of the Act, however, is that each employee has a right to be developed by the organisation in order to undertake his or her responsibilities.

- **How to prepare**

This WSP format is accompanied by an information booklet for your use in understanding the planning requirements and to provide guidance for completing your plan. Please refer to the booklet as you complete the forms and table that are enclosed. The objective of the information booklet is to provide you with explanations, clarifications, appropriate information and general guidance to enable you to complete the document accurately. It can be prepared as follows.

Continues...

Table 3. A Sample Training Plan

SECTION A:

Administration And Organisational Details

This information will assist the ETDP – SETA in communicating with your organisation. It is especially important that contact be maintained with a designated person who is responsible for finance in an organisation. This will ease the transfer of funds.

1.	LEVY NUMBER	
	NAME OF ORGANISATION	
	NUMBER OF EMPLOYEES	
4.	PHYSICAL ADDRESS	
	POSTAL CODE	
5.	POSTAL ADDRESS	
	POSTAL CODE	
6.	PROVINCE	
7.	CONTACT DETAILS	
	Tel No	
	Fax No	
	E-Mail	
	Web Address	
8.	NAME OF SDF	
9.	CONTACT DETAILS OF SDF	
	Tel No	
	Fax No	
	E-Mail	

10. INDUSTRIAL SECTOR
In which your Organisation belongs

11. ETDp CONSTITUENCY
To which your Organisation belongs

BANKING DETAILS

Name of Bank

Account No.

Branch Name

Branch No.

Type of Account

CONTACT PERSON IN FINANCE DEPARTMENT

Person with whom contact must be made regarding enquiries
about payments.

Name of Contact Person

Telephone No:

Fax No:

nues...

SECTION : B

Employment Profile Of Your Organisation

The purpose of the question is to provide information on the employees within an organisation according to race, gender, disability and occupational categories. This information will present a general picture of the scope and complexity of the development needed in your organisation.

[illegible]

16. Has your Skills Development Facilitator been trained in the following?

Content of Training related to the responsibilities of the Skills Development Facilitator	Yes ✓	No x
1. Legislation, Policies & Regulations		
2. SETA Processes & Requirements		
3. Skills Development Facilitator – Roles & Responsibilities		
4. Organisational Development		
5. Performance Management System & Change Management		
6. Quality Assurance in Skills Development		
7. Computer Skills		
8. Finance & Budgeting for Skills Development		
9. Basic Research Skills for Planning & Managing Skills Development		
10. Planning & Managing Workplace Skills Development		
11. Assessor Training		
12. Moderator Training		
13. Mentoring & Coaching		
14. Facilitator Training – Group Processes		

Continues...

Provide information on your Skills Development Facilitator

INFORMATION ON YOUR SDF		Yes ✓	No x	COMMENTS (if any.)
1. Is your SDF an	Employee			
	Consultant			
2. Is the SDF responsibility	Full - time			
	Part - time			
3. Qualifications	• Recognised Cert.			
	• Diplomas			
	• Degrees			
	• RPL Qualifications			
4. Did your SDF attend SETA workshop in the last year				
5. Did you submit a WSP for the year 2002 - 2003 (Workplace Skills Plan)?				
6. Did you submit an Implementation Report for the year 2001 - 2002				

Are there Education & Training provider or any other providers within your geographical area that can deliver the training that you have planned for your employees?

Top of Form

PLANNED TRAINING	PROVIDERS AVAILABLE		NAME OF TRAINING PROVIDER IF AVAILABLE
	Yes (✓)	No (x)	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Bottom of Form

Top of Form

[illegible]

20. Indicate areas in which you had difficulty recruiting or retaining employees. These are areas in which you are unable to fill vacancies or maintain staff. Please note the strategies you have employed (if any) to maintain staff in these positions.

[illegible]

Indicate the training of your organisation in order of priority. For each priority, please indicate the corresponding skills intervention that you have planned for the benefit of your employees.

[illegible]

Continues...

SECTION: D

Process And Authorisation

THIS REPORT COMPILED BY

Surname:

Title:

First Name:

Job/Occupation:

Are you a SDF in the organisation? (Yes / No):

Tel No:

Code

Cell Number:

Fax No:

Code

Number:

E-Mail:

AUTHORISATION

Confirmation that the Workplace Skills Plan (WSP) is the result of consultation within the organisation including employee's and their representatives.(you may wish to attach evidence of such consultation i.e. minutes of meetings and reports etc.)

Authorised Signature for the Organisation/Employer
Name and Position of person in the organisation authorised to sign the Workplace Skills Plan on behalf of the Organisation/Employer

Name of Authorised Person:

Position of Authorised Person

Date of Signature

Signature of Authorised Person

Employee Representative

Name and Position of Person in the Organisation authorised to sign the Workplace Skills Plan on behalf of the Employee's (employee or labour representative)

Name of Authorised Person:

Date of Signature:

Signature of Authorised Person:

Skills Development Facilitator

Name of your Skills Development Facilitator

Name of SDF:

Date of Signature:

Signature of SDF:

(<http://www.etdpseta.org.za>)

Continues...

Comments

Whatever the circumstances in Kalgold, the above training plan would be shaped to suit circumstances that may prevail. At the moment Kalgold is reported as having a training plan but efforts to have a look at it drew a blank. This was just a guide to exemplify how a training plan may be drafted.

6.9. Health and safety training

Working together with the UAW, the Labour Studies Center has developed educational materials to promote good health and safety practices. The Center also offers a Health and Safety Institute for Workers which includes a wide range of topics relating to health and safety in the workplace: the company's procedures and appeals, infectious diseases, investigating hazards, ergonomics, conflict resolution and stress management, women's health and safety issues, and various aspects of union involvement in health and safety issues such as joint programs with management, mobilizing the membership, and workplace language (www.ilir.umich.edu/noframes).

6.10. The alliance between employers and the unions in training decision-making

The Alliance for Employee Growth & Development was established as a cooperative venture by AT&T, the Communication Workers of America (CWA), and the International Brotherhood of Electrical Workers (IBEW) as a result of collective bargaining in 1986. The unions have the responsibility of protecting their members' threatened careers and employment security. AT&T and the unions both created the Alliance to work together to address concerns.

The idea behind the Alliance was that unionised workers would take on the principal responsibility for their own futures by getting the education and training necessary to learn the skills that would qualify them for employment if they had access to educational and training programs. The Alliance operates through joint union/management bodies whose members and co-chairs are selected respectively by the company and the unions.

With help from a small professional staff employed by the Alliance, the committees determine local workforce and business training needs and interests related to employment security and the plans of the business; work with local trainers such as community colleges to design and customize responsive training programs; implement training activities at the worksites; recruit trainees from the workforce; and provide oversight and support for all Alliance employment counselling and training activities. The training was popular and largely successful because the workforce itself planned and implemented most of the training, through union participation.

6.11. The common problems

The Alliance confronted one serious problem: using its resources to provide training in the skills that would be most in demand, both to meet the company's business needs and to give participants the best opportunities for employment security and career growth. Although the local committees were good at keeping their ears to the ground in their localities, they simply lacked the scope and resources to make forecasts about where the industry was going - what new products, services, and markets business planners intend to develop and what new skills would be needed as a result of these changes.

6.12. Expanding the program

The situation called for a considerable expansion of the labour-management partnership that had created the Alliance. At a certain point, the company had supported the Alliance principally by providing funding through the collective bargaining agreement. For the first time, a joint labour/management structure, the Alliance, was empowered with internal company labour market information for use in planning responsive training programs for union members. The Alliance also developed manuals and guides based on the report for counsellors to use to develop sound career and training plans (<http://www.nlma.org>).

7. People View's of the Skillsight Programme (PVS)

Various programmes are developed to assist in organisational skills development exercises and come out in special computer soft wares, one of which is the People View's (PVS). This system allows rapid identification, inventory, and tracking of the skills needed throughout an organization.

This model guides employers to develop an overview of their employee's skills, identify critical skill gaps in the workforce, and provide an analysis of the training needs for high-demand skill sets. The PVS offers tools for competency modelling, resource allocation, project team creation, training needs analysis and career development. Further guidelines from the PVS follow underneath.

7.1. Resource allocation

Employers should also identify individual or combined skills requirements anywhere in the organization. Moreover, identify skill level, experience, organizational level, location, performance history, availability, etc. Deploy best available internal resources avoiding outsourcing costs.

7.2. Training needs analysis

Identify specific training needs through gap analysis of PVS and strategic corporate goals, budgeted projects and customer demands by any demographic, corporate or individual. Conduct manager validated training needs analysis. Maximize training budget by accurately identifying what is

needed and providing focused training to meet those needs.

7.3. Career development

Create individual development goals. Collect, validate and assess employee skill profiles. Develop individual development profile and action plan to achieve goal. Map action plan to corporate resources and opportunities, (www.peopleview.net/).

8. The US department of Labour Mine Safety and Health Administration (MSHA)

The following discussion communicates training and Retraining of Miners engaged at Shell Dredging or employed at Sand, Gravel, Surface Stone, Surface Clay, Colloidal Phosphate, or Surface Mines. The MSHA has been selected as a model group whose training practices and operations would be observed hereunder. Throughout this literature study, more focus will be on OJT, as it is most appropriate according to the practical situations at Kalgold.

Each operator of a mine shall have an MSHA approved plan containing programs for training new miners, training newly-employed experienced miners, training miners for new tasks, annual refresher training, and hazard training for miners as follows:

In the case of a mine the operator of the mine shall submit such plan for approval within 150 days after the effective. Within 60 days after the operator submits the plan for approval the operator shall have an approved plan for the mine.

In the case of a new mine which is to be opened or a mine which is to be reopened or reactivated the operator shall have an approved plan prior to opening the new mine, or reopening or reactivating the mine unless the mine is reopened or reactivated periodically using portable equipment and mobile teams of miners as a normal method of operation by the operator.

The predicted time or periods of time will be regularly scheduled and refresher training will be given. This schedule shall include the titles of courses to be taught, the total number of instruction hours for each course, and the predicted time and length of each session of training.

The operator shall make a copy of the MSHA approved training plan available at the mine site for MSHA inspection and examination by the miners and their representatives. Except for new task training of miners and hazard training all courses will be conducted by MSHA approved instructors. Instructors shall take an instructor's training course conducted by the District Manager or given by persons designated by the District Manager to give such instruction; and instructors shall have satisfactorily completed a program of instruction approved by the Office of Educational Policy and Development, MSHA.

Instructors may be designated by MSHA as approved instructors to teach specific courses based on written evidence of the instructors' qualifications and teaching experience. Instructors may have their approval revoked by MSHA for good cause which may include not teaching a course at least once every 24 months. Except for annual refresher training of miners, the operator shall commence training of miners within 60 days after approval of the training plan, or approved programs of the training plan.

9. Training plans.

Employers must develop and implement an approved written plan that contains effective programs for training new miners and newly hired experienced miners, training miners for new tasks, annual refresher training, and site-specific hazard awareness training.

A training plan is considered approved if it contains, at a minimum, the following information:

- the name of the production-operator or independent contractor, mine name(s), and MSHA mine identification number(s) or independent contractor identification number(s),
- the name and position of the person designated by you who is responsible for the health and safety training at the mine. This person may be the production-operator or independent contractor,
- a general description of the teaching methods and the course materials that are to be used in the training program, including the subject areas to be covered and the approximate time or range of time to be spent on each subject area,
- a list of the persons and/or organizations who will provide the training, and the subject areas in which each person and/or organization is competent to instruct, and
- the evaluation procedures used to determine the effectiveness of training.

The mining management must provide the miners' union representative, if any, with a copy of the plan at least 2 weeks before the plan is implemented or, if you request MSHA approval of your plan, at least two weeks before you submit the plan to the Regional Manager for approval. At mines where no miners' representative has been designated, you must post a copy of the plan at the mine or provide a copy to each miner at least 2 weeks before you implement the plan or submit it to the Regional Manager for approval.

The employer must provide the miners' representative, if any, with a copy of the approved plan within one week after approval. At mines where no miners' representative has been designated, you must post a copy of the plan at the mine or provide a copy to each miner within one week after approval (<http://www.msha.gov>).

9.1. Training plan Implementation

Employers must ensure that each program, course of instruction, or training session is:

- conducted in accordance with the written training plan,
- presented by a competent person, and
- presented in language understood by the miners who are receiving the training.

The employer may substitute, as applicable, health and safety training required by the Occupational Safety and Health Administration (OSHA).

Training methods may consist of classroom instruction, instruction at the mine, interactive computer-based instruction or other innovative training methods, alternative training technologies, or any combination of training methods.

9.2. New miner training

The employers are urged to provide each new miner with no less than 24 hours of training. Miners who have not yet received the full 24 hours of new miner training must work where an experienced miner can observe that the new miner is performing his or her work in a safe and healthful manner.

Before a new miner begins work at the mine, they must be provided with no less than 4 hours of training in the following subjects, which must also address site-specific hazards:

- an introduction to the work environment, including a visit and tour of the mine, or portions of the mine that are representative of the entire mine (walk-around training). The method of mining or operation utilized must be explained and observed,
- instruction on the recognition and avoidance of electrical hazards and other hazards present at the mine, such as traffic patterns and control, mobile equipment (e.g., haul trucks and front-end loaders), and loose or unstable ground conditions,
- a review of the emergency medical procedures, escape and emergency evacuation plans, in effect at the mine, and instruction on the fire warning signals and fire fighting procedures,
- instruction on the health and safety aspects of the tasks to be assigned, including the safe work procedures of such tasks, the mandatory health and safety standards pertinent to such tasks, information about the physical and health hazards of chemicals in the miner's work area, the protective measures a miner can take against these hazards, and the contents of the mine's HazCom program,
- instruction on the statutory rights of miners and their representatives under the Act,

- a review and description of the line of authority of supervisors and miners' representatives and the responsibilities of such supervisors and miners' representatives, and
- an introduction to your rules and procedures for reporting hazards.

No later than 60 calendar days after a new miner begins work at the mine. The employer must provide the miner with training in the following subjects:

- instruction and demonstration on the use, care, and maintenance of self-rescue and respiratory devices, if used at the mine, and
- a review of first aid methods.

