

Report on IOF Division Housekeeping sub-directorate workshops.

A. Purpose of the report

The main purpose of this report is to present improvements and solutions suggested by members of the Infrastructure and Operation divisions to problems which they identified in the 2014 staff survey as impacting negatively on their participation in the working life of the institution. In workshops held between the end of January and the end of March 2016, participants were encouraged to delve deeper into the issues they raised in the staff survey with the aim that the discussions will generate suggestions of actions that could be taken by the division to change a culture that is experienced as more excluding than including by the majority of staff in the division. The suggested improvements and solutions are presented in two tables below. It is expected that the suggested improvements and solutions will feed into the planning and implementation of a divisional transformation plan.

B. Situating the report and workshops in the broader institutional transformation endeavour

The report is based on output from transformation workshops for the Division of Infrastructure, Operations and Finance (IOF), which were convened as a direct response to the findings of the Rhodes University institutional culture staff survey which was conducted between 25th July and 15th August 2014. The survey revealed that the category of employees that feels most excluded by the institution is employed mainly in this large division. This is the category of employees who fall in the grades 1-5 remuneration brackets and who, in terms of the Department of Labour occupation levels descriptors are classified as unskilled or semiskilled with defined decision making license. In 2014 these employees formed 43% of the staff population. The current percentage of grades 1-5 cannot be calculated since the institution is in a process of changing job profiles for these occupational levels.¹

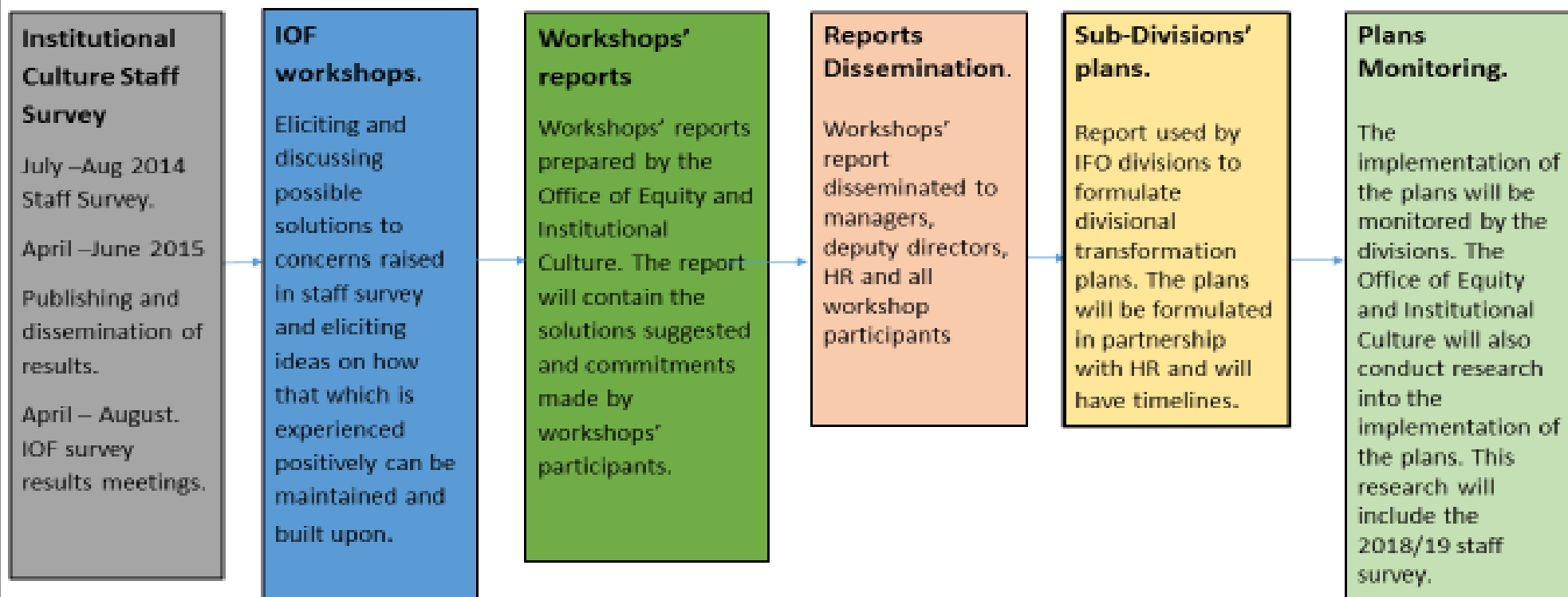
Briefly, the results of the survey indicated that whilst this category of employees reported high levels of satisfaction with the social and physical environment in which they worked, their reported levels of satisfaction with the pace of the transformation of the institution and with the

¹ Personal communication with RU Industrial Relations and Equity Specialist.

implementation of reward and recognition policies were low. The majority also reported that they experience some of the institution's policies (e.g. staff development policies) and management practices as unfairly discriminating against them.

In a series of meetings between the managers and directors of IOF sub-divisions and the director of the Equity and Institutional Culture Office it was agreed that transformation workshops, in which staff, supervisors, managers and deputy-directors participated, should be convened as one kind of response to the findings of the survey. The workshops would enable the discussion of how practices that are experienced positively by IOF staff can be reinforced and built upon. The workshops would also enable a discussion of possible solutions to the matters of concern raised by the staff in the survey. From these solutions centred discussions material which would form the basis for the development of change/transformation plans would be generated. Thus the workshops are the second step in what should be seen as a participatory approach change process. The process is represented in the diagram below.

IOF Staff Transformation workshops: Planned outputs



C. The Workshops: Participation and Facilitation.

The workshops were held from 29th January to the 31st of March 2016. Five hundred and six employees participated. Some workshops had supervisors present and only three workshops had assistant managers present. The presence of the assistant managers brought an additional layer to the workshops because they, at times, articulated different perspectives and understanding of the issues discussed. The assistant managers and supervisors also contributed explanations and information to which the majority of the participants were not privy. The rules of engagement adopted at the beginning of each workshop enabled non-threatening and non-confrontational conversations to take place between supervisors and supervisees and assistant managers and non-management staff.

