

ANNEXURE 1

INTERVIEW GUIDE

Company:

Interviewees and titles:
.....
.....

Date:

1. SIZE OF JOBS AND MULTI-SKILLING

1.1. How many different tasks do you estimate your average operator can perform?

- Probes:
- 1
 - 2 - 4
 - 5
 - 6 - 10
 - ▶ 10

1.2. Could you explain to me what happens when a small technical problem occurs on the assembly line where the operator is working?

- Probes:
- Can he fix the problem himself?
 - Does he call for assistance?

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- Is he encouraged to think about solutions?

1.3. What is the average length (in minutes) of the operators' job cycle in this department?

1.4. What percentage of your operators do you estimate are multi-skilled? Or otherwise stated, trained to do a number of different tasks/cross-trained?

- Probes:
- Do you have a policy regarding multi-skilling?
 - And if so, what is it?
 - Do you use a skills matrix?

2. JOB CATEGORIES AND DESCRIPTIONS

2.1. Approximately how many different job categories, for which there are different pay grades, do you have in this department?

- Probes:
- Are you happy with the above number?

2.2. Do these job categories in any way restrict operators from performing tasks in other categories?

- Probes:
- And if so, how?
 - Attitude of workers/culture of organisation?

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2. TRAINING FOR FLEXIBILITY

2.3. Do the many different job descriptions restrict operators in performing tasks other than in their job descriptions but within the same category?

- Probes: - And if so, how?
- Attitudes/culture?

3. COMPENSATION SYSTEM

3.1. Is your compensation system structured in such a way so as to reward those who learn a variety of skills?

- Probes: - And if so how, and whom?

4. DETECTING QUALITY DEFECTS

4.1. Where does the responsibility for detecting quality defects in this department lie?

- Probes: - Quality inspectors at end of line
- Supervisors
- Every individual operator
- All
- Feedback regarding quality?
- Train operators to the limit of their

5. TRAINING FOR FLEXIBILITY

5.1. How long (in days) do you estimate that it takes the average operator to learn his job?

- Probes:
- What influences this length of time?
 - Who does the training?
 - When do they train?

5.2. To what extent are operators willing to undertake training for other tasks, as required by your company?

- Probes:
- Refuse to do the other job?
 - Half-hearted
 - Willing
 - Eager
 - Very eager
 - What influences this willingness?

5.3. What is your company's policy toward training of operators in this department?

- Probes:
- Train operators for as many jobs as possible?
 - Train operators to the limit of their

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potential?

5.4. What main type of training does the company give these operators?

6. MOBILITY, ROTATION AND ABSENTEEISM

6.1. Do you have any restrictions (created by the company or union) on the mobility of employees?

Probes: - And if so, what are they?

6.2. Can operators therefore be transferred from one work station or department to another, accepting that he or she has the capability to do the other job?

Probes: - How does this occur?

6.3. Do you have a policy regarding rotating operators from one work station or job to another?

Probes: - And if so, how does it work?

- And how is it viewed by the operators?

6.4. Could you explain to me what happens when an operator is absent from work?

Probes: - Who fills in for him?

- Is the work divided among operators?

- Do you plan for full cover?

7. ADAPTABILITY OF OPERATORS

7.1. How adaptable would you describe your operators to be to unpredictable changes in the workplace?

7.2. Can your company change technology and the production process, which would undoubtedly affect the output and manning levels, without consulting with the unions?

Probes: - And if not, why not?

- Robots, new lines, tools?

8. RESTRICTIVE PRACTICES AND IMPORTANCE OF FLEXIBILITY

8.1. How many restrictive practices, as specified in your agreements with the unions, do you think you have?

Probes: - > 100

- > 50

- < 50

- < 10

- Types?/ rats.

8.2. Do you think it is important to have a flexible workforce?

Probes: - And if so, why?

9. RESISTANCE EXPECTED

9.1. If you were to attempt implementing greater flexibility in your department from whom do you expect to get resistance?

- Probes: - Operators
- Unions/shop stewards
 - Supervisors
 - Management
 - (Training limitations)
 - (Quality of people)

10. LABOUR PRODUCTIVITY RATE

10.1. Number of direct operators in trim and mechanical department?

10.2. Average number of cars produced per day (taken over a one year period)

10.3. 1988 Labour productivity rate.