No later than 90 calendar days after a new miner begins work at the mine:

- employers should provide the miner with the balance, if any, of the 24 hours of training on any other subjects that promote occupational health and safety for miners at the mine.
- practice under the close observation of a competent person may be used to fulfil the requirement for health and safety training.

9.3. Newly hired experienced miner training.

Before a newly hired experienced miner begins work at the mine the employer must provide the miner with training in the following subjects, which must also address site-specific hazards:

- an introduction to the work environment, including a visit and tour of the mine, or portions of the mine that are representative of the entire mine (walk-around training). The method of mining or operation utilized must be explained and observed,
- instruction on the recognition and avoidance of electrical hazards and other hazards present at the mine, such as traffic patterns and control, mobile equipment (e.g., haul trucks and front-end loaders), and loose or unstable ground conditions,
- a review of the emergency medical procedures, escape and emergency evacuation plans, in effect at the mine, and instruction on the fire warning signals and fire fighting procedures,
- instruction on the health and safety aspects of the tasks to be assigned, including the safe work procedures of such tasks, the mandatory health and safety standards pertinent to such tasks, information about the physical and health hazards of chemicals in the miner's work area, the protective measures a miner can take against these hazards, and the contents of the mine's HazCom program,
- instruction on the statutory rights of miners and their representatives under the Act,
- a review and description of the line of authority of supervisors and miners' representatives and the responsibilities of such supervisors and miners' representatives, and
- an introduction to your rules and procedures for reporting hazards.

No later than 60 calendar days after a newly hired experienced miner begins work at the mine, the employer must provide the miner with an instruction and demonstration on the use, care, and maintenance of self-rescue and respiratory devices, if used at the mine.

Practice under the close observation of a competent person may be used to fulfil the requirement for training on the health and safety aspects of an assigned task, if hazard recognition training specific to the assigned task is given before the miner performs the task. In addition employers may provide training on any other subjects that promote occupational health and safety for miners.

Employers are not required to provide a newly hired experienced miner who returns to the same mine, following an absence of 12 months or less, with the training. Instead employers must provide such miner with training on any changes at the mine that occurred during the miner's absence that could adversely affect the miner's health or safety. This training must be given before the miner begins work at the mine.

9.3.1. New task training

Employers must provide any miner who is reassigned to a new task in which he or she has no previous work experience with training in the health and safety aspects of the task to be assigned, including the safe work procedures of such task, information about the physical and health hazards of chemicals in the miner's work area, the protective measures a miner can take against these hazards, and the contents of the mine's HazCom program. This training must be provided before the miner performs the new task.

If a change occurs in a miner's assigned task that affects the health and safety risks encountered by the miner, you must provide the miner with training that addresses the change.

Practice under the close observation of a competent person may be used to fulfil the requirement for task training under this section, if hazard recognition training specific to the assigned task is given before the miner performs the task. Training provided under this section may be credited toward new miner training, as appropriate.

9.3.2. Annual refresher training

Employers must provide each miner with no less than eight hours of annual refresher training. The refresher training must include instruction on changes at the mine that could adversely affect the miner's health or safety.

Refresher training must also address other health and safety subjects that are relevant to mining operations at the mine. Recommended subjects include, but are not limited to: applicable health and safety requirements, including mandatory health and safety standards; information about the physical and

health hazards of chemicals in the miner's work area, the protective measures a miner can take against these hazards; transportation controls and communication systems; escape and emergency evacuation plans, fire warning and fire fighting; ground conditions and control; traffic patterns and control; working in areas of high walls; water hazards, pits, and spoil banks; illumination and night work; first aid; electrical hazards; prevention of accidents; health; explosives; and respiratory devices.

Training is also recommended on the hazards associated with the equipment that has accounted for the most fatalities and serious injuries at the mines covered by this rule, including: mobile equipment (haulage and service trucks, front-end loaders and tractors); conveyor systems; cranes; crushers; excavators; and dredges. Other recommended subjects include: maintenance and repair (use of hand tools and welding equipment); material handling; fall prevention and protection; and working around moving objects (machine guarding).

False certification that training was completed is punishable under Sec 110(a) and (f) of the Act. When a miner leaves your employ, you must provide each miner with a copy of his or her training records and certificates upon request.

Employers must make available at the mine a copy of each miner's training records and certificates for inspection by us and for examination by miners and their representatives. If training certificates are not maintained at the mine, you must be able to provide the certificates upon request by miners, or their representatives. You must maintain copies of training certificates and training records for at least 60 calendar days after a miner terminates employment.

9.3.3. Compensation for training

Training must be conducted during normal working hours. Persons required to receive training must be on full salary. If training is given at a location other than the normal place of work, persons required to receive such training must be compensated for the additional costs, including mileage, meals, and lodging, they may incur in attending such training sessions.

9.3.4. Site-specific hazard awareness training

Employers must provide site-specific hazard awareness training as appropriate, including:

- office or staff personnel,
- scientific workers,
- delivery workers,
- customers, including commercial over-the-road truck drivers,
- construction workers or employees of independent contractors who are not miners,

- maintenance or service workers who do not work at the mine site for frequent or extended periods.

The employer must provide miners, such as drillers or blasters, who move from one mine to another mine while remaining employed by the same production-operator or independent contractor with site-specific hazard awareness training for each mine.

Site-specific hazard awareness training is information or instructions on the hazards a person could be exposed to while at the mine, as well as applicable emergency procedures. The training must address site-specific health and safety risks, such as unique geologic or environmental conditions, recognition and avoidance of hazards such as electrical and powered-haulage hazards, traffic patterns and control, and restricted areas; and warning and evacuation signals, evacuation and emergency procedures, or other special safety procedures.

The employer may provide site-specific hazard awareness training through the use of written hazard warnings, oral instruction, signs and posted warnings, walk around training, or other appropriate means that alert persons to site-specific hazards at the mine.

Site-specific hazard awareness training is not required for any person who is accompanied at all times by an experienced miner who is familiar with hazards specific to the mine site.

9.3.5. Responsibility for independent contractor training

Each production-operator has primary the responsibility for ensuring that site-specific hazard awareness training is given to employees of independent contractors who are required to receive such training. Each production-operator must provide information to each independent contractor who employs a person at the mine on site-specific mine hazards and the obligation of the contractor to comply with our regulations, including the requirements of this part.

Each independent contractor who employs a miner, at the mine has primary responsibility to provide new miner training, newly hired experienced miner training, new task training, and annual refresher training. The independent contractor must inform the production-operator of any hazards of which the contractor is aware that may be created by the performance of the contractor's work at the mine (www.msha.gov/regdata).

9.3.6. Mine safety and health - Training requirements for miners

9.3.7. Training to reduce workplace accidents

It is the responsibility of any mine management to empower and train its staff to braise them for the hazardous work conditions they face daily. The vision of the Missouri Mine Safety and Health Training Program is that each miner in

the state of Missouri has access to the information, safety and health training, and the opportunity to receive this information and training free of charge to be better prepared to execute their duties as a miner. This will ultimately keep them accident free.

Elimination of hazards to the miner through education, inspections of the mine site and on-site consultations with the mine operator will aid in the reduction of accidents. We envision a coordinated and cooperative effort from the miner, mine operator, labour union, the state of Missouri and the Mine Safety and Health Administration in the reduction of accidents and providing a safe and healthy working environment.

The purpose of the Missouri Mine Safety and Health Training Program is to aid the miner and mining community in any endeavour that will accomplish accident reduction through education, training, hazard elimination and assistance to the miner.

The scope of the Missouri Mine Safety and Health Training Program included all support personnel and contractors. The intent is to provide the necessary mine safety and health training to those miners who work at or on any mine site in the state, operators of mines. There is also training on an exchange program with other State Grants Program members to aid in the reduction of accidents.

The goal of the Missouri Mine Safety and Health Training Program is to educate and train the miner in every aspect of mine safety and health with special emphasis in areas of concern to each mine as indicated through a pre-training consultation with the operator, keeping in mind the ongoing local and national accident trends.

It is the mission of the Missouri Mine Safety and Health Training Program to assist the mining community of the state of Missouri in the reduction of work place hazards and accidents. No miner should suffer due to lack of awareness, knowledge, education, training, the availability of proper procedures or knowledge of his or her rights as a miner.

The content of the program is site specific, informational, educational and compliance oriented toward safety and health issues. On-site activities and consultation services to aid the mining community in accident reduction are also provided.

Training Courses Available:

- mine rescue
- first aid
- health programs
- blasting safety
- equipment safety
- electrical safety
- accident prevention (<http://www.dolir.state.mo.us>).

9.4. Workplace accidents

9.4.1. Safety program seeks to decrease workplace accidents

Fingers crushed or lost to the merciless blades of a shearing machine, sliced flesh from the razor-like edge of a sheet of metal, scorched retinas from welding flashes and shattered necks and backs due to falling from dizzying heights. These are the hazards to which sheet metal workers are vulnerable every day in their line of work, said Jim Lewis.

"I remember asking myself 'How in the world am I going to keep from getting cut on all that metal?'" Through the years, Lewis, who oversees production in the ductwork fabricating shop at Aerotech Mechanical Contractors in Boardman, Ohio, has witnessed the outcome of sharp metal meeting human flesh.

The Passport Safety Training Program, sponsored by a consortium comprised of Eastern Ohio and Western Pennsylvania Local 33 Sheet Metal Workers Union, Sheet Metal and Air Conditioning National Contractors Association (SMACNA) and OSHA, is one such move aimed at decreasing accidental injuries among the workers these groups represent.

During the first class session an instructor demonstrates an array of new safety equipment specifically suited to the situations sheet metal workers encounter on the jobsite. "It's important that the contractors understand that these classes are investment - creating safer workers means they'll get their workers back tomorrow," he said.

According to a current Labour Department's Bureau of Labour Statistics (BLS) report, the construction industry, which includes structural metal workers, recorded the highest number of fatal work injuries of any industry, with 1,154 workers killed on the job in 2000. About 55 percent of those killed in the structural metal worker trades died as a result of fall-related accidents, said the BLS.

Lewis is convinced that contractors need to establish and maintain good safety practices in order to set a positive standard for their employees. In the Aerotech's fabrication shop workers wear protective gear on their eyes, ears and hands and several are fully clad in coveralls while operating machinery. "Danger" signs are posted throughout the factory and guardrails and large shield panels form barriers between machinery and passersby. Fire extinguishers are conveniently located on walls and posts; one is even mounted to the tow-motor. Employees in this organisation appreciate the lengths to which the employer goes to insure their welfare and safety (www.snipsmag.com).

9.4.2. Statistics on industrial accidents

The Law on Prevention of Occupational Risks (LPOR) – (Law 31/1995 of November 1995) came into force in Spain January 1996. As the regulatory framework for workplace accident prevention has developed. Furthermore, the regional bodies with competences in this area are empowered to investigate accidents and to manage areas such as training and technical advice relating to these matters.

The law has arguably managed to introduce a philosophy of prevention, rather than compensation or sanction, as a basis for dealing with health and safety at work. Unfortunately, since the introduction of the law in 1995, the number of industrial accidents has not ceased to rise in absolute terms and accidents have been a constant source of controversy. Up to 1999, the accidents that increased most were fatal work-related incidents. However, the figures for 2000 show a slight reduction in fatal and serious work-related accidents.

The government's analysis is that the industrial accident rate is improving because, though the number of slight accidents has increased by 1.75 percent according to the most recent Eurostat statistics, the number of serious accidents has fallen by 9 percent, which is seen as a good result. Furthermore, 98 percent of accidents are slight. Work-related incidents are difficult for companies to address. Thus, considering these facts, it can be concluded that there has been an improvement in health and safety in companies, the government claims.

9.4.3. Blame on employees

Employers' organisations claim that some of the reasons for the high accident rate are because of failures to follow the rules which are the personal responsibility of workers. The employers claim that a large number of accidents are beyond the control of the employers, especially those attributable to personal diseases and those that occur outside the workplace, over which the employers have no control. In short, industrial accidents are often a question of individual responsibility. However, employers have a vested interest in preventing these accidents, both to achieve desired levels of health and safety and because accidents at work have a negative effect on performance.

9.4.4. Employers' limitations

The Trade Union Confederation of Workers' Commissions underlines that the law determines the employers' obligations to avoid and reduce occupational risks, and it is thus a valid instrument of prevention. However, there seems to be a low level of application of the law. One reason for this, it is suggested, may be the employers' lack of knowledge of health and safety regulations.

Other factors leading to a high accident rate may be pressure to perform, competition between companies and the difficulty of obtaining information and guidance on the law. Work rhythms, the employment rate, manual work, job

rotation and casual labour also have an effect on the accident rate. The serious and fatal accidents usually occur in companies with six to 50 workers.

Stakeholders propose that there be greater control of the implementation of the law, with more action by the administration, better employment policies, classification of work-related road incidents as industrial accidents, and training in health and safety for workers.

9.4.5. Other causes

In the opinion of the General Workers' Confederation, the fundamental factors behind the high industrial accident rate in Spain are subcontracting, temporary employment and the increasing instability of the labour market. It considers that there is a need, within the social dialogue, to raise awareness of measures that might help to solve the situation, such as:

- the implementation of a national training plan,
- the development of the article of the Law on Prevention of Occupational Risks on the coordination of preventive activities in companies that share the same workplace,
- intensifying and coordinating action in companies with the highest accident rates, with the real participation of the social partners,
- giving priority to monitoring workers' health

9.4.6. Analysis

In the five years that have gone by since the introduction of legislation regulating such an important matter for the economy and for society, the level of awareness of health and safety among the social partners has certainly increased. However, the industrial accident rate is still very high. The probable reason for this is the relationship between industrial accidents and sectors at special risk associated with job rotation, mobility and unstable employment. Though there is a tendency towards specialisation, workers often have insufficient experience because they do not remain in a job for long and have little job security. They therefore have a low level of professional competence in carrying out the tasks assigned to them, in addition to a low level of training on health and safety and work organisation.

According to a report from one of the trade union confederations, during the first five months of 2000 industrial accidents in Spain increased by 14.4 percent in comparison with the same period of 1999. The accidents mainly involved temporary workers.