The main languages used in the workshops were Xhosa and English. Afrikaans was also used as an additional language. Both the external facilitators had high levels of proficiency in both Xhosa and English. Mr Zola Ntsimango whose highest formal qualification is a Masters' degree in Education also brought to the workshops a very high cultural competency in Xhosa and a working knowledge of Afrikaans. Dr Sharon Mnyaka, an Industrial Psychologist, studied and lives in the Eastern Cape. Both facilitators also brought substantial experience of facilitating transformation and change management workshops in South African higher education institutions.

D. The Workshops Output: Basis for planning change.

Over the course of 21 workshops, through the use of facilitation tools such as a 15 minute drama piece (commissioned from the Drama department), the problem tree and group discussions, factors which were repeatedly identified as impacting on how the culture of the institution is experienced by the participants were benefits, the work environment, relationships with colleagues, relationships with supervisors and managers, communication, staff development, Central Cleaning Services (CCS), management-practices, work-load, implementation of existing HR policies and racial difference. These results reinforce the findings of the staff survey. Since the workshops were convened for the purposes of discussing these factors with the objectives of reinforcing practice that enhances feelings of inclusion and determining steps that can be taken to change practices that increase the participants' experienced levels of exclusion, the workshops' output is best presented as in the table 1 and 2 below. The output was collected through flip charts produced by the participants, notes which members of the E&IC took and in the form of a facilitators' report.

Table 1 is a summary of practices identified as contributing to enhanced levels of inclusion and a summary of suggestions given by workshops' participants of how the institution can improve on these to further enhance their feelings of inclusion are briefly outlined in the second column. In the last column is given a summary of comments made by the facilitators in their report and comments from notes taken by E&IC staff. Table 2 is a summary of core issues/practices identified as contributing to the culture of the institution being experienced negatively and as exclusionary by the participants

and a summary of suggested solutions that can be adopted to change these practices. Again, in the last column of the table is given comments made by the facilitators in their report and comments taken from the notes made by E&IC office staff.

Table 1. Factors identified as contributing to enhancing levels of inclusion of employees in the IOF division.

Factors/practices identified as having a positive impact on the participants' work life.	Improvements suggested by participants.	Comments
Remission of fees.	The institution should consider giving 100% rather than 75% remission of fees.	<p>“There was widespread appreciation and acknowledgement of the positive impact the benefits offered by the university had on the lives of individual workers and their families. However other issues surfaced such as ..low wages which impacted on staff paying the difference on the 75% paid by Rhodes for staff to have their children study at Rhodes” (Facilitators’ report)</p> <p>The remission of fees was by far the most cited reason for having positive feelings about working at the institution. (E&IC Office notes)</p> <p>“We stick it out even when we are unhappy in order for our kids to study here because of the fees benefit” (Direct quote in E&IC office notes.)</p>
Provident Fund Benefits	Benefits of all kinds should be well communicated to the staff at induction.	Most participants who cited the factor as an example of good practice also mentioned that in places at which they had worked prior to

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		being employed at RU there were no pension benefits. (E&IC office notes)
Medical Aid	Staff should not be compelled to move to RUMED when promoted to grade 6 and the possibility of a medical aid scheme that could be used after 5 pm should be explored.	“Medical aid being aligned to a job grade and being imposed on staff was cited as a challenge. Participants did not want a medical aid that was not accepted by health facilities after 5pm and on weekends.” (Facilitators' report)
Good relations with the team of people I work with.	None suggested	Again, this was cited as a factor that contributed to staff feeling positive about working at Rhodes by the majority of participants. (E&IC office notes) “What really stood out for the kitchen staff especially at the Mandela kitchen is their team spirit and good cooperation between them and their supervisors. They indicated that despite the difficult working conditions they manage to find time to laugh and support each other at work and outside work when one of them experiences difficult times. They said that they really feel at home when they are at work. (Facilitators' report)
Institutional support in times of bereavement.	The institution should consider giving the same support to an employees' family as it gives to a student's family. This could include the provision of transport to enable fellow employees to attend a colleagues' funeral.	This factor was mentioned by only a few participants. (E&IC office notes)

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	Rhodes should also send a delegate to represent the institution at an employees' funeral.	
Good relations with supervisor.	All supervisors should be trained to acquire the supervision skills that the good supervisors have.	<p>"Some of the Supervisors who were part of the workshops were able to hear first-hand how their supervisory skills made them a great leaders and enabled their section to function optimally." (Facilitators' report)</p> <p>The participants who had good relations with their supervisors were helpful in describing what made these relations good. Open and respectful communication between supervisor and supervisee was often given as the main reason for the development of such a relationship. (E&IC office notes)</p>
Availability of a crèche.	None suggested	Again this was mentioned only by a few participants. It would be informative to find out how many of the participants have children of nursery age and whether or not the majority of them use RU's crèche facility. (E&IC office notes)
Development opportunities	More employees should be enabled to take advantage of the opportunities that are available and more opportunities for development could be made available. The reintroduction of ABET is a step in the right direction. Rhodes certificates should be NQF accredited. (Managers in partnership with HR division)	Perhaps not surprisingly, staff development was cited as a positive factor mainly by supervisors, especially those who have risen through the ranks in the institution. (E&IC office notes).

