CHAPTER 5

**PRESENTATION OF THE RESULTS FROM THE QUALITATIVE PHASE
(FOCUS GROUP INTERVIEWS)**

5.1   INTRODUCTION

This chapter presents the study results from the qualitative phase involving the focus group interviews. The chapter opens with the results from the pilot phase and proceeds to compare these results progressively with those of the main study in order to achieve the theoretical saturation required for the compilation of a theoretical model, prior to comparing the results with the existing literature, as recommended by Daengbuppha *et al.* (2006).

The research sites are briefly described to provide a context for the results that were obtained. Thereafter, the results from both the pilot and the main study phases are presented sequentially, culminating in a presentation of the proposed criteria by dimension, and of the indicators of workplace-effective mobility. The chapter does not reflect any comparison of the qualitative results with the existing literature, as this comparison is deferred to Chapter 7, which presents a model for workplace-effective mobility.

5.2   RESEARCH SITES

Researching employees with disabilities made it essential that the research sites were accessible to people with disabilities. Therefore, the focus group interview sessions with participants with disabilities were conducted in accessible venues, which were identified with the assistance of disability organisations. For the participants with physical disabilities, the focus group interviews were conducted at Shangri-La (Gauteng) and at the Ashley village (KwaZulu-Natal). These villages are

homes for people with physical disabilities. The villages are affiliated to the Quadpara Association of South Africa (QASA).

Both these villages are designed with ramps to enable access for people with physical disabilities, especially those using wheelchairs for mobility. The villages possess vehicles with devices that hold wheelchairs in place while the vehicles are in motion and that have a mobile ramp to ease the boarding and alighting of passengers. The vehicles are clearly marked "disabled people in transit". These vehicles were used to transport the non-resident participants with physical disabilities to the focus group interview venues. The focus group interviews were conducted in the villages' noise-free training and conference centres whose door handles and light switches are within reach of people with disabilities. Toilet facilities at these venues are designed to accommodate people using wheelchairs – the rooms are fitted with rails and are spacious. Kitchen sinks are also at a comfortable height for people with disabilities.

Participants with physical disabilities recruited by the Association for People with Disabilities (APD) were interviewed in the APD coffee shop (in the Free State) and in a gym hall (in KwaZulu-Natal). Both these venues were improvised due to logistical problems (renovations and subsequent unavailability of venues) experienced at the time of the focus group interviews. Noise pollution from traffic, walk-in customers and gym machines interfered with the data collection process, but because of the recording quality of the Marantz PMD 670, data transcription was possible. The coffee shop and gym hall were chosen for their accessibility to people with physical disabilities: there are ramps, and door handles and light switches are within reach.

The APD Centre in the Free State is a commercial centre where assistive devices are sold and wheelchairs are repaired. The centre also facilitates sensitivity training and awareness workshops, assists employers with the recruitment of employees with disabilities, performs accessibility audits at

a fee and advises employers on alternative disability management solutions (P4: Free State – Physically Disabled.txt – 4:110, 511:515). The APD Centre in Chatsworth (KwaZulu-Natal) manufactures wooden doors and curtain rails, on a tender basis, for retail businesses in the province. It employs both able-bodied people and people with physical disabilities. The centre provides support to employees with disabilities through a wellness programme managed by in-house professional social workers (P9: KZN – APD – Physically Disabled.txt – 9:1, 11:16). I undertook a tour of the facilities to appreciate their accessibility features (P9: KZN – APD – Physically Disabled.txt – 9:54, 364:365).

With the permission of the Human Resources Director, the training room of a large retail store was used for the interviews with speech-impaired participants (P13: RE Hello Scanned.txt – 13:2, 30:30). These participants were employed as temporary shelf-packers by the store in Gauteng, but they were being considered for permanent appointment. Therefore, they were scheduled to attend psychometric assessments and job interviews on the same day as the focus group interviews. Because of the operational requirements of the store, the participants were divided into two groups. The retail store was used because the initial efforts by an association for speech-impaired people (Speakeasy) to recruit its members to the study had to be aborted after the loss of the contact details of willing participants due to technological problems. The decision to conduct the focus group interviews on the same day as the administration of selection procedures on participants was made to optimize the services of a sign language interpreter whose participation in the study was sponsored by the retail store.

The focus group interviews with the blind participants were conducted at a primary school in the Free State Province. The Blind Society of South Africa (BSSA) arranged the focus group interviews at this venue because they usually hold meetings with the blind there. The primary school was thus familiar and accessible to the blind participants. Furthermore, the

venue was used because the BSSA does not have meeting facilities at its offices, which are located in the City Centre in Bloemfontein, in the Free State province.

The Deaf participants recruited through the National Institute for the Deaf (NID) were interviewed in the Institute's boardroom, which is sound-proof and is fitted with high quality audio and video-recording facilities. It is also accessible to the deaf, who rely mainly on visual material and lip reading for communication purposes. The interview schedule was thus projected onto the screen to ease the discussions and a flip chart was also used to record some of the concepts under discussion (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:1, 10:14). To demonstrate some of the accessibility features of the venue, a participant pointed to a light bulb in the boardroom and said: '*[D]o you see that light bulb by that door? When people knock on the door, deaf people may not hear them. So, they press the door bell and that light goes on and off to warn you that there is someone at the door*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:116, 589:592). The NID is an educational centre for Deaf students based in Worcester (in the Western Cape province), employing both Deaf and hearing employees.

5.3   PROFILE OF PARTICIPANTS

As indicated in Table 4.1, the profile of the participants consisted of four disability groupings (the blind, the Deaf, and people with a physical or a speech impairment) to include variety in terms of gender and race in the four provinces (Free State, Gauteng, KwaZulu-Natal and Western Cape) of South Africa. In addition to the gender and race profile of participants, some disclosed their age categories, qualification ranges, and typical occupations, as set out in Table 5.1, below.

Table 5.1: Participants by disability group, age category, qualification range and typical occupation

Disability group	Age category	Qualification range	Typical occupation
Blind	40 – 55	0 – Grade 12 plus certificate courses (Cal centre course)	Switchboard operator Self-employed Messenger DVD compiler Project co-ordinator
Deaf	25 – 55	Grade 8 – Diploma (building, leadership, biblical counselling) and Bachelors degree in Arts	Carpenter Food preparer Sports officer Houseparent Spiritual counsellor Bookkeeper Graphic designer Production assistant Messenger Minister of religion Instructor
Physical	30 – 50	Grade 8 – Diploma (business administration, project management and systems development)	Switchboard operator Project co-ordinator Cashier Customer relations
Speech-impaired	25 – 35	Grade 8 – 12	Shelf-packer

It is evident from the table is that blind participants' ages ranged from age 40 to 55, and their qualifications ranged from no qualifications at all to some certificate courses after Grade 12. Typically, the participants without qualifications were self-employed in the shoe-mending trade. As will become evident in Section 5.4.2.5, these participants mentioned how important it is for employees with disabilities to possess a willingness and ability to operate and care for assistive devices. In addition to providing information on their age, qualifications and typical qualifications, 33% of these participants (four of the 11) reported that they became blind later in life due to accidents; the same percentage reported that they were born blind and 25% (three out of 11) reported that they are partially sighted.

The Deaf participants' ages ranged from 25 to 55. They possessed qualifications ranging from Grade 8 to a Bachelors degree. Several had diplomas in building, leadership and biblical counselling. As is evident from Table 5.1, their typical occupations were more diverse than those of the rest of the participants from other disability groups. Their occupations ranged from messenger to minister of religion. The Deaf participants also

reported that they were either hard of hearing, born deaf or became deaf later in their lives. As providing information on their stage of Deafness was optional, the exact percentages per stage could not be ascertained. They also reported that they had been in their occupations for periods ranging from three months to seven years. While none of the other participants alluded to their marital status, it was found that the majority 47% of the Deaf participants indicated that they were married.

Participants with physical disabilities' ages ranged from 30 to 50 years, with qualifications ranging from Grade 8 to Diplomas in Business Administration, Project Management and Systems Development. Their typical occupations ranged from switchboard operator to project co-ordinator.

All the participants with speech-impairments were shelf-packers appointed in a major retail store on a temporary basis. They possessed qualifications ranging from Grade 8 to Grade 12.

5.4   RESULTS FROM THE PILOT PHASE

As indicated in Section 4.7.1.3(i)(d), the pilot phase involved 15 participants with physical disabilities at the Ashley and Shangri-la villages of the QASA. In the section below, a detailed description of the results from the pilot phase is presented.

5.4.1   Definition of workplace mobility

Participants in the pilot phase of this study defined workplace mobility as a process which depends on workplace accessibility. One participant defined '*workplace mobility as a process of finding opportunities to enter, make a contribution in the organisation and grow in the workplace as an individual*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:10, 57:60). When defining it as workplace accessibility, a participant

said: *'[F]or me, workplace mobility refers to accessibility of the workplace and my ability to move around freely'* (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:10, 54:55). This definition of workplace mobility as accessibility was expanded by another participant to acknowledge the necessity of support from colleagues. In this context, the participant said: '*[T]o support my colleague, I would say that workplace mobility refers to the ability to safely move around the working environment and where necessary with the support of colleagues*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:14, 61:63). The accessibility aspect of the definition is important to start the process of workplace mobility by ensuring that people with disabilities are able to enter workplaces (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:65, 58:59).

5.4.2 Enablers of workplace mobility

In the participants' responses to a question regarding enablers of workplace mobility, a number of main themes emerged. The themes were a positive self-concept, self-efficacy, a sense of coherence, a positive sense of independence, workplace accessibility and workplace equity. In the sections below, the manifestations of these themes as enablers of workplace mobility are explained.

5.4.2.1   Positive self-concept

A positive self-concept was a theme that emerged from the data as a function of the various sub-themes that were identified in numerous responses by participants. The sub-themes that emerged from the data were willingness and the ability to acquire job-related knowledge and experience, assert one's human rights, communicate one's needs, determine one's own career path, maintain a positive self-concept, maintain self-confidence and work in a team environment.

Willingness and ability to acquire job-related knowledge and experience

Participants indicated that employees with disabilities must be willing to acquire the necessary knowledge and experience to attain workplace mobility. According to one participant, '*it is also important to realise that one must study so that* [one] *can be promoted*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:48, 171:172). Another participant mentioned a belief that with '*the experience and knowledge* [he has] *to be appointed in senior positions*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:51, 163:165).

Willingness and ability to assert one's human rights

Because some employers pursue employment equity mainly for the sake of compliance, one participant mentioned that '*employers tend to take disability for granted*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:23, 91:92). In the context of this experience, a participant concluded that '*asserting our rights as employees with disabilities always makes things better*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:22, 88:90). Therefore, employees with disabilities must develop a willingness and ability to assert their human rights in order to attain workplace mobility. Otherwise, employees with disabilities would only have themselves to blame. According to a participant, '*when it comes to ...*[employees with disabilities]*, it is often* [their] *own fault if* [they] *do not ask questions and if* [they] *do not verbalise* [their] *needs so that* [they] *can go up*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:56, 182:184).

Willingness and ability to communicate one's needs

The need to communicate one's needs as an enabler of workplace mobility was observed in one participant's response that '*employees with*

disabilities must engage their line managers rather than sit in their little corners waiting for mercy' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:20, 84:85). The willingness and ability of employees with disabilities to communicate their needs in the workplace is a precondition for the effective implementation of reasonable accommodation measures (as explained in Section 5.4.2.5).

Willingness and ability to maintain self-confidence

Participants identified the willingness and ability of employees with disabilities to maintain self-confidence as an iterative process of showing one's capabilities and developing confidence. Therefore, workplace mobility was regarded as a launch pad for unleashing the potential of people with disabilities, because '*once capabilities and initiative are unleashed, employees with disabilities will develop confidence*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:61, 108:109).

5.4.2.2   *Self-efficacy*

Self-efficacy relates to the achievement orientation and self-motivation of employees with disabilities to perform tasks in the workplace. However, self-efficacy begins with a candidate with disability's finding work in a competitive open labour market.

Willingness and ability to find work in the open labour market

A targeted recruitment approach (explained in Section 5.4.2.6) enhances the willingness and ability of people with disabilities to find work in the open labour market and enables them to improve their image in society (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:40, 134:135).

Willingness and ability to change cultural responses to disability in order to achieve success

The tendency among people with disabilities to resist token appointments (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:36, 132:135) and to want to make a positive contribution to society and organisations (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:17, 76:79) indicates a willingness and the ability required to change cultural responses to disability in order to achieve success.

Willingness and ability to achieve upward mobility in the workplace

One participant indicated that the willingness and ability of employees with disabilities to achieve upward mobility emanate from realistic goal-setting and from taking the initiative. In this context, a participant said that '*being realistic and initiating actions that will lead to promotions are factors that employees with disabilities must always keep in mind*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:59, 190:191). In order to attain upward mobility in the workplace, another participant advised that employees with disabilities must therefore '*have a lot of initiative to always make the first move*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:13, 66:67).