In summer 2000, the Trade Union Confederation of Workers' Commissions issued a report stating that there had been a 14.4 percent increase in industrial accidents in the first five months of 2000, compared with the same period in 1999. The number of fatal and serious accidents had, however, decreased by 2.6 percent and 3.5 percent respectively.

Since 1996 - when the Law on Prevention of Labour Risks came into force - the number of industrial accidents in Spain has increased progressively each year, with an annual rise of 15.3 percent to the end of the 1999. Spain is the EU country with the highest industrial accident rate. Extremadura, the Balearic Islands and the Canary Islands are the regions in which the accident rate has increased most.

The organisation's health and safety officers claim that this increase in accidents arises from a failure by temporary work agencies and user companies to meet their legal obligations. It is claimed that the user companies normally fail to meet their obligation to inform the agencies of the risks and dangers of the job, while agencies usually fail to meet their obligation to inform the workers on this issue.

Drawing on a range of recent sources, the following feature analyses a number of current issues relating to health and safety at work in Spain, including the incidence of occupational illness, accident rates and measures to prevent risk.

9.4.7. Exposure to occupational hazards

Of the population interviewed in the latest available National Survey of Working Conditions, 59 percent stated that they were exposed to hazards at work. In some sectors, noise is the most common occupational hazard (33% of workers exposed), while 32 percent of the working population mentioned exposure to chemical pollutants (a third of industrial workers). Nearly 50 percent of workers maintain static postures or perform repetitive movements during a quarter of their working.

According to the ESCA, 37 percent of male workers and 29 percent of female workers consider that their work represents a risk to their health. Amongst the men, the highest proportions of occupational accidents identified are found in agriculture, construction, transport and communications; amongst women they are found in agriculture, mining and mineral processing, other manufacturing industries and other services.

Uncomfortable postures and physical effort are the most common occupational risk for both sexes. Amongst men the inhalation of powders and fumes occupies second place with almost the same percentage, while amongst women the hazards that occupy second, third and fourth places correspond to those of the psycho-social environment.

9.5. Accident prevention in Spanish companies

In 1993 Spanish companies were reported to have done a little in preventing workplace accidents. Only 71.1 percent of the companies that should have set up a health and safety committee had done so; in 88.2 percent no study of accidents or occupational illnesses was ever made; 75 percent had never requested specialised advice; 86 percent did not provide regular education on

safety and occupational health; and 58 percent did not provide adequate information to workers.

9.5.1. A changing context

The world of work in Spain underwent great change during the mid nineties. The law on the prevention of occupational risks and its corresponding regulations have led to the universal legal protection of health at work, the integration of prevention into management structures of companies and an increase in worker participation.

9.5.2. Commentary

Legislative changes, the evolution of health indicators amongst the working population, technological and organisational innovation by companies and the dynamics of labour relations lead to the forecast that from 1992 onwards, the question of health and safety at work in Spain was considered within a new framework characterised by:

- the integration of prevention into the structure and line management of companies,
- greater worker participation in management in this area,
- prevention oriented towards solving problems and acting according to needs, and
- companies oriented toward efficiency targets.

In this context, social dialogue is vital. Spanish companies have lagged behind in the protection of health and safety at work, and it is clear that it is their responsibility to guarantee a working environment that does not involve health hazards. Furthermore, they must understand that investments in health and safety are not only necessary, but productive (more than 14 million working days were lost in 1995 due to accidents at work), and that workers should participate in the protection of their own health.

9.5.3. Industrial action over accidents in construction sector

On 24- 25 February 2000, Spanish construction workers' trade unions held a general strike in the sector, in protest against the level of industrial accidents. The unions believe that the accidents are due largely to precarious employment and uncontrolled subcontracting of work.

Because of the prevalence of precarious employment contracts, say the unions, the workers concerned cannot be trained, do not have full labour and trade union rights with regard to risk prevention, and are obliged to accept unduly long working hours which lead to a lack of attention, due to fatigue. This argument is supported by the fact that 95 percent of workplace accidents involve workers with precarious contracts.

9.5.3.1. The unions' proposals

The strike was not an isolated action, but sought to reinforce many other initiatives taken in previous months. The trade unions, with the agreement of employers' associations and the autonomous communities (regions), drew up an action plan on industrial accidents in October 1998, seeking to transform the provisions of the Law on Prevention of Labour Risks into effective action. Unions have made efforts to appoint and train safety delegates, train workers, report infringements, make demands (<http://www.eiro.eurofound>).

9.5.3.2. Negotiations begin over cutting industrial accident rate

In October 2002, Spanish trade unions met the Minister of Labour to start a process aimed at reaching an agreement between unions, employers and the government on reducing the high rate of industrial accidents. The meeting came after a year with a large number of industrial accidents, particularly fatal ones.

In mid-October 2002, representatives of the General Workers' Confederation and the Trade Union Confederation of Workers' Commissions met the Minister of Labour at the 'industrial accident bargaining table'. At this first meeting, some of the issues to be dealt with at later meetings were agreed, including: better information on industrial accidents and their causes; continuation of the 'shock plans' aimed at companies with high accident rates; specific actions aimed at the most important companies; greater coordination between all authorities involved; and an increase in the material and human resources of the Labour Inspectorate (<http://www.wrongful-death>).

9.5.4. The impact of workplace accident on performance

When workers are well-trained, competent, and confident, they tend to make fewer mistakes and have fewer accidents. When workers know what they are doing, the injury rate is lower; depth of knowledge and experience reduces the risk of dangerous behaviour. Conversely, when workers are engaged in unfamiliar tasks, are insufficiently trained, or are pushed to productivity levels beyond their comfort zone, exposure to accidents and injuries increases.

Workplace accidents in the United States declined in 2001, continuing a trend in place since 1970. During 2001, 4,881,800 injuries were reported in private industry. Of these incidents, 2,409,400 caused employees to miss work. Research from the Bureau of Labour Statistics reports that workers missed 1,465,300 days of productive time as a result of on-the-job injuries.

Lost-time injuries cost employers a considerable amount of money. National Safety Council research suggests that the cost to an employer averages \$29,000 per case of disabling injury (defined as causing an employee to miss at least one day of work). The Council defines employer costs as an estimate of the uninsured costs incurred by employers and represents the money value of time lost by uninjured workers. It includes time spent investigating and

reporting injuries, giving first aid, production slowdowns, training of replacement workers, and extra cost of overtime for uninjured workers.

If we multiply the number of disabling injuries from the BLS (2,409,400) by the NSC factor (\$29,000), the result is a 2001 cost to employers of \$69,872,600,000 (www.usbln.com/news/gen).

9.5.5. What an employer can do to avoid industrial action

Bill Frank, president of CareerLab a national outplacement consulting firm headquartered in Englewood, says It's common for companies to give someone a glowing performance appraisal, award a performance bonus, and then fire the person out of the blue within the next few months--sometimes within a matter of days--citing difficulties with the boss and performance problems as the reason.

9.5.6. Firing employees can be risky task

Every week, Frank, 51, helps lay off or fire employees for client companies. But he did say yelling at workers will disrupt the workplace and fuel a confrontation later on. Instead, employers should use written job descriptions, performance evaluations, disciplinary "action plans" and termination agreements to direct workers' behaviour.

More than 100 U.S. corporations have hired CareerLab to untangle personnel problems. Give employees every opportunity to make behavioural changes. Explain the consequences if the employee's performance does not improve. "You want to let the person know their job is on the line if they don't lift their performance level," Bill Frank, president of CareerLab.

When employees know what is expected of them, they are forced to recognise that certain behaviours will result in a disciplinary actions. It sounds silly, but this knowledge seems to make a major difference in the way workers react to a termination. Once it becomes obvious that a particular employee is not working out, meet with his or her frontline supervisor and ask questions. Has this person been counselled on performance problems and had a chance to make corrections? Is there a financial, marital, health or other personal crisis in this person's life? Does he or she have a drug or alcohol problem? How does this person react to stressful news?

"Plan on spending as much time on their leaving the company as you did when they were hired," Frank said. "The back end is at least as important as the front end." During the termination interview, don't hector the employee. In a firm, matter-of-fact voice, say "We've discussed these problems in the past and the performance criteria we agreed to have not been met." Couch the firing in bloodless terms: say "the company is now forced to take the action we planned in case the performance criteria were not met, and that is to end your employment" or something similar. "People who don't fit in know it," Frank added. "Often, during the termination meeting, they will express relief that the situation is ending."

The termination package should include an explanation of health care benefits, an offer of outplacement counselling and a severance check with vacation and other payouts. Severance for an unsatisfactory employee? That's right: Employers should pay severance in almost all cases, Frank advised. "Severance is transition pay. You want to pay them to support their transition. This is fair, and to be blunt, you also don't want them to get enraged and come back in an episode of workplace violence." Typically, employers pay two weeks of severance for the first year of service and one week of severance for every year worked thereafter.

"Handouts listing Job Service offices, employment agencies or even an article on how to cope with job loss" also may help the employee recover instead of fester. Will such humble techniques work with the office nut who walks around muttering threats and reciting biblical prophecies? There are no guarantees, but Frank said he's been called in to referee hundreds of tricky terminations, and has yet to experience a violent reaction.

If you're worried, hire a security guard to sit in on the meeting. Ask the employee to turn in office keys and electronic access cards and have the guard stand by while he or she packs up belongings (<http://www.business.com/bdcframe>).

9.5.7. Employers can shield themselves from at work violence

Harv Sims, a senior consultant with the CareerLab, a national outplacement consulting firm in Englewood, Colo, says there are right and wrong ways to deal with employees being disciplined—and choosing the wrong way can trigger ugly reactions. He says it's important for companies to have in place a process of progressive discipline—and for employers to act quickly when a worker's performance falters or complaints are lodged.

"In each level of progressive discipline," Sims tells us, "you owe employees a full description of their job responsibilities. Then, you must tell them where they're falling short and point out the differences between the two. Next, point out what both of you—the employee and the employer—need to do to bring up the level of performance to meet the expectations."

"Make it a constructive program," he urges, "not a disciplinary program. You can't threaten employees, but you can put them onto a course of corrective action. Be clear about what you're willing to do as an employer, and what they have to do as well."

Naturally, employees whose performance or behaviour requires improvement must have a "reasonable time period to make the corrective action," Sims says, as well as to get whatever training, counselling or other assistance might be needed (www.business.com/).

10. How Industrial Relations relates to training

10.1. Disciplinary procedures for classified managers and confidential employees

Application

No permanent employee shall be disciplined except for cause as prescribed herein or in the Education Code of the State of California. The Board of Trustees' determination of the sufficiency of the cause for disciplinary action shall be conclusive. Permanent employees who become probationary in a different classification may be removed from such classification, without cause, and returned to the former classification, during the probationary period.

"Cause" Relating to disciplinary actions against employees means those grounds for discipline, or offences, enumerated in the law or in this policy/procedure.

10.1.1. Two (2) year limit.

No disciplinary action shall be taken for any cause which arose prior to the employee becoming permanent, nor for any cause which arose more than two (2) years preceding the filing of the notice of cause, unless such cause was concealed or not disclosed by such employee when it could be reasonably assumed that the employee should have disclosed the facts to the District.

10.1.2. Probationary.

Probationary employees shall be subject to termination without cause at any time during the probationary period.

10.1.3. Causes.

Employees are subject to disciplinary action for any of the following causes:

- unauthorized or excessive absence from work,
- abuse of sick leave,
- possession and/or use of controlled substance on the job, or reporting for work while under the influence of controlled substances.
Possession and proper use of drugs prescribed by a licensed physician are not prohibited,
- discourteous, offensive, or abusive conduct or language toward other employees, students or the public when on duty,
- dishonesty,
- drinking alcoholic beverages on the job, or reporting for work while under the influence of alcohol,
- wilfully falsifying any information supplied on application forms, employment records, or any other district records,
- incompetence or inefficiency in the performance of duties,

- insubordination (including, but not limited to, refusal to do assigned work and/or follow lawful directives),
- repeated unexcused absence or tardiness,
- conviction of felony or of any crime involving moral turpitude,
- disorderly or immoral conduct,
- wilful or persistent violation of the Education Code or per Title 5 regulations of the State of California, or of any provision of the Board's Policy/Procedures,
- Incapacity due to mental or physical disability (to the extent permitted by law).

10.2. Procedures for discipline.

Employees shall be subject to the following disciplinary procedures: The charges shall be served upon the employee in writing by certified mail or by personal delivery, together with a statement of the proposed discipline. The charges shall contain a clear and concise statement of the acts and omissions upon which the proposed discipline is based, and a statement of the cause for the action. If it is claimed that the employee has violated a rule or regulation, i.e., policy or procedure, of the Board of Trustees, such rule or regulation shall be set forth in the notice.

A permanent employee who has been recommended for suspension, demotion or dismissal shall be given written notice of a hearing on such charges, and the time within which such hearing may be requested, which shall be not less than five days after service of the notice to the employee, and a card or paper, the signing and filing of which shall constitute a request for a hearing and a denial of all charges. Failure to request a hearing within the time limit stated in the notice constitutes a waiver of the right to a hearing.

Upon initial review, the Board of Trustees shall determine whether to hear the matter or refer it to an arbitrator selected by the Board of Trustees for an advisory opinion. The decision and award shall be made solely upon the evidence and arguments presented at the hearing by the respective parties. Neither offers nor concessions for settlement made prior to the hearing shall be admissible at the hearing.

If the matter is referred to an arbitrator, the decision of the arbitrator shall be advisory. The Board of Trustees shall act to accept or reject the arbitrator's decision within thirty days of receipt of the decision. The decision of the Board of Trustees shall be in writing, and include a finding of facts and justification for the decision. The decision of the Board of Trustees shall be final.

The hearing shall be scheduled within thirty days of when the statement of charges is filed with the Board of Trustees or within thirty days following selection of an arbitrator, or as soon as possible thereafter.

The cost of employing the arbitrator and court reporter shall be borne by the District. All other costs such as, but not limited to attorney's fees and witness fees, shall be borne only by the party incurring that cost. Employees of the

District called to testify at a hearing by either party shall do so on work time if said testimony coincides with the employee's regular work schedule.

