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**DIE VERANDERING VAN BESTUURDERS EN WERKNEMERS SE
HOUDING TENOOR WERKNEMERS MET FISIEKE
GESTREMDHEDE DEUR MIDDEL VAN INTERAKTIEWE DRAMA**

Verhandeling voorgelê ter voldoening aan die vereistes vir die graad

MAGISTER SOCIETATIS SCIENTIAE

in die

**FAKULTEIT GEESTESWETENSKAPPE
(Departement Bedryfsielkunde)**

aan die

**UNIVERSITEIT VAN DIE VRYSTAAT
BLOEMFONTEIN**

deur

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**STUDIELEIER:
MEDESTUDIELEIER:**

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PROF. C.L. BESTER**

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VERKLARING

Hiermee verklaar ek,

Ronel Kleynhans

dat die verhandeling getiteld

Die verandering van bestuurders en werknemers se houding teenoor werknemers met fisieke gestremdhede deur middel van interaktiewe drama,

die resultaat is van my eie ondersoek en navorsing en nie gedeeltelik of as 'n geheel voorgelê is ter vervulling van enige ander graad of aan enige ander universiteit nie. Ek doen voorts afstand van outeursreg op die verhandeling ten gunste van die Universiteit van die Vrystaat.

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my man, Evert Kleynhans,
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van die evaluering van die houdingsveranderingsprogram teenoor
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HOOFSTUK 1

PROBLEEMSTELLING EN DOEL VAN DIE ONDERSOEK

1.1 INLEIDING

In hierdie hoofstuk sal daar eerstens 'n algemene oorsig verskaf word oor die faktore wat aanleiding tot die ontwikkeling van die navorsingsprobleem gegee het. Verder sal die navorsingsvrae, -doelwitte en -hipoteses wat in hierdie studie ondersoek is, weergegee word. Laastens sal die verloop van die studie bespreek word, gevolg deur 'n samevatting.

1.2 AGTERGROND

Suid-Afrika is 'n land wat die afgelope twee dekades ingrypende veranderinge ondergaan het. Die ontbanning van die ANC en ander politieke partye in die vroeë negentigerjare, die daaropvolgende vrylating van Nelson Mandela, asook die eerste demokratiese verkiesing in 1994, is van die faktore wat 'n beweging aan die gang gesit het tot die verbeterde bestuur van die diverse Suid-Afrikaanse bevolking (Human, 1996a; Steyn, 2001; Giliomee & Mbenga, 2007). Gelykheid tussen mense is 'n bewys van demokratiese bestuur; daarom is 'n wye reeks wetgewing geskep met die doel om die ekonomiese speelveld vir alle mense meer gelyk te maak (McQuoid-Mason, Mchunu, Govender, O'Brien & Larkin, 1994; Itano, 2002).

Verskeie arbeidswette (Clark, 2003) het van organisasies begin vereis om doelwitte daar te stel vir die indiensneming van voorheen benadeelde groepe en om planne in te dien van die wyse waarop hierdie doelwitte bereik gaan word. Sodoende kon regstellings gemaak word teenoor diegene teen wie daar gediskrimineer is op grond van enige vorm van diversiteit, byvoorbeeld ras, geloof, etniese groep of gestremdheid. Persone met gestremdhede is in hierdie wetgewing ingesluit, veral nadat navorsing wat in

1990 gedoen is, getoon het dat slegs 0,26 persent van persone met gestremdhede in die ope arbeidsmark in diens is (Integrated National Disability Strategy White Paper, 1997).

Gestremdheid is 'n omvangryke internasionale fenomeen wat plaaslike, nasionale en internasionale kommentaar ontlok. Volgens 'n konserwatiewe globale skatting van gestremdheid, het 537 miljoen persone in die wêreld een of ander gestremdheid (Bhagwanjee & Stewart, 1999). Deur die geskiedenis het persone met gestremdhede stereotipering vanuit die gemeenskap ervaar (Li & Moore, 1998). Volgens Arksey (2003) toon 'n 2001-opname van die Verenigde Nasies se Departement van Arbeid en Pensioene dat persone met gestremdhede sewe keer meer geneig is om werkloos te wees as persone sonder gestremdhede. 'n Ander opname het gevind dat slegs 18 persent van persone sonder gestremdhede van die arbeidsmark uitgesluit is, terwyl 70 persent van persone met gestremdhede daarvan uitgesluit is (Cook & Burke, 2002). Blinde persone en persone met gedeeltelike sig ervaar groter diskriminasie in die arbeidsmark en word nog minder in diens geneem as persone met ander tipes gestremdhede (Simkiss, 2005).

Itano (2002) wys daarop dat daar in Suid-Afrika ongeveer 4,8 miljoen persone met gestremdhede is. In 'n opname van die Sentrale Statistieke Diens word die gestremdhedsvorkoms vir Suid-Afrika op ongeveer vyf persent geraam (Integrated National Disability Strategy White Paper, 1997). Die Suid-Afrikaanse regering se benadering tot 'n Geïntegreerde Nasionale Gestremdheidstrategie (INDS) is in die Integrated National Disability Strategy White Paper uiteengesit. Hierdie strategie is in 1997 gepubliseer met die hoofdoelwit om strategieë te ontwikkel wat gelyke geleentede vir persone met gestremdhede moontlik maak (Mji, 2003). Tussen 66 en 71 persent van persone met gestremdhede wil graag werk, maar bly werkloos aangesien bestuurders nie die potensiaal van hierdie persone erken nie (Barcus & Targett, 2003). Dit is dus nie ongewoon vir persone met gestremdhede, en veral fisieke gestremdhede, om die verkryging en behoud

van 'n pos in die werksomgewing as 'n uitdaging te ervaar nie (Nelson & Kleiner, 2001).

Volgens die 2002-jaarlikse verslag wat deur die Kommissie vir Gelyke Indiensneming uitgereik is, het 'n totaal van 1 142 bestuurders gerapporteer dat hulle 20 147 werknemers met gestremdhede in diens het. Dit veronderstel 0,9 persent van die totale Suid-Afrikaanse arbeidsmag. In die openbare sektor is slegs 0,25 persent van die arbeidsmag persone met gestremdhede. Sektore moet dus nog 'n ver pad stap om aan die kwota van twee persent te voldoen (Itano, 2002; Truter, 2004).

Die hoofrede vir die uitsluiting van persone met gestremdhede uit die hoofstroom is negatiewe houdings en vooroordele van persone sonder gestremdhede teenoor persone met gestremdhede, asook 'n gebrek aan bewustheid van die vermoë van persone met gestremdhede (Thomas, 2000; Nelson & Kleiner, 2001; Younes, 2001; Cook & Burke, 2002; Arksey, 2003; Barcuss & Targett, 2003). Hierdie negatiewe houdings kan in stereotiperings, vooropgestelde oortuigings, asook die negatiewe situasie wat vir die persoon met 'n gestremdheid in die werksplek geskep word, waargeneem word. Bestuurders se negatiewe houding teenoor persone met gestremdhede resulteer dikwels in 'n gebrek aan bevorderings- en opleidingsmoontlikhede en werks- en plasingseleenthede vir persone met gestremdhede (Antonak, Livneh & Yunker, 1988).

'n Verhoogde bewuswording van die regte van persone met gestremdhede moet by die publiek geskep word deur die regte tipe inligting oor te dra, asook deur intervensies sodat vooroordele, stereotiperings en negatiewe houdings teenoor persone met gestremdhede uitgewis en verander kan word (Bhagwanjee & Stewart, 1999). Die verandering van houdings gebeur egter nie spontaan nie, maar volg 'n komplekse proses wat deur 'n reeks stadia beweeg, van een stel houdings na 'n ander (Integrated National Disability Strategy White Paper, 1997). In hierdie houdingsveranderingsproses moet kognitiewe, affektiewe en gedragskomponente van houdings ingesluit word (Triandis, 1971).

In verskeie teorieë en strategieë rakende houdingsverandering staan leer sentraal in die verandering van houding (Zimbardo, Ebbesen & Maslach, 1977; Louw & Edwards, 1993; Taylor, Peplau & Sears, 1994; Robbins, Odendaal & Roodt, 2003). Dit bring mee dat die verandering van houding noodwendig een of ander vorm van leerervaring insluit. Jagodzinski, Livingstone, Phillips, Rogers en Turley (1998) wys daarop dat individue meer van die wêreld deur direkte of indirekte ervaring leer as deur formele leer. Wat 'n verandering van houding betref, is dit belangrik om leerervaringe te skep wat deelnemers in die totaliteit van die ervaring absorbeer, eerder as bloot die oordra van kennis op 'n kognitiewe vlak. Sodoende word die leerervaring prakties, realisties en relevant tot die kompleksiteit van leerders se werkslewe. Die leerervaring is nie slegs tot die klaskamersituasie beperk nie, maar duur voort in die leerders se alledaagse lewens (St. George, Schwager & Canavan, 1998).

Hierdie aktiewe leerproses wat spontaneïteit, gevoelens en diep individuele insigte met die moontlikhede van rasonale denke en reflektering kombineer, staan as ervaringsleer bekend (Miettinen, 2000). Volgens Frontczak (1998) vorm reflektering op 'n ervaring 'n belangrike basis van ervaringsleer. Die fasiliteerder verskaf aan die leerders insette wat hulle vorige ervarings in ag neem en probeer om op hierdie ervarings te bou. Sodoende word daar gepoog om 'n brug te bou tussen algemene waarhede of beginsels en die spesifieke realiteit van die leerder (Long, 1990; St. George et al., 1998). Ervaringsleermetodes sluit onder andere gevallestudies, uitstappies, praktiese veldwerk, rollespel (Frontczak, 1998; Kreber, 2001; Miller, Kovacs, Wright, Corcoran & Rosenblum, 2005) en interaktiewe drama in. Interaktiewe drama as volwasse leermetode daag deelnemers binne 'n bepaalde situasie en denkwysse uit deur hul ervaring as basis te gebruik (Mbowe, 1997; Howard, 2004).

Al hoe meer organisasies wend hulle na drama as opleidingsmetode aangesien ander metodes nie meer aan hulle opleidingsbehoefte voldoen nie (St. George et al., 1998). As opleidingsmetode bied interaktiewe drama die geleentheid vir buigbare leerervaringe en is dit 'n instrument om inligting

voor te stel wat vermaak, kontroversiële onderwerpe in die werksplek aanspreek en die organisasiekultuur kan transformeer. Verder bemagtig interaktiewe drama personeel om die intriges van menslike gedrag en hul invloed op die korporatiewe kultuur en sakeresultate te ondersoek. Interaktiewe drama fokus op die verkenning van die lewe, wat ervarings- en eksistensiële komponente insluit, en sodoende leer bewerkstellig (Mallika, 2000). Daarom maak verskeie organisasies van drama as instrument gebruik om nuwe menslike interaksies binne 'n veilige en gekontroleerde leeromgewing te ondersoek, te hersien of in te oefen (St. George et al., 1998).