DETAILED REPORT

| FLEXIBILITY INDICATORS | COMPANY A | COMPANY B | COMPANY C | COMPANY D | COMPANY E | COMPANY F | COMPANY G |
|--|---|--|---|---|--|--|---|
| 1. Size of the job (no. of tasks, maintenance, job cycle, multi-skilled) | <ul style="list-style-type: none"> - Op. can perform 6 - 10 tasks - When minor problems occur the op. can fix them - Usually presses a knob indicating what kind of problem he has and also calls the team leader - The team leader is versatile and knows all the jobs. He can therefore identify the problem and take counter-measures. He provides flex. to team and is paid more - The op. is encouraged and trained to think about problems and solutions and to participate in problem-solving | <ul style="list-style-type: none"> - Op. can do 6-10 tasks - Use skills matrix to determine who can do which tasks and how well the op. can do each task - When small problem occurs op. can fix it - Usually calls team leader or supervisor. Op. participates in solving the problem - because he knows his job best of all - Op. is encouraged to think and to make suggestions - Job cycle is 7 min. - A visual chart shows which tasks each op. does and how long each task takes and therefore how loaded he is | <ul style="list-style-type: none"> - Op. can do 6-10 tasks - Also use skills matrix to see who can do what - Depending on the size of the problem - op. can and may fix it - if within safety regulations - Because co. has 1 line (which is not dedicated) they need versatility - Speed of line 3 min. - 80% are multi-skilled. 100% of employees can do more than 1 operation - achieved through planned training - Also part of flex. is checking his own quality - Got different types of versatility i.e. | <ul style="list-style-type: none"> - Op. can do 5 tasks - When problem occurs op. calls foreman/ first line supervisor - Op(s) are taught first-line trouble-shooting. Don't want him to do too much on his own, because it could be dangerous and could lead to more damage. But he is trained to problem-solve and think - Can also call springer to help out (1 per section) - Job cycle is + 7 min. - 90% are multi-skilled - Consider multi-skilling very important, especially on technical side | <ul style="list-style-type: none"> - Op. can do + 5 tasks. Where there is a shorter cycle he does more but on a 20 min line he only does 1 or 2 big jobs - When a problem occurs the springer helps out - he can do most jobs. Op. does assist in helping springer with problem - Mainly 3 min. lines - +50% are multi-skilled - Most cross-training is at Grade 2 and 3 where there are Assemblers A and B - Springer can do Grade 1-5 jobs - Set annual targets for cross-training - People aren't | <ul style="list-style-type: none"> - Op. can do 2-4 tasks. - When problem occurs they usually call the springer. If it's a problem with tools they call the foreman - Op. can't really fix the problem himself - Job cycle is + 3,5 min. - Different systems run at different speeds. Speeds are determined by volume required and space for materials - About 50% of their people are multi-skilled - Recently implemented skills matrix - not yet working effectively | <ul style="list-style-type: none"> - Op. can do 2-4 tasks. Same job on one model (i.e. window-winder) differs from that on another model - When problem occurs, foreman is called - Seldom the op. will offer his opinion and the foreman won't usually ask him either. He is expected to think, but no direct effort is made to get his participation. - Job cycle is 7,5 min. However quality as important as volume. Rather take longer than have poor quality. Never yet been able to increase speed, always have to slow |

Abbreviations: op. = operator
 op(s) = operators
 flex. = flexibility
 no. = number
 Q = quality

superv. = supervisor
 I.C. = Industrial Council
 QC = Quality Circles
 admin. = administration
 prod. = productivity

involv. = involvement
 co. = company
 ST = short term
 dept. = department
 min. = minutes

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|---|--|---|--|--|--|---|--|
| <p><u>Size of the job</u> (cont.)</p> | <ul style="list-style-type: none"> - Job cycle is usually about 2,7 min., however it depends on the particular model. Trucks take longer - About 90% of op(s) are multi skilled. This was achieved through planned training - Team leader uses skills matrix and with op(s) decide on line-balancing | <ul style="list-style-type: none"> - This enables team leader and op(s) to balance line themselves when absenteeism occurs - 80% of op(s) are multi-skilled. Skills chart shows multi-skilling clearly and also motivates op(s) to be trained for more tasks | <ul style="list-style-type: none"> zonal, inter-zonal and intershop - Zonal is working well. Got 20 op(s) doing 50 operations - Others not working so well yet. Mainly due to high security need of people - 20-35 workers in a zone - under 1 superv. | <ul style="list-style-type: none"> No negative attitudes re helping out and doing other work, accepted as a way of working/culture - Not doing multi-skilling for increased job satisfaction (like Swedes) but to improve productivity (like British) - Also use a skills matrix | <ul style="list-style-type: none"> working very hard. Not busy all the time. Don't want to do extra. Very set in ways. Spend many years working out short cuts, don't want to do job differently. Doing job fast because of repetition, get satisfaction from short cuts | | <ul style="list-style-type: none"> down line. Have never been able to make their target of cars, and don't think they will - 100% workers can do at least 2 jobs - Springers (Grade 5) are multi-skilled and comprise + 30% of op(s). |
| <p>2. <u>Job categories</u> (i.e. descriptions, titles, restrictions)</p> | <ul style="list-style-type: none"> - Many different job titles, descriptions & 8 categories - Don't let these restrict them in any way - Get on with getting the work done, without publicising to the union what they are doing - Op(s) are prepared to help out and to be used where needed irrespective of job title/category - Don't see the many titles as a restriction - Has to do with the approach of | <ul style="list-style-type: none"> - Actually have 7 job categories and many job titles - Would like to reduce both categories and titles. Had a go-slow when tried to reduce categories - Categories are currently not restrictive as op(s) are expected to work within any category needed - Titles are not restrictive either. Part of their culture that they must help out where needed - This is rein- | <ul style="list-style-type: none"> - More than 200 job titles and 9 categories as seen in I.C. agreement - However not restrictive, because of versatility they do not adhere to categories. Do not even pay more if job in higher category is done - this could become a problem later if union picks it up and if op. is kept in position too long without promotion - Want to reduce categories and titles | <ul style="list-style-type: none"> - Many different titles and categories i.e. Assembler A and B - Don't restrict them - Allowed to do more tasks than in description, however, if placed in higher position for long time - must be paid more - Must reduce titles and categories | <ul style="list-style-type: none"> - 9 job categories - Fall under the I.C. agreement - Too many job titles and grades/categories - People can usually do lower job but not job in higher category. Can't do the latter for long because they will have to pay op. extra - In this way the categories are restrictive and would like to do without them | <ul style="list-style-type: none"> - Actually have 8 job categories - Originally started with 23 grades - down to 8 - Job descriptions are broad and not restrictive - Job grades are restrictive in the sense that op(s) cannot work at higher levels for long periods without extra pay or promotion - Op(s) won't refuse to do other work - however very unwilling - "not my job" - Want to reduce | <ul style="list-style-type: none"> - Basically 9 categories but many job titles - People tend to be unwilling to work on other jobs and to do extra - They want to reduce the no. and broaden the bands. This means that some jobs will be upgraded and some downgraded - Unions don't want any jobs to be downgraded - less pay - Unions only want 3 grades: unskilled, semi-skilled and skilled |