10.2.1. Notice of disciplinary action

This notice indicating the disciplinary action to be imposed after a hearing or after a waiver of the right to a hearing shall be given to the employee in writing by certified mail or personal delivery.

10.2.2. Disciplinary actions

Such actions shall be governed solely by the provisions of this policy/procedure and shall not be subject to any grievance procedure.

10.2.3. Alternate methods

The parties may mutually agree to alternative methods of resolving disciplinary matters, including but not limited to mediation and informal hearings prior to submitting a disciplinary matter to arbitration.

10.2.4. Non-grievances

Disciplinary actions shall be governed solely by the provisions of this policy/procedure and shall not be subject to any grievance procedure.

Administrative Leaves With Pay and Immediate Suspensions Without Pay

In the event the College Superintendent/President or designee determines that the cause for disciplinary action presents genuine issues relating to the safety of college employees, students or members of the public or the safety of college property or property owned or possessed by employees or students or members of the public while at the college, the employee may be placed on paid administrative leave until such time as a Skelly (Skelly vs. California Personnel Board, 15 CAL 3D 194, 1975) review may be conducted. In the event a Skelly review is conducted and such concerns continue to exist, the employee may be suspended without pay pending the evidentiary hearing requested by the employee.

Non-Reemployment of Classified Administrators: When the Governing Board determines it will not renew the employment of a classified administrator at the end of their scheduled contract or employment, the Policy and these Procedures will not apply (<http://www.santarosa.edu/>).

As part of the ILO, employers in South Africa need to observe the practices of other organisation in applying their disciplinary code. Let us observe the Progressive Disciplinary code of Columbia.

10.3. Employee Policy on Progressive Discipline Policy at City of Columbia

Purpose:

The purpose of this policy is to provide a clear and concise process of progressive discipline beginning with oral reprimands and progressing to dismissal when necessary. Progressive discipline is a helpful tool for supervisors to manage their staff and for employees to know exactly what is expected of them in their job performance.

Whenever an employee's performance, attitude, work habits, or personal conduct fall below a desirable level, immediate supervisors shall inform employees promptly and specifically of such lapses and shall give them counsel and assistance. If appropriate and justified, a reasonable period of time for improvement may be allowed before initiating disciplinary action. In some instances a specific incident in and of itself may justify severe initial disciplinary action; however, the action to be taken depends on the seriousness of the incident and patterns of past performance and conduct. The types of disciplinary action in order of progression are:

10.3.1. Oral Reprimand

Whenever an employee's performance, attitude, work habits or personal conduct fall below a desirable level, immediate supervisors shall inform employees promptly and specifically of such lapses and shall give him/her counsel and assistance. If appropriate and justified, a reasonable period of time for improvement may be allowed before initiating any further disciplinary actions. The supervisor will keep this note in the employee's file stating the date of the oral reprimand, what was said to the employee, and the employee's response. This note to the file will be signed by the immediate supervisor and when possible, the employee. An oral reprimand does not have to go into the Personnel File until the situation has escalated to a written reprimand.

10.3.2. Written Reprimand

In situations where an oral warning has not resulted in the expected improvement or when more severe initial action is warranted, a written reprimand may be sent to the employee, and a copy shall be placed in the employee's personnel file. The supervisor administering the reprimand shall advise the employee that the action is a written reprimand and emphasize the seriousness of the problem; cite previous corrective actions and/or informal discussions relating to the offence; identify the problem and/or explain the offence; inform the employee of the consequences of continued undesirable behaviour; detail corrective actions and identify dates by which the corrective actions shall be taken. At the conclusion of a conference with the employee, a copy of the written reprimand shall be placed in the employee's personnel file.

10.3.3. Suspension

An employee may be suspended with or without pay by his/her Department head. The type of suspension is decided by the City Manager. The suspension will not exceed a total of ten days. An employee who is suspended (for any period of time) three times within a twelve-month period of time will be dismissed from employment. A written statement of the reason for suspension shall be submitted to the employee affected as soon as practical and whenever possible, prior to the effective date of suspension. The employee will be given a pre-determination hearing as soon as practical before the decision to suspend is final.

Granted, there may be occasions when an employee is on a paid or unpaid suspension prior to the pre-determination hearing. If, after the pre-determination hearing a decision is made not to proceed with the suspension, then the employee shall recoup any lost pay. All records associated with a suspension shall become a permanent part of the employee's personnel file. If an employee fails to be present at a scheduled pre-determination hearing or fails to schedule a hearing within seven working days of the notice outlining the proposed suspension then the proposed suspension will become final.

10.3.4. Dismissal

A department head may discuss an employee for just cause that if for the good of the City with the approval of the City Manager. The employee shall be furnished a written notice of the proposed termination, the reasons therefore, and information scheduling a pre-determination hearing within five working days before the dismissal becomes effective. The decision to dismiss is not final until after the employee is afforded a pre-determination hearing.

If, after the pre-determination hearing, the decision is made to not proceed with a dismissal, the employee will return to work and recoup any lost pay resulting from any time off while awaiting the pre-determination hearing. If an employee fails to be present at a scheduled pre-determination hearing or fails to schedule a hearing within seven working days of the notice outlining the proposed dismissal then the proposed dismissal will become final.

The purpose of a "pre-determination hearing" is for the employee to present their individual perspective or "their side to the story" regarding the charges and/or reasons for the proposed suspension/dismissal before any final decision is rendered. The employee, their department head, the Personnel Director and the City Manager will be present for the pre-determination hearing. If the suspension/dismissal is made final after the pre-determination hearing, the employee has the right to appeal the final decision to the Civil Service Board.

Reasons for any of the above disciplinary actions may include, but shall not be limited to: insubordination, misconduct, negligence, incompetence, unauthorized absences, falsifying records, unethical or immoral behaviour

while off duty, or violating any of the charter provisions, ordinances, city policies or state statutes. Examples include:

- incompetence or inefficiency in performing job duties,
- conviction (or in some instances an arrest) for a criminal offence or for a malfeasance involving moral turpitude,
- violating any lawful and reasonable regulation, order, or direction made or given by a superior, or insubordination that constitutes a serious breach of discipline,
- being intoxicated, drinking any intoxicating beverages, or being under the influence of a drug or narcotic while on duty,
- theft, destruction, carelessness, or negligence of city property
- disgraceful personal conduct or language toward the public, fellow employees and/or supervisors,
- unauthorized absences or abuse of leave privileges (i.e. excessive sporadic sick leave),
- incapacity to perform the essential functions of a job because of a permanent or chronic physical or mental defect that cannot be reasonably accommodated,
- accepting any valuable consideration that was given with the expectation of influencing the employee in performing his/her duties,
- falsifying any records (including time cards) or using official position for personal advantage,
- loss of an employee's driver's license and driving privileges by due process of law when the employee's position makes operating a motor vehicle and/or equipment necessary in performing his/her duties,
- violating any of the provisions of the city charter, ordinances or personnel policies,
- any other act or failure to act, which in the judgment of the appointing authority is sufficient to show that the individual is an unsuitable and unfit public employee,
- refusal to submit to a random drug/alcohol test or release results of such test to the City.

10.4. Multiple offences can result in the following disciplinary action:

- Exceeding two written reprimands within any 12-month time (not necessarily 12 months in a calendar year but any 12-month period): 3 DAY SUSPENSION WITHOUT PAY.
- More than one suspension for any similar offence within any 12-month time period: TERMINATION.
- Being suspended without pay for more than ten days within any 12-month period: TERMINATION.
- Being suspended without pay three times within any 12-month Period: TERMINATION.

An employee cannot be disciplined for any of the following reasons:

- conditions controlled by equal opportunity laws, such as race, religion, national origin, sex, age, including filing good faith complaints with Equal Employment Opportunity Commission and Tennessee Human Rights Commission,
- reporting occupational health or safety violations,
- refusing to perform an atypical or unusual work assignment that the employee believes is hazardous or even life threatening,
- refusing to perform an act that clearly is in violation of any law.

Action taken for violation as set out in this policy should be initiated as soon after the incident as is reasonably possible. Any and all disciplinary action taken by the appointing authority shall be supported by evidence strong enough to bear the burden of proof of just cause for such disciplinary action upon review by the Civil Service Board (www.mtas.utk.edu/Content).

As an institution that maintains disciplinary standards, John Jay College of Criminal Justice has developed some guide that outlines its application of discipline.

10.5. Progressive discipline policy (for classified staff)

The intent of this policy is to openly communicate the institution's standards of conduct, performance, and attendance, particularly conduct considered undesirable, to all employees as a means of avoiding their occurrence. To insure the equitable processing of disciplinary actions, the Dean for Human Resources will be responsible for the proper handling of such matters, including the assurance that employee rights are protected, and that appropriate action is taken when circumstances warrant. Supervisory personnel should therefore consult with the Dean for Human Resources prior to the implementation of discipline. The employee has the right to have Union representation (Shop Steward) at any level of the progressive discipline process.

As a matter of policy, John Jay College seeks to resolve conduct, performance, and attendance problems in the most informal and positive manner possible, through counselling, additional training, evaluation and supervision. However, under those circumstances when disciplinary action, up to and including termination, becomes a necessary means of modifying undesirable situations, The College has established the conditions and procedures that follow.

Generally speaking, the college management expect each person to act in a mature and responsible way at all times. However, to avoid any possible confusion, some of the more obvious unacceptable activities are noted below.

A list of unacceptable activities within the context of John Jay College's disciplinary code, are as follows:

- wilful or negligent violation of The John Jay College Policies and Procedures, Personnel Rules and Regulations and CUNY Bylaws,

- failure to carry out a direct order from a supervisor, except where the employee's safety may reasonably be jeopardized by the order,
- knowingly falsifying, removing, or destroying information related to employment, payroll, or work-related records or reports,
- engaging in a conflict of interest activity,
- violation or neglect of safety rules, or contributing to hazardous conditions,
- unauthorized removal or use of any College property,
- discourteous treatment of the public or other employees, including harassing, coercing, threatening, or intimidating others,
- any act or conduct that is discriminatory in nature toward another person's race, creed, colour, national origin, sex (including sexual harassment), sexual orientation, age, religious beliefs or political affiliations,
- conduct that causes potential injury to persons or property or unreasonable disruption of College operations,
- insubordination, including refusal or failure to perform assigned work,
- possessing or being under the influence of alcohol, narcotics, or drugs on College property,
- gambling on College property,
- sleeping while on duty,
- fighting on College property,
- making malicious, false, or derogatory statements that may damage the integrity or reputation of the College or its employees,
- possession, display, or use of explosives, firearms, or other dangerous weapons while on duty or on College property,
- failure to wear and properly maintain the uniform provided by the College or maintain a neat and clean appearance,
- leaving the work area during work hours without permission from the supervisor,
- loitering on campus before or after working hours.

10.6. Performance related offences

The following offences are seen in serious light by college:

- inefficiency, incompetence, or negligence in the performance of duties,
- refusal or inability to improve job performance in accordance with written or verbal direction,
- refusal to accept reasonable and proper assignments from an authorized supervisor,
- intoxication or incapacity on duty due to the use of alcohol or drugs,
- careless, negligent, or improper use of College property, equipment or funds,
- insubordination, including refusal or failure to perform assigned work.

10.7. Disciplinary actions

Unacceptable behaviour, i.e., misconduct and/or incompetence, will be dealt with in the following manner:

- 1st contravention - Verbal Counselling Session
- 2nd contravention - Verbal Warning
- 3rd contravention - Written Warning

If behaviour has not improved or continues to be unacceptable, the immediate supervisor will meet with the Department Head to recommend formal charges be preferred against the employee after investigation and consultation with the Office of Human Resources.

A Step 1 Disciplinary Hearing will be scheduled by the Office of Human Resources if formal charges are warranted. The employee will be formally notified in writing of the charges, specifications and possible penalties, at least ten days prior to the scheduled date, time and place for the first step hearing at The College. An informational copy will be sent to the respective Union. The employee has the right to Union and/or legal representation at the hearing.

After a Step 1 Hearing, the Hearing Officer will issue a written decision with regard to the charges and shall state the disciplinary penalty, if any, within seven working days of the hearing. The College may implement a penalty other than termination immediately. The decision may be accepted by the employee or appealed for a Step II Hearing within ten days of the receipt of the Step I Decision.

If found guilty of formal charges, the form of discipline shall include, but not be limited to:

In exceptional situations requiring immediate action, such as, but not necessarily limited to, those involving potential injury to persons or property or unreasonable disruption of College operations, an employee may be immediately suspended without pay by the Dean for Human Resources for a period up to thirty work days.

The diagram that follows underneath represents the John Jay college progressive discipline model (<http://www.jjay.cuny.edu/humanresource>).

Continues...

Table 4. The John Jay college progressive discipline model

Progressive Discipline Model		
LEVEL OF DISCIPLINE	WHERE AND WHO	DOCUMENTATION
Counseling Session	At work site in private setting, or Supervisor's office with employee only.	Note in Supervisor's file: Date, Time, Place, describing incident/corrective action.
Verbal Warning	In Supervisor's office with the employee only.	Summarize discussion in writing, cc: Department Head, place in Dept. file.
Written Warning	In Supervisor's office with Employee & Shop Steward, and/or witness.	Written warning to employee signed by employee and witness. cc: Department Head and Personnel File.
Formal Charges	Supervisor & Department Head meet with Human Resources Officer.	Written request to Human Resources Director for Step I Hearing, with all documentation: verbal & written warnings, etc.
Step I Hearing (College)	Employee and Union Representative, Supervisor, Department Head and witnesses.	Formal written charges. Testimony & evidence presented. Written decision given by Hearing Officer in 7 days.
Step II Hearing (CUNY)	Personnel and/or Legal Counsel, Union/Legal Rep. for Employee, all witnesses.	Step I Decision, all written documentation, Personnel Record. Testimony and evidence presented.
Step III Hearing (C.C.C.) (A.A.A.)	Personnel and Legal Representation for both parties. Any and all witnesses may be called.	Step II Decision, Step I Decision, Written Charges, all prior documentation, Personnel Record. Testimony and evidence presented.