Willingness and ability to assume a productive role

A 'can do' attitude represents the willingness and ability of employees with disabilities to assume a productive role. According to one participant, for employees with disabilities to attain workplace mobility, it is '*critical for one to show that "I want to do this and I can do it" and keep on doing it*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:33, 118:122). Therefore, a 'can do' attitude enhances the social image of employees with disabilities. In defining workplace mobility, a participant mentioned that for him '*it is about self-image… it is*

about showing people you can do it' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:38, 129:130).

Willingness and ability to work hard and maintain an achievement orientation in the workplace

The willingness and ability to work hard and maintain an achievement orientation depends on three personal attributes of employees with disabilities. These attributes are self-motivation, determination and goal-setting behaviour. Self-motivation was signified by willpower (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:14, 67:68) and a need for people with disabilities to get rid of an entitlement mentality (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:15, 68:69).

Having shown self-motivation in this manner, employees with disabilities must be determined to work hard. Determination emerged from the need by participants to '*resist the temptation of being complacent under these token appointments* … [by exceeding the] *required standards of performance*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:36, 132:135). In demonstrating the extent to which the standards of performance can be exceeded, another participant said that '*employees with disabilities should be prepared to work at 110%*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:32, 119:120).

In order to maintain an achievement orientation, participants highlighted that an employee with disabilities should be able to set goals. Therefore, goal-setting behaviour was observed in comments by participants such as '*it is through goal-setting that employees with disabilities would be able to succeed'* (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:34, 125:128) and '*employees with disabilities should also be setting their own life goals and work hard to achieve them, rather than feel entitled in life*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:46, 166:168).

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Their goal-setting behaviour also indicates a willingness and ability among employees with disabilities to work hard and maintain an achievement orientation in the workplace. However, such willingness and ability must be exercised with an understanding that employees with disabilities must '*be realistic in the goals they set*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:53, 174:174).

Willingness and ability to make an effective contribution

Participants expressed their willingness and the ability make an effective contribution by arguing that they do not '*need special attention or treatment* … [but an opportunity] …*to prove* [their] *abilities out there*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:42, 137:138).

Willingness and ability to maintain a positive sense of purpose in the community

Therefore, determination is associated with the willingness and ability to maintain a positive self-concept. A positive spin-off of these indicators (willpower and getting rid of an entitlement mentality) of determination is a '*positive contribution to society and organisations in which* [employees with disabilities] *are employed*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:17, 76:79).

5.4.2.3   *Sense of coherence*

A sense of coherence is associated with the coping resources that an employee with disabilities is able to draw on in order to attain workplace mobility. It includes external resources such as support, and internal resources such as a positive mindset aimed at maintaining a productive job fit.

Willingness and ability to cope with work demands

In order to achieve goals through hard work, employees with disabilities must be willing and able to cope with work demands. According to one participant, employees with disabilities must '*have the ability to handle work pressure*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:52, 173:174). Participants identified several resources that would enable them to cope with work demands by mitigating the negative effects of workplace prejudice and allow employees with disabilities to attain workplace mobility. These resources include family, disability organisations, placement agencies and colleagues.

One participant demonstrated the value of family support in a question: '*[I]f these people were all to die and I am left alone, who is going to help me?*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:28, 103:106). Participants also emphasised the role of disability organisations in eradicating prejudice through advocacy and sensitisation programmes. One participant characterized the importance of advocacy programmes as lying in the role played by '*organisations such as Disabled People South Africa (DPSA)… [in] … rolling out television programmes to educate the nation about disabilities so that prejudice may be eradicated*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:45, 147:150). However, to ensure effectiveness, disability organisations should play an advocacy role, in consultation with employers. Therefore, one participant argued that '*it is also important for the Disabled People South Africa, in their advocacy role, to invite employers to their workshops for more sensitisation*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:56, 176:179).

With their experience of stigmatisation from colleagues and the community, participants indicated that '*respect from colleagues is also important in the workplace*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:63, 199:200) in order for people with

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disabilities to attain workplace mobility. Such respect is to be earned through the goal-setting tendencies indicated in Section 5.4.2.2. Another participant also expressed the wish that '*that communities should stop stigmatizing and start finding solutions to an apparent lack of accessible transportation*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:20, 92:94).

Willingness and ability to maintain a positive attitude towards life

Under difficult circumstances in the workplace, employees with disabilities must develop a willingness and the ability to maintain a positive attitude towards life (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:50, 173:173). Such a willingness and ability manifest in employees with disabilities' always having '*a positive mindset*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:12, 66:66).

Willingness and ability to maintain a productive job fit

Productive allocation of tasks is another important consideration in the implementation of reasonable accommodation measures and should focus on what a person can achieve (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:31, 117:119). A focus on what a person with disabilities can achieve was contextualized by a participant in the statement that '*employers must focus on the ability side of disability rather than on defining roles along disabled and able-bodied lines; they must also stop chasing equity targets only but look at the qualitative aspects of the workplace, e.g. accessibility of the work environment*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:55, 173:176).

Productive task allocation necessitates that employers '*allocate tasks* [in such a manner that employees with disabilities can] *prove* [themselves] *rather than focusing on people's disability*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:31, 117:119). In the event that

employees with disabilities do not cope with the speed of production, however, a participant suggested that employers should accommodate this limitation by providing '*easy jobs to enable* [them] *to cope with the required speed of production*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:16, 67:68). With the assistance of these measures, employees with disabilities would be able to show greater willingness and their ability to maintain a productive job fit.

5.4.2.4 Positive sense of independence

Participants mentioned that employees with disabilities attain workplace mobility when they are able to exercise life choices and maintain an economically active lifestyle. These two abilities represent a positive sense of independence. With regard to exercising life choices, a participant indicated that '*we also have choices to make in life and therefore we have to be involved in decision-making processes in the workplace*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:45,164:166). With regard to the maintenance of an economically active lifestyle, another participant emphasised the value of income in the life of a person with disabilities. He said: '*[I]ncome is important because we need money to maintain our disability; we need money to pay a helper and transportation; we need money to maintain our wheelchairs and make our homes accessible for us; we live more expensive lives than able-bodied people*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:57, 183:187).

5.4.2.5 Workplace accessibility

Workplace accessibility relates to the work environment and the measures required to make it accessible to employees with disabilities. Measures that employers may implement to ensure workplace accessibility are explained from the data below.

Willingness and ability to move freely and safely in built areas

Reasonable accommodation measures were regarded as a welfare issue for employees with disabilities. Therefore, a participant said: '*[I]nstead of disregarding the welfare of their disabled employees, employers must focus more and more on providing reasonable accommodation to their employees*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:22, 98:100). The implementation of reasonable accommodation measures may take the form of office redesign to ensure physical accessibility.

In respect of office redesign, a participant indicated that workplace mobility '*is made easy by employers providing ramps or rails on the staircases to aid access into the buildings*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:72, 55:57). The provision of ramps or rails on staircases (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:11, 55:57) and ensuring that facilities are accessible (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:13, 59:60) would thus enhance the willingness and ability of employees with disabilities to '*safely move around the working environment*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:14, 61:63). Therefore, safe movement is a result of employers' '*ensuring safe office allocation*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:29, 115:116) and making employees with disabilities '*feel accommodated so that* [they] *can make* [their] *contributions*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:32, 112:114).

Willingness and ability to operate and care for assistive devices

Regarding assistive devices, a participant indicated that '*the employer must provide specialised computers*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:76, 57:59). This sentiment illustrates the

willingness and ability by employees with disabilities to operate assistive devices.

Willingness and ability to travel from home to work

Because transportation is regarded as the worst constraint on the physical mobility of people with disabilities (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:66, 169:171), employers should either provide '*transport… from home to work*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:31, 111:112) or '*transport grants to enable mobility of employees with disabilities*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:66, 169:171). The expressed need for accessible transportation reflects the willingness and ability of employees with disabilities to travel from home to work.

5.4.2.6   *Workplace equity*

Workplace equity places an obligation on employers to ensure that their employees with disabilities are able to attain workplace mobility on an equal footing. To level the playing field, participants identified actions that employers could take. The relevant actions that emerged from the data were targeted recruitment, sensitivity training and awareness, job readiness training, fairness and equity, participatory management practice, and performance management and development.

Targeted recruitment

Access to job opportunities depends on how information regarding the opportunities is made known to candidates with disabilities. Participants suggested that targeted recruitment approaches would ensure that suitably qualified candidates with disabilities access information regarding job openings. Using the targeted recruitment approach to '*advertising will assist* [in ensuring that] *not only … the lucky people get*

access to vacant positions, but [candidates with disabilities] *will all be aware of these positions*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:30, 109:111). In this regard, '*employers should make sure that employees with disabilities have access to information on available work opportunities. They must therefore advertise through word of mouth because newspapers do not always reach a population of people with disabilities*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:26, 110:113).

Participants said that, in addition to word-of-mouth advertising, placement agencies could play a role in ensuring '*that advertisements are made accessible … as these advertisements assist with the knowledge of available positions*' (P3: Pilot Focus Group Session – Physically Disabled 09092006.txt – 3:29, 106:109). Furthermore, '*placement agencies should also do their part in facilitating increased employment of employees with disabilities*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:46, 150:152) by canvassing the credentials of and introducing candidates with disabilities to potential employers.

Sensitivity training and awareness

Sensitivity training and awareness was regarded by participants as an essential intervention by employers to eradicate workplace prejudice (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:44, 140:142). A participant expressed the opinion that '*only if they are educated about disabilities will this situation of prejudice improve*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:44, 140:142). Therefore, '*there must be sensitivity and awareness workshops on disability in various workplaces. These could take the form of team-building initiatives, practical workshops and camps where able-bodied and disabled employees interact with one another to prepare the ground for more gainful employment of employees with disabilities*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:54, 167:172).

By means of team-building, which includes sensitivity training, awareness can be raised to enhance team performance and engender '*respect from colleagues… in the workplace*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:63, 199:200). However, employees with disabilities should be willing and able to work in a team environment.

Job readiness training

Participants acknowledged that individual capabilities must match the job requirements. Job readiness training enhances the matching of individual capabilities and job requirements. Therefore, '*employers must focus on training and development; provide challenging positions to employees with disabilities to show their competence; and job descriptions must be revised to ensure proper fit between job requirements and individual capabilities*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:58, 193:197). Training and development may be offered through learnership programmes. One participant expressed her appreciation for the fact that at her '*company, there are learnerships on Information Technology, which* [she] *will be enrolling for*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:47, 155:156).

However, another participant expressed a wish that the provision of learnerships as job readiness training interventions should be offered in consultation with employees with disabilities to ensure the effectiveness thereof. In his experience, '*these learnerships are prescribed and not always consulted upon with employees with disabilities themselves. Supervisors and line managers must consult with* [people with disabilities] *more rather than just prescribing interventions for* [them]' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:48, 156:160).

The matching of individual capabilities to job requirements would optimise the willingness and ability of people with disabilities to maintain

a productive job fit. Without job readiness training, therefore, employees with disabilities may not be able to show their competence (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:58, 193:197).

Fairness and equity principles

When employers make decisions regarding the employment conditions of employees with disabilities, participants proposed that fairness and equity principles should be applied (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:49, 161:161). Such principles of fairness and equity were suggested for the allocation of vacancies and administration of salaries. For instance, in the allocation of vacancies, a participant felt that employers should reserve jobs for people with disabilities. He said that: '…*they* (employers) *must consider job reservation for us; like in the olden apartheid days when job reservation was done for White employees to ensure their improved living conditions*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:75, 70:73).

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Other participants argued for equal salaries for comparable value of jobs performed by able-bodied and employees with disabilities (P4: Pilot Focus

Group Session – KZN – Physically Disabled 12072006.txt – 4:30, 116:117). In most cases, a participant observed that employees with disabilities are paid less than their able-bodied colleagues in similar jobs (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:58, 187:189). Decent salaries enable employees with disabilities to enjoy an economically active lifestyle. Enjoying an economically active lifestyle depends on income. Because people with disabilities need to maintain their lifestyles through adequate income (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:57, 183:187), employers should ensure that salaries are equitably administered to create a sense of fairness..

Participatory management practices

The participants regard participatory management practices as enabling employees with disabilities to attain workplace mobility. An analogy relating to the importance of participatory management was made with the sporting environment. In this analogy, a participant said: '*I think workplace mobility depends on the employer's outlook towards employees with disabilities. In the sports environment, the sporting fraternity believes in integration and involvement of sportsmen with disabilities to ensure success and competitiveness. In the same way that the sporting fraternity values its disabled sportsmen, employers must value their employees with disabilities*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:71, 74:79). The notion of involvement is thus essential for employees with disabilities because they '*also have choices to make in life …*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:45, 164:166).. This need for involvement in decision-making creates a willingness and ability among employees with disabilities to exercise life choices.

