

JANUARY 1996

SYLLABUS

REPUBLIC OF SOUTH AFRICA

POST-SCHOOL VOCATIONAL EDUCATION:
TECHNICAL COLLEGES

LABOUR RELATIONS N6

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LABOUR RELATIONS N6

1. AIMS

1.1 General aims

To provide students with theoretical knowledge and attitudes as well as general and specific skills in labour relations applicable to the workplace.

1.2 Specific aims

- * To equip students, in a structured manner, with knowledge of terminology and relevant communication skills for application in written and verbal communication in the instructional programme and in practice.
- * To provide students with insight and general and specific skills in
 - collective bargaining and negotiations;
 - procedures;
 - settlement of disputes; and
 - the meaning and drawing up of documents.

2. RESOURCES REQUIRED

2.1 Educational institutions wishing to present the instructional offering must enable students to carry out the prescribed literature research components of task charts. A selection of appropriate literature on labour relations should be made available in the media centre.

2.2 Practical task charts are prescribed. The following practical workbook is recommended:

Labour Relations (N6): Application in Practice. 1995. Edukit, Pretoria.
Fax (012) 348 3862.

2.3 The following text books are recommended:

2.3.1 Rust, A A. 1995. *Introduction to Labour Relations for the South African Student.* Cape Town.

2.3.2 Nel P S, Erasmus B, Swanepoel B. 1993. *Successful Labour Relations, guidelines for practice.* Van Schaik, Pretoria.

2.3.3 Bendix S.J. & Jacobs, F. *Industrial Relations and Organisational Dynamics: Cases and Text.* 1991. Juta. (For lecturer's use only.)

2.3.4 *Draft bill on Labour Relations Act.* Government Gazette No 16259 of 10 February 1995, Government Printers, Pretoria.

3. DURATION OF INSTRUCTION

Full-time: 1 semester (17 weeks)

5 hours per week, of which at least 1 hour must be simulated practice

Part-time: 1 semester (17 weeks)

At least 3 hours per week as well as at least two prescribed practical assignments

4. EVALUATION

4.1 Internal evaluation

A semester mark out of 100 is compiled from marks obtained for internal theoretical tests and practical assignments. A minimum of 40% is required.

4.1.1 Theoretical component

A theoretical mark out of 50 is compiled from marks obtained for formal tests set on completion of each module.

4.1.2 Practical component

The practical mark out of 50 is obtained from the task charts. Evaluation is done according to evaluation sheets. The following guidelines should be observed:

- * The highest proportion of the mark should be allocated to collecting, organising, presenting and processing data.
- * Marks should also be allocated to correctness of information and completeness and representation.
- * Marks may also be allocated for making deductions, drawing conclusions and evaluating facts.
- * Complete records of evaluation must be kept by lecturers for moderation purposes.

4.2 Examining

4.2.1 One three-hour examination paper of 200 marks will be set, moderated and marked externally at the end of the semester.

The weight of the modules out of 100 indicates the relative importance of each module in the examination. The following weights are consequently

awarded to each category:

KNOWLEDGE	INSIGHT	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
20-30	30-50	20-30	10-30

Lecturers should take the cognitive level of the learning objectives into consideration to set tests of the required standard.

4.2.2 Pass requirements

A minimum of 40% is required to pass the examination. The final mark out of 100, is compiled as follows:

Examination mark : 60
Semester mark : 40

4.2.3 Examination papers

Nature of paper	External
Type of paper	Conventional
Number of papers	1
Duration of paper	3 hours
Total mark allocation	200
Number of sections	2
Elective questions (Section B)	4 out of 5
Mark allocation per section	
Section A (Compulsory)	1 x 40
Section B	4 x 40

The types of question for each section are as follows:

SECTION A: A compulsory question covering the learning content of the specific instructional offering as a whole will be set. This can comprise a case study, a data-response question and/or short objective questions.

SECTION B: Subsequently a choice will be given of four out of five questions. Questions will require paragraph-length answers whereby knowledge and insight are tested. Data-response questions testing insight, application and relevant skills will also be set.

5. PRACTICAL APPLICATION AND CO-OPERATIVE ASSIGNMENTS

5.1 Simulated practice forms an important component of the Human Resources Management instructional programme. It is based on task charts which, as a written instructional strategy, create a specific learning situation relevant to the workplace.