10.8. The CCMA gets tough with employers

Employers are fast learning to live in anxiety of the CCMA. The ease with which employees may refer their disputes, usually for unfair dismissal, to the CCMA is having a real effect on how employers handle dismissal and is hitting them where it hurts the most, in their pockets.

The CCMA claims that 80 percent of all disputes are resolved at the mediation stage, the main reason being the spectre of arbitration hanging over employers' heads as the next step to failed mediation. Employers must attend arbitration hearings or risk them proceeding in their absence. Arbitration decisions handed down are final and binding and may not be appealed against, unless it can be proved that the commissioner was guilty of misconduct. An analysis of some decisions makes for interesting reading.

A list of cases relevant to this discussion is as follows.

Case I

An employee claimed unfair dismissal on the grounds the employer had not held a formal disciplinary hearing. The commissioner disagreed, holding the view that too rigid procedural rules could be counterproductive. The feedback given to the employee had been informal but adequate.

The employee had been set a sales target for the three-month probationary period which she had accepted as being realistic. When she fell short of this target by the end of the second month she was dismissed. The commissioner held the view that the dismissal was substantively unfair because the employee was not given a fair opportunity to complete her probationary period and to show her full capability of meeting a performance standard. She was awarded one month's salary (R5 500) in compensation.

Dismissing employees in the probation period used to be relatively simple, but with new legislation employees' rights to fair procedures are not nullified during probation.

Case II

The Act states that "if the dispute arbitrated is about the fairness of a dismissal and one of the parties has alleged that the reasons for dismissal relates to the employee's conduct or capacity the parties are not entitled to legal representation without the agreement of the commissioner and both parties". In this case the applicant claimed unfair dismissal on the grounds that no full reason was given for his dismissal and asked to be represented by an attorney. The employer objected to the employee having legal representation and the lawyer was allowed to participate only as an observer. The commissioner suggested that the parties resolve the dispute through conciliation. The employer finally agreed to two months' net compensation of R10 000 and to pay the tax on the settlement.

Case III

An employee of a mail order company was reported by a co-worker of openly taking home a second hand paint roller worth R2 or R3. A disciplinary enquiry was held and the employee was dismissed. The employee knew he had to get the permission to remove any company property from the premises. It was found that the company's position with regard to theft was consistently applied on all offenders and that the employee had been aware of their attitude to theft. The commissioner found that while it was regrettable and perhaps harsh to dismiss an employee in those circumstances for a first offence, the dismissal was fair. Note: the case did however take two visits to the CCMA by the employer.

10.9. Employees on probation

A newly hired employee may be placed on probation for a period that is reasonable given the circumstances of the job. The period should be determined by the nature of the job and the time it would take to determine if the employee would be suitable for continued long term employment. A period of one to three months is the norm. Longer probationary periods may mean added problems if the employer decides to dismiss the employee. Before employing a new employee, ensure that the position for which they are being employed is clearly defined and that the employee is fully au fait with the job description. The terms and conditions of employment should be contained in a written contract.

It is the applicant's obligation to give the true facts of his experience and knowledge. There is however a responsibility on the employer to properly screen candidates as to their suitability. In situations where particular skills are required, a practical test may be given to an applicant. NB! During the probationary period the employer should give an employee whatever evaluation, instruction, training, guidance or counselling the employee requires to render satisfactory service. A probationary employee may be fairly dismissed for misconduct, or such reasons which are good, valid and fair. The most common reason is for Incapacity:- poor work performance. The procedures adopted should be the same as for a "permanent" employee. Compatibility If it becomes apparent during the probationary period that, for personal but non-discriminatory reasons, the employer and the employee are not compatible, and ensuring all the above criteria have been met and that fair procedures are followed, the employee may be dismissed.

Unfair dismissal The Act states that every employee has the right not to be dismissed, unless the reasons are good, valid and fair. With few exceptions it is expected that employment is for an indefinite period of time and is usually open-ended. The Act restricts the reasons for dismissal to misconduct, incapacity and employer's operational requirements.

10.10. Circumstances that warrant a dismissal

Dismissal can be appropriate if:

- employer has terminated a contract of employment. This may be with or without notice. If in the case of a fixed period contract the employee had fair reasons to believe that the contract would be renewed but that the employer failed to do so,
- an employee is entitled to maternity leave in terms of the Act and if she returns to work within eight weeks of the birth of her child and her position is no longer available she has been dismissed,
- if an employer dismisses two or more employees for similar reasons but employs some of them but refuses to employ the others, it may be taken that the others have been dismissed,
- if an employer makes employment intolerable for an employee to the extent that the employee is forced to terminate his employment it is known as constructive dismissal.

10.11. Compensation for unfair dismissal

Note: Compensation is in addition to any other amount which may be due to the employee in terms of the Law and/or their contract. If a dismissal was unfair only because the procedures followed in dismissing the employee were not procedurally correct the compensation would be at the employee's rate of remuneration at the time of dismissal, based on the period from the date of dismissal to the date of adjudication or arbitration of the case.

If the dismissal was itself unfair the compensation will be not less than in (1) above and not more than the equivalent of 12 months remuneration. If the dismissal was automatically unfair in terms of the Act, compensation may be up to 24 months remuneration.

10.12. Notice period

In terms of the draft bill of Basic Conditions of employment 1997:

- if an employee has worked for four weeks or less the notice period is 24 hours under the existing legislation. When the new bill becomes law this will be one week,
- for less than one year the notice period is two weeks,
- if the employee has been continuously employed for one year or more, the notice period is 30 days.

10.13. Procedures to be adopted when dismissing an employee on probation

The first step in avoiding legal problems is to follow all the correct procedures in employing the employee in the first place.

10.13.1. Obtain a complete and full C.V. from the applicant.

10.13.2. Check all references. The applicant has rights - respect them

10.13.3. Interview to check:

- suitability for the position,
- compatibility with superiors and colleagues,
- ability - suitable tests can be used if special skills are required. E.g. Use of a computer to accomplish a required task.

There should be a precise and definitive "Job" description incorporated into the probationary contract.

A probation period, that is reasonable given the circumstances of the job, is recommended. The period should be determined by the nature of the job and the time it takes to determine the employee's suitability for continued employment. Where appropriate the employee should receive:

- evaluation
- instruction
- training
- guidance and Counselling

Dismissal during the probationary period should follow the procedures required for the dismissal of a "permanent" employee.

10.14. Fair Dismissal

The Act recognises only three grounds for a fair dismissal:

- conduct of the employee,
- capacity of the employee to do the job,
- operational requirements of the employer.

Any person determining whether a dismissal for poor work performance is unfair should consider the following:

- did the employee meet a required work standard?
- was the employee aware of the standard?
- was the employee given a reasonable period to meet the required standard?
- was the dismissal an appropriate action?

10.15. Dismissal for misconduct

- was a rule or standard contravened?
- was the rule a valid or reasonable rule?
- was the employee reasonable expected to be aware of the rule or standard?
- was dismissal appropriate for the contravention?

NB! In all cases involving dismissal the employee should be given the opportunity to state a case and to be assisted by a trade union representative where appropriate or co-employee. If the employee is a union member try to advise the union timeously of the intended disciplinary action or at least make sure the employee is aware of his rights.

10.16. Misconduct: Disciplinary procedures prior to dismissal

- All employers should adopt disciplinary and Codes of Conduct rules that clearly establish the standard of conduct required for an employee.
- The employers rules must create certainty and consistency in the application of discipline.
- Discipline should be consistent and applied in the same manner for all employees.
- Some rules or standards may be so well established that it not necessary to communicate them e.g. theft, gross insubordination.
- Graduated discipline should be used to correct employees' behaviour.
- Formal procedures do not have to be involved every time a rule is broken or standard not met. Written warnings should be given when deemed appropriate.

It is usually not appropriate to dismiss an employee for a first offence except for gross and serious misconduct:

- theft - gross dishonestly,
- gross insubordination,
- wilful damage to property.

The employer should consider factors such as:

- employees circumstances,
- previous disciplinary record,
- the circumstances surrounding the reasons for dismissing the employee.

Most disciplinary codes have in common the sentiments that dismissal should be the sanction of the last resort. If dismissal is deemed appropriate the employee should be asked to state their case at a disciplinary hearing assisted by a trade union representative or co-employee. The reasons for the dismissal should be given in writing. Arrangements must be made for payment of pro-rata holiday pay, notice pay (unless dismissal is summary), unpaid wages. The U.I.F. card, where necessary, must be completed and given to the employee. It is stressed that each dismissal is a very serious step and professional advice should be considered (www.suntimes.co.za/).

11. A brief preview of the following chapter

The following chapter will deal with the methodological aspect of the research study. Areas of focus will be the physical structure and the functions of the staff selected as population. The type of research methods, data collection tools employed and the rationale behind will also be expressly justified by during the course.

Continues...

Research Methodology

Chapter Three

1. INTRODUCTION

Research methodology means the way in which you find out information and describes how something will be done or was done. Methodology includes the methods, procedures and techniques used to collect and analyse information, (www.synergyaids.com). The scope of this chapter will cover the research methods, data collection instruments, the population, sampling technique and data analysis techniques. It is worth mentioning that the Kalgold mining group presently operates open pit mining and plans to go underground in 2005. The type of training offered surely has to take into account the transition from open pit to underground operations envisaged from 2005 and beyond. Also noteworthy is the fact that the gold digging operations are presently done by contractors while permanent staff processes the gold once it is dug out.

2. Research design

Research design is understood as a systematic planning process prior to the development of the something or the execution of some plan in order to solve a problem (www.ittheory.com). Since this study uses qualitative research design, the investigator has planned to observe, discover, compare and analyse the training problem as it goes on at Kalgold. This qualitative research design utilizes a design that search for and describe new observations where no prior information existed (Seaman 1987: 172).

The survey design will be appropriate for this study. Seaman (1987: 172) further explains that survey designs normally include qualitative data from unstructured questions in questionnaires. The unstructured questions are those which require respondents to answer questions in their own words, (Seaman 1987: 172). In this context, the research design in a descriptive survey has used questionnaires to investigate problems on implementation of the present organizational training plan. The qualitative data are extensive in nature and may be counted to indicate differences that exist in order (Seaman 1987: 334).

2.1. The organisation

The Metallurgy (Met) department has within its structure 169 employees, most of whom are males. The engineering department employs 43 staff members. The Met department is further divided into units, namely Crushing, Smelt House, Geology and Surveying. All the above employees are in different job levels from managers (post level 5) to cleaners (post level 1).

The Metallurgy and Engineering departments are further divided into sections. The company has a total of 231 permanent staff, of which 166 are males while only 36 are females. As mentioned in chapter one, the company hires

contractors who perform their gold digging operations on the West wing of the premises while permanent staff occupy the Eastern wing of the mining territory.

Note that all the major sections such as Crushing, Smelt House, Geology and Surveying fall under Metallurgy. A break down of the departments in Kalgold is as follows:

Table 1. Departments at Kalgold

Department	Main Functions	Number of employees	Number of males	Number of females
Metallurgy	Gold Processing, Rock crushing Planning, Surveying and Geology	149	120	19
Engineering	Fitters boiler making	43	32	11
Chemist and Lab	Gold analysis and grading	20	14	6
Total		212	136	36

2.2. Research method

Research method is the way in which a researcher collects data, whether by questioning, measuring or observation. There is a relationship between the chosen method of data collection and both the problem being studied and the research design. Questionnaires would assist in collecting data, as they will help obtain information from the respondent who will answer a list of fixed questions with no assistance from the researcher (Seaman 1987:275).

In spite of other methods like interviews, observations, this study would use questionnaires for the following reasons. The questionnaires will help us cover a wide area and reach out to a larger number of the workforce, ensure employee anonymity and use little funds to be administered. Questionnaires may as well reach a large population rapidly and with comparable accuracy (Seaman 1987: 296).

In the context of Kalgold, mining staff is not easily accessible before, during and after working hours. They all reside in far-flung areas not less than 30 km away from the mine. Their transport therefore available at fixed periods in line with their shifts. It is not easy to use any method of data collection other than the questionnaires. A further obstacle is that the physical structure (offices) and the safety policy in place forbid workers from sitting down during breaks with strangers. Their daily routine involves boarding off the public transport, knocking in for work in dusty, noisy and secluded or no go areas, and signing off back to the public transport that ferry them back home. By permission of

the HR manager, the questionnaire will be administered to these workers at the change room and will be collected on agreed periods. As for the other staff, engineering, mining and laboratory the questionnaires will be administered easily as they are reachable during working hours.

The identified population that has not received training is the metallurgy and engineering staff (249) all of who work in restricted and safety-regulated areas.

2.3. Data gathering instruments

The methods of data gathering in this dissertation would rely on qualitative research instruments that have a high level of structure. The present training plan cannot be implemented. This puts us in the position to determine the type of data from the word go. The above reasoning is confirmed by Clifford (1997: 107) that a high level of structure in data collection implies that the research instrument is designed in such a way that the range of data collected is prescribed at the outset (Clifford 1997: 107). Moreover, the questionnaires will contain close-ended questions as the researcher seeks to obtain very specific responses from the respondents.

2.4. The population

Population refers to the entire aggregation of items from which samples can be drawn; it is the estimate of the mean of the population. (www.cogsci.princeton.edu). The other definition for population is the entire collection of observations to which the study results generalize (www.thewager.org).

For the purposes of this dissertation, the Metallurgy and the Engineering departments are under investigation as they employ the primary staff of Kalgold mining group. In total they are 264. Kalgold has been in the gold mining business since 1996. According to the HR manager none of the employees ever received training. A total of 80 questionnaires will be administered on both the metallurgy and the engineering staff as they experience a skills shortage and a high rate of industrial accidents.