1.3 PROBLEEMSTELLING

Dit blyk uit bogenoemde dat persone met gestremdhede negatief deur die algemene publiek, maar veral deur die werksomgewing, hanteer word. Persone met fisieke gestremdhede ervaar frustrasie in die verkryging en behoud van 'n pos as gevolg van negatiewe houdings en persepsies. Suid-Afrika het egter verskeie veranderinge ondergaan wat organisasies noodsaak om persone met gestremdhede in diens te neem. Daar moet 'n houdingsverandering by alle persone op alle vlakke (bestuurs- en nie-bestuurslede) plaasvind. Houdingsveranderinge is egter deel van 'n komplekse proses waarin die mens in totaliteit, naamlik kognitiewe, affektiewe en gedragskomponente, ingesluit moet word. Verskeie strategieë wat leer as houdingsveranderingsmetode insluit, moet ook in die proses geïnkorporeer word. Een so 'n leermetode wat 'n groot aanhang as opleidingsmetode vir volwassenes verwerf het, is ervaringsleer wat onder meer interaktiewe drama as leermetode insluit. Alhoewel drama as opleidingsmetode al hoe meer bekendheid in die sakewêreld verwerf het, is daar egter 'n gebrek aan studies wat op die aanwending en effektiwiteit van interaktiewe drama in die verandering van houdings teenoor persone met fisieke gestremdhede fokus. Daarom sal hierdie studie interaktiewe drama as 'n ervaringsleermetode ondersoek, implementeer en evalueer as 'n

poging om bestuurders en werknemers se houding teenoor persone met fisieke gestremdhede te verander.

1.4 NAVORSINGSVRAE

Vir die doel van die studie kan die navorsingsvrae soos volg geformuleer word:

- Wat is bestuurders en werknemers se houdings teenoor persone met fisieke gestremdhede?
- Kan bestuurders se houding jeens werknemers met fisieke gestremdhede deur middel van interaktiewe drama verander word?
- Kan werknemers se houding jeens werknemers met fisieke gestremdhede deur middel van interaktiewe drama verander word?

1.5 NAVORSINGSDOELWITTE

Vir die doel van die studie kan die navorsingsdoelwitte soos volg geformuleer word:

- Om te bepaal wat bestuurders se houding jeens werknemers met fisieke gestremdhede is.
- Om te bepaal wat werknemers se houding jeens werknemers met fisieke gestremdhede is.
- Om te bepaal of bestuurders se houding jeens werknemers met gestremdhede deur middel van interaktiewe drama verander kan word.

- Om te bepaal of werknemers se houding jeens werknemers met fisieke gestremdhede deur middel van interaktiewe drama verander kan word.
- Om 'n program gebaseer op interaktiewe drama te ontwikkel ten einde bestuurders en werknemers se houdings jeens fisieke gestremdhede positief te beïnvloed.
- Om die effektiwiteit van die program, wat op interaktiewe drama gebaseer is, te evalueer.

1.6 NAVORSINGSHIPOTESSES

Vir die doel van hierdie studie kan die navorsingshipoteses soos volg geformuleer word:

- **Hipotese 1:**

- **Nulhipotese (H₀):**

Daar is geen statisties beduidende verskille tussen die voor- en nameting van die eksperimentele groep bestuurders ten opsigte van die houdingstellings teenoor persone met fisieke gestremdhede nie.

- **Alternatiewe hipotese (H₁):**

Daar is statisties beduidende verskille tussen die voor- en nameting van die eksperimentele groep bestuurders ten opsigte van die houdingstellings teenoor persone met fisieke gestremdhede.

- **Hipotese 2:**

- **Nulhipotese (H₀):**

Daar is geen statisties beduidende verskille tussen die voor- en nameting van die eksperimentele groep werknemers ten opsigte van die houdingstellings teenoor persone met fisieke gestremdhede nie.

Alternatiewe hipotese (H₁):

Daar is statisties beduidende verskille tussen die voor- en nameting van die eksperimentele groep werknemers ten opsigte van die houdingstellings teenoor persone met fisieke gestremdhede.

1.7 VERLOOP VAN DIE STUDIE

In hierdie hoofstuk is daar eerstens 'n algemene oorsig verskaf oor die aard en rasionaal van die navorsingsprobleem. Aspekte rakende diversiteit, asook fisieke gestremdheid as 'n vorm van diversiteit, is kortliks bespreek. Die gebruik van interaktiewe drama as ervaringsleermetode in die moontlike houdingsverandering teenoor persone met fisieke gestremdhede, is ook kortliks aangeraak. Verder is die navorsingsvrae, -doelwitte en -hipoteses wat in hierdie studie ondersoek is, weergegee.

Die volgende hoofstuk (Hoofstuk Twee) fokus op fisieke gestremdheid as 'n vorm van diversiteit in die werksomgewing. Die definisie en omskrywing van diversiteit sal bespreek word, waarna die voordele van effektiewe diversiteitsbestuur, asook die wetlike voorskrifte rakende diversiteit in die werksplek, uitgelig sal word. Daarna word fisieke gestremdheid as 'n vorm van diversiteit in die werksomgewing in meer besonderhede aangespreek. Laastens volg 'n ondersoek na die houding teenoor persone met fisieke gestremdhede in die werksomgewing, asook strategieë vir die vorming en verandering van houdings.

In Hoofstuk Drie word interaktiewe drama as metode van ervaringsleer bespreek deur eerstens 'n agtergrond en omskrywing van ervaringsleer te gee. Daarna volg 'n bespreking van Kolb se Ervaringsleermodel, asook die verskille tussen ervaringsleer en tradisionele leer. Die Andragogiese Model en ervaringsleer word bespreek, waarna riglyne vir die ontwikkeling van 'n program volgens die Ervaringsleerteorie verskaf word. Laastens word drama as metode van ervaringsleer beredeneer.

In Hoofstuk Vier word die navorsingsmetodologie wat in die studie gebruik is, uiteengesit. Die ontwerp van die studie, seleksie van proefpersone, asook die aard, samestelling en ontwikkeling van die opleidingsprogram, word volledig toegelig. Laastens word die insameling van die gegewens, die meetinstrumente, asook die statistiese metodes wat in die ontleding van die data gebruik is, uiteengesit.

In Hoofstuk Vyf volg 'n verduideliking van die data aan die hand van beskrywende en inferensiële statistiek. Daarna volg die bespreking van die resultate van die studie, die gevolgtrekkings wat uit die studie gemaak kan word, asook die aanbevelings na afloop van die studie.

HOOFSTUK 2

FISIEKE GESTREMDHEID AS 'N VORM VAN DIVERSITEIT IN DIE WERKSOMGEWING

2.1 INLEIDING

Daar bestaan verskeie geskiedkundige en kontemporêre faktore wat aanleiding gee tot 'n diverse werksmag. Immigrasie, asook emigrasie, is nie moderne verskynsels nie. Historiese en prehistoriese inligting bevat bewyse van migrasies so vroeg soos die evolusie van die primitiewe mens. Bykomend tot migrasies het die verskuiwing van politieke grense dwarsdeur die geskiedenis tot die vorming van minderheidsgroepe bygedra. Alhoewel daar tog lande is waar die meerderheid van die bevolking uit 'n homogene groep bestaan, is dit egter meer die uitsondering as die reël. Van die grootste lande in die wêreld soos China, Indië en Rusland het van die vroegste tye reeds 'n diverse bevolking gehad wat in terme van etnisiteit, linguistiek en godsdiens verskil het (Jain & Verma, 1996).

Die globalisering van markte het aanleiding gegee tot twee belangrike uitdagings, naamlik groeiende werksmagdiversiteit en kompeterende uitdagings vir besighede (Jain & Verma, 1996; Iles, 1999). Die samestelling, waardes en perspektiewe van die werksmag verander voortdurend, wat beteken dat 'n diverse groep individue die werksplek betree (Diamante & Giglio, 1994; Church, 1995; Neck, Smith & Godwin, 1997). Hierdie diverse groep individue gee aanleiding tot diverse spanne wat verskillende teoretiese perspektiewe en aannames het, verskillende tale en standarde gebruik en volg, verskillende verwagtinge aan rolle van persone heg, en verskillende prioriteite het. Hierdie verskille kan lei tot die stereotipering van ander mense se bevoegdhede en bydraes, hulle gebrekkige kommunikasie, asook die geneigdheid tot wedersydse blamering. Dit skep die potensiaal vir konflik en spanning wat geneig is om te vererger hoe groter die verskil

tussen mense is in terme van kultuur, nasionaliteit, geslag, ras, etnisiteit en vermoë (Iles, 1999).

Hierdie veranderende demografiese faktore stel daarom nuwe eise en uitdagings aan bestuurders in organisasies wat erken, verstaan en aangespreek moet word. Indien konflik tussen werknemers nie hanteer word nie, of verkeerd hanteer word, kan dit tot swak prestasie tussen individue en groepe, asook op organisasievlak, lei (Church, 1995).

Volgens Church (1995), Burke (1999) en Bloisi, Cook en Hunsaker (2003) kan diversiteit gedefinieer word as 'n aantal dimensies waarbinne mense van mekaar verskil. Dit sluit onder andere gestremdheid in. Ten spyte van verskeie wetgewing wat oor die laaste paar jaar geïmplementeer is, word persone met gestremdhede steeds nie in organisasies geïntegreer nie en bestaan daar hoë vlakke van werkloosheid en onderverteenvoordiging van hierdie groep in die Suid-Afrikaanse werksplek (Dibben, James & Cunningham, 2001).

Verskeie navorsers (Dibben et al., 2001; Arksey, 2003; Lorenzo, 2003) beweer dat persone met gestremdhede werksverwante diskriminasie en onregverdigte behandeling ervaar. Dit sluit onder ander verminderde voordele en geleenthede vir oortydwerk, asook onrealistiese verwagtinge oor hul uitsette, in. Hierdie negatiewe toestand waarbinne persone met gestremdhede hulself bevind, kan onder meer aan negatiewe houdings, wanopvattinge, vooroordele en praktyke van werknemers toegeskryf word, wat die uitskuiwing van hierdie persone uit die gemeenskap tot gevolg het (Integrated National Disability Strategy White Paper, 1997; Truter, 2004). Bestuurders is onseker oor die wyses waarop hulle persone met gestremdhede se behoeftes moet aanspreek en met hulle in interaksie moet verkeer, en verkies eerder om persone aan te stel wat meer soos hulself is (Iles, 1999; Graffam, Shinkfield, Smith & Polzin, 2002; Arksey, 2003; Schur, Kruse & Blanck, 2005).