- 5.2 Through a co-operative educational *on-site* approach to certain components of practical assignments, students are provided experiences that enable them to develop occupational knowledge, attitudes and skills and also acquaint them with the world of work.
- 5.3 The task charts provide for learning experience by means of a combination of the following activities:
- * Data collection
 - * Record keeping
 - * Making deductions
 - * Reaching conclusions
 - * Application of knowledge and skills
 - * Evaluation
- 5.4 Students are involved with the learning material, either individually or in group context, by carrying out instructions which form an integral part of the task chart. A task chart should be completed by students individually.
- 5.5 As a complete instructional strategy, the task chart also functions as a tool for evaluation. Task charts should be administered, marked and moderated according to prescribed administrative procedures.
- 5.6 Lecturers must serve as resources, lending support on procedural and technical matters, arranging and coordinating contacts with businesses and facilitating the group learning activities. They should meet periodically with students to see what progress is being made and to offer encouragement and suggestions.
- 5.7 Guidelines to be followed when establishing contacts with business in co-operative assignments:
- * When students are expected to contact businesses individually, they should do it according to prescribed procedures and by using letters of introduction.
 - * Where larger businesses are involved in co-operative assignments, students should not be allowed to contact businesses individually. A lecturer should be identified to take responsibility for the liaison function in conjunction with the PRO of the college, where applicable.
 - * Specific firms should be identified as being of assistance in co-operative assignments.
 - * Where corresponding activities are applied by other disciplines, liaison should be coordinated.
 - * If colleges are situated in urban areas where more than one institution is situated in the same area, colleges should arrange to liaise with different

firms.

- * Liaison should be established in a professional manner, including
 - written agreements on co-operative assignments;
 - time schedules; and
 - written acknowledgements.

6. DIDACTIC DIRECTIVES

6.1 Each theme is divided into two components, namely a theoretical component and a practical component based on task charts. The task charts provide for

- * experiential learning or simulated practical application; and
- * student-centred learning with the lecturer observing in the background.

6.2 The facilitating function of the lecturer is important. The lecturer is responsible for structuring discussions, teams and task groups and their activities to allow for achieving learning objectives especially in the development of relevant attitudes and communication skills such as innovation and decision making. The lecturer must also encourage and motivate students. When working in groups, students should

- be encouraged to develop satisfactory relationships;
- be encouraged to strive for consensus;
- develop flexible attitudes;
- participate in and contribute to activities;
- listen actively; and
- maintain team focus.

6.3 The theoretical component of the instructional offering should be presented in an interesting and stimulating way to students of varying abilities.

6.3.1 Recommended didactic approach

- * It is important to teach practically and realistically. Consequently an active approach must be applied where applicable.
- * Student involvement is important.
- * Professionalism must be promoted actively.
- * The didactic principle of socialisation should be applied through discussions and group work in order to develop a more critical approach, better thinking habits, flexibility of attitude and a willingness to learn.
- * The students' ability to approach problems and tasks methodically must be developed.

6.3.2 Recommended teaching methods

- * Well-prepared lectures, integrated with relevant hand-outs and visual and audio-visual aids

- * Question-and-answer method/structured discussions (learning conversations) supplemented with chalkboard summaries
- * Unstructured discussions
- * Case studies
- * Group work/workshop/discussions
- * Role-play/interactive modelling/simulation

6.3.3 Recommended teaching aids

- * Videos
- * Overhead projector and transparencies
- * Audiotape
- * Newsprint

6.3.4 Field trips should be organised, when applicable.

6.3.5 Guest speakers should be invited, when applicable.

6.3.6 Great emphasis should be placed on developing the following skill areas of students:

- * Interpersonal skills
- * Communication skills
- * Group process skills
- * Problem-solving skills

7. MODULE WEIGHTS

The instructional offering *Labour Relations N6* comprises the following modules (weighted values between brackets):

Module 1: Collective bargaining	(30)
Module 2: Procedures	(30)
Module 3: Dispute settlement	(30)
Module 4: Agreements	(10)

The weight of the module out of 100 indicates the relative importance of the examination value of each module.

8. DETAILED SYLLABUS

The detailed syllabus for *LABOUR RELATIONS N6* is as follows:

MODULE 1: COLLECTIVE BARGAINING

5 weeks (30)

CONTENT	LEARNING OBJECTIVES
	Students must be able to do the following:
1. Meanings and definitions	1. * Differentiate between a personnel policy and a labour relations policy in the workplace * Describe clearly what is meant by collective bargaining in the labour practice * Discuss conflict as reason for collective bargaining
2. The collective bargaining process	2. * Differentiate between statutory and non-statutory collective bargaining * Describe briefly types of collective bargaining * Discuss the context in which collective bargaining occurs in practice * Discuss the supposed outcome of bargaining * State briefly the conditions for successful bargaining
3. Factors influencing collective bargaining	3. Discuss the factors which influence collective bargaining
4. Bargaining structures	4. Explain what is meant by the provision of structures for collective bargaining referring also to the concepts <i>bargaining units</i> and <i>level</i>
5. Duties and rights of trade unions	5. Discuss the duties and rights of trade unions in the collective bargaining process
6. Duties and rights of management	6. Discuss the duties and rights of management in the collective bargaining process
7. Negotiations	
7.1 Meaning	7.1 * Describe the meaning of negotiations