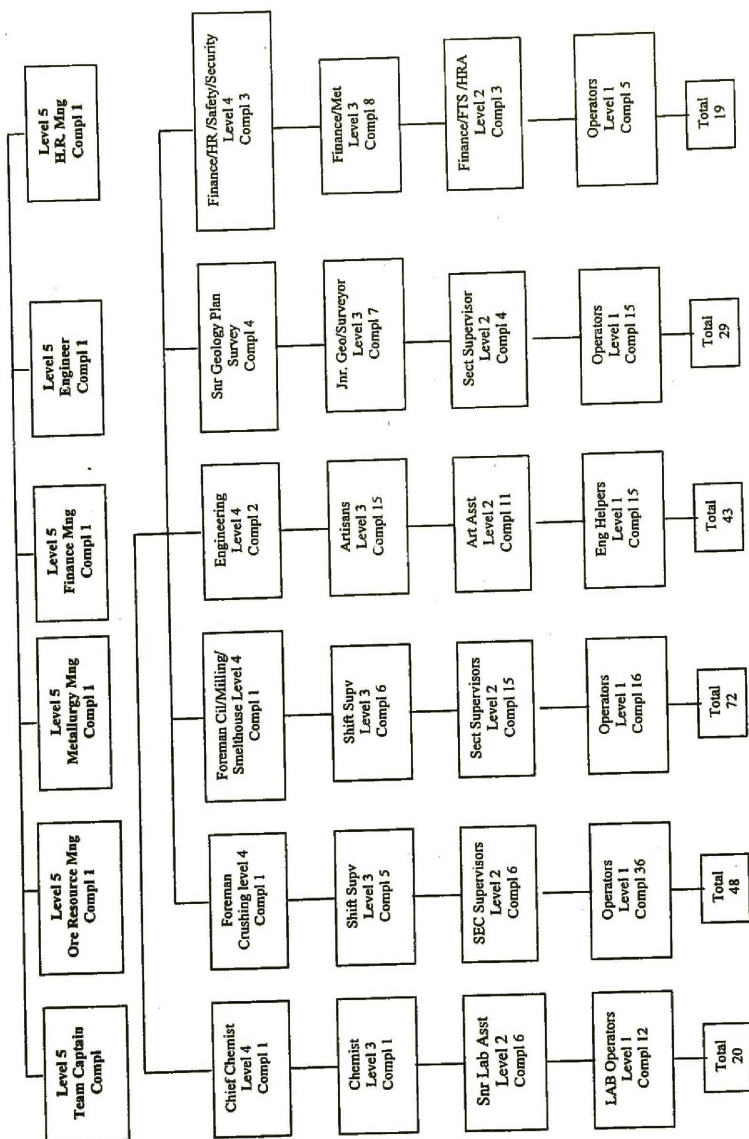
The division will allocate 50 questionnaires to the metallurgy staff while the engineering staff will be served with the remaining 15 questionnaires, while one goes to the HR manager. Of these 66 questionnaires, five (5) will be given to NUM shop stewards in the interest of maintaining objectivity. Except for the HR department, all the staff who will receive the questionnaires will consist managers, supervisors and the general staff. This will ensure representivity. Male workers outnumber the females in both the metallurgy and engineering departments as well as in all the other departments of Kalgold. A substantial number of male employees in the metallurgy department are between ages 35 and 50. Records also show that no employee is more than 60 years of age. A large number of metallurgy staff are at low post levels i.e. post levels 1 to 3.

A summarized organizational structure of Kalgold is presented in the table below

Key terms: Manager = mngr
 Supervisor = Supv
 Compliment = Compl (the number of workers per unit)
 Senior = Snr
 Junior = Jnr

Continues...

Table 2. Kalgold organisational structure



2.5. The sampling method

This dissertation would use the cluster random sampling method. In the words of Parahoo (1997: 229) cluster random sampling applies to units of research population that already exists in clusters. Let us take, for example, each district that has a number of hospitals. Each 'hospital is a cluster of health professionals, and within hospitals each ward is a cluster of nurses', (Parahoo 1997: 229). In the context of Kalgold, the organizational structure is divided into four (4) main departments namely, Metallurgy, Engineering, Mining And Laboratory. The employees are categorised according to their specialisation and professions, (this excludes the support staff in the administration and finance departments). It would therefore be sound to utilise the cluster random sampling method as it will include all staff members in the departments under study.

Sampling is a process of choosing a portion of the main population for study, Seaman (1987: 168). The sampling process will help collect specific data from a certain group of people namely, the selected sample. The sample will also help determine the type of data analysis relevant for the study. In our case tables, figures numbers and percentages are most appropriate to analyse the data.

Our dissertation has chosen a survey whereby questionnaires will be administered to 66 respondents. Seaman (1987: 241) describes cluster sampling is a process in which the available population is divided into available categories, followed by selection from each cluster of the elements to be included in the study. Cluster sampling will be most appropriate for this study because the existing population has been divided into Chemist, Engineering and Metallurgy the respondents will be selected from each cluster (departments). The cluster has been classified further into three groups, namely managers, general staff and NUM shop stewards. The further sub-division of managers in individual departments was done with an object to find much a balanced and wide picture of all departments.

Table 3. The Sample and data collection instruments

Department or Unit	Data Gathering Instruments	Number of Respondents	Job Levels
Chemist	Questionnaires	6	1 to 4
Crushing	Questionnaires	16	1 to 4
Engineering	Questionnaires	6	1 to 4
Geology and Surveying	Questionnaires	14	1 to 4
Human Resource	Questionnaires	1	5
Smelt House	Questionnaires	23	1 to 4
	Total	66	

2.6. Distribution of questionnaires

Below follows a table that shows the data collection tools and the job categories of the selected sample. Note that the Metallurgy department includes Chemist, Crushing, Smelt House and Geology and Surveying.

The study sample and distribution of questionnaires will be done as presented in the table hereunder.

2.7. Data analysis

The choice of data analysis in this study will be influenced by the following factors. The collection of data has been done using a research design whereby unstructured questions were asked in a survey. In the qualitative research the investigator will organize the data using the following course: tabulation of data, developing tables, percentages, counting and summarizing frequencies.

Table 4. The type of questions for respondents

Scope of questions	Respondents	Responsibilities	Department	Number
1. Training	(a) Chief Chemist	Gold Processing, Rock crushing	Metallurgy, Engineering and Human Resource Management	60
(i) Previous training before joining the organisation.	(b) Foreman Crushing	Planning, Surveying and Geology (supervisory level)		
(ii) The relevance of training to the work	(c) Foreman smelt house			
(iii) Training by the organization	(d) Engineer			
(iv) Bridging of the skills gap	(e) Snr Geologist			
(v) Feedback from managers on staff performance	(f) Human Resource Manager			
(vi) Employee training needs analysis	(g) Met Manager			
	(h) Supervisors and operators			
	(i) NUM Shop Stewards			

Scope of questions	Respondents	Responsibilities	Department	Number
2. The training plan (i) Awareness about the training plan (ii) Consultation during the needs analysis (iii) Performance of needs analysis (iv) Implementation of the training plan (v) Who to train first (vi) Management's relationship with staff pertaining training. (vii) Relevant training	Chief Chemist, Foreman Crushing, Foreman Smelt house, Engineer, Senior Geologist, Metallurgy Manager, HR Manager	Gold Processing, Rock crushing Planning, Surveying and Geology (supervisory level)	Chemistry, Crushing, Smelt house, Engineering, Geology, Metallurgy and Human Resources	1
3. Relationship between NUM and management regarding training (i) Management's consultation with NUM on staff training (ii) The union's talks with management about the training plan (iii) Any action after consultation	Metallurgy and Engineering staff			
4. Discipline (i) Disciplinary actions (the nature of offences) (ii) The outcome of cases. (iii) Appeal against charges (iv) Finalisation of cases after appeal	HR manager	Human Resource Planning, Performance management and development and general administration of the company	Human Resources	

Scope of questions	Respondents	Responsibilities	Department
5. Industrial accidents (i) Accidents or injuries sustained by employees on duty (the nature and causes of accidents). (ii) Employees who experience accidents frequently (iii) Management's reaction to the accidents.	Chief Chemist, Foreman Crushing, Foreman Smelt house, Engineer, Senior Geologist, Metallurgy Manager, HR Manager		7
6. Relationship with MQA (i) Existence of a working relationship with MQA (ii) Usage of the services of MQA (iii) Training by skills coordinators (iv) Accredited training by other providers (v) Type of training	NUM shop stewards		5
7. Skills Development Levy (i) Annual Skills Development Levy payable to MQA (ii) Claims for the Levies paid to the MQA	H R Manager	Human Resource, Management and general administration	1

2.8. A brief preview of the following chapter

The next chapter will deal with data analysis. The gathered data will be used to substantiate or reject the hypothesis. Presentation of findings will be confirmed by relevant literature. The appropriate statistical analysis and test will also be explored to calculate the findings and help make sense of the world.

Continues...

Presentation and Analysis of Data

Chapter Four

1. INTRODUCTION

At this stage this dissertation will deal with the presentation, analysis and interpretation of data. The questionnaires were the primary data collection tools administered amongst a representative sample of 66 employees. The questionnaires that seek data on training, discipline, and industrial accidents have been allocated to all employees including NUM shop stewards. The HR manager and NUM shop stewards have received questionnaires on Skills Development Levy and the union's relationship with management respectively. All the selected managers are seven in total while the rest (59), including shop stewards, are considered as general employees. The percentages indicated in the tables below represent the whole sample, and not the category. All the employees were categorized according to the department they work for.

The presentation and analysis of biographic data will be followed by the presentation of data from the mentioned categories. The choice of such presentation rests on the fact that each category of employees has varied job experiences training and responsibilities. Of more significance, a statistical test utilised to analyse data will be presented last.

2. Biographical Data

2.1. Ages for respondents

The following biographical data has been purposely collected to help draw some inferences about the employees' level of training experience and maturity. Only a lesser number of the selected sample is younger (21 – 27) than the middle aged (36 – 43) who constitute a majority. There is a substantial number of age category 44 and above and this may suggest previous relevant experience.

Table 1. Age groups of the sample

Age	Number	Percentage
21 – 27	2	3
28 – 35	20	30.3
36 – 43	30	45.4
44 and above	14	21.2
Total	66	100

There are more males than females in Kalgold. Such a feature is reportedly influenced by the rigorous nature of the work at the company. Most women perform office bound work.

2.2. The gender of respondents

The table below represents the gender of employees and the percentages.

Table 2. Gender

Gender	Number	Percentage
Males	60	90.9
Female	6	9
Total	66	100

The male respondents (90.9 %) employed by Kalgold outnumber the females (9 %) as seen in the table above. This may be a representative or general feature of the gender for employees at the company.

2.3. The Marital status of respondents

The marital status of respondents is presented underneath.

Table 3. Marital status

Marital Status	Number	Percentage
Single	29	43.9
Married	25	37.8
Divorced	7	10.6
Widowed	5	7.5
Total	66	100

The majority of the respondents are single (43.9 %), a fair number divorced while only a few are widowed, (table 3). A substantial number of respondents are married (25 %).

2.4. The respondents' length of service

The table below shows the number of years worked by respondents for the company.

Table 4. The respondents' service

Number of years in the company	Number	Percentage
1 – 2	12	18.1
3 – 4	20	30.3
5 - 6	34	51.5
Total	66	100

Most respondents (51.5%) have worked at Kalgold for more than five years, a situation that may suggest adequate training among them. A small number (18.1 %) may not have received training as they are only a few years (1 – 2 years) with the company. A comparison with the age groups may suggest that the three percent aged between 21 and 27 falls under those who have worked in the company for one to two or three to four years. The above-mentioned 51 percent who have worked in the company for more than five years are likely to be those aged between 36 and 43 or 44 and above.

2.4. Academic qualifications

The qualifications for respondents reflected below consist formal academic qualifications and short courses.

Table 5. Educational Qualifications of respondents

Educational Level	Number	Percentage
Grade 12 only	28	42.2
Diploma or Degree	16	24.2
Honours and above	8	12.1
Certificate courses only	10	15.1
Grade 12 and mining certificate courses	4	6
Total	66	100

The majority of respondents (42 %) have matric only while only a few (6 %) have mining certificate courses. Such a situation reflects a serious lack of training in the company. The 15 percent that possess certificate courses have skills in various fields except mining related courses. Of all the respondents having degrees, diplomas and post-graduate studies, only 12 have engineering qualifications while the H R Manager possesses a related degree in Human Resource. A total of 6 percent of respondents have grade 12 plus mining related training. The majority (42 %) has matric only and this indicates a lack of job related training. Only a few respondents are university graduates with diplomas and degrees (24 %) and post-graduate qualifications (12 %).

3. The Section on Training

3.1. Presentation and Analysis of data from staff

The data analysed below will represent the responses from employees of different categories, levels and departments. It is for that reason that the selected sample comprise of:

- (i) Chief Chemist
- (ii) Foreman Crushing
- (iii) Foreman Smelt house
- (iv) Engineer
- (v) Senior Geologist

- (vi) Metallurgy Manager
- (vii) Metallurgy staff
- (viii) Human Resource Manager
- (ix) NUM Shop Stewards

Each category of employees is selected to represent the larger population group (departments) they work under. Their calculated responses will be presented in the above sequence. The responses of managers will firstly be presented as a collective and later individually. The reasons are to obtain an objective and fair picture of the situation for managers as individuals and that of staff in different directorates.

A presentation of data in percentages from general staff (supervisors and operators) follows hereunder.

Table 6. Information on Training

Question	Yes %	No %	Total
1. Previous mining related training before joining the company?	45	55	100
2. The relevance of training to the work?	6	94	100
3. Training by the company?	0	100	100
4. Training bridging of the skills gap?	0	100	100
5. Feedback from managers on staff performance?	70	15	85
6. Employee training needs analysis?	0	100	100

3.1.1. Analysis of information on training from operators and their supervisors (general staff)

It is quite impressive that 70 percent of respondents receive feedback on their performance from managers. Most employees (55 %) have had no mining related training prior to their employment in the group. It is a serious situation that 100 percent of respondents reveal management's lack of skills analysis and the company's failure to train them. Kalgold is presented by respondents as an institution with staff whose inherent skills are no related to the work they do. This is shown by 94 percent of employees.

A total of 15 percent have not responded to the question whether managers provide them with performance feedback. This may mean that they may not be aware what performance feedback is. Such an absence of a response is therefore ignored. Remember that the company is in a transition from open pit to underground mining. The HR manager has indicated that management intends to invest in the training that will suit the needs of the company in the long term.

4. Information on the Training Plan

Responses of managers per department.