Factors/practices identified as having a positive impact on the participants' work life.	Improvements suggested by participants.	Comments
Supportive on the job mentoring and teaching and learning relationships.	All supervisors could use their positions and knowledge to mentor and inspire their supervisees.	The benefit of learning and acquiring skills through being mentored, coached and taught by a supportive supervisor was mentioned by participants in the facilities management workshops. (E&IC office notes)
Computer training opportunity	Computer training opportunities should be offered to all staff and the availability of this opportunity should be communicated to all staff.	Computer training is seen as enabling employees to participate better in the institution e.g. accessing information. (E&IC office notes)
Employment opportunities for people with disabilities.	Recruitment through the Kuyasa programme should be continued.	There was one participant who was recruited from Kuyasa. She stated that being employed when she never thought she would has made a great difference to her quality of life.(E&IC office notes)
Being treated with respect and appreciation by students.	None mentioned	This might be hall/residence dependent. The majority of the participants who work in residences reported that they were not treated with respect by students. (E&IC office notes)
Being given higher levels of responsibility.	None mentioned	This factor was again mentioned mainly by supervisors who spoke of fulfilment in holding positions of responsibility. (E&IC office notes)
Good physical work environment.	None mentioned	This included expressions of pride in undertaking work that contributed to creating an attractive and clean physical environment.

However, in the workshops, as with the survey, there were more factors which were identified as negatively impacting on the work lives of the participants than factors which were identified as having a positive impact.

Table 2. Factors identified as contributing to enhancing levels of exclusion of employees in the IOF division.

Perceived Causes	Solutions suggested by participants.	Comments
A. Inadequate levels of staff development		
1. RU Policy that stipulates that an employee can only be supported to develop skills in the area of work she is already in.	1. The policy should be changed to enable employees to develop in areas which are outside their immediate job profile should they desire to. This could enable sideways and vertical movement in the RU employment structure.	“Consistently participants questioned the staff development policy stating that they would retire being cleaners because the policy blocked their desire to study in other fields offered at Rhodes. The participants questioned how the policy could be applied to cleaners because there are no courses related to cleaning which provide prospects of gainful employment in future.” (Facilitators’ report.)
2. Some managers do not know or do not recognise the skills that are needed to be acquired by staff members in order to engender improved performance.	2. Managers should have a knowledge of the skills needed by their employees. They should also recognise and reward independent efforts to develop skills that result in improved staff performance.	“Development skills said not to be in line with my work and yet I am using those very skills to do my work” (Quotation from E&IC office notes).
3. When one acquires skills independently of institution’s support, there is no recognition	3. Managers should have a knowledge of the skills needed by their employees. They should also	

Perceived Causes	Solutions suggested by participants.	Comments
of those skills even when they are used in the fulfilment of her/his duties.	recognise and reward independent efforts to develop skills that result in improved staff performance.	
4. There is no coherent and transparent staff development system.	4. A coherent and transparent staff development system that is linked to performance and career progression should be developed.	<p>“There is no consistency in how managers manage staff development. There is no communication and consultation.” (Direct quote in E&IC office notes)</p> <p>“HR should be involved in issues of staff development” (Direct quote in E&IC office notes)</p> <p>“The absence of staff development was causing conflict amongst staff because some colleagues were progressing whilst others remained stagnant.” (Facilitators’ report)</p>
5. A lack of matric is used as a barrier to accessing further development opportunities.	5. The role a matric qualification plays in enabling and preventing staff from pursuing development opportunities should be assessed with the aim of determining what the role of the institution is in making it easier for the staff to access such training should a matric qualification be indeed deemed necessary in the further development of staff. This assessment should include research into how staff who are promoted to higher grades without having a matric qualification are able and enabled to perform their duties at these grades.	<p>“Participants also expressed that they were often overlooked for promotion if they did not have Matric or if the relationship with the supervisor was poor. Issues of favouritism and racism surfaced in all the workshops as a barrier to progression.” (Facilitators’ report)</p> <p>“Several stories were shared on how the policies had been unfair for example in being able to access staff development</p>

Perceived Causes	Solutions suggested by participants.	Comments
		<p>opportunities, the minimum requirement of a Matric certificate to enable progression yet other employees are in senior positions without the required qualifications.” (Facilitators report)</p> <p>To the question “why do you think a matric qualification is important?” which was posed by the E&IC director in one workshop, participants claimed not to know citing examples of individuals who were promoted or employed at a higher than the grade 5 level who do not have a Matric level qualification. (E&IC office notes)</p>
6. Insufficient resources are invested in staff development.	6. There should be an increase in staff development resources.	“Managers are more interested in saving the institution money than in supporting their staff” (Direct quote in E&IC office notes)
7. Studying with another institution is not encouraged.	7. Employees should be enabled to study with other institution when they pursue courses not offered by Rhodes.	
8. Some managers do not see staff development as good practice and whether or not staff had development opportunities depends on the attitude of the manager towards them rather than on policy.	8. Managers should be trained to be professional and to have supportive rather than demotivating attitudes towards staff in their units.	<p>“You came in at grade one you will leave at grade one” and “You came in at grade 1 and you will die a grade one”</p> <p>Managers quoted by workshop participants to illustrate attitude of managers to their development. (E&IC office notes)</p>

Perceived Causes	Solutions suggested by participants.	Comments
		“Participants explained that they relied on the support of a supportive supervisor to enable them to study.” (Facilitators’ report)
9. Some managers and supervisors (including black managers) place barriers in the way of their supervisees’ career development because of racism.	9. Managers should be trained in professional skills that will enable them to treat all employees equitably and with respect. This practice should be informed by university policies.	<p>“White people are given opportunities to develop and even when they do not have the qualifications we are told are needed they are given those position.” ((Direct quote in E&IC office notes)</p> <p>“Across all workshops the racism issue was discussed. Participants expressed the unequal treatment of staff and how policies and procedures were applied differently based on race.” (Facilitator’s report)</p>
10. Favouritism. Staff that will be given the opportunity for professional development is more often than not, staff who are generally favoured by the manager.	10. Managers should have professional skills and treat all employees equitably and with respect.	“Favouritism being prevalent and negatively impacting on staff because privileges not being extended to everyone” (Facilitators’ report.)
11. Some managers and supervisors put barriers in the way of their supervisees development because they themselves do not have the qualifications that RU states	11. There should be transparency in recruitment and selection processes. Individuals in managerial positions should be in those positions because of their qualifications and experience.	