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Performance management and development

In order to monitor the attainment of workplace mobility by employees with disabilities, employers '*must … set punitive and corrective measures to rectify any deviation from performance standards and enable access to education and training opportunities*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:38, 137:140). To recognize high performing employees with disabilities, employers should ensure the availability of career paths. Career paths are important for employees with disabilities because they '*anticipate that through hard work* [on contracted standards of performance, they] *will achieve upward mobility in organisations*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:37, 135:137). The availability of career paths energizes these workers to work hard and creates a willingness and ability among employees with disabilities to achieve upward mobility in the workplace. This sense of energy stems from the fact that employees with disabilities tend to believe that '*the higher, the better for* [them]' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:62, 163:164).

5.4.3 Inhibitors of workplace mobility

From the participants' responses to the question relating to the inhibitors of workplace mobility, three themes emerged, namely adverse economic conditions, a negative self-concept and workplace prejudice.

5.4.3.1 *Adverse economic conditions*

Adverse economic conditions emanate from the negative impact of a high unemployment rate among people with disabilities and dependence on disability grants among people with disabilities.

Unemployment rate

One participant argued that unemployment has a negative impact on people with disabilities, pointing out '*that high unemployment rates in the country contribute negatively towards employees with disabilities gaining access to job opportunities, their competitive contributions and related outputs*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:57, 190:193).

Impact of disability grants

In respect of the impact of disability grants, participants indicated that such grants can act as disincentives for working, with negative social implications, on people with disabilities. With regard to work disincentives, one participant argued that the disability grants create a culture of entitlement among people with disabilities resulting in '*some claims of disability grants* [being] *made fraudulently*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:16, 75:76). This culture of entitlement also engenders '*a problem of complacency*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:37, 128:129), and '*a lot of apathy*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:63, 123:125).

Apart from apathy and complacency as personal consequences in people with disabilities, disability grants can also have some social implications evident in '*people with disabilities … often* [being] *subjected to a lot of abuse by able-bodied people; some are also subjected to a lot of pressure from their families to submit claims for disability grants. You see, for some families disability grants are a means for survival*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:18, 83:87).

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5.4.3.2 *Negative self-concept*

The negative self-concept among people with disabilities emanates from apathy and complacency (as explained in Section 5.4.3.1 under disability grants), the absence of career paths for employees with disabilities, a lack of positive self-image, overprotective families and a poor educational and experience base.

Lack of career paths

The lack of career paths creates a 'sticky floor phenomenon' for employees with disabilities. According to a participant, '*the sticky floor phenomenon* [is a result of a] *lack of proper career pathing for* [employees with disabilities, leaving them] …*stuck at the bottom of an organisational ladder*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:44, 160:164). The sticky floor phenomenon happens either '*because employers do not provide opportunities for career advancement to us*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:17, 68:70) or because employers '*put big obstacles in our way*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:26, 96:98).

Lack of positive self-image

A lack of a positive self-image results from the fact that '*a lot of employees with disabilities are scared to go out*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:35, 125:126). This fear of the unknown is compounded by families being overprotective and overly supportive of their members with disabilities. According to a participant, '*family sometimes hinders workplace mobility of employees with disabilities by being overprotective and overly supportive to them. Because of inaccessible transport, stereotypes in the community regarding disability, the family would rather have their member at home*

than in the public arena' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:39, 143:147).

Overly supportive families create a culture among people with disabilities in which they '*get used to everything being done for* [them] *that when our job applications are unsuccessful* [they] *give up hope*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:41, 135:137). In summarising the inhibitory nature of the lack of a positive self-image, a participant said that '*a lack of positive self-image and not knowing your rights* [to confront the social implications of being overly supported] *also inhibit mobility*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:39, 130:131).

Poor educational and experience base

Other participants attributed the inability by employees to attain workplace mobility to a poor knowledge and educational base. For instance, a participant said that a '*lack of knowledge or education is also an inhibiting factor for employees with disabilities*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:36, 126:128). Moreover, poor knowledge and education backgrounds often emanate from generally inaccessible facilities. For instance, a participant commented on the '*lack of accessible education and knowledge that we are often confronted with*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:21, 94:95). The absence of career pathing, compounded by a poor educational background, seems to create conditions that promote employee turnover (exits). Confirming this exit tendency, a participant said that a '*lack of career pathing and poor educational background limit opportunities for workplace mobility. As a result, people leave their employers in hope of better conditions elsewhere*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:61, 192:194).

5.4.3.3 Workplace prejudice

Workplace prejudice is a function of tokenism, employer ignorance, stereotyping and stigmatisation and unfair discrimination.

Tokenism

In the interests of achieving employment equity targets, employers tend to appoint people with disabilities as tokens. A participant observed that '*in most cases, employers treat disability as a Black and White issue and they often use us as tokens; window-dressers because we do not always have the necessary skills and qualifications; it becomes an issue of meeting the 2% equity targets*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:35, 129:132). Therefore, employers '*only think about us when there are equity targets to be met*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:78, 92:93).

Employer ignorance

Employer ignorance is another component of workplace prejudice evident in the inability of employers to find alternative solutions to enable employees with disabilities to contribute their capabilities because of a fear of related costs. A participant has '*found that employers are often scared of the financial obligation to provide reasonable accommodation …mainly due to their lack of knowledge and exposure to disability issues*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:24, 102:105). This fear and the lack '*of knowledge and exposure to disability issues …* [prevent employers from] *finding alternative solutions to enable capabilities and initiative of employees with disabilities to be unleashed.* [Employers also fail to realise that] *once capabilities and initiative are unleashed, employees with disabilities will develop confidence*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:25, 104:109). Therefore, employer ignorance has negative consequences for both

individuals (poor self-confidence) and organisational effectiveness (decreased productivity).

Stereotyping and stigmatisation

As indicated in the discussion of a negative self-concept in Section 5.3.3.2, stereotyping is the reason for families overprotecting and over-supporting their members with disabilities (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:39, 143:147). Stereotyping creates a workplace climate of 'us and them' as indicated by a participant who mentioned that '*the "us and them" attitude … make*[s the] *able-bodied … prejudiced against us*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:80, 139:140). Because of the 'us and them' attitude, employees with disabilities are often stigmatised. A participant observed that '*stigmatisation is always the first thing that we are confronted with in the community*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:67, 91:92).

Unfair discrimination

The experience of participants with employment decision-making processes has been one of unfair discrimination. This manifests either in employers' invoking covert or in overt discriminatory practices in the workplace. Employers may invite candidates with disabilities to interviews while the employers already have '*a particular person in mind*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:77, 86:88), thereby covertly discriminating against others (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:52, 165:166).

Overtly, employers discriminate against people with disabilities by using criteria unrelated to the inherent job requirements. For instance, employers '*would always put a need for special vehicles as a reason for not employing us, without due regard to the fact that there are no driving schools for disabled people which makes it difficult to obtain drivers'*

licenses' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:79, 93:96). Also, according to another participant, '*employers tend to look at age and think that we are not good enough to apply for senior positions; they do not trust our abilities*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:68, 180:182).

5.4.4 Achieving the goals of the pilot phase

As indicated in Section 4.7.1.3(i)(d), the goals of the pilot phase were three-fold, namely to determine the understanding of the terminology by participants, to ascertain the length of time required to obtain rich and meaningful data and to refine the questions used in the interview guide.

5.4.4.1 Determining the understanding of the terminology by participants

I circulated the interview schedule to project coordinators at QASA (P7: Re Interview scheduleScanned.txt – 7:1, 23:26) to determine their understanding of the concepts. I subsequently received proposals to amend the concept workplace mobility to '*successful gainful employment and career advancement*' (P1: ANNEXURE A Doctorate research instrument.txt – 1:1, 52:53). Because of the suggestion to amend the concept from workplace mobility to successful gainful employment and career advancement, the proposed concept was tested in a pilot phase. The results indicated that successful gainful employment and career advancement were associated with '*self-belief; knowledge of what one can and cannot do and family support*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:62, 198:199). Because of this limited focus, the proposed concept was discarded and in its place workplace-effective mobility was introduced for the main study sessions. The fact that participants were able to define the concept implies that concept clarity was thus achieved.

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5.4.4.2   Interview schedule – duration

The duration of the focus group interviews was confirmed as one and a half hours: '*I note that our discussions lasted for one and a half hours, from 10:00 until 11:30, and I will use this to determine the duration of the main study focus group interviews sessions*' (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:64, 207:209).

5.4.4.3   Refinement of the interview schedule

With regard to refining the interview schedule, I found that some questions were duplicated and had to be amended. For example: '*How do factors such as income, occupational status, career advancement, turnover, education, physical mobility, severity of disease, coping styles, social support, personality characteristics, technology, culture, training, social integration, assistive devices and self-concept contribute to workplace mobility? Interviewee: We have already mentioned some of these factors*' (P4: Pilot Focus Group Session – KZN – Physically Disabled 12072006.txt – 4:43, 155:160).

The goals of the pilot phase of the study (determining concept clarity, ascertaining the duration of focus group interviews, and the refinement of the interview schedule) were achieved (P3: Pilot Focus Group Session – Gauteng – Physically Disabled 09092006.txt – 3:6, 29:32).

5.4.5 Conclusion

Although the goals of the pilot phase set out in Section 5.4.4 were achieved, more information was obtained pertaining to definition of the concept, enablers and inhibitors thereof. Because this study also sought to compile a theoretical framework of the phenomenon, I decided to use themes (positive self-concept, positive sense of independence, self-efficacy, sense of coherence and workplace accessibility) that emerged from the pilot phase in the main study to establish theoretical saturation

on the concepts. The identification of criteria from these themes was deferred until the main study interviews had been concluded.

5.5   RESULTS FROM THE MAIN STUDY PARTICIPANTS

As indicated in Section 5.4.5, the pilot phase themes were retained to establish theoretical saturation in preparation for the compilation of a theoretical model of workplace-effective mobility. This section therefore discusses the results obtained in the process of establishing theoretical saturation of the data.

5.5.1   Definition of workplace-effective mobility

Participants in the main study defined workplace-effective mobility as the willingness and ability to work hard and maintain an achievement orientation in the workplace. Achievement orientation begins with goal-setting behaviour. In this context, a participant defined workplace-effective mobility as '*the ability to achieve one's goals in a motivated, eager way and never giving up hope*' (P9: KZN – APD – Physically Disabled.txt – 9:6, 73:75). However, employees with disabilities need to be granted opportunities to achieve set goals in the workplace. As one participant indicated: '*[W]orkplace-effective mobility depends on employees with disabilities and …being given a chance … to prove themselves that they also can do it in the workplace. Also, they should be able to set goals and achieve them in the workplace…*' (P9: KZN – APD – Physically Disabled.txt – 9:10, 96:99).

Apart from being granted opportunities, employees with disabilities should also demonstrate self-motivation to achieve goals. Hence, a participant defined workplace-effective mobility as '*being able to have enough motivation in what you are doing, for instance. If you are doing work with passion, I think, other people will benefit from it as well*' (P4: Free State – Physically Disabled.txt – 4:143, 55:60). The definition of workplace-

effective mobility as an achievement orientation through self-motivation was regarded as essential by one participant '*because we have got a point to prove; I mean we have to fight to compete with able-bodied people so that you are not looked down upon. You have got to … hey it is fight*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:37, 204:206).

The speech-impaired participants defined workplace-effective mobility as the willingness and ability to achieve upward mobility in the workplace. For instance, as shelf-packers, participants expressed the willingness to '*work in other positions*' (P8: Gauteng – Speech Impaired experiences.txt – 8:10, 57:60) or '*to do other jobs in the store*' (P8: Gauteng – Speech Impaired experiences.txt – 8:35, 190:190). Doing or working in other jobs signifies workplace-effective mobility as doing a job with a view to attaining a promotion. In this regard, a participant shared his belief '*in doing a good job to earn a promotion*' (P8: Gauteng – Speech Impaired experiences.txt – 8:30, 173:173).

Other participants defined workplace-effective mobility on the basis of workplace accessibility, for example, saying: '*[F]or me workplace-effective mobility means access, but access should not only be defined around the provision of ramps*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:36, 131:133). Another participant agreed with this definition of workplace-effective mobility as workplace accessibility (P4: Free State – Physically Disabled.txt – 4:23, 95:95). Because of the importance of workplace accessibility in giving employees with disabilities a positive sense of independence, a partially sighted participant defined workplace-effective mobility as the ability to '*walk around each and every corner of that place where I stay, without any assistance*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:136, 35:41).

While they agreed with the notion of workplace-effective mobility as the willingness and ability to find work in the open labour market, make an effective contribution in the workplace and enjoy the benefits of an economically active lifestyle, Deaf participants added that such mobility depends on reliable communication (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:3, 41:41; P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:37, 215:216). The importance of communication is thus highlighted as an issue to ensure a positive self-concept for Deaf employees.