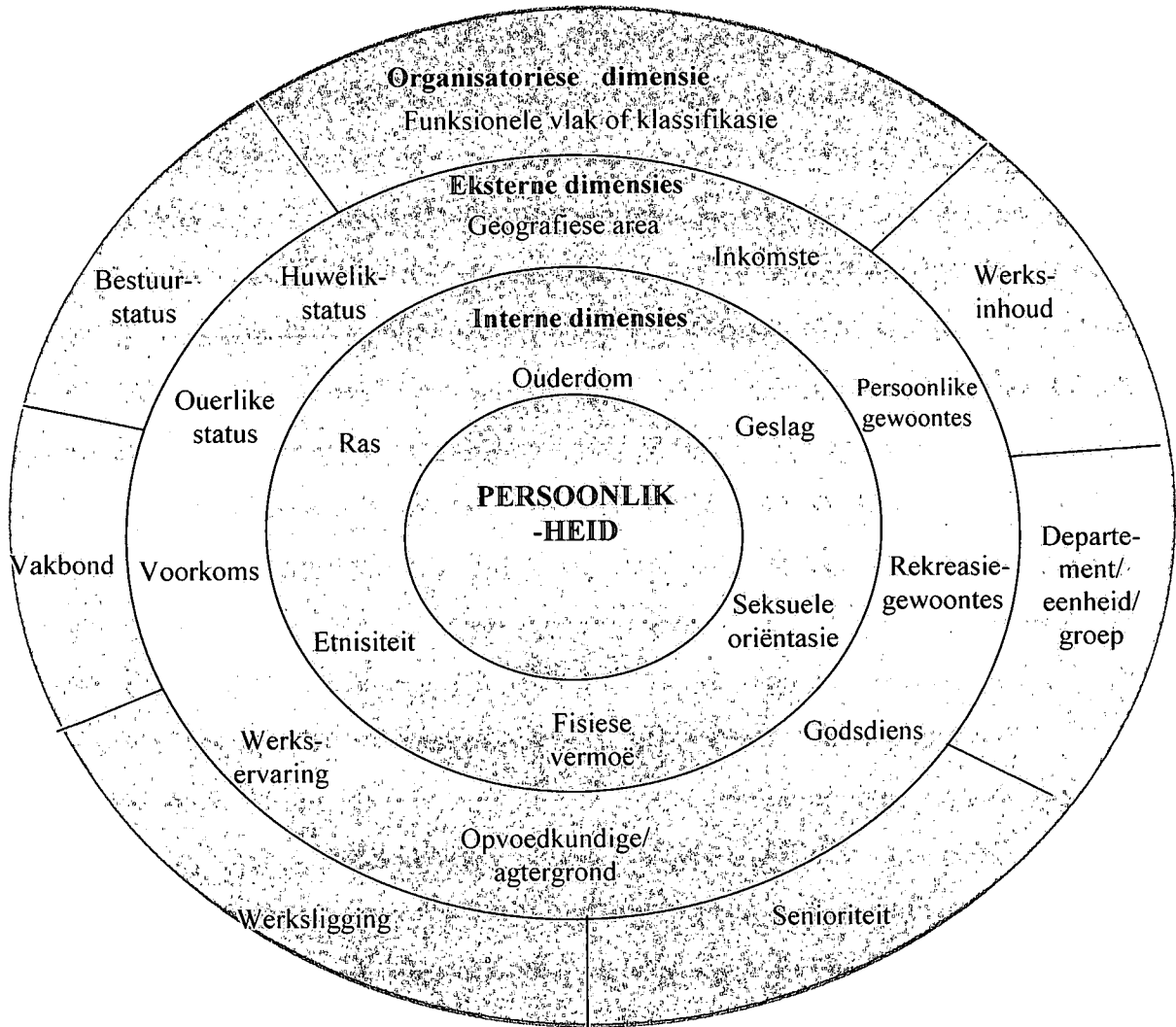
Die Integrated National Disability Strategy White Paper (1997) wys egter daarop dat persone met gestremdhede dieselfde regte as die algemene bevolking moet geniet. Daarom het die gemeenskap, asook die regering, 'n verantwoordelikheid om die lewenskwaliteit van persone met fisieke gestremdhede te verbeter. Volgens Nelson en Kleiner (2001) en Younes (2001) is die belangrikste aanpassing binne die organisasie, ten einde persone met gestremdhede te akkommodeer, 'n veranderde bestuurs- en werknemershouding. Daar moet 'n bewustheid by persone sonder gestremdhede oor die behoeftes, regte en vermoëns van persone met gestremdhede, asook die voordele van so 'n diverse werksmag, geskep word (Cox & Blake, 1991; Castania, 1992; Jain & Verma, 1996; Neck et al., 1997; Iles, 1999; Turner, 2003; Milward, Ojwang, Carter & Hartley, 2005). Verder moet daar gepoog word om die faktore wat negatiewe houdings teenoor persone met gestremdhede veroorsaak, aan te spreek en te verander (Graffam et al., 2002; Tervo, Palmer & Redinius, 2004).

Hierdie hoofstuk fokus dus op diversiteit in die werksomgewing met spesifieke klem op fisieke gestremdheid as 'n vorm van diversiteit. Houdings teenoor persone met gestremdhede in die werksomgewing, asook moontlike houdingsveranderingstrategieë wat in ag geneem moet word by die ontwikkeling van 'n program om houdings jeens persone met gestremdhede in die werksplek te verander, sal ook bespreek word.

2.2 DEFINISIE EN OMSKRYWING VAN DIVERSITEIT

Daar bestaan redelike eenstemmigheid onder teoretici en navorsers (Burke, 1999; Robbins et al., 2003) oor die definiëring van die konsep van diversiteit in die werksomgewing. Werksmagdiversiteit kan op die breedste vlak gedefinieer word in terme van een of 'n aantal dimensies waarbinne persone van mekaar verskil, byvoorbeeld kultuur, waardes, onderrig, geslag, huwelikstatus, ouderdom, seksuele oriëntasie en gestremdheid (Church, 1995; Burke, 1999; Bloisi et al., 2003; Kreitner & Kinicki, 2006).

Kreitner en Kinicki (2006) brei op bogenoemde definisie uit deur nie slegs die verskille tussen individue uit te lig nie, maar ook die ooreenkomste. Verder bestaan diversiteit uit verskeie komponente of dimensies wat impliseer dat alle persone op een of ander vlak van mekaar verskil. Gardenswartz en Rowe (1994) identifiseer vier dimensies waarbinne persone van mekaar kan verskil. Hierdie vier dimensies word skematies in Figuur 2.1 geïllustreer.



Figuur 2.1: Die vier dimensies van diversiteit (Gardenswartz & Rowe, 1994, p.33).

Vanuit Figuur 2.1 is dit duidelik dat diversiteit uit vier dimensies bestaan. Persoonlikheid staan sentraal in die diversiteitswiel aangesien dit 'n stel relatief stabiele eienskappe verteenwoordig wat vir 'n persoon se identiteit

verantwoordelik is. Persoonlikheid bepaal elke persoon se unieke manier om met ander mense in interaksie te verkeer (Gardenswartz & Rowe, 1994).

Die volgende vlak in die diversiteitswiel bestaan uit ses primêre dimensies (interne dimensies) van diversiteit. Hierdie dimensies is vir die grootste gedeelte nie onder die persoon se beheer nie, maar word deur sy houdings, verwagtinge en aannames beïnvloed, wat op hul beurt weer 'n invloed op gedrag uitoefen. Die ses interne dimensies op die diversiteitswiel is ouderdom, geslag, etnisiteit, ras, fisiese vermoë of onvermoë en seksuele oriëntasie (Gardenswartz & Rowe, 1994).

Die volgende vlak bestaan uit die sekondêre dimensies (eksterne invloede) van diversiteit. Hierdie eienskappe verteenwoordig individuele verskille en, alhoewel mense 'n groter mate van beheer oor hierdie faktore kan uitoefen, oefen dit wel 'n betekenisvolle invloed op mense se houdings en gedrag uit. Aspekte wat deel van die sekondêre dimensies vorm, is godsdienst, huwelikstatus, opvoedkundige agtergrond, inkomste, ouerlike status, voorkoms, persoonlike gewoontes, rekreasie-aktiwiteite, geografiese ligging en werkservaring (Gardenswartz & Rowe, 1994).

Die laaste vlak van die diversiteitswiel verwys na die organisatoriese dimensies wat ook 'n verskil in mense se aannames, verwagtinge en geleenthede teweegbring. Aspekte wat onder die organisatoriese dimensies na vore kom, is funksionele vlak of klassifikasie, bestuurstatus, departement, eenheid en werkgroep, vakbond, werksligging, senioriteit en werksinhoud (Gardenswartz & Rowe, 1994).

In die bestuur van organisasies (byvoorbeeld by die vorming en implementering van beleide en prosedures) moet al vier vlakke in gedagte gehou word om diversiteit effektief te kan bestuur (Kreitner & Kinicki, 2001).

'n Belangrike aspek wat uit Gardenswartz en Rowe (1994) se diversiteitswiel voortspruit, is die onderskeid tussen individuele en groepsverskille. Wanneer daar na individuele verskille verwys word, word enige aspek op grond

waarvan persone van mekaar verskil, ingesluit, byvoorbeeld selfkonsep, persoonlikheid, houdings, vermoë en emosies (Gardenswartz & Rowe, 1994; Robbins et al., 2003). Groepsverskille wys weer na die mate waarin mense tot 'n bepaalde groep behoort en dat verskille tussen groepe so betekenisvol is, dat dit die gedrag van die groepslede beïnvloed. Die identiteit van die groep (in terme van byvoorbeeld kultuur, ras of vermoë) word vergroot en enige sosiale entiteite wat die groep wel in gemeen mag hê, word verklein. Die groepslede beskryf hulself in terme van die groep se identiteit en tree daarvolgens op. Enige verskille in die ander groep word oorbeklemtoon en die fokus word weggeneem van enigiets wat die groepe wel in gemeen mag hê. Hierdie stand van sake kan kortliks opgesom word as die "ons-hulle"-sindroom (Human, 1996b). Die "ons-hulle"-sindroom kan byvoorbeeld rondom ras, geslag of vermoëns sentreer.

Laastens is 'n omskrywing van diversiteit onvolledig indien daar nie tussen die teoretiese en konseptuele definisies van diversiteit onderskei word nie. Wanneer daar op die teoretiese definisie van diversiteit gefokus word, word 'n eensydige beeld geskep wat handel oor die skep van gelyke geleenthede vir alle diverse werknemers om sodoende aan die nodige wetlike implikasies te voldoen (Kramar, 1998). Volgens Kreitner en Kinicki (2001) is regstellende aksie 'n kunsmatige intervensie met die doel om die bestuur 'n kans te gee om enige wanbalanse, onregverdighede en/of diskriminasie reg te stel. Die konseptualisering van diversiteitsbestuur in terme van regstellende aksie en gelyke indiensnemingsgeleenthede vir alle persone handel slegs oor wetlike aspekte en die ontwikkeling van beleide om nie teen sekere groepe te diskrimineer nie. Die fokus is dus op die verwydering van beleide en die voorkoming van gedrag wat individue met sekere persoonlike kenmerke verhoed om regverdige toegang tot indiensnemingsgeleenthede en die beloning wat daarmee gepaard gaan, te verkry (Kramar, 1998). Human (1996c) wys daarop dat baie organisasies slegs lippediens aan regstellende aksie bewys, maar dit nie werklik in hulle strategiese beplanningsproses of beloningsisteme inkorporeer nie. Organisasies speel 'n "getallespel" om bloot die voorgeskrewe getalle uit die voorgeskrewe groepe aan te stel en neem nie die implikasies van werklike

diversiteitsbestuur, wat fundamentele veranderinge in die organisasiekultuur vereis, asook die wyse waarop individue hanteer word, in ag nie (Human, 1996c).