Perceived Causes	Solutions suggested by participants.	Comments
on paper are needed in order for one to be given a supervisors' or managers' position.		
12. Lack of study time/leave.	12. Employees should be given time off to study or more study leave.	<p>“General workers do not get time to study and there is no opportunity for them to study for a diploma or degree during working hours- they cannot enrol for courses outside of their current job.” (Facilitators' report.)</p> <p>“It is very difficult to study when working in the kitchen due to long working hours or that you have to find a replacement whilst on study leave in order for your application to be approved.” (Facilitators' report.)</p>
13. Lack of information about the opportunities that exist. a) Information relating to staff development is communicated via the computer. Most grades 1-5, including those who have trained in computer skills do not have time to access the computers in the computer	a) Computers should be made available where people work so that information about staff development can be accessed during tea and lunch time.	

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labs which are most often than not in use by students.		
b) Supervisors and managers do not share information on staff development with their supervisees.	b) Managers and supervisors should be obliged and trained to have professional development conversations with staff in their units. They should be trained to nurture and monitor the progress of their staff.	
14. Internal recruitment not linked to staff development processes.	14. Internal recruitment policies should be linked to staff development. Rhodes staff should be developed and prioritised when there are vacancies. (Succession planning)	“Why should people be brought in from outside to be our managers when we have been here for years without being trained?” (Direct quote in E&IC office notes)
15. Lack of career guidance	15. There should be a career guidance office that serves staff members of all grades.	
16. Lack of essential skills training such as computer and driving skills to enable better participation in the institution.	16. There should be basic training including computer and driving training offered to all staff.	“Participants expressed a desire to have basic computer training offered to all staff and those that require advanced training can go through the assessment process.” (Facilitators report)
B. Supervisor/supervisee relationships. Manager/Report relationships “In all workshops dissatisfaction with supervisor/supervisee and manager/reports relationships was expressed.” (Facilitators report)		
1. The management and supervision styles adopted are more authoritarian and are not based on fair, supportive and caring leadership.	1. Managers and supervisors should be trained in management and leadership skills and the management of their performance should also include feedback from the staff they manage.	“Managers abuse their power and bully workers” (Direct quote in E&IC office notes)

Perceived Causes	Solutions suggested by participants.	Comments
2. Managers and supervisors have poor relationships with staff.	2. Managers and supervisors should develop relationships based on trust with staff and make time to hear staff concerns.	“Staff expressed that they were dissatisfied and demoralized when relations were poor.” (Facilitators report)
3. Some managers and supervisors practice favouritism at the expense of other members of their units.	2. Managers and supervisors should be trained in management and leadership skills.	“Favouritism being prevalent and negatively impacting on staff because privileges not being extended to everyone.” (Facilitators report.)
3. The need to establish superiority by some supervisors/managers disinclines them to listen to staff who report to them.	3. Managers and supervisors should learn to recognise that staff in their units might have more knowledge than they have about some things including aspects of the job that they do.	<p>“Some managers are perceived to be stubborn and racist and they only want to give instructions but do not take advice from subordinates even though they have extensive experience of doing the work” (Facilitators’ report.)</p> <p>“We have opinions and knowledge about how we can improve our work but we are not listened to.” ((Direct quote in E&IC office notes)</p>
4. Managers and supervisors who are not qualified for the positions they hold tend to be highly critical of staff.	4. Managers and supervisors should be demonstrably qualified to hold the positions they are in and should be trained in management skills.	“Some supervisors are not hands on in their sections but are only looking for mistakes in their staff because some of them are insecure as they are not qualified for their jobs” ((Direct quote in E&IC office notes)
5. Managers do not respect confidentiality and do not recognise the need to build trust amongst members of their units	5. As part of their overall training, managers should be trained to respect their staff and keep the necessary levels of confidentiality in order to develop relationships with their staff that are based on trust.	“Lack of confidentiality and respect from some supervisors and managers is seen as a big problem as confidential information of staff is often spoken about casually in

Perceived Causes	Solutions suggested by participants.	Comments
		public whereas it was confidentially conveyed to a supervisor or manager.” (Facilitators’ report)
6. In conflict management some managers will always take sides unfairly.	6. Managers should be trained in conflict management.	When students complain managers will take the side of the student and not give the member of staff an opportunity to be heard. (E&IC office notes.)
7. Some supervisors feel that they have limited powers to contribute to a change in the culture of their unit.	7. A more caring, supportive consultative and participatory style of management should be adopted.	<p>“Lack of support and care from managers makes it difficult for supervisors to solve Problems.” (Facilitators’ report)</p> <p>“Some managers tend to portray their supervisors as bad people and others even punish them for treating their subordinates well.” (Facilitators’ report.)</p> <p>Supervisors who would like to do not have the power to make things better for the people who they supervise. (E&IC office notes)</p>
C. General Management Practices and Processes negatively impacting on staff.		
1. Heavy work load due to: a) Some managers and supervisors have no practical understanding of the work they are supervising and scheduling.	a) Managers and supervisors who have no practical experience of the work they are supervising and scheduling should be given or take the opportunity to gain this experience so that they have practical experience of the time it takes to perform the tasks they are overseeing.	