These diverse definitions of workplace-effective mobility have a number of points in common. Workplace-effective mobility is about the willingness and ability to find work in the open labour market (access to opportunities), make an effective contribution (achievement orientation) and enjoy the benefits of an economically active lifestyle (promotion and a sense of independence). For these reasons, the definition provided in the pilot phase of the study was retained for the study.

5.5.2 Enablers of workplace-effective mobility

Similar to participants in the pilot phase of the study, participants in the main focus group interviews identified a positive self-concept, self-efficacy, a sense of coherence, a positive sense of independence, workplace accessibility and workplace equity as enablers of workplace-effective mobility. Because the results of the pilot study were retained to establish theoretical saturation of the concepts in preparation for the development of a theoretical model, the pilot phase results are compared and contrasted with those in the main study phase to establish similarities and differences.

5.5.2.1 *Positive self-concept*

A positive self-concept relates to the personal attributes an employee with disabilities needs to attain workplace-effective mobility. These

attributes range from knowledge and experience to willingness and an ability to work in a team environment.

Willingness and ability to acquire job-related knowledge and experience

Whereas participants in the pilot phase only reflected on the importance of acquiring job-related knowledge and experience, participants in the main focus group sessions presented the context within which it happens. The willingness and ability to acquire job-related knowledge and experience was thus observed in the regrets that participants expressed about inaccessible training institutions and their comments about multi-skilling. With regard to inaccessible institutions, a participant commented that '*because training is so inaccessible, experience is very important*' for employees with disabilities to achieve workplace-effective mobility (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:101, 532:533).

Regarding experience, a participant mentioned that '*today employers are not looking for educated people. Very few of them are looking for people with higher education, but the rest of them look for skills and what employees with disabilities can do with their hands, you know*' (P9: KZN – APD – Physically Disabled.txt – 9:14, 127:130). It is thus necessary for employees with disabilities to get as much experience as they can (P4: Free State – Physically Disabled.txt – 4:64, 289:289) in order to be multi-skilled (P4: Free State – Physically Disabled.txt – 4:78, 332:335). A participant said that '*whilst I am regarded as disabled, I can do many things*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:149, 453:453). As an employee with disabilities, a participant mentioned that to be multi-skilled, '*you must not depend on other people, but you must learn some skills to be able to take yourself around every corner of your house even to do some things like tea. You should also be able to fetch water by yourself*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:101, 342:345).

To support the notion of being multi-skilled as an enabler of workplace-effective mobility, a participant said: '*I worked at a nursery school with little children and I have also taken care of two elderly people. I then made a Compact Disc (CD) from singing and yeah, that is about the story*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:35, 70:73). Being multi-skilled may be enhanced through employees with physical disabilities learning sign language for optimal service delivery to clients. For instance, a participant mentioned that '*we must not forget about the sign language to avoid chasing customers with disabilities away. In my workplace, if I am not there and a deaf person comes to apply for an Identity Document, they will just return … until I am back because all of them* [the other employees] *cannot communicate in sign language. I am not so good, but I always try my best to help*' (P4: Free State – Physically Disabled.txt – 4:111, 347:351).

Because of these positive experiences, a participant refuted the negative impact of inaccessible institutions on people with disabilities' acquisition of knowledge by saying that '*in some places it is easy* [to study]. *But you can cope if you want to; it will take you more time to acquire a relevant qualification, all you need is an opportunity to learn*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:87, 263:265). To embrace opportunities, however, an employee with disabilities must have a willingness to learn. In this regard, a participant mentioned that as a person with disabilities, '*nothing stops you from learning; it is a personal thing, it does not stop. It also depends on a person's willingness and how fast one is able to learn; for instance, being a disabled person with a BCom degree, you will obviously find work*' (P9: KZN – APD – Physically Disabled.txt – 9:16, 140:143). A participant concluded that attaining workplace-effective mobility '*is … about the knowledge, the knowledge that you* [an employee with disabilities] *have. Knowledge is important; knowledge of everything that an employee with disability needs to achieve workplace-effective mobility*' (P9: KZN – APD – Physically Disabled.txt – 9:15, 136:138).

Willingness and ability to assert one's human rights

Employees with disabilities must demonstrate their willingness and ability to assert their human rights in order to attain workplace-effective mobility. According to a participant, employees with disabilities may attain workplace-effective mobility when they '*have a thicker skin …* [and] *articulate* [their] *problems* [because] *if* [they] *keep quiet and do not do anything; nothing happens*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:26, 130:134). Therefore, '*you* [as an employee with disabilities] *have to push for everything to happen your way*' (P4: Free State – Physically Disabled.txt – 4:55, 247:247). Furthermore, employees with disabilities '*should be willing to confront the situation as it arises*' (P4: Free State – Physically Disabled.txt – 4:51, 225:226). According to a participant, as an employee with disabilities '*you need to be a fighter to go out there to reality and, yeah, no matter what challenges there are, you wake up to them every morning*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:39, 214:215).

Willingness and ability to communicate one's needs

The ability to articulate workplace problems (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:26, 130:134) implies that employees with disabilities must be willing and able to communicate their needs in the workplace. Because communication is very important (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:95, 490:491), employees with disabilities '*must be able to convey* [their] *idea*[s]' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:19, 110:113).

Willingness and ability to determine own career path

Unlike his pilot phase counterparts, a participant demonstrated a willingness and ability to determine his own career path by saying that he wants '*to learn other jobs*' in order to attain workplace-effective mobility (P8: Gauteng – Speech Impaired experiences.txt – 8:47, 65:65).

Willingness and ability to maintain a positive self-concept

Because in terms of workplace-effective mobility '*it depends on you as a person how you are treated*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:109, 588:590), employees with disabilities must be willing and able to maintain a positive self-concept in the company of colleagues by being assertive in the workplace.

Willingness and ability to maintain self-confidence

A positive self-concept depends on employees with disabilities' accepting their disability status, which indicates a willingness and ability to maintain self-confidence. In this context, a participant said that, as a person with disabilities, it is important that you '*accept yourself the way you are; you should not be someone else*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:104, 359:360). Another participant mentioned that for employees with disabilities to attain workplace-effective mobility, they must realise that '*it is always important that it must start with you accepting your disability; not for others to accept it on your behalf. First start with you*' (P4: Free State – Physically Disabled.txt – 4:42, 189:190).

After accepting their disability status, employees with disabilities become '*confident and show that "I can do this". Tell what you can do*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:92, 459:460). This show of confidence requires that employees with disabilities must be honest and open about their limitations (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:45, 208:209) and about their abilities, what they can and cannot do to and for themselves and other people (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:25, 136:138). Having weighed personal abilities and limitations, an employee with disabilities should find alternative ways of behaving in the workplace (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:40, 190:192).

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Willingness and ability to work in a team

With regard to team work, participants shared some of their negative experiences and concluded that there are various benefits for employees with disabilities in working in a team. For instance, a participant mentioned that '*the other thing is that I am working in the call centre; I will also say that people must be happy. The people working there must understand each other. There is currently no teamwork in the call centre. There are six of us working there and we do not understand each other. So, I think teamwork is very, very important for effectiveness in the workplace*' (P4: Free State – Physically Disabled.txt – 4:24, 96:101).

The benefit of workplace effectiveness derives from employees with disabilities' getting and sharing different ideas (P4: Free State – Physically Disabled.txt – 4:85, 380:382), whether in smaller or bigger teams (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:17, 100:104). The sharing of information by employees with disabilities in teams enables them to obtain clarity about their role and to '*change the way people relate to each other*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:17, 100:104), thereby building effective teams (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:64, 339:343). Building effective teams may enable organisations to '*push … productivity up so that* [organisations] *can make more money*' (P9: KZN – APD – Physically Disabled.txt – 9:62, 316:319).

In order to work in a team environment, participants mentioned that it is important for employees with disabilities to develop '*social competence*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:15, 95:96), including '*emotional intelligence*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:16, 98:98). Such social competence necessitates that employees with disabilities should take colleagues into their confidence (P3: Free State – Focus Group with the Blind 122008.txt – 3:76, 231:231). According to a participant, social competence '*is important … to build interpersonal*

relationships with … non-disabled work colleagues' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:13, 85:86). Emotional intelligence requires that employees with disabilities transcend anger in their service to clients. According to a participant, '*when* [he] *works with customers,* [he] *does not get angry;* [he] *gives them good service.* [He] *always smiles at them. Whenever* [he] *meets a problem,* [he] *consults with* [his] *supervisor*' (P8: Gauteng – Speech Impaired experiences.txt – 8:22, 106:108).

5.5.2.2   Self-efficacy

As indicated in Section 5.4.2.2, self-efficacy relates to the achievement orientation and self-motivation required by employees with disabilities to find work in the open labour market and achieve success.

Willingness and ability to find work in the open labour market

Experience makes it easy for employees with disabilities to find work, as one participant indicated: '*[T]he practical experiences of that work on offer* [is important]*; because when you do not have the qualifications you learn while working*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:102, 533:535). Experience may also include multi-tasking.

Willingness and ability to adjust to changing working environment

Because institutions of learning are often inaccessible to employees with disabilities, a participant indicated that '*for one to obtain an education, you must be extra adaptable*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:68, 268:269). Being extra adaptable indicates a willingness and ability to adjust to changing environments. In the Deaf community, such willingness and ability requires that '*the deaf person would … show that the culture of the deaf person is different. The deaf person* [should thus] *be willing to adapt to the new culture, because there are*

differences' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:93, 476:478).

Willingness and ability to change cultural responses to disability in order to achieve success

It is underscored by hard work and perseverance that employees with disabilities need to prove their worth in organisations. According to a participant, hard work '*always starts with you. You should not be afraid of challenges and you need to be strong inside. A sense of "I will do it"*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:44, 171:173). Perseverance was alluded to by a participant in his response that '*when at work, you cannot be angry with customers; you have to persevere*' (P8: Gauteng – Speech Impaired experiences.txt – 8:18, 88:89). Also, employees with disabilities '*must not give up, meaning that they must always try and work harder*' (P9: KZN – APD – Physically Disabled.txt – 9:7, 78:79). Perseverance also includes '*showing that you can also do it, when people think that you cannot do it*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:24, 128:131).

In team environments, employees with disabilities are always keen to '*create an image for* [them]*selves*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:70, 74:76) and hope that '*colleagues* [will]…*spread the word about what* [they] *are able to do*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:14, 86:89). In this way, employees with disabilities develop a willingness and ability to change cultural responses to disability in order to achieve success. This willingness and ability is also demonstrated '*when a person demonstrates his own creativity* [so that] *people realise that* [he] *does not wait to be given work but … provides work for himself*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:30, 152:154).

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Willingness and ability to achieve upward mobility in the workplace

A precondition for employees with disabilities to demonstrate a willingness and ability to achieve upward mobility in the workplace seems to be productive jobs and self-determination. According to a participant, '*the job provided must be productive and allow for an opportunity to climb up the corporate ladder*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:39, 147:149). Regarding self-determination, a participant mentioned that '*it is an individual's self-determination to know where your things always are so that you can be productive at work and ultimately and hopefully get a promotion*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:44, 95:97).

Willingness and ability to assume a productive role

Similar to the pilot phase participants, participants in this phase associated the willingness and ability to assume a productive role with self-motivation. A participant therefore defined the workplace-effective mobility of employees with disabilities as related to their '*eagerness; willingness and motivation, including self-motivation*' (P9: KZN – APD – Physically Disabled.txt – 9:49, 335:335). In these concepts, a 'can do' attitude is evident. A 'can do' attitude enables employees with disabilities to take initiatives as observed in a participant's remark that '*usually, when a person demonstrates his own creativity, people realise that this person does not wait to be given work but he provides work for himself*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:30, 152:154). As the responses of some pilot participants also suggested, workplace-effective mobility for employees with disabilities is about enhancing their self-image.

Orientation and induction programmes may also enhance the willingness and ability among employees with disabilities to assume a productive role. According to a participant, assuming a productive role begins with an understanding of '*the company's vision and mission in order to*

assume more responsibility at work' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:50, 185:187). The value of orientation and induction should thus not be under-estimated in ensuring that employees with disabilities understand a company's vision and mission.

Willingness and ability to work hard and maintain an achievement orientation in the workplace

An achievement orientation was summarised by a participant who said that '*without determination, ambition, hard work … I do not think one will be able to achieve workplace-effective mobility*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:48, 179:182). In this statement, several components of achievement orientation are observable: a determination would include hard work and goal-setting behaviour (including ambition). Determination represents the willingness and ability of employees with disabilities to work hard and maintain an achievement orientation in the workplace. Tracking her journey to upward occupational mobility a participant mentioned that '*what helped me to grow is that from the start I always did my best; I really tried to be a hard worker and whenever I had to hand something in, it must be to the best of my abilities*' (P4: Free State – Physically Disabled.txt – 4:62, 284:286). This anecdote implies hard work. Employees with disabilities should not only work hard but should demonstrate diligence as well. According to a participant, '*doing his job diligently is the only thing that will earn him workplace-effective mobility*' (P8: Gauteng – Speech Impaired experiences.txt – 8:33, 186:188).