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| 2. <u>Job categories</u> (cont.) | <p>the workers, loyalty and commitment</p> <ul style="list-style-type: none"> - Would like to reduce no. of categories | <p>forced by their strong team approach.</p> | | | | <p>categories and titles</p> | <ul style="list-style-type: none"> - Management don't want 3 because grade 2-5 will be in 1 grade, which is unacceptable |
| 3. <u>Compensation</u> | <ul style="list-style-type: none"> - Op. is not paid more for extra skills. However team leaders who can do more tasks are paid more - Benefits would be higher than costs | <ul style="list-style-type: none"> - Compensation system not structured so that more skilled op(s) are paid more - Currently paying per grade - Would like to pay according to skill level - many benefits - Team leaders are paid more | <ul style="list-style-type: none"> - Not paying for more skills. Would like to do it. Benefits would definitely outweigh cost - Springers paid extra | <ul style="list-style-type: none"> - Compensation system is structured for more skills i.e. 10c/hour extra for more skilled people | <ul style="list-style-type: none"> - Compensation not linked to skills, except for springer who gets 15c/hour more. Admin. of system would be too high. | <ul style="list-style-type: none"> - Springers are paid more, but assemblers with more skills than others not - Would be ideal Admin. too much | <ul style="list-style-type: none"> - Only springers are paid more for their skills (5c/hour) - Would like to have system for all op(s) |
| 4. <u>Responsibility for detecting quality defects</u> | <ul style="list-style-type: none"> - The responsibility for detecting defects lies with the supervisors and op(s) - Q is responsibility of production not inspection dept - Have both individual and group inspection - Encourage "your own"-concept - Every op. can stop the line if there is a Q problem - When a problem is picked up ask 5 x "why" and you'll get to the root of the problem | <ul style="list-style-type: none"> - Op., superv. & inspector are responsible for Q - Production is responsible for Q, not Q dept. - Individual op. is given feedback re Q defects he is responsible for. Defects are brought back to section and op. to repair. - Op. is encouraged to check the parts and to check his own assembly work before end of job cycle - Strong team approach to improve Q | <ul style="list-style-type: none"> - Everyone is responsible for Q - Q at the source is important. Each op. inspects his own work. Use matrix checklist for this - Checking himself has resulted in big improvements in Q - Have weekly meetings re Q and versatility - Q has improved because of versatility - recognises defects because he knows other jobs. - Once every 2 | <ul style="list-style-type: none"> - Q inspectors are responsible for detecting defects. Foremen are responsible for training operators to provide Q work - their performance is related to the no. of defects in their section - Everyone gets a profit bonus based on prod. therefore unions are less antagonistic about prod. and Q and working harder since all are benefiting | <ul style="list-style-type: none"> - Responsibility for defects still with inspector. Trying to get away from Q control but op(s) are not very Q conscious - Feedback is given to foreman and not enough to op(s) - Everyone is supposed to be responsible | <ul style="list-style-type: none"> - Responsibility for Q and detecting defects lies with Q inspector - Many Q problems experienced in final product | <ul style="list-style-type: none"> - Responsibility for Q is at end of line by inspector. But all try to prevent it: however, system not working - Feedback is given to op. re Q but not systematically enough |

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|---|--|---|---|---|---|--|--|
| 4. <u>Responsibility for detecting quality defects</u> (cont.) | <ul style="list-style-type: none"> - Show people the impact of the mistake - QC have been successful in improving Q | | <ul style="list-style-type: none"> weeks QC meetings - not working well - spend a lot of time brainstorming problems and too little on solving problems - Try to feed-back Q info to op(s). | <ul style="list-style-type: none"> from it. - People take pride in product | | | |
| 5. <u>Training for flexibility</u> (length of time, eagerness, policy, trainer, type) | <ul style="list-style-type: none"> - Takes more than 2 days - People are very eager to learn and undergo training - Company does mainly on-the-job training by team leader - Tend to train op(s) for as many tasks as possible, as well as to the limit of their potential - Aim is to create thinking people. Employ them for their hands & brains - Team leader who knows all the jobs (and is an extra person) trains others - Follow a holistic approach - training the whole person - Training con- | <ul style="list-style-type: none"> - Takes the average op. much more than 2 days to learn his job. To do to highest efficiency standard i.e. to reach U-level on ILU-concept could take up to 3 weeks (Also because of longer job cycle, jobs are bigger and therefore take longer to learn) - Op(s) are very eager to learn new tasks - skills matrix encourages this - pride - Company has policy to train op(s) for as many tasks as possible and to the limit of their potential | <ul style="list-style-type: none"> - Most jobs could be learnt within 1 to 2 hrs. However, for efficient performance at least 10 days - Most workers are eager to undertake training, however there are some (specially older ones) who want to stay with the job they know well - gives them security, and they are happy as they are. But others must at least be given the opportunity to learn other jobs. - Company does train for as many tasks as possible and to limit of poten- | <ul style="list-style-type: none"> - It takes average op. not less than 2 days to learn his job but to do it well (100%) a lot more than 2 days - Most op(s) very eager to learn other jobs - except older people, who are comfortable in their present jobs - They do train for as many jobs as possible and to limit of potential - In their co. ethos they say that they will develop everyone to the limit of | <ul style="list-style-type: none"> - Takes op. more than 2 days to learn tasks. It takes 5 days for new people, however depends on time of line too. In sewing it takes 3 weeks (If they had women it would have been less!) - Some are very eager to learn but most are just willing - They tried to have a pool of men who were cross-trained (rather than cross-training everyone) but it didn't work. People wanted to be part of a permanent team, with same place of work - Did cross-training from | <ul style="list-style-type: none"> - It depends on the job - but usually takes more than 2 days - People are willing to undergo training (a few are very eager) but mainly because it means more money - It is their policy to train for as many jobs and to limit of potential - Some people prefer not to be trained on too many other jobs, want to remain where they are and in the team they are used to (security) - A lot is spent on training i.e. have a | <ul style="list-style-type: none"> - It takes the average op. more than 2 days to learn his job. Actually + 2 weeks. Give op. more time to learn and do completely right - rather than have damage/poor quality - People are willing to learn new jobs and because it is done after hours they get paid overtime (Will be promoted into a higher grade and get paid more) - The supervisor trains the op(s) - First of all training for the needs of the co. and |