In die konseptuele definisie word diversiteit as 'n breër konsep beskou waarbinne die bestuur van diversiteit fokus op die integrasie van werkers in bestuurskwessies. 'n Omvattende diversiteitsbestuurstrategie fokus op die ontwikkeling van 'n werksplek-kultuur met die behoefte om verskille en ooreenkomste tussen die organisasie en werknemers te verreken. Diversiteitsbestuur bestaan uit 'n filosofie wat verskille en ooreenkomste tussen mense erken en waardeer en die verskille as kritiek vir organisatoriese sukses beskou (Kramar, 1998; Kreitner & Kinicki, 2001). Diversiteitsbestuur fokus op die beginsel om mense te ondersteun om hulle volle potensiaal te bereik. Dit vereis 'n wilsverandering aangesien die toekoms en stabiliteit van die land daarvan afhang (Human, 1996c). Volgens Iles (1995) en Kramar (1998) bestaan daar verskeie redes vir en voordele van effektiewe diversiteitsbestuur, wat vervolgens bespreek sal word.

2.3 VOORDELE VAN EFFEKTIEWE DIVERSITEITS-BESTUUR

Die basis van effektiewe diversiteitsbestuur behels 'n oortuiging van die basiese gelykheid en waardigheid van alle persone, ongeag hulle posisie in die organisasie, geslag, ras, fisiese of verstandelike vermoëns (Human, 2000).

Verskeie skrywers beklemtoon die voordele van 'n diverse werksmag (Cox & Blake, 1991; Castania, 1992; Iles, 1999; Neck et al., 1997; Turner, 2003). Verhoogde diversiteit lei tot betekenisvolle veranderinge in die werksplek aangesien verskille as 'n gewaardeerde kwaliteit eerder as 'n afwyking beskou word. 'n Diverse werksmag het 'n verskeidenheid persepsies en standpunte wat dalk nooit in 'n homogene werksmag die geval sou wees nie.

Volgens Iles (1999) is 'n diverse werksmag meer kreatief en innoverend wat tot beter besluitneming en langtermynproduktiwiteit lei.

Diverse groepe toon groter sukses in die bemaking van die organisasie aan buitelandse en plaaslike minderheidsgroepe, aangesien daar beter in die behoeftes van 'n diverse groep kliënte voorsien kan word (Kramar, 1998; Human, 2003). Organisasies wat personeelontwikkeling voorstaan en wat die diversiteit van hulle werksmag en kliëntebasis herken en daarin kapitaliseer, sal makliker kliënte en werknemers vanuit minderheidsgroepe kan werf en behou (Iles, 1999).

Organisasies wat verskillende perspektiewe aanmoedig, sal leer, kreatiwiteit en innovering aanmoedig en sodoende groepsdenke tot 'n groot mate uitskakel (Cox & Blake, 1991; Iles, 1999). Daar sal ook groter buigsaamheid in terme van die uitvoering van werk, asook die fisiese werksplek, wees. Hierdie organisasies sal 'n kompeterende voordeel in werwing en behoud van werknemers hê. Koste sal in toom gehou word aangesien plaaslik gekwalifiseerde persone aangestel word en die organisasie homself strategies beter in terme van die breë sosiale omgewing kan posisioneer (Iles, 1999). Die bedryf skep die moontlikheid om 'n waardige en respekvolle werksomgewing te skep wat vir huidige en toekomstige belanghebbende partye aantreklik is (Cox & Blake, 1991; Castania, 1992; Neck et al., 1997; Wittenburg, Marcus, Tesolowski & Isbell, 2001; Hagner & Cooney 2003). Laastens toon navorsing deur Neck et al. (1997) dat organisasies wat 'n spesiale poging aanwend om 'n diverse werksmag te bestuur en 'n verskeidenheid van diversiteitsbestuursprogramme aanbied, meer winsgewend is as organisasies sonder hierdie programme.

Daar bestaan dus verskeie sinvolle besigheidsredes vir die bestuur van 'n diverse werksmag. Daar is egter ook wetlike aspekte wat in ag geneem moet word in die bestuur van 'n diverse werksmag en meer spesifiek, die bestuur van persone met fisieke gestremdhede (Clark, 2003).

2.4 WETLIKE VOORSKRIFTE TEN OPSIGTE VAN DIVERSITEIT IN DIE WERKSOMGEWING

'n Wye reeks wetgewing het in 1994, na die eerste demokratiese verkiesing, in werking getree wat gepoog het om die ekonomiese speelveld meer gelyk te maak (Itano, 2002). Dit het daartoe gelei dat die regering verskillende openbare beleidsposisies aangeneem het om die regte van persone met gestremdhede te beskerm en te bevorder om hulle soveel as moontlik in die gemeenskap en ekonomiese hoofstroom te integreer (Robertson, Lewis & Hiila, 2004; Piggott, Sapey & Wilenius, 2005; Simkiss, 2005). Bogenoemde is bewerkstellig deur die bekendstelling van kwotasisteme, asook antidiskriminerende wetgewing en/of wetgewing vir indiensnemingsgelykheid, wat dit onwettig maak om in enige fase van die indiensnemingsproses teen persone op grond van 'n gestremdheid te diskrimineer (Sutton & Walsh, 1999).

Die Grondwet van die Republiek van Suid-Afrika, 1996 (Wet 108 van 1996) (hierna verwys as die Grondwet) verbied onregverdige diskriminasie op grond van gestremdheid (wat deel vorm van ander kriteria) (Clark, 2003; Ruiter, Byrne & Reynolds, 2003; Hernandez, Balcazar & Keys, 2004; Truter, 2004). *Die Wet op Arbeidsverhoudinge, 1996* (Wet 66 van 1995) het hoofsaaklik die bevordering van ekonomiese ontwikkeling, sosiale regverdigheid, arbeidsvrede en die demokratisering van die werksplek ten doel (Clark, 2003). *Die Wet op Gelyke Indiensneming, 1998* (Wet 55 van 1998) poog om gelykheid in die werksplek te bevorder deurdat werkgewers regstellende aksie-maatstawwe implementeer ter bevordering van persone van aangewese groepe (wat onder meer persone met gestremdhede insluit) (Clark, 2003; Christianson, 2004). Hierdie maatstawwe verseker dat geskikte, gekwalifiseerde persone van toegewysde groepe gelyke indiensnemingsgeleenthede in alle beroepskategorieë verkry (Human, 1996c; Kramar, 1998; Itano, 2002; Clark, 2003).

'n Kode van Goeie Praktyke (Code of Good Practice) (2000), asook Tegniese Ondersteuningsriglyne (Technical Assistance Guidelines – TAG) is onderskeidelik in 2000 en 2003 gepubliseer om aan werknemers ondersteuning te bied in die uitvoering van hul verantwoordelikhede in terme van hierdie aspek (Truter, 2004). Die leidende beginsel in hierdie twee dokumente is gebaseer op die filosofie dat die indiensneming van persone met gestremdhede nie slegs voordelig vir die gemeenskap is nie, maar ook vir die werkgewers (Chawira, 2001).

Die Suid-Afrikaanse regering se benadering tot 'n Geïntegreerde Nasionale Gestremdheidstrategie is in die Integrated National Disability Strategy White Paper (1997) uiteengesit. Die hoofdoelwit van hierdie dokument was om strategieë te ontwikkel wat die gelykstelling van geleenthede vir persone met gestremdhede moontlik maak (Integrated National Disability Strategy White Paper, 1997; Bhagwanjee & Stewart, 1999; Mji, 2003). Volgens die Integrated National Disability Strategy White Paper (1997) verbind die regering hom tot die ontwerp van 'n uitgebreide program vir persone met gestremdhede wat ten doel het om hulle betrokkenheid in die gemeenskap te bevorder deur diskriminerende praktyke, veral in die werksplek, te elimineer. Die Kode gee aan werkgewers leiding om gestremdheid nie bloot aan swak gesondheid gelyk te stel nie en nie teen persone met gestremdhede te diskrimineer indien hulle wel die nodige kapasiteit besit om aan die inherente vereistes van die pos te voldoen nie (Integrated National Disability Strategy White Paper, 1997; Clark, 2003). Die Kode verskaf ook riglyne in terme van werwing, keuring, plasing, induksie, ontwikkeling, bevordering en akkommodasie van persone met gestremdhede (Human, 1996c; Kramar, 1998; Clark, 2003). Laastens moet organisasies aan die gestremdheidskwota van ongeveer twee persent (2%) van die werksmag voldoen (Itano, 2002; Truter, 2004). Dit is egter slegs 'n riglyn en nie wetlik afdwingbaar nie, wat dit 'n tekortkoming van die *Wet op Arbeidsverhoudinge, 1996* (Wet 66 van 1995) maak. Bestuurders kan nie gestraf word indien hulle nie hierdie kwota in die organisasie toepas nie (Integrated National Disability Strategy White Paper, 1997).

Ten spyte van bogenoemde wetgewing word persone met gestremdhede steeds nie in organisasies geïntegreer nie en bestaan daar oor die algemeen hoë vlakke van werkloosheid en onderverteenvoordiging van mense met gestremdhede in die Suid-Afrikaanse werksplek (Dibben et al., 2001). 'n Werklike toets van gestremdhedeverbandhoudende wetgewing en vrywillige ontwikkeling is die aandag wat bestuur aan hierdie kwessie gee (Human, 1996c). Vervolgens sal daar op fisieke gestremdheid in die werksomgewing gefokus word.

2.5 FISIEKE GESTREMDHEID IN DIE WERKSOMGEWING

'n Maatstaf om die gemeenskap se respek teenoor menseregte te meet, is die status wat die gemeenskap aan die kwesbaarste persone in die gemeenskap gee, naamlik persone met gestremdhede (Integrated National Disability Strategy White Paper, 1997; Mji, 2003). Vir persone met gestremdhede is dit spesifiek van belang om in 'n werk te staan, aangesien dit aan hulle 'n geleentheid gee om hulle waarde as volwaardige landsburgers te bewys deurdat hulle finansiëel onafhanklik kan funksioneer (McKinlay & Hofmeyer, 1995). England (2003) wys egter daarop dat, wanneer persone met gestremdhede wel in diens geneem word, hulle dikwels in minderbevoorregte posisies (wat lae status en lae betaalde poste insluit) in die ope arbeidsmark geplaas word.

Verder ervaar persone wat blind of swak sig het nog groter diskriminasie as persone met ander tipe gestremdhede. Dit blyk uit die feit dat 'n kleiner persentasie van persone met hierdie tipe gestremdhede in diens geneem word, in vergelyking met die algemene gestremdhedsbevolking (Simkiss, 2005). Dit is egter die eerste keer in die geskiedenis dat meer poste van intellektuele vaardighede as van fisiese vermoë afhanklik is; daarom speel persone met fisieke gestremdhede (ongeach van die tipe fisieke gestremdheid) 'n noodsaaklike rol in menslike hulpbronne (Noel, 1990).