Goal-setting behaviour was evident in a participant's response that '*being able to plan is very important because if you meet various obstacles, it is important not to wait for other people to get those obstacles out of the way for you, but to make a plan yourself*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:21, 121:123). Such goal-setting behaviour

may be enabled when employers involve their employees with disabilities in the organisational planning activities. To demonstrate the importance of involving employees with disabilities in the various planning stages, a participant said that he '*had a manager who worked with him. He was a hearing person and the two of* [them] *constantly worked together doing the planning for the layout of the mine. So, it is very important because it makes you feel that you are really contributing a lot*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:74, 393:396).

Willingness and ability to make an effective contribution

As in the case of assuming a productive role in the workplace, the willingness and ability to make an effective contribution starts with self-motivation and culminates in the purposeful employment of employees with disabilities. With regard to self-motivation, a participant mentioned that '*self-motivation is important for workplace-effective mobility*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:45, 173:174). It ranges from employees with disabilities who show commitment towards their work (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:46, 175:177) to sheer hard work (P3: Free State – Focus Group with the Blind 122008.txt – 3:94, 309:309) and self-confidence (P4: Free State – Physically Disabled.txt – 4:102, 472:480). Further manifestations of self-motivation are visible when employees with disabilities show an eagerness and a willingness to do their job (P9: KZN – APD – Physically Disabled.txt – 9:26, 210:211) and signs of being purpose-driven (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:20, 120:120), as well as being able to take initiative (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:34, 169:169).

In demonstrating commitment, participants mentioned that '*with regards to other disabilities; deaf people are very much focused whereas physically disabled and blind people are not*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:125, 649:650). Such commitment manifests in '*deaf people work*[ing] *pretty faster* [because] *… there is no*

one you can chat with and so, you just work faster, undistracted amidst all that happens around you' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:130, 702:705). It is interesting to note that the willingness and ability to make an effective contribution depends on the quality of the rehabilitation programme (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:43, 232:233) and job readiness training (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:8, 63:63).

Willingness and ability to maintain a positive sense of purpose in the community

In teams, employees with disabilities also tend to develop willingness and the abilities required to maintain a positive sense of purpose in the community. Such abilities manifest when employees with disabilities are able to achieve a sense of independence and use their income to '*buy things like a house, a car and also be able to pay accounts, as well as have a family*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:38, 142:147). Another manifestation of the willingness and an ability to maintain a sense of purpose in the community was evident in a participant's statement relating to whether Deafness is a disability. He said: '*[M]y father is deaf and owns a business but, because of the government tendering requirements, e.g. the Black Economic Empowerment percentage – 20% African, 30% blind, etc and that my father needs the business, he has said he is disabled. Otherwise he would be stranded for business opportunities. He is using the word "disabled" to get tenders from government*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:125, 439:444).

Lastly, it would be pointless to possess talents that an employee with disabilities may not use. One participant emphasised this: '*[I]t does not help to have abilities and talents but you do not know what to do with them. You have to look and identify what you can do with your talents in*

the community' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:126, 476:478).

Willingness and ability to maintain a positive work ethic

Willingness and ability to maintain a positive work ethic was observed in responses alluding to time-keeping behaviour, proper conduct and dress code. For instance, a participant mentioned that '*as first impressions last for employers, one needs to arrive on time for work and must always have a presentable dress code*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:49, 183:185). Proper conduct was evident in a participant's remark that '*how you conduct yourself in the workplace or at home or anywhere else where you live; that is also very important*' (P9: KZN – APD – Physically Disabled.txt – 9:17, 147:149).

Willingness and ability to transcend constraints and gain membership of an occupational class

Perseverance represents the willingness and ability to transcend constraints and gain membership of an occupational class. It was evident in the fact that employees with disabilities face up to challenges every day. According to a participant, '*no matter what challenges there are, you wake up to them every morning*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:69, 214:215). The notion of waking up to challenges reflects workplace adaptability which employees with disabilities require to achieve workplace performance. According to a Deaf participant, '*it is vitally important to memorise everything because when you memorise where things are, you will not forget it; you will be able to adapt very quickly to the workplace*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:55, 154:156).

Goal-setting behaviour also helps employees with disabilities to transcend constraints and gain membership of an occupational class (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:21, 121:123).

5.5.2.3   Sense of coherence

As mentioned in Section 5.4.2.3, a sense of coherence is associated with the coping resources an employee with disabilities needs to attain workplace-effective mobility.

Willingness and ability to cope with work demands

For employees with disabilities to attain workplace-effective mobility, it is important for them to develop '*the ability to cope with the job*' (P9: KZN – APD – Physically Disabled.txt – 9:30, 212:213). Participants argued that if an employee with disabilities cannot cope with his or her work demands, he or she must not be employed. According to a participant '*we must be able to cope with the workload. If you cannot cope, then yeah you should not be employed*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:11, 70:73).

In this context, participants identified the importance of social support in team work (including support groups), management support, family support and support from trade unions as coping resources for employees with disabilities. In the context of rehabilitation, participants shared the importance of support groups in enabling people with disabilities to carry on with their lives. A participant mentioned that '*support groups are terribly important for disabled people*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:46, 244:245). Another participant emphasised the enabling value of support groups by saying that '*you see if there are people out there to support the disabled people to do the training and teaching them, I think disabled people will also be*

able to learn and to carry on living' (P9: KZN – APD – Physically Disabled.txt – 9:12, 112:114).

In the same vein, a participant highlighted that '*family support is also very important*' (P9: KZN – APD – Physically Disabled.txt – 9:8, 83:83). However, in reciprocating this support, '*employees with disabilities … feel responsible for their families and always need to prove themselves in order to achieve a sense of mobility in the workplace*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:90, 222:224). Feeling responsible for their families, employees with disabilities show the willingness and ability to change cultural responses to disability in order to achieve success.

Regarding management support, participants indicated that such support enables employees with disabilities to resolve work-related problems (P4: Free State – Physically Disabled.txt – 4:48, 215:217). Also, management can support employees with disabilities by institutionalising a buddy system in the workplace, particularly as a safety mechanism. Illustrating the importance of a buddy system, a Deaf participant said: '*[Y]ou know there can be a fire in the workplace and we as deaf people will not even know about it. We will see people running around but not knowing why. So, they must be sensitive when employing us; maybe they can help us to have a buddy who can look after us during these times*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:77, 404:408).

With regard to trade union support, a participant shared her 'uninformed' experience and equally emphasised the value of trade union affiliation by saying: '*I have always heard that there is something called a union but it is not here for us. The hearing people subscribe to these; but we as deaf people or disabled people also have rights, which may need to be protected by the unions if we were allowed to affiliate to them; where we can go for protection if we have work-related problems or cases*' (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:111, 563:567).

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Willingness and ability to maintain a positive attitude towards life

Coping with work demands requires that employees with disabilities develop a willingness and ability to maintain a positive attitude towards life. To maintain a positive attitude towards life also requires that employees with disabilities adopt a militant attitude in life to mitigate the negative attitudes of society towards them. A participant explained the importance of this militant attitude as follows: *'I look at the life of a partially sighted person from a militaristic point of view, to be honest with you. Now, one of the principles of warfare is "never let the enemy pick the battle site"; that is a principle of warfare. So, now we cannot shoot guns or fly jet fighters, but what is our battlefield? The battlefield is our mindset. Now, what does this mean in the context of the warfare principle? Never allow negative attitudes against the blind to destroy you. They will always call you names, derogatory names; they will try everything possible to wear you down; that attacks your mind, which is the battle site'* (P3: Free State – Focus Group with the Blind 122008.txt – 3:118, 346:354).

Participants mentioned that the maintenance of a positive attitude towards life can be attained through spirituality (P4: Free State – Physically Disabled.txt – 4:46, 205:210) and willingness and ability to adapt to a different culture. With regard to spirituality, a participant felt that '*it really helps to be spiritual; I now belong to a cell group and whenever I go through a difficult time we pray together and afterwards I just feel lighter; it feels that I am not carrying the baggage on my own*' (P4: Free State – Physically Disabled.txt – 4:45, 201:203). Pertaining to a willingness and ability to adapt to a different culture, a participant said that '*the deaf person would need to show that the culture of the deaf person is different. The deaf person needs to be willing to adapt to the new culture, because there are differences*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:93, 476:478).

In the workplace, spirituality and being able to adapt to a different culture enhances the willingness and ability of employees with disabilities to cope with work demands. However, a willingness and ability to cope with work demands requires that employees with disabilities acknowledge their limitations (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:102, 547:549) and devise plans to overcome them. The need to devise plans is articulated in a participant's response that '*buggering your head against a barrier will not help; you have to find a way to get around it. … you keep going against an obstacle; but then you get someone else being appointed who can get around it*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:103, 550:552).

Achievement orientation also implies that employees with disabilities should be able to solve problems. Regarding problem-solving skills, a participant mentioned that such skills are important for employees with disabilities to attain workplace-effective mobility (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:22, 124:124). Therefore, in order to attain workplace-effective mobility, an employee with disabilities must '*always show a positive attitude towards life; believe in himself and have a personal dream*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:51, 187:189). Maintaining a positive attitude towards life is more important for employees with disabilities, '*instead of shaming themselves. Thanks to goodness you can also get somewhere in life*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:56, 282:284).

Willingness and ability to maintain a productive job fit

Maintaining a productive job fit makes it necessary for employers to implement orientation and induction programmes for their employees with disabilities. Such programmes are important for employees with disabilities to achieve a sense of place in the workplace. As a participant indicated, '*the first thing is that the blind person must know the structure of the factory or the workplace. He must also know where everything is*

situated and he must know the type of work a particular machine or equipment does. And that machine must always be there; they must not change or shift it. The blind person and the partially sighted do not have the same eye condition, you see. So, there must be structure or order in the workplace' (P3: Free State – Focus Group with the Blind 122008.txt – 3:45, 98:104). Therefore, information to do the job is essential (P4: Free State – Physically Disabled.txt – 4:71, 315:317).

Orientation and induction also enhance the willingness and ability of employees with disabilities to maintain a productive job fit. As a blind participant said: '[E]ven before you start work, you must be shown around the office and you should study where all things are situated so that you should not go around searching for things you need to do work' (P3: Free State – Focus Group with the Blind 122008.txt – 3:53, 142:145). Orientation and induction therefore help employees with disabilities 'to see what is happening in the store' (P8: Gauteng – Speech Impaired experiences.txt – 8:36, 192:193). In addition to orientation and induction, employees with disabilities must receive training into the position from the start 'in order to [make them] productive' (P4: Free State – Physically Disabled.txt – 4:70, 313:315).

Initial on-the-job training is also necessary to ensure that employees with disabilities maintain a productive job fit (P4: Free State – Physically Disabled.txt – 4:70,313:315). Such training, however, must 'not [be] watered down training' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:8, 63:63). Employers must also realise that 'when they first get into a job, deaf people start slow; they first need to understand and learn the environment; what does the employer expect of me? So, it starts slow and this could be very frustrating for the employer. But, as we learn to understand this new world of work; learn to be accommodated into the league of non-disabled people; two to three months will be enough for us to start rocketing' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:85, 427:432).

Also, employers should ensure that employees with disabilities understand their role in the workplace. According to a participant, '*it is not easy for us to come into the workplace and operate as normal people. Because we need to understand what to do and we need to fit in where we work. So, it is very important for an employer to see that we are in the right place, in the workplace*' (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:70, 383:387).

5.5.2.4 Workplace accessibility

Workplace accessibility relates to the measures that an employer needs to implement for employees with disabilities to be able to move freely and safely in the workplace and make an effective contribution.

Willingness and ability to move freely and safely in built areas

Participants regarded workplace accessibility as a mechanism through which workplace effectiveness could be achieved. For instance, a participant thought that '*for the workplace to be effective, the employer must make sure that it is fully accessible to employees with disabilities, not only for wheelchair users but also for the deaf and blind employees who might be there*' (P4: Free State – Physically Disabled.txt – 4:14, 61:64). This response reveals a willingness and ability to move freely and safely in built areas with minimal accidents (P3: Free State – Focus Group with the Blind 122008.txt – 3:114, 120:123).

The value of workplace accessibility as an enabler for workplace effectiveness stems from the view expressed aptly by one participant that '*if a person with disabilities is provided with a comfortable work environment, space, freedom to work independently and accessible toilet facilities, they will perform to the best of their abilities*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:105, 154:157). Therefore, workplace accessibility implies that '*employers must also*

minimise environmental risks for the disabled employees' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:62, 291:292).

In order to ensure workplace accessibility, employers may implement reasonable accommodation measures. Therefore, a participant defined workplace-effective mobility to '*include other things such as reasonable accommodation, e.g. equipment, access to information, better facilities, positioning of working tools like fax machines, chairs, tables, notice boards and white boards for presentations at an appropriate level to ensure productivity, comfort and freedom of movement in the working space*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:104, 133:139).