A total of seven managers have been selected as a representative sample. The questions from managers were divided into two types, the one requiring open-ended answers and those that call for "yes" or "no" answers. Each manager's responses are analysed individually to provide a comprehensive picture of all the departments at Kalgold.

Table 7. Chemical Department (Chief Chemist)

Question	Response	Department	Number
1. Reasons for failure to implement the training plan	NUM's resistance	Chemistry	1
2. Employee group preferences (who to train first)	Long service employees		
3. Relationship between subordinates and managers pertaining training	Poor		
4. Suitable training	On-the-job training		
5. Reasons for choice of training	Affordable		

4.1. Analysis of data from the Chief Chemist

The Chief Chemist advances reasons for failure to implement the training plan as resistance by the representative union, NUM. The resistance is said to come after management failed to consult them when drawing the organizational training plan. Furthermore, he emphasized on management's lack of consultation and lack of a genuine training plan that addresses the employee training needs. According to him, on-the-job training is seen as the training type that will address the needs of staff since it is affordable. Such a claim is not convincing when placed against the actual skills gap in the company. We could not rely on such an assertion. Moreover, long-service employees are to be trained at first as they may be applying the rule 'first come first served'.

Table 8. Foreman Crushing

Question	Response	Department	Number
1. Reasons for failure to implement the training plan	NUM's resistance	Crushing	1
2. Employee group preferences (who to train first)	Short service employees		
3. Relationship between subordinates and managers pertaining training	Poor		

Question	Response	Department	Number
4. Suitable training	On-the-job training		
5. Reasons for choice of training	Affordable		

4.2. Analysis of data from the Foreman Crushing

The Foreman Crushing shares same sentiments with the Chief Chemist on reasons for failure to implement the training plan, who to train first and the relationship between staff, suitable training, employees pertaining training and reasons for choice of training. He approves that short service employees be offered training as this may enable them to perform better.

Table 9. Engineer

Question	Response	Department	Number
1. Reasons for failure to implement the training plan	Employer failed to consult with the employees and NUM when drawing up the plan	Engineering	1
2. Employee group preferences (who to train first)	No comment		
3. Relationship between subordinates and managers pertaining training	Poor		
4. Suitable training	Both on-the-job and off-the-job training		
5. Reasons for choice of training	No Comment		

4.3. Analysis of data from the Engineer

The engineering department has been presented as having a poor relationship between the managers and staff as a result of the company's failure to train employees. It is a recurring factor that management has failed to consult with the representative union (NUM) when drawing up the training plan. The engineer feels strongly that both on-the-job training and off-the-job training will address the training needs of the company. On the questions of who is to be trained first and reasons for the choice of training he gave no response. The absence of such a choice suggests the manager's lack of awareness about the training plan. This automatically proves failure to consult the union because both managers and NUM could have mutually agreed upon such a factor under equity legislation.

Table 10. Senior Geologist

Question	Response	Department	Number
1. Reasons for failure to implement the training plan	NUM and the employees are against the training plan	Geology	1
2. Employee group preferences (who to train first)	A combination of both long and short term employees		
3. Relationship between subordinates and managers pertaining training	Poor		
4. Suitable training	On-the-job training		
5. Reasons for choice of training	No response		

4.4. Data Analysis form the Geologist

The employees and NUM's disapproval of the training plan plus their poor relationship with management confirms our hypothesis that future industrial action may ensue because the organization fails to train its staff. The Geologist chooses on-the-job training but fails to respond on reasons for the choice. It suggests lack of consistency and a further imposition of a management owned training plan that is not necessarily based upon needs analysis. The hypothesis on lack of need analysis is thus confirmed.

Table 11. Metallurgy Manager

Question	Response	Department	Number
1. Reasons for failure to implement the training plan	NUM's resistance through shop stewards	Metallurgy	1
2. Employee group preferences (who to train first)	Short service employees		
3. Relationship between subordinates and managers pertaining training	Poor		
4. Suitable training	On-the-job training		
5. Reasons for choice of training	It is convenient for the employees		

4.5. Analysis of data from the metallurgy manager

Overall, the metallurgy manager feels on-the-job training is convenient for the employees. Such a convenience has to be defined within the context of the needs analysis. In other words, the training should not be for the sake of offering staff courses on the employer's premises to save money but failing to address the needs of employees. The selection of short service employees for training appears as a way of setting precedence with new comers which will later be imposed on long service staff. The result will obviously be implementation of the plan that was drawn up in a way that was not consultative.

Table 12. Human Resource Manager

Question	Response	Department	Number
1. Reasons for failure to implement the training plan	NUM's resistance	Human Resources	1
2. Employee group preferences (who to train first)	Equal representation of each group		
3. Relationship between subordinates and managers pertaining training	Poor		
4. Suitable training	Both on-the-job training and off-the-job training		
5. Reasons for choice of training	It will address the needs of all employee groups		

4.6. Data analysis from the Human Resource Manager

The HR Manager's responses are quite rational because they present a neutral stance. Nevertheless, the relationship between managers and employees is still poor. This supports the hypothesis about a possibility of future industrial action if management fails to train its staff. The H R manager's individual responses may however, not be generalized as he constitutes a small percentage of managers.

4.6.1 Commonalities in the management's responses

It has become evident that lack of staff training at Kalgold has resulted in a poor relationship between employees and managers. Such a situation results from lack of consultation with the representative union when drawing up the training plan. The relationship can also help predict future industrial action in the company as hypothesized earlier. At this stage it may not be safe to tell

the type of training that will best address the needs of an organization that is in a transition from open pit to underground mining. Therefore, responses as to the choice of such training would be mere speculation. When responding to the question why the training plan cannot be implemented most of the managers say it because of NUM's resistance.

The shop stewards for the majority union (NUM) are reported to be citing management's lack of consultation as their reason for resisting implementation of the training plan. The said plan is seen as a management owned document that did not take into account the training needs for employees.

4.6.2. Collective responses on the training plan from management

As mentioned before, the responses containing data on the training plan as indicated by managers, are shown by way of 'yes' or 'no' answers only. The responses are shown hereunder.

The table below indicates a statistical presentation of data from managers (the training plan)

Table 13. Information on the training plan

Questions	Yes	No	Total
1. Awareness about the training plan?	2 = 28 %	5 (71 %) %	5 (71 %)
2. Consultation for the training needs analysis?	0	7 (100 %) %	(100 %)
3. Performance of the needs analysis?	0	7 (100 %) %	(100 %)
4. Implementation of the training plan?	0	7 (100 %) %	(100 %)
Total	2 (28 %)		

4.7. Analysis of data from managers

The percentage shown under each category of employees e.g. managers, shop stewards etc, will be presented numerically to indicate the actual percentage under that category, but will be considered as representative of the total sample.

It is an admissible factor that Kalgold has a document that it calls a training plan. However, all the managers, except the HR manager and the metallurgy manager, say they are not aware of the training plan in the company. The rest agree on management's failure to consult with the majority union, lack of a needs analysis and non-implementation of the training plan. Such a situation clearly shows that the training plan has been unilaterally drawn up by some managers and imposed on employees.

Table 14. A presentation of responses from NUM Shop Stewards regarding staff training

Question	Yes	No
1. Consultation with NUM union representatives about training plan?	0	5 = 100 %
2. Union's talks with management about training plan?	0	5 = 100 %
3. Action by management after talks on training plan?	0	5 = 100 %
Question	Response	Number
Action by management / union arising from the negotiations	No action as the staff fears management	5

4.8. Analysis of data from the NUM shop stewards

All the shop stewards (100 %) are consistent on the management's lack of consultation with NUM, lack of talks with the union about the training plan and lack of action by staff because they fear managers. No suggestion of industrial action by employees at Kalgold since the employees are reported to be working under restrictive rules. Such employer-employee relations are undesirable since we cannot assume the situation will remain the same for good. Working under restrictive rules that deprive workers of their rights is likely to result in future industrial action. A situation of "the dog that bites its owner with respect" may result.

5. Discipline

The Labour Relations Section

The table below presents the responses by general staff and supervisors in the Metallurgy and engineering departments.

Table 15. Responses on discipline from staff

Questions	Departments	Yes	No	Total Number
1. Disciplinary actions against staff	Metallurgy & Engineering	38 (64 %)	21 (35 %)	59
2. Appeal against charges	Metallurgy & Engineering	30 (50 %)	29 (49 %)	59

5.1. Analysis of data from staff

A total of 64 percent of respondents in the Metallurgy department confirm disciplinary action against staff and a further 50 percent agree on appeals

lodged against the cases. The high percentage reflects a recurring action against staff disputed by aggrieved employees.

Below follows a further presentation of data on misconduct cases from staff in the engineering and the metallurgy departments (general staff).

Table 16. The nature of misconduct cases

Questions	Responses	Ratings
1. The nature of misconduct cases against staff	Absenteeism	3 (5 %)
	Sexual harassment	0
	Intoxication or usage of drugs or alcohol on duty	5 (8 %)
	Incapacity	39 (66 %)
	Theft	8 (14 %)
	Insubordination	1 (1 %)
	Unauthorized Possession of company property	3 (5 %)

The charges for disciplinary cases held are presented below.

Table 17. The outcome of cases

Questions	Responses	Ratings
2. The outcome of the disciplinary case	Counseling	0
	Verbal warning	1 (1 %)
	Final written warning	5 (8 %)
	Demotion	0
	Suspension	
	Transfer	2 (3 %)
	Dismissal	36 (61 %)
	Not sure	15 (25 %)

5.2. Analysis of data from staff

The common form of misconduct is poor work performance (as shown by 66 % of respondents) while dismissal is the recurring sanction (according to 61 % of respondents). A further 66 percent confirm that sanctions are often upheld in cases employees lodged appeals. These are the dominant features of the disciplinary matters at Kalgold. Such can confirm the hypothesis that poorly trained employees are likely to experience workplace accidents; and that incapacity caused by lack of training leads to disciplinary actions.

Table 18. The finalisation of cases after employees lodge appeals

Questions	Responses	Ratings
3. Finalisation of case after appeal	Appeal was upheld	15 (22 %)
	Sanction was reduced	7 (10 %)
	Appeal was dismissed	44 (66 %)

5.3. Analysis of data from staff

Of all the appeals lodged by employees on charges most (66 %) of them are dismissed. The figure obviously includes the staff on dismissal charges.

Below follows a presentation of responses from managers on data relating to individual accidents.

6. Industrial accidents

Below follows a table of responses by managers on the occurrence of industrial accidents at the company.

Table 19. The occurrence of accidents

Questions	Yes	No
1. Accidents sustained by employees on duty?	7 (100 %)	0

6.1. Analysis of responses from managers about the occurrence of industrial accidents

All the managers are aware that the company experiences industrial accidents quite often. It is no doubt that our hypothesis, on the occurrence of accidents linked to lack of training may result in industrial accidents, is confirmed.

The table below shows responses from managers about details relating to industrial accidents and employees who are frequently affected.

Table 20. The nature of accidents

Questions	Responses	Ratings
1. The nature of industrial accidents	Cutting of fingers by blades	3 (42 %)
	Chemicals burning employees' bodies	2 (28 %)
	Other forms	4 (57 %)
2. Employees who experience accidents frequently	All departments	3 (42 %)
	Chemical	2 (28 %)
	Crushing	3 (42 %)
	Engineering	1 (14 %)
	Geology	1 (14 %)
	Metallurgy staff	5 (71 %)

The managers' responses about the departments where accidents are mostly frequent indicated that the incidence is common not in one department only, but many. The other forms of accidents mostly experienced by the employees further confirm the occurrence of accidents, as reported by 57 percent of managers. This is over and above the employees who cut their fingers with machine blades and those burning themselves with chemicals. As mentioned earlier, the Metallurgy department has within itself Crushing, Geology, Chemical, etc, hence 71 percent of respondents say accidents are frequent in it. The above finding is further confirmed by the 42 percent that report the incidence to be common in all departments.

Below follows information on how managers respond to industrial accidents.

Table 21. Management's reaction to accidents

Questions	Responses	Ratings
3. Managers' reactions to the accidents	By training employees	0
	By disciplining employees	4 (57 %)
	No action	0
Total		4 (57 %)

6.2. An analysis on how managers respond to industrial accidents.

Almost all managers (57 %) attest that employees are disciplined for their involvement in industrial accidents as though it was deliberate. Managers would not even train the employees. The picture confirms the hypothesis that poorly trained employees are likely to experience workplace accidents, and that incapacity caused by lack of training leads to disciplinary actions. Truly,

no training takes place in the organization, as confirmed by a lack of response from managers.

7. Kalgold's working relationship with MQA

The table below represents responses gathered from the HR manager and the other six (6) managers giving account of Kalgold's relationship with the MQA.

Table 22. The relationship with MQA

Questions	Yes	No
1. Existence of a relationship between Kalgold and MQA?	3 (42 %)	4 (57 %)
2. Usage of MQA's services by Kalgold?	2 (28 %)	6 (85 %)
3. Training through skills coordinators?	0	7 (100 %)
4. Training by any other accredited training provider?	1 (14 %)	6 (85 %)

7.1. Analysis of data on the relationship between Kalgold and MOA

All the managers (100 %) have confirmed that there is no training by skills coordinators of the MQA. Moreover, the company does not use the services of the SETA nor receive any training from accredited training providers, reports 85 percent of the managers. The situation at Kalgold is so real that it obviates no claims for the skills development levies payable annually to the SETA (MQA).

A brief presentation of the type of training and training providers that would best address training needs for the engineering and metallurgy staff (general staff).

Table 23. Appropriate training

Questions	Responses	Rating
1. The type of training to best address the needs of metallurgy staff	On-the-job training	4 = 57 %
	Off-the-job training	3 = 42 %

7.2. The analysis of data on the type of training and training providers suitable for training needs of the company. Seven (7) managers

We cannot rely on speculations about the type of training that would best suit the training needs of employees without a genuine training plan, skills analysis or managers who are not aware of existence of any training plan in the company. On-the-job training preferred by most managers (57 %) corresponds with poor reasons for it such as convenience for the employees and affordability.

8. Information of the Skills Development Levy

The responses below are from the HR manager about the Skills Development Levy payable by Kalgold to The MQA annually.