Perceived Causes	Solutions suggested by participants.	Comments
b) Inadequate staff numbers	<p>b) i.)The growth of the university (numbers of people and physical space (grounds and buildings) should also mean an increase in the number of individuals employed in support duties (maintenance, cleaning ect.).</p> <p>ii)The length of time worked by pre-dawnies could be increased to enable better distribution of work load.</p> <p>iii)Replace staff as necessary including the acquisition of casual assistance when staff is on leave.</p>	<p>“The university is getting bigger and my staff numbers stay the same.” (Supervisor quoted in E&IC office notes.)</p> <p>“People leave and are not replaced” (Direct quote in E&IC office notes.)</p>
c) No recognition of work and time that goes into the induction of casuals.	c) The policy determining the employment of casual workers should be changed so that there is less time spent on the training of casuals. This could entail assigning casuals to divisions that they have accumulated experience of working in and could also entail retaining one casual for the duration of the leave of the staff member being covered for.	<p>“The Casuals utilized are not always trained /experienced and the time that permanent staff use for training the Casuals means it takes longer for them to complete their own work.” (Facilitators’ report)</p> <p>“Participants expressed the need for clarity in terms of recruitment policy for Casuals because they were frustrated with the continuous arrival of new Casuals to assist in sections when someone is on leave. The participants preferred that a Casual is assigned for the duration of the permanent staff’s absence.” (Facilitators’ report)</p>

Perceived Causes	Solutions suggested by participants.	Comments
d) No differentiation, in terms of staff numbers, between normal and busy periods.	d) In busy periods, such as at the end of term for residences cleaning staff, casuals should be employed to assist in the undertaking of extra tasks or the hours worked by pre-dawnies should be increased.	
e) No recognition of extra hours worked during busy periods e.g. during festival	e) Extra hours worked during busy periods should be recognised and rewarded through pay.	
f) Unfair distribution of work e.g. Scheduling and working 12-13 days without a break.	f) A method of work allocation that is seen to be fair should be developed and agreed on by managers and staff. In scheduling, for example, the schedule should be constructed and adopted following a conversation between supervisee and supervisor. In the conversation, the supervisee's knowledge of the work she is being tasked with should be considered.	
g) The work added to the ordinary workload by individuals other than the supervisor e.g. wardens and students is not recognised.	g) Wardens' flats should not be cleaned by permanent staff.	"Wardens expect us to clean their houses every day at the expense of cleaning the residences" (Direct quote in E&IC office notes)
2. Some managers employ a punitive rather than supportive and developmental performance management approach.	2. All managers should be trained to adopt a more supportive and developmental approach to management.	<p>"A White manager complains "since you came you have not sacked any one." (Direct quote in E&IC notes.)</p> <p>"The participants across all workshops cited that their work environment was in most instances punitive and levels of stress were high" (Facilitators' report)</p>

Perceived Causes	Solutions suggested by participants.	Comments
3. Management procedures are based on a lack of trust.	3. An atmosphere for the building of trust between managers, supervisors and staff in their units should be developed so that management procedures based on a lack of trust are phased out.	
a) Clocking In. The need for clocking in is not explained and there is no clear reason why it should be grades 1-5 only who clock in and why different sections have different regulations for clocking in.	a) Clocking in should be abolished OR the need for a clocking in system should be explained so that staff are enabled to understand why only certain units clock in and should be able to understand why clocking in regulations are not standard across IOF sections	<p>“Why should it be some grades who clock in and not all grades? Why does the VC also not clock in?” (Direct quote in E&IC office notes.)</p> <p>“Clocking was also perceived as being only reserved for Black lower level staff.” (Facilitators’ report.)</p>
b) Clocking stations are far from areas where some staff work and time is wasted walking to and from clocking in stations.	b) If clocking in is retained, clocking in stations should be at places where they can be conveniently reached so that there is not much time wasted walking the distances between work areas and clocking in stations in all weather.	“Clocking in happens irrespective of inclement weather or very hot days where staff have to walk to the clocking stations.” (Facilitators’ report)
c) In some units employees have to clock after each break as well.	c) If clocking in is retained, the number of times an employee has to clock in should be reduced and standardised.	“The number of times for clocking were causing frustrations and making participants feel like prisoners” (Facilitators’ report)
d) Lack of trust engendered in part by unreported absences and levels of absenteeism	d) Staff should take responsibility and contribute towards building the necessary levels of trust by achieving minimal levels of unreported absence and lateness through self- leadership and effective peer review.	“Workers must act responsibly and report when not coming to work” (Workshops’ Flip Charts.)
e) The need for “walk abouts” is not generally understood.	e) The need for the “walk about” process should be better explained.	

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f) External supervisors are brought in to conduct walkabouts.	f) Supervisors should monitor the performance of staff themselves and not bring external individuals to do so.	
g) Frequent walkabouts cause high levels of anxiety and stress.	g) Stress and anxiety should be taken out of monitoring performance. Walkabouts should be done once a month and staff should be given the opportunity to do thorough work in their sections	
h) Levels of performance contributes to how walkabouts are seen by managers and staff.	h) Staff should take responsibility and learn to work without close supervision so that an improvement in their levels of performance results in the phasing out of walkabouts.	“If workers were doing their work responsibly, there would be no need for walkabouts” (Workshops’ flip Charts.)
i) The need for support staff in specific grades to wear uniform is not seen as acceptable by all staff.	i) The uniform should be abolished or staff should determine whether they want to wear uniform or not.	<p>“Everyone should wear uniform from VC level to grade 1.” ((Direct quote in E&IC office notes))</p> <p>“Staff should be given a choice to say whether they want to wear uniform or not.” ((Direct quote in E&IC office notes).)</p>
j) The uniform is too hot. The materials used are to make it are uncomfortable against the skin. It does not fit well and the shoes uncomfortable and injure the feet.	j) Staff should be consulted in the design of the uniform.	<p>“Across all workshops, the uniforms and shoes were causing issues:</p> <ul style="list-style-type: none"> o Uniform too uncomfortable and hot o The sizes of the uniform are not correct and participants expressed that they looked funny in oversized uniform