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|--|---|---|---|---|---|---|--|
| <p>5. <u>Training for flexibility</u> (length of time, eagerness, policy, trainer, type)</p> | <p>sidered very important. All level training given i.e. literacy training through to career planning. Provide schooling i.e. voluntary on Saturdays</p> <ul style="list-style-type: none"> - Do prod. improvement training - also on Saturdays - paying them overtime (5 hr) Use videos to stimulate them to think about problems and solutions which they must implement themselves - "It's the small things that make the difference" - Many different training programmes for prod. improvement - Everyone encouraged to participate in different ways - 6M training done for all | <ul style="list-style-type: none"> - however production director feels they are still not training enough - Training is mainly done by team leader and supervisor. But co-workers are also used to train new op(s) - This is encouraged by ILU concept - Mainly do on-the-job skills training. Shop-floor management training is given to team leaders and focuses on team leadership problem-solving techniques, visual management, etc. | <p>tial, however considering the above security need</p> <ul style="list-style-type: none"> - Superv. does the training but co-workers are also used - Training could be better. No ILU-concept used. Monitoring of training not so efficient - Skills matrix motivates op(s) - Mainly do on-the-job skills training, but because of another co.'s closure no real skills shortage - Electricians also given cross-training in mechanics | <p>their potential</p> <ul style="list-style-type: none"> - Everybody has gone through 6M which has helped a lot - Have started with an employee involv. programme which they hope will lead to more commitment - Started a problem-solving course - MD very positive about training, but mainly technical skills training - Production director prefers young black matriculants who can think for themselves rather than older black workers who have to build sophisticated cars but can't read or write - Training done by team leader and supervisor | <p>the start because of absenteeism - therefore set targets of so many cross-trained per year</p> <ul style="list-style-type: none"> - However still losing cars due to absenteeism and lack of cross-training (lost 105 units in April) - Train for as many tasks and to limit of potential - Have training allowance scheme whereby every superv. must have so many people in training but this is made difficult by absenteeism - "SA more skilled than West Germans whose job cycle = 1 minute" | <p>supervisor training centre also a centre for schooling and technical training. Production director says "not worried about cost of training for flex. because in SA we spend too little on training and have a backlog already (versus Europe). Only care for shareholders (ST) and then when in difficulty we use other methods like price increases because we didn't train."</p> <ul style="list-style-type: none"> - Training is done by other op(s). superv. and springers | <p>then for as many tasks as possible</p> <ul style="list-style-type: none"> - They do have a policy to train people to the limit of their potential - Difficult to remove op(s) from line for training - so it is done after hours - Co. would like to train as much as possible - No one in market that they can steal - must train their own people - Mainly skills training |
| <p>6. <u>Rotation</u> (restrictions, policy, absenteeism)</p> | <ul style="list-style-type: none"> - No restrictions on mobility. People are ro- | <ul style="list-style-type: none"> - No restrictions on mobility of op(s). With | <ul style="list-style-type: none"> - No restrictions on mobility. Won't allow it. | <ul style="list-style-type: none"> - No restrictions on mobility. And it is poli- | <ul style="list-style-type: none"> - There are some restrictions on mobility | <ul style="list-style-type: none"> - They say no restrictions but they might | <ul style="list-style-type: none"> - No written restrictions, however the |