According to a participant, prior to implementing reasonable accommodation measures, '*the employer must look at specific needs of employees with disabilities in the workplace, e.g. if a person is using a wheelchair the tables must be high enough for the wheelchair to fit underneath*' (P4: Free State – Physically Disabled.txt – 4:15, 64:67). Looking at the specific needs of employees with disabilities will ensure that employers '*understand* [their] *special needs and accommodate them*' in the workplace (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:59, 288:289) to enable effective performance.

Also, employers may redesign office space, facilitate rehabilitation, and implement alternative time arrangements to allow comfortable movement and performance of employees with disabilities. With regard to redesigning office spaces, participants emphasised sufficient lighting for the Deaf to enable lip reading (P3: Free State – Focus Group with the Blind 122008.txt – 3:92, 295:300), and the provision of ramps or rails to enable access into building (P3: Free State – Focus Group with the Blind 122008.txt – 3:106, 368:375). For Deaf employees, office redesign also includes the provision of visual materials to enable lip reading (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:103, 541:542).

Reasonable accommodation measures may also involve employee assistance programmes to ensure employee health and wellness (P4: Free State – Physically Disabled.txt – 4:130, 218:222), and consideration of alternative work arrangements such as flexi-time to minimise the impact of inaccessible transportation on the work etiquette of employees with disabilities (P4: Free State – Physically Disabled.txt – 4:128, 167:169) and the provision of light work to enable the self-growth of employees with disabilities (P9: KZN – APD – Physically Disabled.txt – 9:11, 102:104). Instead of dismissing employees with disabilities, employers should focus on rehabilitation as a measure to ensure the best possible fit between individual skills and the job's requirements. According to a participant, employers must '*re-employ* [employees with disabilities] *and see to it that we fit in the workplace because we have very, very good skills'* (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:144, 390:393).

Willingness and ability to change places of residence to achieve success

Other participants appreciated the fact that employees with disabilities may need to be willing and able to change places of residence to achieve physical accessibility and workplace success (improved work ethic). However, the decision to change places of residence depends on reasonability of income (P9: KZN – APD – Physically Disabled.txt – 9:55, 267:273) and perceived social support in the new place (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:69, 357:361).

Willingness and ability to operate and care for assistive devices

With regard to assistive devices, participants highlighted the importance of equipment that enables and enhances the performance of employees with disabilities (P3: Free State – Focus Group with the Blind 122008.txt – 3:127, 131:134; P4: Free State – Physically Disabled.txt – 4:96, 437:438) and workplace accessibility (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:52,

270:272). According to a participant, '*if a person with disabilities is working on higher floors, a kind of access facility should be provided; and if equipments exist, it is just a matter of having it on hand and learning how to use it. A person should be able to go in and out of buildings without a hassle. In other words, if one wants to go out of the building quickly, you do not have to phone security and it takes them ten minutes to get there through a security door*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:8, 53:59). In this context, another participant commended his employer, and gave an example of a time he worked for a cellular phone company (Cell C) and felt that he '*was a little lucky that in a matter of a week a ramp was thrown up.* [He] *was given a remote control to access the buildings*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:23, 118:120). Also, '*for people with sight problems moving around should be easy; places that are dangerous must be clearly marked out*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:78, 414:415).

Assistive devices therefore range from access devices to JAWS (a kind of computer software), Braille and a diary (to aid memory) for the blind (P3: Free State – Focus Group with the Blind 122008.txt – 3:93, 300:306), to '*e-mails for* [the] *Deaf as* [it is] *very effective and* [an] *easier tool to use to avoid misunderstandings*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:12, 82:84). Also, the Deaf employees need sign language interpreters (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:41, 197:201) and hearing aids (for the hard of hearing) (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:89, 469:469). Visual presentation of material is also very useful for Deaf employees. For instance, '*if someone is making a presentation, ask them to have a PowerPoint presentation because we cannot hear people that come up to speak*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:74, 399:400). Another example of a visual presentation of material was articulated by a participant as follows: '*[T]echnology in our Church* [is designed in such a way that] *the Reverend has a platform in front of him and a piece of*

paper behind him. This is very visual, strongly visual' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:142, 415:417).

While assistive devices (P3: Free State – Focus Group with the Blind 122008.txt – 3:9, 27:28; P4: Free State – Physically Disabled.txt – 4:16, 67:69; P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:12, 82:84; P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:74, 399:400) would enable workplace accessibility and effective job performance (P4: Free State – Physically Disabled.txt – 4:75, 326:327), participants said that employees with disabilities must develop a willingness and the ability to operate and care for such devices. For instance, a blind participant said: '*I have learnt that the ability to operate and use work equipments, helps*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:77, 240:240). Another blind participant mentioned that '*taking good care of working equipment and working hard are of paramount importance for effective workplace mobility*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:79, 243:245).

Willingness and ability to travel from home to work

As an alternative to changing their places of residence, participants may develop a willingness and ability to travel from home to work in order to achieve workplace accessibility, if the transport facilities are suitable and do not cause excessive fatigue (P9: KZN – APD – Physically Disabled.txt – 9:43, 293:295).

Willingness and ability to adhere to workplace safety and health standards

Participants also indicated that employees with disabilities should develop the willingness and ability to adhere to workplace safety and health standards in order to achieve physical accessibility. In this regard, the blind participants emphasised the importance of knowing the structure of the workplace and of positioning work tools to avoid accidents (P3: Free State – Focus Group with the Blind 122008.txt – 3:45, 98:104;

P3: Free State – Focus Group with the Blind 122008.txt – 3:114, 120:123). Also, blind participants mentioned that they must '*ensure* [a] *hygienic work environment … to maintain a good state of health*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:80, 245:246).

5.5.2.5   *Positive sense of independence*

According to participants, a positive sense of independence is comprised of two sub-themes, namely a willingness and the ability to exercise life choices and a willingness and the ability to enjoy an economically active lifestyle. For participants with physical and sensory disabilities, exercising life choices depends on their accepting their disability status (P3: Free State – Focus Group with the Blind 122008.txt – 3:104, 359:360; P4: Free State – Physically Disabled.txt – 4:42, 189:190) in order to achieve a sense of independent functioning (P3: Free State – Focus Group with the Blind 122008.txt – 3:54, 145:150). For blind participants, '*independence is the first thing*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:99, 340:341). Similarly, Deaf employees like to '*work independently*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:38, 186:186).

The remunerative value of work assists employees with disabilities to maintain a reasonable lifestyle with disability. Therefore, income '*creates a sense of independence because one would use the salary to buy things like a house, a car and also be able to pay accounts, as well as have a family*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:92, 144:147). The Deaf participants use income as an indicator of a better quality of life. Because their salaries are generally lower than those of their able-bodied counterparts, they are often not able to afford basic things such as housing. In this regard, a participant mentioned: '*[I]t is a striking difference that you do not have a house but some people have houses'* (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:50, 240:242). Specifically, she mentioned that she does not have a house.

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5.5.2.6   *Workplace equity*

Workplace equity relates to measures that an employer should implement to affirm employees with disabilities in the workplace, thereby making them effective contributors. These measures range from suitable performance management systems to participatory management practices.

Performance management and development

As was found in the pilot phase, the participants in the main study highlighted the importance of performance management and development systems for organisational and employee effectiveness. Performance management systems clarify roles, enable recognition for performance and promote the possible career advancement of employees with disabilities. With regard to clarifying roles, a participant said: '*[A]nd when we have got something to do, make sure we understand your instructions; bring some performance guidelines for employees to know their assignments*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:79, 409:412). In their experience, participants observed that a failure to clarify roles results in misunderstanding and unfair disciplinary procedures. In this regard, a participant mentioned the following: '*[I]f the manager is also hearing and he perhaps gives instructions and I cannot get to it because there are too many clients to handle, some clients go and complain to the manageress and she thinks you are a poor performer or angry with clients; yep, yep, yep…*' (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:142, 261:264). In summary, therefore, a participant advised that '*clear instructions from both customers and supervisors help me to make a positive contribution in my work situation*' (P8: Gauteng – Speech Impaired experiences.txt – 8:51, 113:114).

In relation to recognition for their performance, a participant expressed the following need: '*[T]he employer must recognise the contributions that employees with disabilities make to the organisation*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:41, 152:154). This process of recognising performance requires that '*employers focus on the end product and not solely on qualifications. Yeah, qualifications are one of those necessary factors, but look at what is the output; what is the outcome of a person's work. It can be that a person without a qualification would provide a better quality of work than a person who has qualifications*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:63, 330:334).

In the event that employees with disabilities are not able to meet the set performance targets '*employers should also understand that it takes time for us to perform our allocated tasks. So, it is always helpful for employers to communicate and assess our performance regularly and provide us with feedback so that we can always improve on our shortcomings*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:67, 242:246). Feedback was regarded by participants as an opportunity to acknowledge and fix any mistakes (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:86, 432:435). Having provided performance feedback, an employer '*must send you on training so that you can be promoted; so that you can immediately do other functions*' (P4: Free State – Physically Disabled.txt – 4:20, 79:81) or provide '*career guidance for employees*' with disabilities (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:83, 422:422).

Career pathing was identified as an avenue through which the performance of employees with disabilities could be recognised. Therefore, '*another thing employers need to think about is that there must be a career path for an employee with disabilities*' (P4: Free State – Physically Disabled.txt – 4:18, 71:73).

Job readiness training

Because participants believed that workplace-effective mobility can be learnt over time (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:139, 470:471), employers were urged to provide opportunities for job readiness training to their employees with disabilities. The job readiness training may take the form of learnerships (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:70, 251:253) or study loans (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:72, 256:258) or even rehabilitation (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:44, 234:240). Participants indicated the value of job readiness training or rehabilitation in providing information relating to the job (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:44, 234:240) '*for more effectiveness*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:55, 276:279), commenting that they could '*better the quality of life because* [it prepares people with disabilities] *for life challenges*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:47, 246:249).

Job readiness training may also enable employees with disabilities to learn other jobs in order to achieve their career goals (P8: Gauteng – Speech Impaired experiences.txt – 8:47, 65:65). However, job readiness training or rehabilitation should be provided in the relevant fields of expertise (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:49, 258:261) and should preferably be '*provided on an equitable basis*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:54, 274:276). A conflict of views occurred between a participant and moderator relating to whether to integrate or segregate the job readiness training of employees with disabilities and that of other employees. The participant said that if such '*training* [is] *along hearing people, one learns more* [and therefore it must] *not be isolated type of training*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:136, 65:66). The moderator cautioned that integrated schooling is a European phenomenon which South Africa needs to steer away from and that we should rather maintain segregated

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schooling for the Deaf (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:143, 526:531).

Job readiness training may also include orientation and induction to ensure organisational effectiveness. While participants with physical disabilities mentioned this as initial training that will fast-track performance (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:55, 276:279), Deaf participants saw it as ensuring role clarity (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:79, 409:412). The speech-impaired saw orientation and induction as enabling them to attain job mobility (P8: Gauteng – Speech Impaired experiences.txt – 8:10, 57:60), while blind participants saw orientation and induction as creating opportunities for workplace awareness for safety reasons (P3: Free State – Focus Group with the Blind 122008.txt – 3:49, 119:126).

Sensitivity training and awareness

From what the participants in the main study said, it became evident that sensitivity training and awareness is the employer's responsibility aimed at '*improving* [able-bodied employees'] *understanding of the needs and challenges of their colleagues with disabilities*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:75, 264:267). Therefore, sensitivity training and awareness enable '*the building of good relationships between the disabled and able-bodied employees, thereby improving productivity in the workplace*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:76, 267:271). A positive spin-off of sensitivity training pertaining to productivity is that '*there can be something about status and* [a] *reputation boost for the company out of this investment*' (P4: Free State – Physically Disabled.txt – 4:98, 439:443).

Targeted recruitment

The role of media and disability organisations pertaining to the targeted recruitment of candidates with disabilities for employment in the workplace was also highlighted by the participants in the main study. Participants indicated that employers could use '*such media as radio to advertise their vacant positions*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:103, 262:264) or '*they could go to organisations for blind people and place their advertisements there*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:91 294:295).

A targeted recruitment approach enables candidates with disabilities to attain '*workplace-effective mobility and equal access to job opportunities* [which] *provide a better quality of life than relying on disability grants*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:91, 142:144). A targeted recruitment approach would thus enhance the willingness and ability of people with disabilities to find work in the open labour market.