Opinies, houdings en oortuigings van persone sonder gestremdhede beïnvloed die wyse waarop die gemeenskap gestremdhede interpreteer en met persone wat gestremd is in interaksie verkeer (Integrated National Disability Strategy White Paper, 1997).

Verskeie navorsers (Uys 1991; McKinlay & Hofmeyer, 1995; Dibben et al., 2001) twyfel egter aan die mate waarin organisasies werklik poog om die behoeftes van persone met gestremdhede op 'n proaktiewe en geïntegreerde wyse aan te spreek. Bradshaw (2004) bevestig bogenoemde deur te beweer dat die aantal persone met gestremdhede wat in diens geneem is, afgeneem het vandat *Die Wet op Gelyke Indiensneming, 1998* (Wet 55 van 1998) ingestel is.

Volgens Ruder (1995) is dit belangrik dat persone met gestremdhede nie slegs in die ope arbeidsmark ingesluit word nie, maar dieselfde regte as persone sonder gestremdhede sal geniet. Persone met gestremdhede sal indiensnemingsukses ervaar wanneer hulle fisies en sosiaal (wat die kwaliteit van die werksplekverhoudings insluit) in die werksplek geïntegreer word (England, 2003; Riches & Green, 2003). Die struikelblokke om persone met gestremdhede in diens te neem, is eerder sosiaal as individueel van aard (Piggott et al., 2005).

Daar bestaan 'n verantwoordelikheid vir die gemeenskap, maar ook vir die regering, om die lewenskwaliteit van persone met fisieke gestremdhede te verbeter (Integrated National Disability Strategy White Paper, 1997). Daadwerklike pogings moet aangewend word om struikelblokke in die pad van persone wat vroeër van 'n reeks poste uitgesluit is, uit die weg te ruim (Mbeki, 2003).

Vervolgens sal die konsep van fisieke gestremdheid bespreek word, met spesifieke verwysing na die definiëring van fisieke gestremdheid, asook 'n bespreking van die modelle en paradigmas van fisieke gestremdhede.

2.5.1 DEFINISIE VAN FISIEKE GESTREMDHEID

Navorsing toon dat tussen vyf en twaalf persent Suid-Afrikaners gemiddeld tot uitermatig gestremd is (Geïntegreerde Nasionale Gestremdheidstrategie, November:1; Statistics South Africa, 2005). Daar is egter geen enkele definisie van gestremdheid wat in al die arbeids- en sosiale wetgewing gebruik kan word nie (International Labour Office Bureau of Statistics, 2004).

“Persone met gestremdhede” word gedefinieer as persone wat ’n langtermyn- of terugkerende fisieke of verstandelike gebrek het, wat hul moontlikheid tot toegang of vordering in indiensneming aansienlik belemmer (Code of Good Practice, 2000). Aspekte wat by gestremdheid ingesluit word, is onder andere persone wat blind, swaksiende, doof of hardhorend is, parapleë is, leergestremd is of verskillende grade van geestesgesondheidsprobleme ervaar (Woods, 2005).

Volgens Plug, Meyer, Louw en Gouws (1988) word fisieke gestremdheid spesifiek gedefinieer as ’n verminderde vermoë of geskiktheid om sekere liggaamlike handeling te verrig weens een of meer aangebore of verworwe liggaamlike gebrek.

Die *Americans with Disabilities Act of 1990* (Americans with Disabilities Act, (ADA), 1990 in Nelson & Kleiner, 2001) sluit by hierdie definisie aan en omskryf fisieke gestremdheid as ’n fisieke gebrek wat een of meer van die hooflewensfunksies van ’n individu aansienlik beperk. Verder kan die persoon nie die hooflewensaktiwiteite soos loop, sien, hoor, praat, asemhaal, selfversorging of leer tot die mate van die gemiddelde persoon uitvoer nie (Nelson & Kleiner, 2001; Stevens, 2002).

Jagoe (n.d.) wys daarop dat gestremdheid inherent aan die individu is, wat tot ’n groot mate onveranderd en staties is. ’n Persoon sal as fisiek gestremd beskou word die oomblik as die verswakking substansieel fisiek beperkend word. ’n Verswakking is substansieel beperkend wanneer die persoon, in die afwesigheid van redelike akkommodasie deur die werkgewer, glad nie ’n

werk sal kan uitvoer nie, of die betekenisvolheid in die uitvoering van die werk sal beperk wees (Clark, 2003).

Vir die doel van die studie sal die omskrywing van gestremdheid soos uiteengesit in The Code of Good Practice (2000) gebruik word, veral gesien in die lig dat dit uit Suid-Afrikaanse wetgewing ontwikkel het. Verder sal die Amerikaanse Gestremdheidswetgewing van 1990 (ADA, 1990 in Nelson & Kleiner, 2001) se omskrywing van fisieke gestremdheid gebruik word, aangesien dit die hooflewensaktiwiteite van persone insluit.

Beide hierdie wetgewing het ontwikkel teen die agtergrond van sekere modelle en paradigmas van gestremdheid wat vervolgens bespreek sal word (Integrated National Disability Strategy White Paper, 1997).

2.5.2 MODELLE EN PARADIGMAS VAN GESTREMDHEID

Daar bestaan wêreldwyd twee modelle van gestremdheid, naamlik die Mediese en Sosiale Modelle (Integrated National Disability Strategy White Paper, 1997; Tervo et al., 2004). Cook en Burke (2002) verwys weer na twee paradigmas, naamlik die ou en nuwe paradigmas. Die ou paradigma van Cook en Burke (2002) kom baie ooreen met die Mediese Model, terwyl die nuwe paradigma met die Sosiale Model versoen kan word. Hierdie ooreenkomste sal uit die volgende besprekings duidelik word.

2.5.2.1 Die Mediese Model

Volgens die Integrated National Disability Strategy White Paper (1997) is gestremdheid in die verlede hoofsaaklik as 'n gesondheids- en welsynskwessie beskou wat die afhanklikheid van die persoon met gestremdheid verhoog het (Allen, 2005). Enige intervensie is gekanaliseer na welsynsorganisasies, terwyl die regering min of geen verantwoordelikheid aanvaar het om gestremdhede aan te spreek nie.

Gestremdheid is as 'n siekte met 'n swak prognose beskou. Die doelwit was om behandeling te voorsien of alternatiewe te skep sodat die persone nie hoef te bedel of weg te kruip nie. Die filosofie was dat hierdie persone nie

gehaat of gevrees moet word nie, maar wel bejammer en gehelp moet word. Persone met gestremdhede is nie bemagtig nie en kon daarom geen bydraes in die bepaling van organisatoriese doelwitte lewer nie. Intervensies was gebaseer op assessering, diagnose en etikettering, en terapeutiese programme is in isolasie ontwikkel terwyl die alledaagse behoeftes van persone met gestremdhede ontken is.

Professionele persone word as deskundiges beskou wat kennis en mag besit om die situasie te rig. In kontras word die persoon met 'n gestremdheid beskou as die kliënt of pasiënt wat 'n minderwaardige lid van die span, en passiewe ontvanger van 'n diens is. Die minderwaardige posisie word versterk wanneer daar geglo word dat die persoon nie besluite oor sy lewe kan neem nie. Dit het passiwiteit tot gevolg wat deelname aan verskeie aspekte van die lewe inhibeer. Die "probleem" word binne die individu gesien en die deskundige se aandag is op die verandering van die individu om in die gemeenskap te pas (Jagoe, n.d.).

Hierdie houding, wat uit die persepsie van gestremdheid as 'n gesondheids- en welsynskwessie voortspruit, is sigbaar in alle areas van die gemeenskap. Dit het tot gevolg gehad dat persone met gestremdhede, asook hul gesinne, van die gemeenskap en hoofstroomaktiwiteite geïsoleer is. Hierdie persone se afhanklikheid van staatshulp het veroorsaak dat hulle van enige mag ontnem is, wat hul kapasiteit en selfvertroue om op 'n gelyke vlak met ander persone in die gemeenskap in interaksie te verkeer, aansienlik verminder het. Die regering het persone met gestremdhede slegs in terme van ekonomiese oorwegings benader met die fokus op die koste verbonde aan die akkommodasie van hierdie persone (Integrated National Disability Strategy White Paper, 1997; Bhagwanjee & Stewart, 1999; Cook & Burke, 2002).

2.5.2.2 Die Sosiale Model

Bhagwanjee en Stewart (1999) wys daarop dat gestremdheid volgens die Sosiale Model as 'n menslike reg en ontwikkelingskwessie beskou word. Die Sosiale Model lei tot groter erkenning en herkenning van persone met

gestremdhede deurdat hierdie persone as gelyke burgers beskou word en daarom dieselfde gelyke regte en verantwoordelikhede as alle landsburgers moet geniet. Verder impliseer hierdie model dat die behoeftes van alle individue ewe belangrik is en daarom as basis in enige beplanning gebruik moet word. Bronne moet op só 'n wyse benut word dat elke individu gelyke geleenthede tot deelname in die gemeenskap verkry, gelyke verantwoordelikheid binne die gemeenskap moet hê en die ondersteuning moet verkry wat hulle in staat stel om hierdie verantwoordelikheid uit te leef. Die gemeenskap se verwagtinge van persone met gestremdhede moet dus verhoog word. 'n Menseregte- en ontwikkelingsbenadering teenoor gestremdhede fokus op die verwydering van struikelblokke tot gelyke deelname, asook die eliminerings van diskriminasie as gevolg van gestremdhede. Hierdie benadering impliseer dat die diskriminasie wat die persoon met 'n gestremdheid vanuit die gemeenskap ervaar die gevolg is van 'n komplekse vorm van institusionele diskriminasie. Hierdie diskriminasie is sosiaal geskep en 'n fundamentele weerspieëling van die wyse waarop die gemeenskap funksioneer. Hierdie filosofie het egter min met die werklikheid van persone met gestremdhede te doen (Integrated National Disability Strategy White Paper, 1997).

Volgens die gestremdhedsregtebeweging lê die "genesingsmiddel" vir hierdie "probleem" in die herstrukturering en ontwikkeling van die gemeenskap. Die ontwikkeling en opbou van 'n nasie, waar alle burgers aan 'n enkele ekonomie deelneem, kan slegs plaasvind wanneer persone met gestremdhede in die proses ingesluit word (Integrated National Disability Strategy White Paper, 1997; Bhagwanjee & Stewart, 1999).

Die nuwe paradigma van Cook en Burke (2002) toon verskeie ooreenkomste met die Sosiale Model. Hulle brei die model egter uit deur te verwys na die interaksie tussen die kenmerke van 'n individu en eienskappe van sy of haar kulturele, sosiale, natuurlike en fisiese omgewing. Binne hierdie raamwerk lê gestremdheid nie in die persoon self nie, maar eerder in die interaksie tussen die individu se kenmerke (soos hulle funksionele status, of persoonlike of sosiale kwaliteite) en die aard van die omgewing waarbinne

hulle werkzaam is. Die rol van die persoon met 'n gestremdheid skuif weg van 'n objek vir intervensie of 'n pasiënt na 'n kliënt, bemagtigde kollega en besluitnemer wat moontlik akkommodasie in die werksomgewing benodig om sodoende tot sy volle potensiaal te funksioneer.