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|----------------------------|---|--|---|---|--|--|--|
| 6. <u>Rotation</u> (cont.) | <p>tated without publicising it to the unions</p> <ul style="list-style-type: none"> - Rotation (policy) occurs all the time - must so as to increase flex. - Team leaders work while incumbent learns another job - When op. is absent, use relief system - Group pressure prevents absenteeism - The team balances system themselves - Divide work among themselves | <p>unions becoming stronger it could become more difficult in future</p> <ul style="list-style-type: none"> - Through the skills matrix they have a policy to rotate op(s) so as to increase skills per op. and enhance flex. Must do this to cover for absenteeism - Every morning they have a 5 min. team meeting before shift starts - Team leader can then see who is absent and with skills matrix shares the work amongst the others, depending on each one's load - Team leader will also stand in for absentes if work cannot all be shared - Starting to increase absentee cover, however trying to keep it to a minimum | <p>Couldn't run the plant if there were restrictions</p> <ul style="list-style-type: none"> - Policy to rotate - because of absenteeism must have rotation to give them versatility (a necessity) - They use springers if there is absenteeism and use skills matrix to divide work among themselves - Also rotate workers when there is absenteeism - Rotation encouraged among management too - 63% of managers have been in their jobs for less than 2 yrs MD believes in the necessity of this - Management is rotated and sent to business school of their choice so as to prepare them for general management | <p>cy to rotate op(s) from work stations</p> <ul style="list-style-type: none"> - When absenteeism occurs they usually call in the springers to help out - In 1984 they tried a job rotation programme but because of job security and being part of a team, people didn't really want to change/rotate (too forced) - Older op(s) disliked the rotation. Op(s) never really knew 1 job well - Now they have adapted a new method whereby every op. can do 3 jobs and every job can be done by 3 op(s) - The springer can do work in 11 areas - in spare time he is doing repair work. (Usually a grade 5 or 6 man) (Could have too many workers because of cover) | <ul style="list-style-type: none"> - They do have a policy to rotate but not between depts. and so long as it does not involve higher pay - Within depts. they do rotate but this goes through personnel dept. However, informal rotation happening all the time - When op. is absent the springer is called in. First use springers and then spread jobs among others. Have a big problem when springers are absent. They are however selected on their good attendance records - Not all people want to do many different jobs. Some happy to do same thing over and over = security | <p>have many restrictions they don't know about i.e. op(s) don't want to rotate and do other jobs. Unions want to be consulted but management is resisting</p> <ul style="list-style-type: none"> - It is policy to rotate otherwise they would not be able to cover for absenteeism - They plan for full-time cover by using springers and poolmen (absentee cover). Foremen help out too - Sometimes do classification audit to see where people are and if they are still in right categories - Transferring occurs extensively | <p>op(s) themselves are restrictive because they don't want to leave their team where it is comfortable = security</p> <ul style="list-style-type: none"> - No formal policy to rotate op(s). Tried it a year ago to cover for absenteeism, but it didn't work. Unions rejected it - Rotation occurs on a small scale - "nothing more than a bluff" - There is some natural rotation i.e. with promotion or people that are unhappy - Use springers to cover for absenteeism - Cover for max. absenteeism on Mondays and Tuesdays then use them in other places on Wednesday to Friday - Got too many people - When they tried rotation a year ago in Grades 3 and 5 it led |

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|--|--|--|--|---|---|---|---|
| 6. <u>Rotation</u> (cont.) | | | | | | | to strikes because they wanted more pay |
| 7. <u>Adaptability of operators</u> (workforce adaptability, consult with unions) | <ul style="list-style-type: none"> - Op(s) are very adaptable because they are thinking people - They can change technology without consulting with union - No one dictates to them what they can and cannot do. Gets on with it - Don't publicise to union | <ul style="list-style-type: none"> - Op(s) are very adaptable to changes - mainly due to high flex., team approach and good communication - Yes they can change technology and processes without consulting with unions - Op(s) don't mind changes, specially if it makes their work lighter/easier, as long as it doesn't lead to redundancies | <ul style="list-style-type: none"> - Because of versatility they are very adaptable to change - They in general don't consult with unions re technology, production processes and manning levels. They do what they must do | <ul style="list-style-type: none"> - Op(s) are very adaptable - Yes, they can change processes without consulting, but normally would inform them | <ul style="list-style-type: none"> - Op(s) are very adaptable - For smaller things like changes in tools they do not consult with unions - If robots were brought in they would consult also if it meant reduced manpower - So they are restricted in this way - Unions don't mind mechanisation if it reduces human error and if done for safety reasons, as long as it does not influence manning levels | <ul style="list-style-type: none"> - Quite adaptable - More flex. - Would result in higher adaptability - They can change without consulting but normally would due to participation programme. Focus on union participation and not employee participation - Must consult if they want to adjust speed of line - full-time or part-time shop steward must be present - Union doesn't reject robots if it benefits the worker | <ul style="list-style-type: none"> - Op(s) are actually very adaptable - Can't see how this is possible - specially with op(s) negative attitude - Yes, can change technology but would definitely consult with unions. Shopstewards demand a say in all aspects affecting workers. Could bring in robots as long as it means no redundancy - No problems with unions re new models |
| 8. <u>Restrictive practices, importance of flexibility and resistance expected</u> | <ul style="list-style-type: none"> - >50 restrictions - Flexibility very important won't be able to run business without it - Gets resistance from supervisors - fear of change/unknown. Once they know what it's about they don't resist | <ul style="list-style-type: none"> - <10 restrictions - Flexibility is very important - has become a necessity - Most resistance has come from unions. See flex. as something that just benefits the company and exploits the op(s) | <ul style="list-style-type: none"> - Probably got >50 restrictions - Versatility is not only very important it is a necessity - No real resistance expected or received - Originally supervisors were a little negative about | <ul style="list-style-type: none"> - <10 restrictions - Flexibility very important - They don't mind changing the process if it is going to mean higher bonuses, then they all benefit and get a profit bonus - Older workers would resist | <ul style="list-style-type: none"> - >50 restrictions - Can't employ coloured women in sewing/upholstery dept. Union says co. must employ unemployed black men - Flexibility very important - No resistance would really occur. However | <ul style="list-style-type: none"> - According to them <10 restrictive practices - In supervisor manual more are to be found - main restrictions concern adjusting the speed of line, overtime, free handouts and alcohol abuse - Flexibility | <ul style="list-style-type: none"> - Although they have <10 restrictive work practices, the unions reject everything management tries - a different type of restrictiveness - Very important to have a flexible workforce - Only problems expected would |