- * Explain the important role of negotiations in collective relationships

7.2 Instituting a negotiating relationship	7.2 Describe the meaning and importance of a negotiating relationship between the union and the employer
7.3 Negotiating teams	7.3 Describe the process of selecting the negotiation teams in practice
7.4 Preparations for negotiations	7.4 Discuss the aspects of importance for general preparation by management and unions during the pre-negotiation phase
7.5 Process	<p>7.5 *</p> <ul style="list-style-type: none"> * Describe the factors which influence negotiations * Explain the rules for negotiations briefly * Explain negotiation rituals briefly * Explain the contract administration of negotiations * Discuss the costs for negotiations * Discuss guidelines for effective labour negotiations
7.6 Negotiation skills and techniques	7.6 Explain negotiation skills and techniques necessary for maximum impact
7.7 Elements of negotiation	<p>7.7 Explain briefly the following elements which form part of negotiations:</p> <ul style="list-style-type: none"> - Perception - Power - Credibility - Personality - Attitudes - Communications - Goal-setting - Experience and learning - Roles - Culture - Process, method, strategy and tactics - Phases in the negotiating process - Preparation

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- History of negotiation relationship
- Trust
- Conflict and compromise
- Common ground
- Coalition-forming
- Bluff, threats, coercion and manipulation
- Result and implementation.

MODULE 2: PROCEDURES

4 weeks (30)

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

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|--|--|
| <ol style="list-style-type: none"> 1. Meaning
 2. Objective and necessity
 3. Dealing with procedures <ol style="list-style-type: none"> 3.1 Grievance procedures 3.2 Disciplinary procedures 3.3 Dispute settlement procedures 3.4 Personnel reduction procedures | <ol style="list-style-type: none"> 1. Define the meaning of procedures by referring specifically to the mechanisms which can be implemented to regulate the relations between employer and employees
 2. * Explain the importance of communication and worker representation in the workplace <ul style="list-style-type: none"> * Discuss the functioning of the different structures which form the basis for the management of industrial relations within the company such as briefing groups, works councils, safety committees
 3. Explain the different procedures which form the basis for the management of industrial relations within the company such as grievance procedure, dispute procedure, disciplinary code and procedure, retrenchment/redundancy procedure |
|--|--|

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

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|--|--|
| <p>1. Types of dispute</p> | <p>1. * Describe conflict as a process and the importance of solving conflict in maintaining sound labour relations</p> <p>* Discuss the conflict management process as part of management practice</p> <p>* Explain the meaning of disputes in a pragmatic manner</p> <p>* Describe the types of dispute which occur in the workplace</p> <p>* Explain the following types of industrial action:</p> <ul style="list-style-type: none"> - Strikes - Picketing - Go-slow - Overtime ban - Punctuality strike - Product boycott - Intimidation and violence - Lock-outs |
| <p>2. Methods of overcoming dead-locks</p> | <p>2. * Explain the importance and the aims of resolving disputes in the workplace</p> <p>* Discuss a practical approach to dealing with disputes in the workplace</p> <p>* Explain briefly procedures for dealing with disputes</p> |
| <p>2.1 Negotiation to reconciliation</p> | <p>2.1 Describe negotiation towards reconciliation under the following headings:</p> <ul style="list-style-type: none"> - Meaning - Effectiveness |

- 2.2 Arbitration
- 2.2 Describe arbitration as a means of regulating industrial conflict through third party intervention under the following headings:
- Meaning
 - Functions and impact
 - Types
 - Effectiveness
- 2.3 Mediation
- 2.3 Describe arbitration as a means of regulating industrial conflict through third party intervention under the following headings:
- Meaning
 - Effectiveness
3. Statutory dispute settlement machinery
3. * Discuss the following statutory mechanisms which can be used as dispute settlement machinery in South African labour practice:
- Industrial councils
 - Conciliation boards
 - Work councils
 - Industrial Court, with specific reference to the types of case to be dealt with by court, problems experienced by court, court orders, status quo orders, unfair labour practice disputes and the role of the Labour appeal court
- * Explain specific procedures for dealing with different types of dispute
4. Legal and illegal strikes
4. Differentiate between legal and illegal strikes.

MODULE 4: AGREEMENTS**2 weeks (10)**

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

- | | |
|----------------------------------|---|
| 1. Industrial council agreements | <p>1. Explain how agreements in the South African labour practice system are concluded in the industrial council in terms of the following:</p> <ul style="list-style-type: none"> - Meaning and background - Content - Duration of agreement - Enforceability - Extension to non-parties - Administration and monitoring - Lock-out |
| 2. Recognition agreements | <p>2. Explain how the right of the employee to bargain collectively finds expression in the recognition agreement under the following headings:</p> <ul style="list-style-type: none"> - Aim and importance - Negotiating for agreement - The agreement process - Content of agreement - Enforceability |
| 3. Other types of agreement | <p>3. Explain the meaning, aim and importance of agreements such as health and safety agreements, productivity agreements, new technology agreements and any other substantive agreement.</p> |