Fairness and equity

Participants expressed a strong need to be treated fairly and equitably in the workplace. Such fair and equitable treatment could include support and assistance from colleagues (P3: Free State – Focus Group with the Blind 122008.txt – 3:130, 177:182). Of particular importance to employees with disabilities is salary parity – an equitable salary for jobs with a comparable worth (P4: Free State – Physically Disabled.txt – 4:68, 309:312) and equal treatment (P9: KZN – APD – Physically Disabled.txt – 9:46, 321:323). However, salary parity and equal treatment depend on the ability of an employee with disabilities to cope with the job. Therefore, a participant highlighted the notion that '*we should be treated the same because at the end of the day we receive the same salary and we must be able to cope with the workload. If you cannot cope, then, yeah, you should not be employed*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:11,

70:73). Also, fair and equitable treatment relates to the fact that '*for a deaf person to be in a hearing environment, it has to be accepted that their first language is sign language*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:38, 216:217).

Participatory management practices

Participants indicated that participatory management practices in the workplace enable employees with disabilities to attain workplace-effective mobility. Such practices include involving employees with disabilities in the planning stages of the organisation and in decision-making processes. Participants highlighted the value of involving employees with disabilities in organisational planning by saying that they '*will learn from the experience and will know where the company is headed*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:73, 389:392). Involving employees with disabilities in decision-making processes will enable organisations '*to achieve effectiveness*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:54, 200:204) because of the opportunities it creates for them to '*gain access to information*' that is necessary for effective job performance (P4: Free State – Physically Disabled.txt – 4:94, 435:436).

5.5.3 Inhibitors of workplace-effective mobility

Inhibitors of workplace-effective mobility that emerged from the data were accessibility issues, a negative self-concept, the high unemployment rate and workplace prejudice. These inhibitors are discussed below.

5.5.3.1 *Accessibility issues*

As in the pilot phase, participants in the main study indicated that inaccessible transportation inhibits the attainment of workplace-effective mobility by employees with disabilities (P4: Free State – Physically Disabled.txt

– 4:133, 162:164). Thus, a lack of '*transport to and from work negatively affects the ability of employees with disabilities to perform and employers need to recognise it as such*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:60, 225:227). Also, inaccessible transportation has a negative effect on the attendance schedule of employees with disabilities. For instance, '*it can happen that a person comes late for work because he uses inaccessible transport and then the person gets stressed because employers do not understand that it is not the person's fault that he or she is late for work*' (P4: Free State – Physically Disabled.txt – 4:134, 164:167). Furthermore, inaccessible transportation may have negative consequences on the mental and physical health of employees with disabilities. According to a participant, when '*travelling from home to work*, [an employee with disabilities must] *always think about who is going to pick* [them] *up, whether … a taxi or a bus. The bus may not be suitable and the travelling may be tiring*' (P9: KZN – APD – Physically Disabled.txt – 9:43, 293:295).

The acquisition of knowledge for the job has been found to be an important enabler of workplace-effective mobility by participants. However, the institutions of learning have often denied people with disabilities '*developmental opportunities … because of accessibility issues and not because of the capability of employees with disabilities*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:71, 253:256). The inaccessibility of institutions stems from the fact that '*there are schools for disabled but not universities, so it is very difficult to pursue educational qualifications that employers often look for as a criterion of suitability for employment and getting higher salaries. For one to obtain an education, you must be extra adaptable*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:51, 265:269). Because of the problem of segregated educational facilities, there is an argument in South Africa for integrated training and education. However, a participant commented that he did not think '*that in practice it would work because the spoken language of deaf people is not comparable to that of hearing people. So, practically, I do not know if it would be feasible*' (P23: Western

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Cape – Managerial Candidates – Deaf 122008.txt – 23:66, 350:354). Another participant tried to study graphic design in a college, but did not succeed in his studies because '*it is very inaccessible … [so now, he does] not have a qualification in graphic design*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:144, 324:328).

Also, workplaces are generally not accessible to employees with disabilities, with far-reaching consequences for organisational effectiveness and employee health. For instance, an '*inaccessible workplace also has a big influence; if you have to struggle to get to the toilet you get a lot of pressure and it can influence your productivity*' (P4: Free State – Physically Disabled.txt – 4:135, 169:171). Productivity is negatively affected because facilities are inaccessible and employees with disabilities have to go home for assistance (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:80, 96:101). An example of inaccessible workplaces was provided by the experiences of one participant, who said that the '*access mechanisms … are impractical for quad-paraplegics to use for access into front doors, because there is a little step there. Even getting into a building is difficult; from our vehicles you have to be offloaded onto the stoep because if you are offloaded onto the parking lot, you cannot access your workplace because there is a big step*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:21, 107:113).

5.5.3.2   *Negative self-concept*

Communication problems, a lack of self-motivation and negative attitudes are issues that participants indicated could have a negative impact on the self-concept of employees with disabilities to a point that they are inhibited from attaining workplace-effective mobility.

Communication problems

With regard to communication, a participant said that communication problems make it difficult for employees with disabilities to learn new jobs (P8: Gauteng – Speech Impaired experiences.txt – 8:12, 65:67) or employers to give work-related instructions. For instance, a participant mentioned that employees with disabilities '*are much more productive if everyone speaks the same language. As a manager, you will be frustrated because you cannot give assignments; you cannot assign work because you have communication problems*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:5, 45:48).

Communication problems do not only manifest in frustration for managers but also for employees with disabilities. A participant therefore indicated that communication problems are causing frustration for her (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:148, 293:297). Furthermore, communication problems tend to deprive employees with disabilities of opportunities to attain higher level positions. In this regard, a participant reported that for four years he '*worked at the South African Railways and obtained technical qualifications there'.* He '*told them that as a foreman, a deaf person would be able to do a lot of work; but they were afraid to put a deaf person in a lightsman position because of communication problems*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:152, 71:75).

Lack of self-motivation

An employee with disabilities could show a lack of self-motivation by '*not …trying hard enough to prove that he can do it; he may be too slack in his job*' (P9: KZN – APD – Physically Disabled.txt – 9:64, 93:94). Alternatively, employees without self-motivation may start '*feeling sorry for themselves and have absolutely no ambition of going anywhere in the world*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:87, 210:214). In this

context, therefore, employees with disabilities may experience a negative self-concept.

Negative attitudes

When employers doubt the abilities of employees with disabilities, these employees' self-confidence is adversely affected. In this regard, a participant said: '…*but one thing that always irritates me is people telling me you cannot do this or that. It just breaks down my self-confidence because then I believe I cannot do something and then I do it their way*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:39, 186:189). Not only does prejudice affect the self-confidence of employees with disabilities adversely, but it also '*means they are very much discriminated against; they are not given opportunities*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:145, 169:172). Furthermore, negative attitudes tend to relegate employees with disabilities to a worthless position (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:146, 273:275) in which they feel marginalised (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:43, 236:242).

5.5.3.3   *Unemployment rate*

The new democratic South Africa does not seem to address the exclusion of people with disabilities from paid employment effectively; they remain mostly unemployed. For instance, a participant lamented the fact that '*when the new South Africa opened up* [people with disabilities] *could not get jobs. Everybody is talking about things over there; but most people started getting out of jobs and* [they] *did not know what was going on. It made* [them] *feel bad; it made* [them] *feel unwelcomed*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:13, 110:113). Another participant mentioned that '*between 2003 – 2007 or thereabouts* [he] *found a job but* [the] *employers went bankrupt and thereafter* [he] *struggled to find another job*' (P24: Western Cape – Operational Employees –

Deaf 12 2008.txt – 24:21, 133:135). The high unemployment rate, therefore, serves as an inhibitor of workplace-effective mobility for people with disabilities.

5.5.3.4   *Workplace prejudice*

Workplace prejudice manifests in unfair discrimination, unfulfilled promises, and stereotyping and the stigmatisation of employees with disabilities.

Unfair discrimination

Some employers reportedly discriminate against people with disabilities by putting up signs stating: '*I do not hire disabled people'* (P3: Free State – Focus Group with the Blind 122008.txt – 3:69, 205:208). Also, employers tend to use disability and age (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:147, 290:291) to discriminate against candidates with disabilities. An example was provided when a participant got a call for interviews, but because he '*was blind,* [the potential employers] *said sorry, we cannot help you*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:119, 187:189). Job advertisements are also often not accessible to candidates with disabilities. In this regard a participant explained why blind people cannot find work: '*First of all, employers advertise jobs in newspapers and blind people cannot see the advertisements*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:90, 292:294).

When they are granted an opportunity to be included in paid employment, however, participants mentioned that employees with disabilities often do not receive equitable workloads. When allocating work, a participant has '*found that employers do not always distribute work 100% equitably. Because of perceived safety risks to employees with disabilities and in the interest of productivity, employers always give*

work to non-disabled employees, thereby preventing us from achieving workplace-effective mobility' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:109, 160:166). Also, employees with disabilities are not provided with resources to enable their effective performance. A participant observed that the '*lack of resources, e.g. equipment, finances, serves as an impediment to workplace-effective mobility*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:110, 199:200). A participant recollected a workplace experience '*when* [she] *was a switchboard operator* [and she] *was not allowed to have a speech computer or Braille machine to do typing work*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:134, 169:171). In the case of Deaf employees, a participant shared an experience that '*where hearing and deaf people work together, more attention tends to be given to hearing people; they receive more attention, more work, while deaf people are sidelined*' (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:145, 221:223).

The administration of salaries often does not adhere to parity principles. Also, salary administration does not take into account that employees with disabilities have acquired the necessary qualifications and skills for the job (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:53, 282:285). According to a participant, '*now if someone else has a qualification in graphic design, that person would be paid more than me even though my designs could be better*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:62, 328:330). As a result of these unfair salary differentials, the quality of life of employees with disabilities is adversely affected (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:49, 235:240). In the allocation of benefits, employers also tend to discriminate against employees with disabilities. For instance, a participant '*applied for a bursary last year, and* [the employers] *approved it. But they have not yet paid her tuition fees to the University of South Africa* [UNISA]' (P4: Free State – Physically Disabled.txt – 4:54, 237:241).

Furthermore, employees with disabilities experience a glass ceiling due to a lack of career development. For instance, a participant indicated that '*in the building industry; specifically, it is not easy to change the environment where you work* [because]*… in the building industry, building is what you do for a long time*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:39, 218:220). Such a lack of career progression is often contrary to employees' demonstrating excellence and commitment to their work. A participant explained that '*in an office environment, my friend, hearing people always abuse deaf people because deaf people work fast. They are not able to talk; they are not distracted by noise. So, it is important for employers to make sure that other people do not throw their work onto the deaf employees*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:128, 694:698). Because of a lack of career pathing for employees with disabilities, able-bodied employees tend to move up the organisational ladder more frequently and faster than their colleagues with disabilities (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:52, 276:281).

Additionally, employers do not always allow employees with disabilities freedom of association. As an example, a participant said: '*I wanted to go to the Department of Labour and I always wanted to belong to a union but I was warned that I will lose my job if I did that*' (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:113, 572:574).

Unfulfilled promises

Often, employers promise employees with disabilities that the employers will implement reasonable accommodation measures but then do not always deliver on those promises. One participant indicated that '*there were lots of promises made with regards to, you know, sorting out our disability needs in the workplace, but none has been met thus far*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:85, 115:117). For instance, a participant remembered that her employers '*promised to buy*

[her] *a computerized switchboard; until today* [she is] *still struggling.* [She has been] *working for three years in the department now but … still do*[es] *not have an e-mail address*' (P4: Free State – Physically Disabled.txt – 4:139, 252:254).

This situation where employers do not fulfil promises is aggravated by the 'blind-folded' compliance with employment equity legislation. With the advent of employment equity legislation, employers are '*just happy that they could employ disabled people to meet their equity targets.* [As a result and as an employee with disabilities] *you feel that you are not treated like an equal; you are like locked away. You see people at tea time conversing with one another as colleagues and yet as people with disabilities you are kept away and we feel that what we say is of no importance*' (P10: KZN – QuadParaAssociation – Physically Disabled.txt – 10:89, 80:84). Even the disabilities are treated as the same by employers despite the fact that employees '*differ in* [their] *disabilities* (P4: Free State – Physically Disabled.txt – 4:138, 135:137).

Stereotyping and stigmatisation

Participants mentioned that the private sector tends to have stereotyped views about employees with disabilities. These stereotyped views are compounded by inaccessible workplaces that inhibit the workplace-effective mobility of employees with disabilities. For instance, a Deaf participant said that '*working in the private sector is difficult because it is inaccessible. There are perceptions among private sector people that for me to communicate at one hundred percent efficiency, I would need an interpreter all the time. The one definite barrier is that my language differs*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:53, 262:265). Because of the language differences, it becomes '*difficult for … a deaf person to get employment*' in the open labour market (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:154, 359:362). Also, employers tend to have '*some misconceptions about deafness*

[suggesting] *that you cannot do many things. It makes it very hard to find work outside deaf environments*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:10, 69:70).