| FLEXIBLE INDICATORS | COMPANY A | COMPANY B | COMPANY C | COMPANY D | COMPANY E | COMPANY F | COMPANY G |
|---|--|---|---|--|---|---|--|
| <p>8. <u>Restrictive practices, importance of flexibility and resistance expected</u></p> | | <ul style="list-style-type: none"> - So far has managed to bring in flex. without too much involvement from union, but expecting it to become stronger in future | <ul style="list-style-type: none"> versatility involved a great deal of manual work to complete the charts - now done by computer and is therefore easier. Needs more following up to keep it going. Weekly meetings necessary - Monitoring and follow-up important | <ul style="list-style-type: none"> - Quality of people = i.e. need matriculants - Layout of plant is restrictive, Logistically the space design could be a problem | <ul style="list-style-type: none"> big effort to keep things going. They are at the interface and must see that flex. occurs - A lot is expected from black foreman. They don't find it easy to discipline their people - due to politics and intimidation. | <ul style="list-style-type: none"> - Everyone usually resists change but most expected from unions - Technical training facilities could be a problem. Already spending a lot on training, but would need to do more if they want more flexibility | <ul style="list-style-type: none"> be from unions and the militant workers and shop stewards. OK, so long as unions and shop stewards can stay in control of factory! |
| <p>9. <u>Other factors</u> (teamwork, supervision, morale, facilities, attitudes)</p> | <ul style="list-style-type: none"> - Teamwork is very important. Have small teams (i.e. 8 op(s) to team leader, 4 team leaders to section leader, 4 section leaders to a supervisor) - Many black team leaders - People get together regularly and often after hours for team briefs - Supervision is critical. Often had problems, specially with language then brought in Induenas (group-leaders) to communicate (somebody out of the team). They wear dif- | <ul style="list-style-type: none"> - Co. focuses strongly on teamwork. Brought in "green areas" which is a place with "conference" table and chairs where team can meet. Team gets together for 5 min. every morning before shift to discuss production, volumes, quality, any problems, and to monitor absenteeism. Very strict on punctuality for meeting - In green areas they make extensive use of visual charts which include | <ul style="list-style-type: none"> - Major problem with shortages in supplies/parts - Planning not good enough - not enough buffer parts: inefficiency limits their productivity - Morale is good; Focus a lot on communication - Gave lunch and tour for families of workers Did an attitude survey. 65% said they liked their job at co. 71% said that other people wanted their job - unreasonable high could be because of high job security need. | <ul style="list-style-type: none"> - Workers are relatively happy. They are very proud to work for this company and to make quality cars. Known as a good place to work. - Management cares for its people. Fair but strict - Very successful at selection of people. Before appointing a supervisor they visit their homes to see how they live and whether they can care for their property - Culture: Have dixie-evening in township - | <ul style="list-style-type: none"> - Since 1986 brought in Tom Peters' programmes which has strongly influenced the company - Not so clean and not so many visual aids. Visuals are neat and special but not effective. Special recognition is given to cross-trained people. Nice photos are put up of them. Workers like it - Have meetings 1 x week for 15 min. when they stop the line for team meetings (QC) - But they are not working, people do not attend, | <ul style="list-style-type: none"> - Manpower levels seen as the job of industrial engineering, therefore don't allow union involvement - Using the "striving for excellence programme" to increase participative management at top level and employee involvement on shop-floor level - Have housekeeping competition every month (op can win a car) Shopfloor is very clean - May have seen more people standing and walking rather than working - Carry their | <ul style="list-style-type: none"> - Unions and shop stewards are in control. Management have lost control and don't know how to get it back - They have no real strategy and personnel director does not believe the one they have has any hope: i.e. to improve union relations through more communication - hoping for maturity of union No improvement yet - 75% of workers are unionised - They do nothing for the 95% non-militant to make them happy. Only |

| FLEXIBILITY INDICATORS | COMPANY A | COMPANY B | COMPANY C | COMPANY D | COMPANY E | COMPANY F | COMPANY G |
|--|---|--|---|---|---|---|---|
| <p>9. <u>Other factors</u> (cont.)</p> | <p>ferent colour jackets so that they can easily be found for help (more than 100 of them). They are carefully selected</p> <ul style="list-style-type: none"> - QWL is important in a repetitive, monotonous job. QWL fights against dirty, dangerous and degrading work. Have carpets for people to stand on - Management cares for the people and their QWL - however discipline is still important. Do not play games with people. Fair, strict and caring. People must earn their jobs but work must be pleasant too = commitment and loyalty - HR Philosophy 6M brought awareness. Communication is critical. Got 80 Isindaba areas (green), get together voluntarily and after hours or during lunches. People are handpicked. Friendly, warm | <p>photos of each team member, attendance records, house-keeping, quality, and no. of defects</p> <ul style="list-style-type: none"> - Use skills chart and ILU-concept to monitor skills acquired by op(s), the level of the skills, to facilitate rotation and sharing of work when absenteeism occurs. Also show on another chart who is doing which operations and how loaded each person is i.t.o job cycle. - Emphasise involvement of op(s) specially in problem-solving - Also emphasise quality of supervision. They have small teams with team leaders who are given training in shop floor management. They are encouraged to take interest in op.'s problem so that op. does not run to union/shop steward if | <ul style="list-style-type: none"> - People are happy, and friendly - Culture: Completely different atmosphere due to nature of workforce - Shop floor not so clean. People seen smoking. More informal atmosphere - Went through deep waters with changes - Had their backs against the wall. Got new, fresh input in 1986 when another car co. pulled out. Dispensed with old methods - Top management very enthusiastic. Versatility believed in and enforced from MD down - Visual charts not so good/neat, too complicated. Not focused on op. level - Got "yellow" areas - Quality of supervisors very important - they've got to make versatility work - got to believe in it. Selection of supervisor very important | <p>where co. shows a film for the workers and they bring their families and get supper too</p> <ul style="list-style-type: none"> - They get housing and a good canteen at work - Canteen is for all, but races sit separately - Builds team spirit: Have separate canteen for senior management - People are treated well and union too. Good relations with workers, not seen as enemies - Pay least minimum wage in industry (but have bonuses etc) and are paying for better skilled people - HR director is a key person. Got the right approach - Pro-active not IR reactive. Encourages respect for human dignity - A combination of doing many things right. - Management: strong, strict and fair. Rather autocratic and | <p>not seen as important. Have now stopped them.</p> <ul style="list-style-type: none"> - Teams of 18 are too large - Have "Our Home" project where each team decides who does what, how and where. - Culture: According to production mgr the company is seen as a "softie" A little socialistic. Give workers everything but expect less. ("Other co.(s) get more out of their people - they work harder and faster") - Morale is good, doing a lot for the community: trust fund. - They can be a lot more efficient - Factory is new, painted and concentrated on hygiene factors - Workers are politically very aware & active - recently had political protest march with ANC/SACP placards and AK 47 replicas - White shop | <p>food over the assembly lines. Stopped working before lunch. Have 3 canteens for different levels of employees.</p> <ul style="list-style-type: none"> - Many female assemblers. Sometimes workers feel they are at an advantage = get lighter work to and are treated better. - Attitude survey showed that 70% of workforce was happy = very positive - They have communication centres (also green). Using visual displays but not so extensively as in other companies i.e. have visual versatility training charts. No photos. Due to large teams (20-50) not enough room for all to be seated. Supervisor has own separate desk, but in same area. Don't have to meet every day, just when they have something to discuss. - Areas not ade- | <p>concerned with the 5%. Production managers have tried everything; drained - don't know what to try anymore</p> <ul style="list-style-type: none"> - They don't communicate with the workers at all, no meetings, no pep talks. Tried to introduce QC but union rejected it. No one came. Union says management has no right to communicate with employees so mgmt stopped trying - No place for people to sit and talk or put their personal belongings. Only have disciplinary rooms no place to build team areas. Superv. talks to people on line, no privacy. - No visual mgmt or multi-skill recording - Shopfloor not very clean - shows poor attitude and low commitment A lot of sabotage - people don't care for the company |