Perceived Causes	Solutions suggested by participants.	Comments
		<ul style="list-style-type: none"> o The shoes are said to be uncomfortable, causes corns, causes smelly feet and made out of material that results in problems with feet o The cycle of receiving a new uniform (3 years) was perceived as being too long. especially the shoes for the mail room where the staff state that they do a lot of walking and sometimes the shoes are damaged in the rain. (Facilitators' report)
k) There is limited reward and recognition of good work and excellent service.	k) Managers and supervisors should give honest and timely feedback to staff and reward good performance by for example giving awards. Cash rewards for good performance and excellent service should be increased.	<p>“The 100% attendance token was deemed an insult because the R150 was cited as being too little for all the sacrifices made to be at work everyday</p> <ul style="list-style-type: none"> o The hygiene award was also a cause of contention because participants stated that R50 was too little and more should be done to recognise the extra mile that some staff members go to” <p>(Facilitators' report.)</p>
D. Centralisation		
1. There was no or there was inadequate consultation on the centralisation process.	1. Processes which introduce radical change to the working conditions of staff should include consultation with staff.	<p>“For many participants they wanted the centralisation conversation to be Re-introduced so that they have an opportunity to ask questions and get clarity on the agenda and purpose of it”</p> <p>(Facilitators' report.)</p>

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2. The working conditions that pertain under centralisation are different from that which staff were exposed to before and are experienced as unfair and harsh. These include;	2. Centralisation should be reversed or reformed.	<p>“CCS is like a prison” ((Direct quote in E&IC office notes)</p> <p>“Participants felt they were not being trusted and that centralisation brought micromanaging which was dehumanising.” (Facilitators report.)</p>
3. Moving from section to section as happens under centralisation is disruptive not only of productivity but also of the relationships that have been built over the years.	3. There should be reduction in the moving around that CCS entails and staff should be enabled to work in one section.	<p>“Some participants expressed that they had built relationships over time in the departments that they worked and understood how to work. Centralisation resulted in them starting afresh and losing the recognition for all the hard work that they had been doing over the years.” (Facilitators’ report.)</p>
4. Scheduling tight and unrealistic.	4. Scheduling should be undertaken through a conversation between supervisor and supervisee.	<p>“The participants also wanted the supervisors to discuss the scheduling with them and get ideas on how the process can be done smoothly. (Facilitators’ report.)</p>
5. A 7.00 am start. This forces parents to leave their children too early in the morning without being able to ensure that they are safely off to school.	<p>5. a.) Starting time should be changed back to 8.00am for those who have family obligations. The institution should provide a bus to transport workers to and from the townships in winter.</p> <p>b.) Shifts should be introduced and these should be based on the institution’s operational needs and on individual employees’ circumstances.</p>	<p>The starting time was highlighted as hugely problematic especially in terms of the safety risk where some participants explained that they had to leave their children alone to ensure arrival at work on time. They stated that winter was the worst because it was dark and difficult for them to walk in the dark to the bus stop. (Facilitators’ report.)</p>

Perceived Causes	Solutions suggested by participants.	Comments
6. Not given the necessary tools to work with.	6. All staff should be given the right tools to work with.	“Without the tools we should have, work becomes difficult.” (Quote in E&IC notes)
7. No more teatime only lunch (Working tea but difficult to eat and work)	7. The division should create spaces, like tea rooms, for all staff to take their breaks in. These should be equally well equipped.	“There is also no tea time. Workers are expected to eat whilst standing” (Facilitators’ report.)
8. Health and safety issues are not taken into consideration as much as they should.	8. The institution should be more receptive to staff feedback on health and safety issues and not just look at health and safety from a compliance perspective.	<p>“Chemicals used cause health issues for some staff.” (Facilitators’ report)</p> <p>“Managers and Supervisors disregard Doctor’s letters.” ((Direct quote in E&IC office notes.)</p> <p>“It took a lecturer to raise issues that we were complaining about for them to be to be considered.” (Direct quote in E&IC office notes.)</p>
9. Supervisors with too many supervisees to support and oversee.	9. More supervisors should be employed.	
E. Communication. There is poor communication in most units and this results in decreased productivity, lack of trust and the existence of conflict.		
1. Cultural and Language differences between supervisors/managers and staff.	1. Cultural and Language differences between supervisors/managers and staff should be minimised through language training for managers, through the recruitment of managers with the necessary language	“It is difficult for the middle man to relate to the issues coming from the ground if you do not speak their language and do not know their lives and if you sit in the office.” (Quotation from E&IC office notes)

Perceived Causes	Solutions suggested by participants.	Comments
	competencies and through the transformation of the management level in the IOF staff profile.	
2. Poor communication skills. There is a preference for one way and instructive communication.	2. Managers, supervisors and staff should be trained in communications skills.	“We are just told what to do and not why we have to do it.” ((Direct quote in E&IC office notes)
3. Managers and supervisors do not always fully inform themselves of what they need to communicate.	3. Supervisor/manager should be better capacitated to receive and relay communication.	Sometimes supervisors/manager do not understand the information (e.g. policies) that they have to communicate. (E&IC office notes)
4. Managers, supervisors and all staff do not always inform themselves of what they need to know before they act regarding an individual or a situation.	4. Managers, supervisors and all staff should make it their duty to get information and to ask for clarity before jumping to conclusions.	
5. Sometimes, managers and supervisors deliberately withhold information and do not share. Managers do not tell staff what is going on in the institution	5. a) There should be internal communications policies developed that should compel managers to communicate more regularly and systematically with their staff. The policies should for example detail the type of information that should be communicated to staff and the deadlines by which that information should be communicated. b) The institution should adopt multiple platforms for communication including distributing a university newsletter e.g Rhodos to all staff. c) All staff should have access to email and should be capacitated to use the computer to access email so	“We are like mushrooms ...we are kept in the dark and fed <i>bleep</i> ”.. “They meet and never give us feedback from their meetings.” ((Direct quote in E&IC office notes)