Table 24. The Skills Development Levy

Question	Response	Number
1. The estimated amount payable to SARS on Skills Development Levy	R 458 399.00	1
2. The exact portion that Kalgold claims from MQA for training its staff	320 879.33	

8.1. Analysis of information on the Skills Development Levy

The figures indicated in the above table are contradictory to what the employees claimed. The HR Manager stated that Kalgold paid R 458 399. 00 towards the Skills Development Levy to SARS during 2003 and claimed back R 320 879. 00. That means all its employees were trained. Conversely, the general staff (respondents) reported not to have been trained by the company, a fact that was confirmed by other managers. Also, it is dubious that Kalgold claimed back all the money (70%) of the Skills Development Levy it paid to SARS without any amount being forfeited. This suggests that the company has trained 100 percent of its entire work force. This information is not accurate and we may infer that there are some sinister practices by the management. Note that it is rare, even for big companies, to train 100 percent of your total work force. The responses are therefore unreliable.

9. A Brief preview of the next chapter

The following chapter will deal with recommendations as to the training plan most appropriate to the group. It will also account for the contradictions of both the staff and managers around training. Moreover, it will recommend a further investigation into the relationship between Training and Development and Industrial Relations of the group at a higher level of study.

Recommendations and Conclusion

Chapter Five

1. INTRODUCTION

This chapter will present the findings elicited from the data by respondents, draw conclusions and make recommendations on training suitable for the company. At this last stage, the dissertation will arrive at new insights concerning the problems related to training at Kalgold. The hypotheses as mentioned in chapter one will either be categorically confirmed or be rejected, depending on the findings. This dissertation concentrated on a sample of 66 respondents which can be considered as representative of all 278 employees.

1.2. Validation of hypotheses

As was preconceived in chapter one, we would at this stage restate our hypotheses to validate or reject them using the findings of the study. In effect, the study will present all the relevant data under each relevant hypotheses which were:

- (i) Management's failure to consult with staff and the representative union (NUM), when drafting the training plan, stalls the training process.
- (ii) The employee performance at Kalgold is poor because the company fails to train its staff.
- (iii) Kalgold does not fully make use of the services of the MQA in obtaining accredited training providers and Skills Development Facilitators.
- (iv) Failure to train staff will result in future industrial action at Kalgold mine.
- (v) The accidents that occur among work teams happen as a result of negligence related to poor training.
- (vi) Incapacity caused by lack of training leads to disciplinary action.
- (vii) Lack of training analysis renders mine employees susceptible to training that does not address the needs of the organisation (inappropriate training).
- (viii) Kalgold loses a substantial amount of money paid in skills levies to SARS as a result of its failure to train staff.

All the hypotheses will be outlined and the validating data will follow underneath.

1.2.1. Hypothesis 1

Management's failure to consult with staff and the representative union (NUM), when drafting skills plan, stalls the training process.

All the managers (Chief Chemist, Foreman Crushing, the Engineer, Senior Geologist, Metallurgy manager, HR Manager, NUM shop stewards and general staff) have confirmed the hypothesis that management has failed to consult with staff and the representative union (NUM) when drafting training plan. The managers alone have confirmed that NUM's resistance has stalled the training plan resultant from lack of consultation. The relationship between managers and their subordinates was described as poor by all managers.

1.2.2. Hypothesis 2

The employee performance at Kalgold is poor because the company fails to train its staff.

A total of 70 percent of employees agree that their managers give them continual feedback on their performance. The employees (100%) have indicated that they are not offered training and have shown that their performance is in a way poor. In other words, all the respondents (staff) have confirmed a lack of training that goes with poor work performance. The hypothesis that the employee performance at Kalgold is poor because the company fails to train its staff is proved by a 100 percent of respondents.

1.2.3. Hypothesis 3

Kalgold does not fully make use of the services of the MQA in obtaining accredited training providers and Skills Development Facilitators.

A total of 57 percent of managers have denied a relationship between Kalgold and the MQA. A further 85 percent of managers have indicated that Kalgold does not use the services of MQA. Additionally, a 100 percent responded that the company does not offer training through skills coordinators. Moreover, a further 85 percent of managers have pointed out that the company does not offer training by any other accredited training provider. Save to say that the hypothesis 3 is proven all rounds.

1.2.4. Hypothesis 4

Failure to train staff will result in future industrial action Kalgold mine.

Looking at the response by NUM shop stewards that the 'staff fears management' regardless of the latter's failure to address the training problem, we may infer that there may be a possibility of future industrial action. Thus, a 100 percent of selected shop stewards have shown that

- Management did no consult with NUM representatives when drawing up the training plan
- there is no management – union talks about the present training plan.

We can predict that if management fails to address the training issue of the group, and the staff may get pushed over the edge, the said fear will subside with a big surprise for the employer. In other words, the present situation is

likely to culminate in some kind of industrial action. However, the questionnaire was not specific when seeking respondents' answers on the issue of possible future industrial action.

The rationale was that the managers would have interpreted that as instigating violence on the staff. That is why the investigator avoided asking questions that would have been interpreted as intrusive. In spite of the above, experience teaches us that possible future industrial actions would not be a surprise for the group, given the current training problem.

1.2.5. Hypothesis 5

The accidents that occur among work teams happen as a result of negligence related to poor training.

All managers (100 %) have shown that employees do meet with accidents in the company. A further 42 percent of managers confirmed that cutting of fingers is the most common form of injury while 57 percent report other forms of accidents. It is noted that the Metallurgy is the biggest department hence managers (71 %) show that it is where accidents are most frequent. Hypothesis 5 and 6 are interrelated as will be shown below.

1.2.6. Hypothesis 6

Incapacity caused by lack of training leads to disciplinary actions.

This study has already gathered that Kalgold has not been training most of its staff. In total, 59 percent of the general staff have confirmed that disciplinary action have been taken against themselves or someone they know. The managers react to accidents by disciplining staff as disclosed by 57 percent of managers. It is only sad that employees on disciplinary charges are often dismissed (so says 61 % of respondents). Most staff appealed against the charges, as confirmed by 59 percent of the employees. Most of the appeals lodged by the staff on disciplinary charges are dismissed, shows 66 percent of employees. Only a seven percent reports a reduction of charges while 15 percent confirm that the charges are upheld.

The nature of misconduct cases has been incapacity, as was revealed by 66 percent of respondents. In short, if the employees have not been trained and are disciplined for incapacity we may infer that the nature of such alleged misconduct comes as a result of negligence related to poor training. When this is linked to 66 percent of staff who report that they are usually disciplined for incapacity, it clearly shows negligence related to poor training. The hypotheses 5.2.5 and 5.2.6 are confirmed by the data above.

1.2.7. Hypothesis 7

Lack of training analysis renders mine employees susceptible to training that does not address the needs of the organisation (inappropriate training).

Initially, the investigator hoped to come across employees who have been trained by the group but to no avail. The fact that the company has not trained its staff leaves us with no need to enquire about the relevance of training. However, a lack of skills analysis and union consultation when drawing up the training plan may obviously result in training that does not address the needs of the organisation. Be that as it may, such a hypothetical statement could not be proved within the context of Kalgold. Therefore, the hypothesis can be rejected, in view of the above statements.

1.2.8. Hypothesis 8

Kalgold loses a substantial amount of money paid in skills levies to SARS as a result of its failure to train staff.

Simply, an organisation the size of Kalgold cannot be thought of as being able to train 100 percent of its employees in a given financial year. Moreover, in South Africa the Skill Development Levies Act NO. 97 of 1998 prescribed that all employers whose total annual wage bill is R 250 000 and more should pay SARS two percent of the wage bill for employee training through their SETA. The training function of the company falls under the HR department and is the direct responsibility of the HR Manager.

The Company's HR Manager reports that the company's estimated amount payable to SARS was R 458 399 and Kalgold claimed R 320 879 33 (exactly 70 %) for having trained its employees. This implies that all (100 %) of the employees received training last year. This was contradictory to the responses by him, other managers and the employees. Without debating the matter further, the responses are questionable and unreliable.

No other employee of the group was prepared to give assistance or reveal such financial figures to the investigator. In the final analysis we cannot validate the hypothesis at issue but may deduce from employees' responses (as mentioned in hypothesis 8) that the group loses most of the money it pays to SARS on skills levies.

2. Recommendations

This study is primarily about the organisations' failure to implement its non-consultative training plan, but the recommendations in this chapter shall put the onus on the representative union (NUM), to do the following:

- Revisit its recognition agreement
- Push for a labour relations policy
- Establish workplace forums
- Introduce the system of learnerships
- Develop and maintain close working relations with its SETA the MQA.
- Draw a consultative training plan that takes into account the employees' training needs.

With regard to the recognition agreement, if none exists, NUM and Kalgold management will be seeking to draw a contractual agreement that formalise their relationship. Aspects covered by the agreement are disciplinary procedure, a grievance procedure and dispute resolution procedure. The said procedures entail the agreed conflict resolution mechanisms in the organisation (Grogan 1998: 7).

A labour relations policy would best serve the interests of parties to the contractual relationship and achieve equitable conduct in employee management issues. A written labour relations policy prescribes guidelines on how both parties relate to each other. The policy would

- Spell out objectives of management on industrial relations
- Substantiate whether management consider its employees as valuable assets
- Stipulate the ways by which the employee management relationship can be sustained (Grogan 1998: 262)

In the context of Kalgold, the halted training plan has become a long outstanding problem that management is reportedly unwilling to solve through negotiations.

Any party to the employment relationship has the latitude to renege on its rights by using sanctions in industrial relations. The main purpose of such sanctions may be to express dissatisfaction with the actions of the other party. Collective sanctions by the employees and their union can be done through strike actions, a go-slow or work-to-rule (Bendix 1996: 521). Against that background, it is advisable for unions to engage management in talks about starting a consultative process of drafting a training plan that will address the training problem.

As regards staff training, the company needs to employ a competent training manager who can tap some capacity in employees through training interventions. When drawing up the training plan the manager will have to do the following:

- Make a training analysis by allowing employees, managers and union representatives to make inputs
- Get the services of skills coordinators from the MQA
- Align the organisational training plan with the organisational training needs
- Communicate the organisational training needs to the training providers so the training offered may be within the context of organisational relevance.

3. Disciplinary procedure

In light of the unfair disciplinary action taken against staff, we have to consider the principle of fairness. Finnemore (2000: 342) asserts that guidelines of fairness are put in place by the code while an agreed procedure is necessary

for consistent administration of discipline. Decisions taken should be objective and be scrutinised all rounds after management has gathered all the necessary information. Supervisors must be instrumental in counselling employees. Interpersonal Skills Training is a requirement in that regard. Shop stewards also need training that will empower capacitate the to defend their members and help ensure proper application of the disciplinary procedures. The shop stewards' handling of enquiries, knowledge and preparation contribute to the perceived fairness of the administration of discipline (Finnemore 2000: 342).

3.1. Disciplinary enquiries for misconduct

With regard to employees disciplined or dismissed for incapacity, the following route may be followed. Finnemore (2000: 343) further espouses that if an organisation engages in a disciplinary enquiry for misconduct, he should adhere to the Code of Good Practice. Accordingly, the LRA specifies that the employer must investigate the matter in question to establish whether there are grounds for dismissal. Though such enquiry does not imply a formal one, a fair procedure should be invoked. The employer also is required to apply the *audi alteram partem* rule in terms of which the employer will listen to the other side. A balance within the rigorous proceedings of court and sound labour relations must be maintained when conducting an enquiry. An employee is allowed a disciplinary action, except for the following reasons.

When there is a state of crisis resulting from unrest, damage of property or loss of lives. The employers' failure to hold a disciplinary hearing can also be condoned where an employee forfeits or waives his rights to a hearing due to his conduct (failure or refusal to attend the hearing).

There are some cases where a worker got reinstated following management's failure to give a fair hearing. For sound labour relation, the employee has to be at an advantage and should be helped to present his case satisfactorily.

In exceptional circumstances, if the employer cannot reasonably be expected to comply with these guidelines, the employer may dispense with pre-dismissal procedures. These are:

3.2. Disciplinary procedures prior to dismissal

All employers should adopt disciplinary rules that establish the standard of conduct required of their employees. The form and content of disciplinary rules will obviously vary according to the size and nature of the employer's business. In general, a larger business will require a more formal approach to discipline. An employer's rules must create certainty and consistency in the application of discipline. This requires that the standards of conduct are clear and made available to employees in a manner that is easily understood. Some rules or standards maybe so well established and known that it is not necessary to communicate them.

The courts have endorsed the concept of corrective or progressive discipline. This approach regards the purpose of discipline as a means for employees to know and understand what standards are required of them. Efforts should be made to correct employees' behaviour through a system of graduated disciplinary measures such as counselling and warnings.

Formal procedures do not have to be invoked every time a rule is broken or a standard is not met. Informal advice and correction is the best and most effective way for an employer to deal with minor violations of work discipline. Repeated misconduct will warrant warnings, which themselves may be graded according to degrees of severity. More serious infringements or repeated misconduct may call for a final warning, or other action short of dismissal. Dismissal should be reserved for cases of serious misconduct or repeated offences (www.ccma.org.za).

4. Distinguishing misconduct and incapacity

Pons and Deale (1998: 2 - 4) mention two vital notions that explain performance management and employee conduct. The International Labour Organisation maintains that an employee may be dismissed on grounds of incapacity or misconduct. Both terms are defined as follows.

- Incapacity to perform the job means no offence on the part of the employee. This involves inability, inadequacy, incapacity, incompetence, ineffectiveness, powerlessness, unfitness and weakness.
- Misconduct refers to a fault by an employee. This covers unacceptable conduct, delinquency, misdemeanour, transgression and wrongdoing.

A fair procedure must take place when handling both cases. Counselling is the appropriate procedure for incapacity whereas the disciplinary procedure is suitable misconduct cases.

When dealing with an employee on a misconduct case or who is counselled for incapacity, the employer has to explore the magnitude of culpability of the employee. Culpability is quite sensitive since there is much distinction between an employee:

- who cannot perform, and one
- who will not perform or wilfully transgresses the rules (Pons and Deale 1998: 2 - 4).

The Kalgold mining company has to revisit its mission and core objectives with a view of aligning its training plan accordingly.

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