Bhagwanjee en Stewardt (1999) wys daarop dat daar 'n paradigmaskuif by individue moet plaasvind wat weg beweeg van die Mediese Model na 'n psigososiale model van gestremdheid. Dit beteken dat die persoon met 'n gestremdheid se regte binne 'n ontwikkelingsraamwerk bevorder word. Dit impliseer 'n houdingsverandering wat moet plaasvind by persone sonder gestremdhede teenoor persone met gestremdhede.

Vir houdingsveranderinge om plaas te vind, moet daar egter eers vasgestel word wat presies onder die term "houding" verstaan word, asook wat persone sonder gestremdhede se houding jeens persone met gestremdhede is. Vervolgens sal houding teenoor gestremdheid in die werksomgewing bespreek word.

2.6 HOUDING TEENoor FISIEKE GESTREMDHEID IN DIE WERKSOMGEWING

Die opinies en oortuigings van persone sonder gestremdhede teenoor persone met gestremdhede beïnvloed die wyse waarop die gemeenskap die gestremdheid interpreteer, asook met hierdie persone in interaksie verkeer (Bhagwanjee & Stewart, 1999). Die definisies van houdings, modelle aangaande die aard en samestelling van houding, houding jeens persone met fisieke gestremdhede en faktore wat houding jeens persone met fisieke gestremdheid in die werksplek beïnvloed, sal vervolgens bespreek word.

2.6.1 DEFINISIES VAN HOUDING

Een van die eerste definisies van houding is reeds in 1935 deur Gordon Allport geformuleer. Hy definieer houding as 'n verstandelike en neurale

toestand van gereedheid wat deur ervaring georganiseer word en 'n direkte of dinamiese invloed op die individu se response teenoor objekte en situasies waarmee hy in aanraking kom, uitoefen (Allport, 1935).

Plug et al. (1988) definieer houding as die relatief stabiel en hoofsaaklik aangeleerde ingesteldheid van die individu teenoor sekere objekte (d.w.s. persone, groepe, fisiese voorwerpe en abstrakte sake soos godsdiensbeskouings).

Volgens Zimbardo et al. (1977) bestaan houding uit tevredenheid en ontevredenheid. Hierdie twee konsepte vorm die basis van 'n individu se voorkeure en sluit sy/haar houding teenoor mense, groepe, situasies, objekte of idees in. Houding is 'n verstandelike gereedheid wat 'n algemene of deurlopende invloed op 'n groot hoeveelheid evaluerende response uitoefen. Houdings is dus interne, private gebeure wat afgelei word deur introspeksie wat in woord en daad uitgedruk word.

Volgens Antonak et al. (1988) is houding relatief stabiel met 'n komplekse, multikomponentstruktuur wat 'n spesifieke sosiale objek as verwysing het. Houdings wissel in terme van kwantiteit, kwaliteit, motiveringskrag (intensiteit en krag) en rigting (vir of teen die houdingsverwysing). Hierdie aspekte word gemanifesteer sodra die persoon met die houdingsverwysing in kontak kom en op 'n bepaalde wyse optree of reageer. Houding kan beskryf word as die wyse waarop 'n persoon 'n objek, persoon of situasie beoordeel. Verder word hierdie oordele beïnvloed deur die persoon se kennis en gedrag oor die bepaalde onderwerp.

Tervo et al. (2004) vereenvoudig bogenoemde definisies wanneer hulle houding definieer as aangeleerde disposisies wat die gevoelens, denke en optrede van die persoon rig.

Triandis (1971) definieer houding as 'n idee (kognitiewe komponent) wat aangevuur word deur emosie (affektiewe komponent) wat 'n sekere klas van

optrede (gedragskomponent) tot 'n spesifieke klas of sosiale situasie predisponeer (konatiewe komponent).

Vir die doel van die studie sal houding gedefinieer word as 'n bepaalde disposisie teenoor 'n bepaalde objek, wat uit 'n komplekse struktuur bestaan, naamlik 'n kognitiewe, affektiewe, konatiewe en gedragskomponent. Vervolgens sal die verskillende modelle aangaande die aard en samestelling van houding bespreek word.

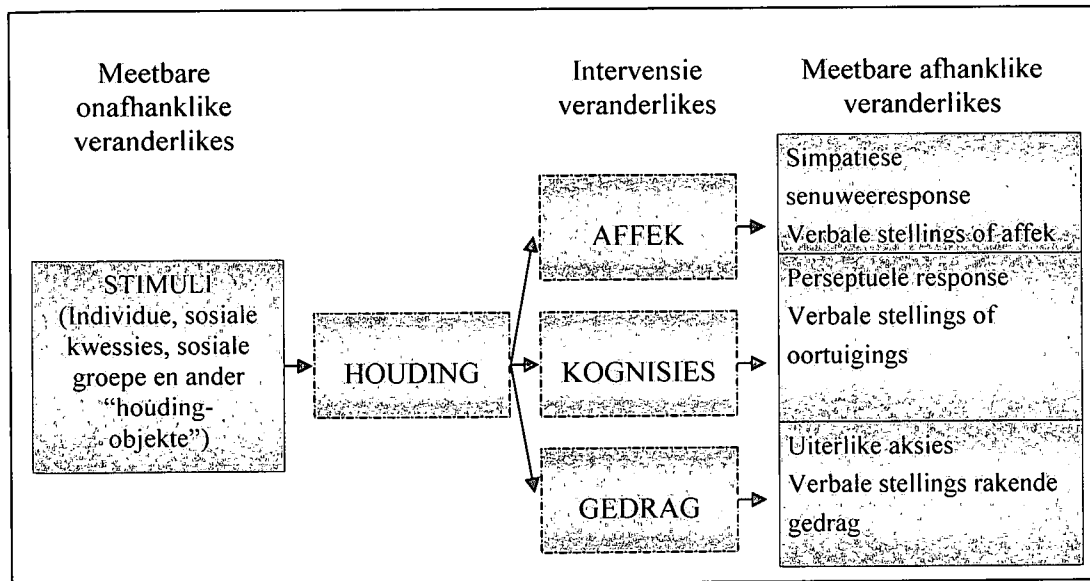
2.6.2 MODELLE AANGAANDE DIE AARD EN SAMESTELLING VAN HOUDING

Daar bestaan heelwat meningsverskille oor die presiese aard van houding, asook oor die presiese aard van die verband tussen menings, houdings en gedrag (Antonak et al., 1988). Die meeste van die teorieë rakende houdings kan hoofsaaklik in een van drie kategorieë verdeel word, wat verskillende modelle vorm, naamlik (Plug et al., 1988):

- Die Driekomponentmodel waarvolgens houdings 'n kognitiewe, affektiewe en konatiewe komponent insluit.
- Die Tweekomponentmodel waarvolgens houdings slegs 'n kognitiewe en affektiewe komponent insluit.
- Die Enkelkomponentmodel waarvolgens houdings slegs uit 'n affektiewe komponent bestaan.

Die affektiewe komponent bestaan uit 'n persoon se evaluasie of emosionele respons (emosies en gevoelens) teenoor 'n objek of persoon. Die kognitiewe komponent is die persoon se oortuiging, idee of feitlike kennis van die objek of persoon. Die gedragskomponent is die persoon se eksterne gedrag wat op die objek of persoon gerig word, met ander woorde 'n bepaalde predisposisie teenoor 'n aksie (Zimbardo et al., 1977). Heelwat navorsers ondersteun egter die standpunt dat houding uit drie komponente bestaan (Triandis, 1971; Zimbardo et al., 1977).

In Figuur 2.2 word 'n skematiese uiteensetting verskaf van Rosenberg en Hovland (1960 in Zimbardo et al., 1977) se Driekomponentmodel van 'n houding. Alle response van 'n persoon teenoor 'n stimulus word bemiddel deur die persoon se houding teenoor daardie objek. Die stimuli kan individue, sosiale kwessies en sosiale groepe soos persone met gestremdhede insluit. Die verskillende response word egter in drie kategorieë verdeel, naamlik die kognitiewe (perseptuele response en verbale stellings of oortuigings), affektiewe (simpatiese senuweeresponse en verbale stellings of affek) en die gedrag of konatiewe komponente (uiterlike aksies en verbale stellings rakende gedrag). Elke responsklas stem ooreen met een komponent van 'n houding (Zimbardo et al., 1977).



Figuur 2.2: Die Driekomponentmodel van 'n houding (Rosenberg & Hovland, 1960 in Zimbardo et al., 1977, p.21).

Figuur 2.2 veronderstel dat al drie komponente van houding in ag geneem moet word om 'n volledige beeld van 'n persoon se houding te vorm. Die persoon se houding jeens persone met fisieke gestremdhede sal dus uit 'n kognitiewe, affektiewe en gedragskomponent bestaan. Vervolgens sal houding jeens persone met fisieke gestremdhede bespreek word.

2.6.3 HOUDING JEENS PERSONE MET FISIEKE GESTREMDHEDE

Persone met fisieke gestremdhede word nie maklik deur die gemeenskap aanvaar nie. Hierdie groep mense verteenwoordig 'n groot persentasie individue wat graag wil werk, maar werkloos bly aangesien werkgewers dikwels nie hul potensiaal benut nie. Verder voel 'n groot hoeveelheid werkgewers dat dit moeilik, indien nie onmoontlik sou wees om hierdie persone in die werksmag te integreer nie (Antonak et al., 1988; Thomas, 2000; Nelson & Kleiner, 2001; Rao, Sharmila & Rishita, 2002; Simkiss, 2005). Selfs nadat *Die Wet op Gelyke Indiensneming, 1998* (Wet 55 van 1998) bekragtig is, bestaan slegs 0,9% van die land se totale werksmag uit persone met gestremdhede. Verder bestaan slegs 0,25% van persone in die openbare sektor uit persone met gestremdhede (Commission for Employment Equity, Annual Report, 2002; Public Service Commission, 2005).

Sommige van die hoofredes vir hierdie toedrag van sake is negatiewe houdings, vooroordele, onkunde en vrees van persone sonder gestremdhede jeens persone met gestremdhede, asook 'n onbewustheid van persone met gestremdhede se werklike vermoëns (Integrated National Disability Strategy White Paper, 1997; Thomas, 2000; Itano, 2002; Kubicek, 2003; Turner, 2003; Tervo et al., 2004). Hierdie negatiewe houdings word waargeneem in stereotipering, vooropgestelde oortuigings en negatiewe etikettering van persone met gestremdhede soos uitgebeeld in verskeie media (Antonak et al., 1988; Schur et al., 2005). Zimmerman (1994) se studie bevestig bogenoemde wanneer studente met gestremdhede diskriminasie deur beide hul instrukteurs en medestudente ervaar. Hierdie negatiewe houdings verskaf struikelblokke vir persone met gestremdhede in die vervulling van hulle rolle, asook die bereiking van hul lewensdoelwitte (Antonak et al., 1988). Die persoon sonder 'n gestremdheid hou hul afstand van die persoon met 'n gestremdheid deur die aanname dat hierdie persone nie "een van ons" kan wees nie (Jago, n.d; Human, 1996b).