| FLEXIBILITY INDICATORS | COMPANY A | COMPANY B | COMPANY C | COMPANY D | COMPANY E | COMPANY F | COMPANY G |
|---------------------------------|--|---|--|---|---|---|--|
| 9. <u>Other factors</u> (cont.) | atmosphere, enthusiastic and proud. - Management wear co. jackets and are seen on the shopfloor (MBWA) - Recognition is important and not only in monetary terms; photos, guests, presentations. (Pride motivates) - Don't see workers as "adversaries" but as partners - Don't want central negotiations. Can't handle a national/8 week strike - no mother company. Can't even agree with other companies - For every 7 people needed in other companies to produce 1 car they have got one - People are 86% fully occupied - Nobody will lose his job through prod. improvement - Success due to quality of top | unhappy - Focus on <u>communicating well</u> and quickly | - Old factory with many limitations, but making the most of it. Can't produce any more cars if they wished to Got a long waiting list. No place to expand. People are proud of their product and of their challenge | struggle with participative techniques but realise it's all that will work in this environment. - MD is a people manager - Don't want centralised negotiations - <u>Workforce</u> race of an "obedient" nature (Historically ran away from whites, not like Xhosas who fought.) - Geographical location is important when considering the workforce - Also focus on work groups/teams and participative mgmt - Have a pep talk every morning before shift. Also here where attendance is monitored - Neat work places - People don't have a negative attitude. Not striking at the moment - Proud of | stewards is new Being elected for black unions. 1 full-time white and 3 (out of 10) part-time stewards are white - One would expect people to be more committed. Could be because they have slackened on discipline - Consider foreman important however not paid much attention - They make most of own parts - own supplier. No problems there - An enormous factory with few logistical restrictions - Their ethnic labour force (due to its nature) is their main constraint. | quate or neat/ no discipline in making areas work - Got the biggest most modern <u>plant</u> of all, Can produce enough cars for SA's total demand - yet they don't. They feel there are too many car co's and models Their marketing sales and quality could be their problem, Perception of co. and cars not good. Seem to have so much in their favour yet they don't utilise it - Predicted that 1989 was going to be the biggest <u>strike</u> year - Didn't want centralised bargaining either - Used to have productivity bargaining but it didn't work and they dropped it | - Span of control till 3 months ago too large. Now have + 14 to a team. Q of <u>supervision</u> is poor. They aren't leaders. Op. rather goes to union or shop steward if he has a problem. No faith in supervisor - They have 21 shop stewards and now 4 full-time ones (Due to latest agreement) - Need to change attitudes. Need 6M. Only a few have gone through it. - Intimidation is very strong. Has 2nd largest black city in SA in vicinity. Very high unemployment in region (no one fired - too much effort!) - Nature of ethnic workforce: strong-willed, stand together, natural fighters. Strong group feeling |

| FLEXIBILITY INDICATORS | COMPANY A | COMPANY B | COMPANY C | COMPANY D | COMPANY E | COMPANY F | COMPANY G |
|---------------------------------|---|-----------|-----------|-----------------------|-----------|-----------|-----------|
| 9. <u>Other factors</u> (cont.) | management and production director, top management support and their simplicity/common sense approach | | | waiting list for cars | | | |