In the workplace, stereotypical views manifest in a negative attitude among colleagues against employees with disabilities. According to a participant, '*sometimes,* [colleagues] *say bad things about you and it will affect you for the whole day or a week. We are human beings, and we are able to do everything as able-bodied colleague*s' (P4: Free State – Physically Disabled.txt – 4:137, 122:125). As a result of these stereotypical responses, employees with disabilities are often faced with prejudice. A participant shared an experience of prejudice by stating that employers '*think that it is always difficult to communicate with deaf people and they expect that we must just accept their world and culture, or whatever. For example, when there is a meeting, only the hearing people are invited and the deaf do not attend meetings. They are not provided with feedback regarding the meetings. Everything is kept secretive*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:41, 223:232).

In demonstrating how people with disabilities are generally stigmatised, a participant said: '*[I]n most cases, when a person passes you in the streets, maybe you are waiting for transport or something; they will start making comfort speeches. They would ask, 'why do you not go to such a Church and they can pray for you and then you will be healed', I am just making an example. It is not a bad thing; but in most cases you will find that you will be given such high hopes and in the end something like that does not happen*' (P4: Free State – Physically Disabled.txt – 4:41, 183:189). Stereotyping and stigmatisation thus affect the self-concept of employees with disabilities, and inhibit them from attaining workplace-effective mobility.

Workplace prejudice further manifests in perceived cost implications relating to the implementation of reasonable accommodation measures.

According to a participant, '*the employer might think that appointing a deaf person might be very expensive because he would need more of this and that. It is also perceived that changing the layout of the building or things like that is expensive. So, misconceptions like these may cause them to think they need to pay them less*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:146, 277:281). As a result of prejudice, Deaf employees try always to keep a record of instructions provided to them in the workplace.

This defensive behaviour of keeping a record of instructions stems from the fact that '*hearing people might think that a deaf person cannot remember what they said; you can argue "you said this; you said that" and they might think you cannot remember. Sometimes the hearing person will not admit their errors*' (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:90, 447:451). In this regard, a participant mentioned the following: '*[I]n the current work that I do, if someone asks me to help them with something and I help, they would say "no it is wrong". And then I would show them a piece of paper on which they wrote what I had to do. I always keep this piece of paper where they wrote down what I should do so that if they say I did it wrong then I can say "you told me to do this"*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:149, 443:447).

5.5.4 Differential treatment

Because of cost of reasonable accommodation measures (see Section 5.4.3.3), I needed to investigate if there were any differentiation based on disability category.

There seemed to be agreement among all groups that employers prefer appointing employees with physical disabilities. In her experience recruiting candidates with disabilities to workplaces in various positions, a participant confirmed that the APD Centre in the Free State has placed

'*more people with physical disabilities than of the other types of disability*' (P4: Free State – Physically Disabled.txt – 4:87, 396:397). Several reasons were provided by participants for the employer bias towards candidates with physical disabilities over those with sensory disabilities. In providing these reasons, a Deaf participant said: '*[F]or people with physical disabilities it is much easier because they can understand the language. Communication is therefore easier. It is easier for them to break down a barrier and make it wider. It is also easier for the employer to put up a ramp than it is to teach staff sign language*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:107, 572:575). Employees with physical disabilities also tend to offer a better fit to the job after they become disabled than employees with sensory disabilities whose services are often terminated (P3: Free State – Focus Group with the Blind 122008.txt – 3:96, 328:334).

The hope for a new democratic dispensation addressing disability discrimination has seemingly been thwarted because '*even in this so-called new South Africa, we do not find work easily like the people who are registered at the Association for People with Disabilities, e.g. people using wheelchairs and/or crutches even though their IQ is less than ours. They get work; simple work and they get paid for it*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:72, 217:221). However, the preferential employment of people with physical disabilities is often done with consideration of the costs of reasonable accommodation. For instance, as a participant observed: '*[A]lso between physical disabilities*; [employers] *would rather appoint someone who is not using a wheelchair than a person using a wheelchair because they think it is too expensive to make the workplace accessible*' (P4: Free State – Physically Disabled.txt – 4:90, 414:417). Therefore, a participant observed that '*the employer wants to make money; if you are disabled and cannot make it in the job you must find another job or leave; this is not fair*' (P9: KZN – APD – Physically Disabled.txt – 9:44, 306:313).

The reasons for employers not considering people with sensory disabilities for a position vary. Some participants attribute the differential treatment of employees with disabilities to employer ignorance, workplace prejudice and general resistance. According to a participant, '*this* [differential treatment of disability groups] *stems from the problem of defining disabilities and a lack of appreciation of differences among types of disabilities*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:79, 278:280). The differential treatment of various disability types by employers is also attributable to '*a general lack of understanding and appreciation of the sign language*' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:81, 286:288). It may also be that employers '*do not … know what tasks they could give to blind people. Actually, I think, they are generally ignorant about the disabled people*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:64, 193:194).

Workplace prejudice is aggravated by the failure of legislation to address the differential treatment of people with different disabilities more effectively. According to a participant, the differential treatment of disability groupings could be addressed '*through legislation; it would be easy to understand legislation but I think that with the Disability Act as it is currently, people can still find loopholes and find ways around it*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:60, 290:292). Because of these legislative short-comings, a participant indicated '*some people have negative attitudes against us even though we may be more educated than they are, they still call us names. But there is nothing wrong in calling a blind person, blind; as long as you acknowledge that we are also human beings. In Germanic cultures, this is very much respected, but not in a Black culture. In the Black culture, they call us names and that is why they are unlucky*' (P3: Free State – Focus Group with the Blind 122008.txt – 3:107, 378:384).

With regard to differential treatment arising from resistance, a participant highlighted that '*people always choose the pathway of* [least] *resistance*

and nine out of ten [people who are employed are] *people who are physically disabled. So, I think deaf and blind are almost similar because they will always need people to help them around. For the deaf people however, it will be the other way around. Unlike their blind counterparts, they will be able to walk around but not able to communicate. So, employers always follow the pathway of* [least] *resistance*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:108, 577:582). Evident in this response is the fact that the blind people may have a better opportunity than their Deaf counterparts to find employment. According to a participant, '*blind people might be distinguished as they know the language; everywhere they go*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:124, 647:648). Therefore, because *'the deaf people cannot communicate in the spoken language very easily, …they are* [more] *marginalised than blind and physically disabled people*' (P24: Western Cape – Operational Employees – Deaf 12 2008.txt – 24:122, 633:638).

In dealing with the differential treatment of various disability groupings in the workplace, however, caution should be exercised because '*physically disabled people and visually disabled people have experienced completely different discrimination in completely different situations. I am always very careful about this because it is something that divides the disability community. It has caused serious enmity in the past. From my experience in working across disability groupings, I know that it is something I had to treat very carefully*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:114, 618:626).

5.5.5 General opinions

Participants indicated that '*the study will be an eye opener to employers and it will definitely assist in finding mechanisms to improve our career prospects. We also wish that government considers the issues we have discussed in order to ensure effectiveness in the employment equity*

processes in this country' (P2: EXPERIENCES OF GAUTENG PARTICIPANTS – Physically Disabled 122008.txt – 2:82, 292:297).

When distinguishing between the Deaf and people with a speech impairment, Deaf participants mentioned that there are significant differences between the two disability types because '*it is all about how you learn language*' (P24: Western Cape – Operational Employees – Deaf 122008.txt – 24:118, 600:602). Participants suggested that future research should focus more on creating a balance of experiences relating to workplace-effective mobility for '*those coming from oral and hearing culture or* [who] *associate themselves with that and also those who have been deafened later in their lives'* (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:117, 648:654).

Lastly, a participant distinguished between willingness and ability as follows: '*[W]illingness means you are purpose-driven and ability means that you are just following the process*' (P23: Western Cape – Managerial Candidates – Deaf 122008.txt – 23:87, 459:460). Therefore, these two concepts were adopted in the dimensionalisation of workplace-effective mobility and the identification of indicators of workplace-effective mobility.

Neither DEAFSA nor Deaf participants regarded Deafness as disability. For instance, a participant regarded Deafness as language differences (P7: Western Cape – Managerial Candidates – Deaf 122008.txt – 7:106,486:489), and DEAFSA indicated that it is a misconception on my part to treat Deafness as a disability (P21: RE Request to conduct interviews for Doctoral Studies Scanned2.txt – 21:1, 28:34)

5.5.6 Comparing and contrasting the results from the pilot and the main study

The data from pilot phase suggested that workplace-efficient mobility could be defined as a willingness and the ability to find work in the open

labour market, make an effective contribution and maintain an economically active life-style. This information was retained for the main study. In the main study, the participants agreed with this definition and added being goal-oriented, self-efficacy (self-motivation) and communication.

In respect of enablers and inhibitors of workplace-efficient mobility, participants in both phases identified similar enablers and inhibitors, which suggests that theoretical saturation was achieved in this regard.

Both data sets were then used to compile a theoretical model of workplace-effective mobility, as explained in Chapter 8.

5.6 TENTATIVE CRITERIA FOR WORKPLACE-EFFECTIVE MOBILITY

With the exception of workplace equity, which indicates the role an employer should play to enable the workplace-effective mobility of employees with disabilities, the first five themes that emerged from the data as enablers are considered dimensions of workplace-effective mobility. These themes are a positive self-concept, a positive sense of independence, self-efficacy, a sense of coherence and workplace accessibility. The themes resonated in both the pilot and main focus group sessions as dimensions for workplace-effective mobility. Table 5.2 presents the various dimensions by segments of the definition.

Table 5.2: Tentative criteria for workplace-effective mobility

Definition	Dimension
Willingness and ability to:	
• find work in the open labour market	Positive self-concept Self-efficacy
• make an effective contribution	Self-efficacy Workplace accessibility Sense of coherence

Definition	Dimension
Willingness and ability to:	
• enjoy economically active lifestyle	Positive sense of independence

From this table, it is evident that for a person with disabilities to find work in the open labour market, he or she would need to have a positive self-concept (knowledge and experience requirements) and self-efficacy (self-motivation and achievement orientation). In order to make an effective contribution, self-efficacy (self-motivation and an achievement orientation), workplace accessibility (assistive devices and reasonable accommodation measures) and sense of coherence (coping resources) would be essential. To enjoy an economically active lifestyle, an employee with disabilities would need to achieve a positive sense of independence (income and self-determination).

Table 5.3 indicates the various indicators (by dimension) of workplace-effective mobility.

Table 5.3: Dimensions of workplace-effective mobility by indicator

Dimension	Indicators
Positive self-concept	Willingness and ability to • Acquire knowledge and experience • Assert one's human rights • Communicate one's needs • Determine one's own career path • Maintain a positive self-concept • Maintain self-confidence • Work in a team environment
Positive sense of independence	Willingness and ability to • Maintain an economically active lifestyle • Exercise life choices
Self-efficacy	Willingness and ability to • Find work in the open labour market • Adjust to a changing working environment • Change cultural responses to disability in order to achieve success

Dimension	Indicators
	• Achieve upward mobility in the workplace • Assume a productive role • Work hard and maintain an achievement orientation in the workplace • Make an effective contribution • Maintain a positive sense of purpose in the community • Maintain a positive work ethic • Transcend constraints and gain membership of an occupational class
Sense of Coherence	<u>Willingness and ability to</u> • Cope with work demands • Maintain a positive attitude towards life • Maintain a productive job fit
Workplace accessibility	<u>Willingness and ability to</u> • Move freely and safely in built areas • Change places of residence to achieve success • Operate and care for assistive devices • Travel from home to work • Adhere to workplace safety and health procedures

Together, the dimensions and their indicators constitute criteria for workplace-effective mobility that would be verified and confirmed in the quantitative phase of the study. Because these dimensions and indicators were explained in detail in Sections 5.4.2 and 5.5.2, a tabular presentation was chosen to avoid duplication.

5.7   SUMMARY

This chapter presented results from both the pilot and the main focus group sessions with participants. Despite the original assumption that the various disability categories would display large differences in their results, the findings indicate the opposite. A similar response pattern was found among participants from the different categories of disabilities. Such similarity of responses indicates theoretical saturation of the concepts found in the pilot study results (a positive self-concept, a

positive sense of independence, self-efficacy, a sense of coherence, workplace accessibility and workplace equity as enablers).

Although the participants defined the concept from various perspectives, namely workplace accessibility, or communication, or sense of independence, there seems to be some agreement among them that workplace-effective mobility relates to the willingness and ability of employees with disabilities to find work in the open labour market, make an effective contribution and grow in the workplace. The concept is thus characterized by the dimensions of a positive self-concept, workplace accessibility, self-efficacy, a sense of coherence and a positive sense of independence.

The results indicate that caution should be exercised in debating the differential employer treatment of employees from various disability categories to avoid dividing people along disability lines. Also, in researching disability, researchers should define their samples clearly, because there are differences within groups and between groups of disabilities that may influence the research process and results in different ways.

In this chapter, the comparison of the results with the literature is not yet presented, as this comparison is presented in Chapter 7 in preparation of the compilation of a theoretical model on workplace-effective mobility in Chapter 8. In the next chapter, the results from the quantitative phase involving the use of the Delphi technique are presented.