Perceived Causes	Solutions suggested by participants.	Comments
	that they can access information via top list and other electronic information channels.	
6. There is no space and time for dialogue between unit/section members and their managers.	6. a) Morning meetings should be used by supervisors and managers to share information b) Managers and supervisors should have monthly meetings with all levels of their staff and encourage constructive dialogue on issues that are of concern to staff in these meetings.	
F. Inconsistent Job Profiling and Reward Practices		
1. Job titles sometimes do not reflect the work actually undertaken and the work undertaken is not recognised and remuneration is at a lower level.	1. There should be fairness and honesty in management practices such that a person is paid for the job that he/she is actually doing.	“Skills gained and used are not recognised. Even when one is doing the actual job he is still called an assistant and paid as an assistant even when there is no one that he/she is assisting.” (Direct quote in E&IC office notes)
2. There is no standardisation of pay and no standardisation of pay across different units in the division.	2. There should be demonstrable fairness and consistency in remuneration practices.	““People doing the same job are paid at different levels depending on where they work.” ((Direct quote in E&IC office notes) “Supervisors are divided and paid differently even though they do the same job” (Facilitators notes.)
3. Individuals sometimes act in a position for a long time without getting an acting allowance.	3. The policy on acting allowance should be clarified and fairly implemented.	“Several participants working in different departments state that they are in acting positions but have not been receiving an acting allowance.” (Facilitators’ report)

Perceived Causes	Solutions suggested by participants.	Comments
4. Individuals sometimes act in a position for a long time, and perform the duties of the job as required but when selection is undertaken they are not considered for the position.	4. People who have been acting in a position for a long time should be considered for selection into that position.	
5. Individuals are sometimes selected into positions without having the necessary qualifications and experience for those positions.	5. Every employee should demonstrably, through documentation and performance, be qualified to hold the positions that they hold.	<p>“People have positions such as director and deputy directors without having the qualifications and knowing how to do those jobs.” ((Direct quote in E&IC office notes)</p> <p>“There is a lot of nepotism at Rhodes” ((Direct quote in E&IC office notes)</p>
G. Inconsistency in the implementation of HR policies and in HR support		
1. There is no transparency and consistency in the application of HR policies such as recruitment and selection and staff development, spousal placement, leave, family responsibility and boarding policies.	1. The division should be able to clearly demonstrate transparency and consistency in its application of HR policies.	
2. Some HR policies are in conflict with cultural norms.	2. The institution should consider ways in which leave policies can be aligned to cultural norms.	<p>“Participants especially kitchen staff feel that the university does not respect their culture and also does not respect them as human beings. For instance they are expected to work when one of them has passed on. They only get 3 days for family</p>

Perceived Causes	Solutions suggested by participants.	Comments
		bereavement.” (Facilitators report)
3. There is unfair discrimination in the application of HR policies.	3. Unfair discrimination in the application of HR policies should be eliminated. Recruitment and selection and other processes should be seen to be transparent and fair in line with the institution’s policies.	“...participants expressed that Rhodes policies were inconsistent based on race, gender, age and job level. Several stories were shared on how the policies had been unfair for example in being able to access staff development opportunities, the minimum requirement of a Matric certificate to enable progression yet other employees are in senior positions without the required qualifications, the spousal placement policies etc....” (Facilitators’ report)
4. HR policies are inaccessible to the majority of staff because of language and limited orientation into the workings of the institutions.	4. HR policies should be in accessible language and should be translated into Xhosa and a comprehensive orientation programme for new employees, which includes the explanation of the institution’s policies, should be introduced.	<p>“In unpacking the issue of inconsistency several possibilities emerged such aslimited support from the HR department to update staff on policies and help them understand the contents and application.” (Facilitators’ report)</p> <p>“Staff wanted regular updates on policies and procedures in a language and manner that they could understand and engage with” (Facilitators’ report)</p>
5. There is inadequate participation in HR policy formulation and in other HR related processes by grades 1-5	5. a) Union representatives should be skilled in HR and labour matters. b) They should be invited to be part of HR policy development processes.	

Perceived Causes	Solutions suggested by participants.	Comments
	c) They should play a more active role in HR related issues as pertaining to staff and should give feedback to staff on time.	
6. Changes in HR policies are not communicated well	6. Channels of communication to staff about policy development and update should be improved.	
7. HR staff do not have the knowledge necessary to assist staff with the interpretation of RU policy and labour related legislation. This is in part due to the high turnover of HR staff.	<p>7. a) There is need for HR staff to be well versed in HR policies so that they are able to provide clear answers to questions asked. Support staff HR personnel should be able, for example, to answer all support staff HR policies related queries.</p> <p>b) One HR staff member could be dedicated to the IOF division and be skilled in providing information on HR issues to IOF staff. This staff member and his/her role should be made known to staff</p> <p>c) The high turnover of HR staff should be curtailed.</p>	<p>“Human resource support was a major area of contention where participants expressed that HR was not visible and did not assist them.” (Facilitators’ report)</p> <p>“Staff do not know the HR person assigned to their section to assist them with queries. Some of the solutions proposed by participants included having an assigned staff member who handles all the staff information and answers queries and is familiar to staff.</p> <p>o Staff expressed that the HR staff were usually inexperienced and did not provide the required information. Furthermore, the HR department is perceived to be relying heavily on interns which negatively impacts on service delivery” (Facilitators’ report.)</p>
8. Staff files are not updated and are not accurate e.g. changes in work status not captured. Staff files are misplaced.	8. HR should improve its record keeping practices	