| | | | | | | | |
|------------------------------------|--|---|------------------------------|---|--|--|--|
| 1.1 | yes | no | yes | no | yes | no | no |
| 1.2 | no | no | no | no | no | no | no |
| 1.3 | no | no | no | no | no | no | no |
| 1.4 | no | no | no | no | no | no | no |
| 2. <u>Communication system</u> | | | | | | | |
| 2.1 | yes no team leaders yes | yes no team leaders yes | yes no supervisors yes | yes no the work related | yes no supervisors the work related | yes no supervisors the work related | yes no supervisors the work related |
| 3. <u>Inventory control</u> | | | | | | | |
| 3.1 | supervisor & op. (production is responsible) yes on car | op. supervisor and inspector (production is responsible) | op. supervisor everyone | supervisor & in- spector every- one through profit bonus | inspector everyone supervisor to help | inspector | inspector |
| 4. <u>Training for flexibility</u> | | | | | | | |
| 4.1 | 1-2 | 1-2 | 1-4 best in class trains | 2 | 1-2 | 1-2 | 1-2 |
| 4.2 | very eager | very eager | yes | yes | willingly | willingly | willingly |
| 4.3 | yes (team work) | yes | yes | yes | yes | yes | yes |
| 4.4 | team leader | team leader, supervisor & co-workers | supervisor & co-workers | team leader and supervisor | supervisor | supervisor | supervisor |

SUMMARISED MATRIX

| FLEXIBILITY INDICATORS | COMPANY A | COMPANY B | COMPANY C | COMPANY D | COMPANY E | COMPANY F | COMPANY G |
|--------------------------------------|---|---|------------------------------|---|---|---------------------------|------------------------------------|
| 1. Size of job | | | | | | | |
| 1.1 Number of tasks | 6-10 | 6-10 | 6-10 | 5 | 5 | 2-4 | 2-4 |
| 1.2 Maintenance: think/call for help | think | think | think | think | call for help | call for help | call for help |
| 1.3 Length of job cycle-min | 2,7 | 7 | 3 | 7 | 3 | 3,5 | 7,5 |
| 1.4 % multi-skilled | 90% | 80% | 80% | 90% | 50% | 50% | 30% |
| 1.5 Use skills matrix | yes | yes | yes | yes | no | (yes) | no |
| 2. Job categories | | | | | | | |
| 2.1 Number of categories | 8 | 7 | 9 | 9 | 9 | 8 | 9 |
| 2.2 Categories restrictive? | no | no | no & yes | no & yes | yes | yes | yes |
| 2.3 Job descriptions restrictive | no | no | no | no | no | no | no |
| 2.4 Satisfied with categories | no | no | no | no | no | no | no |
| 3. Compensation system | | | | | | | |
| 3.1 Reward for extra skills | op: no team leaders: yes | op: no team leaders: yes | op: no springers: yes | .yes: 10c ph for more skilled | op: no springer: 15c ph more | op: no springers: yes | op: no springers: 5c ph more |
| 4. Detecting quality defects | | | | | | | |
| 4.1 Whose responsibility | supervisor & op. (production is responsible) your own car | op., supervisor and inspector (production is responsible) | at the source:op everyone | foreman & in- spectors (every- one through profit bonus) | inspector (everyone supposed to be) | inspector | inspector |
| 5. Training for flexibility | | | | | | | |
| 5.1 Number of days | › 2 | › 2 | (1-2 hrs) 10 days | 2 | › 2 | › 2 | › 2 |
| 5.2 Willingness | very eager | very eager | (eager) | eager | (willing) | (willing) | (willing) |
| 5.3 Policy | yes (thinking) | yes | yes | yes | yes | yes | (yes) |
| 5.4 Who trains | team leader | team leader, supervisor and co-workers | supervisor & co-workers | team leader and supervisor | supervisor | supervisor & springers | supervisor |

Op. = Operators
Mgmt = Management

(Note: Brackets indicate that data either needs other qualification, was uncertain or did not reflect the true situation.)

SUMMARISED MATRIX (CONT.)

| FLEXIBILITY INDICATORS | COMPANY A | COMPANY B | COMPANY C | COMPANY D | COMPANY E | COMPANY F | COMPANY G |
|------------------------------------|--|--|--|--|--|---|---|
| 5.5 Type of training | - on-the-job - holistic: literacy - productivity improvement training - 6M | - on-the-job - shopfloor management | - (skills): co. closure pro- vided skills | - technical skills - 6M - problem- solving | - trained pool - cross-training - training allow- ance scheme | - technical skills | - skills |
| 6. <u>Rotation</u> | | | | | | | |
| 6.1 Restrictions on mobility | none | none | none | none | some | (none) | (none) |
| 6.2 Rotation policy | - yes - team leaders balance them- selves | - yes - team leaders - skills matrix | - yes - skills matrix - management | - yes - (programme: 1984) - 3 jobs | - (yes) - personnel dept | - yes - classification audit | - no formal policy - (programme) - (small scale: promotion) |
| 6.3 Absence | - relief system - group pressure - divide work - coloured jackets | - team leaders - divide work - increasing cover | - springers:cover - matrix: divide work and rotate | - springers: absentee cover | - springer - share jobs | - absentee cover - springers, poolmen & supervisor | - springers - maximum cover |
| 7. <u>Adaptability</u> | | | | | | | |
| 7.1 Operators | very adaptable | very adaptable | very adaptable | very adaptable | very adaptable | quite adaptable | (very adaptable) |
| 7.2 Must consult | no | no | no | (no) | (yes) | (yes) | (yes) |
| 8. <u>Restrictive practices</u> | | | | | | | |
| 8.1 Number | > 50 | < 10 | > 50 | < 10 | > 50 | (< 10) | (< 10) |
| 8.2 Importance of flexi- bility | necessity | necessity | necessity | very | very | very | very |
| 9. <u>Resistance expected</u> | | | | | | | |
| 9.1 Resistance expected from | - (supervisors) | - unions | - (supervisors) - follow-up - monitoring | - older op - matriculants - plant layout | - (management) - black foreman | - unions - training fa- cilities | - unions - militants - shopstewards |

Op. = Operator