Hierdie negatiewe houdings teenoor persone met gestremdhede is ook opmerklik in die werksplek waar 99% van persone met gestremdhede van

poste in die ope arbeidsmark uitgesluit word (Antonak et al., 1988; Integrated National Disability Strategy White Paper, 1997; Tervo et al., 2004). Wanneer organisasies wel persone met gestremdhede aanstel, word sekere tipe poste soos skakelbordoperateur vir hierdie persone gereserveer, alhoewel hulle ander kwalifikasies het (Graffam et al., 2002; Itano, 2002; Rizzo, 2002). Laasgenoemde lei baie keer tot verlaagde selfagting en gevoelens van hopeloosheid en pessimisme by die persoon met 'n gestremdheid (Tervo et al., 2004). Die verwagting is hoofsaaklik dat die persoon met 'n gestremdheid in die behoeftes van die werkgewer moet voorsien, terwyl die persoon met 'n gestremdheid se behoeftes nie in ag geneem word nie (Arksey, 2003).

Graffam et al. (2002) het gevind dat werkgewers sonder gestremdhede 'n algemene tevredenheid getoon het met die werksprestasie van werknemers met gestremdhede. Die hoofvereiste vir positiewe interaksie tussen persone met en sonder gestremdhede is die houdings van die betrokke partye. In 'n studie van Hagner en Cooney (2003) het een toesighouer bogenoemde bevestig toe hy daarop gewys het dat geduld, begrip en respek vir 'n persoon wat anders as jy is die noodsaaklikste vereiste vir interaksie tussen persone met en sonder gestremdhede is.

Uit bogenoemde bespreking is dit duidelik dat daar verskillende houdings teenoor persone met fisieke gestremdhede bestaan. Aan die een punt van die kontinuum bestaan geen toleransie vir persone met gestremdhede nie, terwyl daar totale toleransie en waardering vir persone met gestremdhede aan die ander punt is bestaan (Rooseveldt, 1995). Rooseveldt (1995) en Kreitner en Kinicki (2001) identifiseer die volgende reaksies wat persone sonder gestremdhede teenoor persone met gestremdhede kan hê:

- Uitsluiting: Persone met gestremdhede word verwerp en uitgestoot nadat hulle by die organisasie aangesluit het.

- Ontkenning: Persone in die organisasie ignoreer verskille tussen die verskillende groepe asof dit glad nie bestaan nie. Dit lei daartoe dat persone in die organisasie as 'n homogene groep beskou word en nie as 'n heterogene groep met verskillende behoeftes nie.
- Onderdrukking: Individue word aangemoedig om verskille te onderdruk asof dit nie bestaan nie.
- Isolasië: Dit verwys na die groepering van persone sonder fisieke gestremdhede in sekere departemente of beroepe, terwyl persone met fisieke gestremdhede op hulle eie moet funksioneer sonder die ondersteuning en insette van die res van die groep.
- Assimilasië: Die poging om lede wat wel fisieke gestremdhede het in 'n presiese replika van persone sonder gestremdhede te verander. Verskille tussen persone met en sonder fisieke gestremdhede word dus verminder.
- Toleransië: In hierdie situasie erken die groepe met en sonder gestremdhede die reg vir verskillende groepe se bestaan, maar word daar stappe geneem om die interaksie tussen die groepe tot die minimum te beperk.
- Bou verhoudings: Hierdie benadering neem 'n standpunt in dat die bou van goeie verhoudings die verskille tussen persone met en sonder gestremdhede sal oorkom.
- Kweek gemeenskaplike aanpassing: Dit sluit die aanvaarding en begrip van verskille deur die betrokke partye in.

Bogenoemde houdings word deur sekere faktore binne die werksomgewing veroorsaak (Graffam et al., 2002) wat vervolgens bespreek sal word.

2.6.4 FAKTORE WAT HOUDING JEENS PERSONE MET FISIEKE GESTREMDHEDE IN DIE WERKSOMGEWING BEÏNVLOED

Navorsing deur Graffam et al. (2002) en Tervo et al. (2004) toon aan dat daar sekere faktore bestaan wat werkgewers se houding teenoor persone met gestremdhede beïnvloed. Hierdie faktore sal vervolgens bespreek word.

2.6.4.1 Bestuursfaktore

Bestuursfaktore is strategiese faktore wat werkgewers se houdings teenoor persone met gestremdhede beïnvloed. Persone met gestremdhede lê gewoonlik laag op bestuur se prioriteitslys, aangesien finansiële en operasionele oorwegings as belangriker vir die organisasie se produktiwiteit en oorlewing beskou word en meer aandag geniet (Human, 2003; Kubicek, 2003).

Bricout (2003) wys egter op die feit dat bestuursfaktore soos waardes, norme en respek teenoor persone met gestremdhede al hoe belangriker vir organisasiesukses word. Wanneer bestuur gestremdheid in die werksplek as 'n belangrike bestuurskwessie beskou, is hulle geneig om meer buigsaam en sensitief vir die spesifieke behoeftes van die persoon met 'n gestremdheid te wees, 'n positiewer houding teenoor hierdie groep persone te handhaaf en 'n ondersteuningskultuur te skep waarbinne persone met gestremdhede kan funksioneer en suksesvol kan wees (Graffam et al., 2002; Gilbride, Stensrud, Vandergoot & Golden, 2003).

Laastens word bestuur se houding deur twee tipes vermoëns beïnvloed, naamlik hul vermoë om prestasie in terme van sosiale faktore soos aanvaarding, insluiting en werksplekmoraal te beoordeel en tweedens hul vermoë om direkte posverwante gedrag as deel van werksprestasie te beskou (Graffam et al., 2002; Bricout, 2003).

2.6.4.2 Produktiwiteit

Verskeie navorsers (Dibben et al., 2001; Price & Gerber, 2001; Graffam et al., 2002; Barcus & Targett, 2003; Bricout, 2003; Clark, 2003) wys op die feit dat die maksimalisering van produktiwiteit as 'n belangrike bestuurskwessie

vir werkgewers beskou word. Werkgewers se houdings teenoor persone met gestremdhede word in 'n groot mate bepaal deur die produktiwiteit van die werknemer. Hoe produktiewer die werknemer is, hoe positiewer is die werkgewer se houding teenoor die betrokke werknemer (gestremd, al dan nie) (Bricout, 2003).

2.6.4.3 Organisasiegrootte

Die organisasiegrootte beïnvloed persone sonder gestremdhede se houdings jeens persone met gestremdhede. Werkgewers van groter maatskappye (meer as 45 werknemers) toon positiewer houdings teenoor persone met gestremdhede as werkgewers van kleiner maatskappye. 'n Moontlike rede hiervoor is die feit dat individue van groter organisasies meer geleenthede verkry om met persone met gestremdhede in interaksie te verkeer. Verhoogde blootstelling aan persone met gestremdhede lei weer tot gunstiger houdings teenoor hierdie persone (Hernandez et al., 2004).

2.6.4.4 Kostefaktore

Volgens Graffam et al. (2002) is kostefaktore 'n belangrike determinant in die bepaling van werkgewers se houdings jeens persone met fisieke gestremdhede. Organisasies is soms aarselend en toon negatiewe houdings om persone met gestremdhede aan te stel as gevolg van die persepsie van verhoogde koste en gepaardgaande ongerief (Price & Gerber, 2001; Barcus & Targett, 2003; Simkiss, 2005). Koste wat aan die akkommodasie van persone met gestremdhede gekoppel word, is egter minimaal en kan aspekte soos die aanstelling van addisionele toesighouding en opleiding van medewerkers om werknemers met gestremdhede te ondersteun, insluit (Graffam et al., 2002; Turner, 2003).

2.6.4.5 Opleiding en ontwikkeling van die persoon met 'n fisieke gestremdheid

Bestuurders is kostebewus en toon daarom oor die algemeen weerstand om langtermynbeleggings in die opleiding en ontwikkeling van mannekrag te maak (Price & Gerber, 2001; Barcus & Targett, 2003; Bricout, 2003). Opleiding en -ontwikkelingskoste word gewoonlik eerste gesny in die lig

van korttermynresultate, -doelwitte en -belonings. Dit veroorsaak dat 'n gaping tussen die rehabilitasiepraktyke rondom die ondersteuning van werkers met gestremdhede en die eise van die werksplek ontstaan. Opleiding van persone met gestremdhede kan deur bestuur as 'n groter proporsionele risiko beskou word as wat die aanstelling van 'n persoon sonder 'n gestremdheid met vergelykende vaardighede sal wees. Hierdie persepsie dra verder by tot werkgewers se negatiewe houding teenoor persone met gestremdhede (Dibben et al., 2001; Clark, 2003).

Bestuurders plaas dikwels die verantwoordelikheid vir opleiding en ontwikkeling op die persoon met 'n gestremdheid. Persone met gestremdhede moet die organisasie met die nodige vaardighede binnekom, sonder dat die organisasie ekstra opleiding en ondersteuning aan hulle moet verskaf (Price & Gerber, 2001; Barcus & Targett, 2003; Bricout, 2003).

2.6.4.6 Opleiding en ontwikkeling van persone sonder gestremdhede teenoor persone met fisieke gestremdhede

Opleiding en onderrig beïnvloed persone sonder gestremdhede se houdings jeens persone met gestremdhede. Hoe meer kennis en onderrig persone sonder gestremdhede van persone met gestremdhede ontvang, hoe positiewer is hul houding teenoor hierdie persone (Hernandez et al., 2004; Tervo et al., 2004).

2.6.4.7 Die persoon met 'n gestremdheid se vermoë om 'n pos te beklee

Die houding van werkgewers word beïnvloed deur die persoon met 'n gestremdheid se werklike vermoë om die funksies van die pos te kan uitvoer en die pos sodoende op standaard uit te voer (Graffam et al., 2002; Gilbride et al., 2003). Die primêre fokus is op die sinvolle bydrae wat die persoon met 'n gestremdheid tot die organisasie of werksgroep in geheel maak en nie op die individuele produktiwiteit van die persoon met 'n gestremdheid nie. Werkgewerhoudings word dus deur die individuele prestasie van die persoon met 'n gestremdheid beïnvloed (Graffam et al., 2002).

2.6.4.8 Bestuurders se blootstelling en ondersteuning aan persone met fisieke gestremdhede

Navorsing (Graffam et al., 2002; Arksey, 2003; Riches & Green, 2003; Tervo et al., 2004) toon aan dat bestuurders se persepsie en houding teenoor persone met fisieke gestremdhede beïnvloed word deur of die werkgewer al voorheen persone met gestremdhede in diens geneem het, al dan nie. Hoe meer blootstelling 'n persoon sonder 'n gestremdhede aan persone met gestremdhede het, hoe positiewer is hulle houding teenoor hierdie persone (Burke & Sutherland, 2004). Hierdie werkgewers wys op die positiewe kwaliteite en vaardighede wat hierdie persone na die werksmag bring. Hulle is ook geneig om sensitiewer op te tree, meer begrip en empatie teenoor die behoeftes van persone met gestremdhede te hê en toon minder vooroordele teenoor hierdie persone. Die persoon met 'n gestremdhede word as 'n werknemer beskou en nie bloot as 'n lid van 'n gestereotipeerde groep nie (Schur et al., 2005).