Perceived Causes	Solutions suggested by participants.	Comments
9. Staff complaints are not dealt with timeously by HR.	9. HR should commit to a period within which complaints will be dealt with.	
10. How jobs are graded is also not clear.	10. The job grading system and how back pay allocation was determined should be further explained to staff by HR perhaps in smaller groups.	“...participants expressed that the job grading process was unclear and caused a lot of frustration. They could not understand how some jobs were downgraded when their job roles remained similar. Several participants expressed a desire to have the job grading training extending to all relevant stakeholders such as line managers, the union, managers and supervisors to enable accuracy in recording information about the job. Participants highlighted the dearth of information from HR when explaining the job grading process. (Facilitators’ report.”
H. Racism “If Rhodes can be civilized and value its black workers, it would be a good place for every-one to work at.” (Direct quote from E&IC office notes)		
1. Different qualifications requirements for individuals of different skin colour.	1. The requirements for selection to positions should be standard across race. Recruitment and selection policies should be applied consistent with policies against unfair discrimination.	<p>“White people are in positions without having the qualifications that are demanded when it comes to black people” ((Direct quote in E&IC office notes)</p> <p>“Many whites for instance occupy supervisory positions even though some of them do not possess the matric that is demanded from their black counterparts.” (Facilitators notes)</p>

Perceived Causes	Solutions suggested by participants.	Comments
2. The majority of individuals holding management and deputy director positions are white.	2. The staff profile of the division needs to be transformed.	“Higher positions are all white. Once you start challenging they will tell you about education. Whereas the white people in those positions do not have the qualifications that are demanded of you. The only qualification they have is the colour of their skin.” (Direct quote in E&IC office notes)
3. Shifting of goal posts in qualifications once black person is put in position (e.g. paid at lower grade for doing same job)	3. The requirements for selection to positions should be standard across race. Recruitment and selection policies should be applied consistent with policies against unfair discrimination.	<p>“When black people are given a post it is made a lower grade, when a white person is given the same post, it is maintained at that grade. (Direct quote in E&IC office notes)</p> <p>“The post was advertised at grade 6 and when I was employed the post was dropped to grade 4.” (Direct quote in E&IC office notes)</p>
4. Black people are not developed to be promoted to higher positions.	4. There should be no unfair discrimination in staff development and promotion.	<p>“Screening is only for white people.” (Direct quote in E&IC office notes)</p> <p>“Perceptions of black applicants being overlooked at Rhodes even when they have the requisite qualifications. The perception was that white applicants were preferred.” (Facilitators’ report)</p>
5. Black workers are generally treated with disrespect and are harassed by managers who are	5. All staff should be treated with respect by their managers and supervisors.	I am the only black (<i>trade</i>) .so my qualification is always being questioned” (Direct quote in E&IC office notes)

Perceived Causes	Solutions suggested by participants.	Comments
mainly White. This includes Black people being seen as incapable of acquiring competency in trades and beyond a certain level.		
6. The continued discrimination on the basis of race is, at times achieved through black supervisors and managers.	6. Racist behaviour whether from Black or White supervisors or managers should be addressed.	“Our manager (who treats us with great disrespect) boasts to us to say he is black on the outside but white on the inside.” (Direct quote in E&IC office notes.)
7. There are staff rooms and toilets for Whites and staff rooms and toilets for Blacks.	7. In line with the laws of the country, there should be no differentiation in access to facilities on the basis of race.	
8. Staff rooms are differently resourced. The Black staff room is poorly kept and has no facilities such as stove, fridge or microwave whereas the White staff room has all these facilities.	8. In line with the laws of country, there should be no differentiation in access to facilities on the basis of race.	
I. General Staff practices		
1. High levels of absenteeism	1. Continuous self- reflection on how one’s lack of self-leadership and fairness affects colleagues should be encouraged.	
2. Amongst staff there are low levels of confidence that they can contribute to a change of cultures in their units.	2. Staff should continually reflect on what they can do as individuals and as a group to contribute towards making the work environment better for everyone.	“The realisation that change started with them was a bit sobering for the majority of the participants

Perceived Causes	Solutions suggested by participants.	Comments
		<p>because most of the issues were (seen as existing as) a result of the Supervisor or Manager or Rhodes as a collective.</p> <p>Participants worked in groups to reflect on their role in the issues highlighted and the steps they could take in the immediate and long term to resolve the issues.” (Facilitators’ report.)</p>
3. Gossiping amongst staff and between staff and supervisors/managers	3. Managers should lead by example and not participate in nor encourage gossiping in their units and staff should also treat each other with respect and not gossip.	
4. Supervisors and managers struggle with having to manage people. People expect to be policed.	4. Staff should be disciplined and be trusted to do their job.	“We should take charge of our responsibilities without supervision” (Participants’ personal change resolutions captured on flip chart.)
5. General poor communication in the units.	5. All staff should also be proactive in seeking information. This should include learning how to ask for information instead of jumping to conclusions.	
6. There is little respect between managers and staff in their units and between supervisors and supervisees.	6. Different units in the division should develop cultures of respect and empathy.	“We should all treat each other with respect.” (Direct quote in E&IC office notes.)
7. In a hierarchy of power, Casual staff are sometimes not	7. Casuals should be treated with the same degree of respect and empathy that staff members expect to be	“An interesting issue surfaced in some workshops where the permanent staff were

Perceived Causes	Solutions suggested by participants.	Comments
treated well by ordinary members of staff.	treated with by other and by their supervisors and managers.	not treating Casuals well and made their temporary work at Rhodes difficult.” (Facilitators’ notes.)

E. Feedback from workshop participants.

The main and key feedback received from workshops’ participants was that they have had many transformation conversations but there has been little transformation in their division. Even when shown the overall process that the workshops was part of, the most vocalised opinion was that of scepticism. However, that it is imperative that a transformation plan is developed and implemented with a high degree of dedication and conviction is evidenced by the anger and pain that palpably ran through most sessions of most workshops. The anger and frustration of staff is also noted with concern in the facilitators’ report.