2.6.4.9 Persoonlike faktore van persone met en sonder gestremdhede

Volgens Graffam et al. (2002) is persoonlike faktore van die persoon met 'n gestremdhede van die belangrikste bepalers wat werkgewers se houding jeens hierdie persone beïnvloed. 'n Faktor wat hier spesifiek van belang is, is die persoon met 'n gestremdhede se higiëne en persoonlike versorging (Graffam et al., 2002; Riches & Green, 2003).

Persoonlike faktore van persone sonder gestremdhede bepaal die mate van vooroordeel (negatiewe houding) wat teenoor die persone met gestremdhede gekoester word. So sal persoonlike faktore soos hoë aggressievlakke, angstigheid, dogmatisme, etnosentrisme, 'n beperkte verdraagsaamheid van dubbelsinnigheid en 'n lae selfbeeld en liggaamstevredenheid die persoon sonder 'n gestremdhede se interaksie met 'n persoon met 'n gestremdhede negatief beïnvloed (Schur et al., 2005).

2.6.4.10 Sosiale faktore

Wehman (2003) wys op die feit dat die werksomgewing, asook verhoudings met medewerkers, van die belangrikste faktore is wat tot werksukses en

tevredenheid van persone met gestremdhede lei, veral met betrekking tot posisies wat minder vaardighede en vermoëns vereis. Persone met gestremdhede se indiensnemingsukses stem nouliks ooreen met die mate waarin hierdie persone fisies en sosiaal in die werksomgewing ingesluit word, asook eise wat aan hulle gestel word. Sosiale faktore sluit veral sosiale interaksie en aanvaarding van medewerkers in (Graffam et al., 2002; Hagner & Cooney, 2003; Riches & Green, 2003). 'n Positiewe houding teenoor persone met gestremdhede word deur die organisasie se sosiale kultuur en werknemers se vermoë om saam met hierdie persoon te kan werk, beïnvloed (Hagner & Cooney, 2003).

2.6.4.11 Kommunikasieprobleme tussen die betrokke partye

Kommunikasie tussen persone met en sonder gestremdhede word dikwels beïnvloed deur die fisieke gebrek van die persoon met 'n gestremdheid soos verswakte spraak of gehoor. Die kommunikasieproses tussen die twee partye neem langer en veroorsaak dikwels spanning en kommunikasieprobleme. Hierdie toedrag van sake lewer op sy beurt weer 'n bydrae tot die negatiewe houdings van persone sonder gestremdhede teenoor persone met gestremdhede. Gevolglik poog die persoon sonder 'n gestremdheid eerder om die persoon met 'n gestremdheid te vermy. Verder affekteer negatiewe houdings vanaf werkgewers en medewerkers die kommunikasie- en sosialiseringproses van nuwe werknemers met gestremdhede en word hulle vermoë om ten volle deur die organisasie aanvaar te word, belemmer (Thomas, 2000; Schur et al., 2005).

2.6.4.12 Akkommodasie van persone met fisieke gestremdhede

Die akkommodasie van persone met gestremdhede kan 'n negatiewe reaksie en houding by medewerkers tot gevolg hê, aangesien medewerkers kan voel dat die persoon met 'n gestremdheid begunstig word. Die akkommodasie word veral as onregverdig beskou indien dit blyk dat die persoon se werk vergemaklik word, medewerkers se pos bemoeilik, as 'n beloning of byvoordeel gesien word, skaars hulpbronne gebruik word en medewerkers as gevolg van die akkommodasie kompeterende belonings kwyt is (Schur et al., 2005).

In die voorafgaande gedeelte is houdings, en meer spesifiek houdings jeens persone met fisieke gestremdhede in die werksomgewing, bespreek. Verder is daar gefokus op verskeie faktore wat houdings jeens persone met fisieke gestremdhede in die werksomgewing beïnvloed. Vervolgens sal die teorieë aangaande die vorming en verandering van houdings bespreek word.

2.7 TEORIEË AANGAANDE DIE VORMING EN VERANDERING VAN HOUDINGS

Volgens Taylor et al. (1994) bestaan daar verskeie teorieë wat aandui hoe houdings gevorm en verander kan word. Die verandering van houdings vind nie spontaan plaas nie, maar is 'n komplekse proses wat met die grootste versigtigheid hanteer moet word (Integrated National Disability Strategy White Paper 1997; Chairamonte, 2004). Die uiteindelijke doel is 'n verandering van negatiewe houdings na positiewe houdings teenoor persone met gestremdhede (Tervo et al., 2004). Vervolgens sal spesifieke houdingsveranderingsteorieë bespreek word.

Die teorieë word hoofsaaklik in drie hoofkategorieë verdeel, maar die literatuur is vaag oor die klassifikasie van die teorieë. Eerstens sal daar op die Stimulus-respons- en Gedragsteorieë gefokus word. Teorieë wat hier bespreek sal word, is klassieke kondisionering van Pavlov, operante kondisionering van Skinner, sosiale leer van Bandura, die Yale-benadering van Hovland en die Sosiale Beoordelingsteorie wat uit die vorige teorie voortspuit. Tweedens sal daar op die Konsekwentheidsteorieë gefokus word met spesifieke klem op die Balansteorie van Heider. Die derde benadering is die Dissonansietorieë. Daar sal op die Kognitiewe Dissonansietorie, Michigan-groepsdinamikabenadering, Selfpersepsietorie, Attribusietorie, Billikheidsteorie en Verwagtingsteorie gefokus word.

2.7.1 STIMULUS-RESPONS- EN GEDRAGSTEORIEË

Volgens Louw en Edwards (1993) is die grootste gedeelte van 'n persoon se gedrag die resultaat van leerprosesse. Elke leervorm hoër op in die hiërargie verteenwoordig 'n verdere stap in die aanpassingsproses, met habituasie as die eenvoudigste leerproses, waarna kondisioneringsleer plaasvind, en die hoogste vorm van leer in die hiërargie kognitiewe en sosiale leer insluit. Taylor et al. (1994) wys op die feit dat die prosesse wat vir leer verantwoordelik is ook vir die vorming en aanleer van houdings verantwoordelik is. Persone vorm 'n bepaalde houding deur die aanleer van inligting en feite oor houdingsobjekte, asook die gevoelens en waardes wat met hierdie feite geassosieer kan word. Die finale houding van die persoon bevat dus vorige assosiasies, waardes en inligting wat die individu oor 'n tyd versamel het (Robbins et al., 2003).

2.7.1.1 Klassieke kondisionering van Pavlov

Ivan Pavlov is die vader van klassieke kondisionering. Volgens hierdie teorie is leer hoofsaaklik 'n gekondisioneerde respons wat ontwikkel as gevolg van die vorming van 'n assosiasie tussen 'n gekondisioneerde stimulus en 'n ongekondisioneerde stimulus. Wanneer die stimuli, een wat 'n outomatiese reaksie ontlok en die ander een wat neutraal is, met mekaar afgepaar word, word die neutrale stimulus 'n gekondisioneerde stimulus en neem die eienskappe van die ongekondisioneerde stimulus aan.

Klassieke kondisionering is 'n passiewe proses, aangesien dit reflektief of outomaties plaasvind (Robbins et al., 2003). 'n Voorbeeld van klassieke kondisionering wat voorheen in films en advertensies gebruik is, is wanneer die persoon met 'n gestremdheid in die storielyn as dom gestereotipeer is, daar met hulle die spot gedryf is en/of hulle in laevlakposte geplaas is. Die publiek vorm die assosiasie tussen gestremdheid en negatiewe persepsies soos die feit dat persone met gestremdhede nie in staat is om 'n sinvolle en produktiewe pos te beklee nie. Wanneer die persoon sonder 'n gestremdheid later aan die persoon met 'n gestremdheid dink of met hom in kontak kom, toon hulle hierdie negatiewe, gekondisioneerde response.

2.7.1.2 Operante kondisionering van Skinner

Die werk van B.F. Skinner is sinoniem met operante kondisionering. Volgens Skinner word gedrag bepaal deur die gevolge wat die persoon op die gedrag verwag. Gedrag lei tot gevolge wat terugvoer op die gedrag verskaf en sodoende die gedrag onderhou of die moontlikheid daarstel dat die gedrag in die toekoms sal verander. Indien die gevolge positief is, is die gedrag geneig om weer te voorskyn te kom, maar indien die gevolge op die gedrag negatief is of straf verwag, is die gedrag geneig om af te neem (Fishbein, 1967; Insko, 1967; Zimbardo et al., 1977; Taylor et al., 1994; Robbins et al., 2003). Die houding van 'n persoon teenoor gestremdhede sal dus bepaal word deur die gevolge van die persoon sonder 'n gestremdheid se vorige ervarings met persone wat gestremd is. Indien dit 'n positiewe ervaring was, sal hierdie persoon meer in interaksie met die persone wil verkeer, maar as dit 'n negatiewe ervaring was, sal die persoon se interaksie met persone wat gestremd is, afneem.

2.7.1.3 Sosialeleerteorie

Volgens die Sosialeleerteorie is daar voortdurende wedersydse interaksie tussen 'n persoon se gedrag, gebeure wat binne en buite 'n persoon plaasvind (denke, emosionele reaksies, verwagtinge, ens.) en omgewingsgevolge van die gedrag (Zimbardo et al., 1977). Individue leer deur die waarneming van ander mense of selfs deur net van iets vertel te word (leer vind dus deur direkte of indirekte waarneming plaas). Hierdie waarneming word ook gedragsmodellering of waarnemende leer genoem, en vind veral plaas wanneer die persoon wat waargeneem word, 'n belangrike persoon is (Zimbardo et al., 1977; Taylor et al., 1994; Cascio, 1998; Robbins et al., 2003). In die vroeë kinderjare sal die kerngesin 'n belangrike bron van houdingsvorming wees, terwyl die vriendekring in adolessensie weer 'n belangrike invloed op die persoon uitoefen en sal hierdie houdings eerder waargeneem en nageboots word (Taylor et al., 1994).

Volgens Zimbardo et al. (1977), Lieb (1991), Cascio (1998) en Robbins et al. (2003) bestaan die leerproses van gedragsmodellering uit vyf prosesse, naamlik:

- Waarneming: Persone leer slegs van 'n model wanneer hulle die kritieke eienskappe van die model herken en daaraan aandag gee.
- Retensie: 'n Model se invloed sal afhang van hoe goed die individue die model se optrede onthou nadat die model nie meer beskikbaar is nie.
- Motoriese reproduksie: Die waarneming van die model se gedrag moet tot gedrag oorgaan. Dit kan ook deur middel van rolspel ingeoefen word.
- Versterking: Die persoon word vir die gedrag beloon wat weer tot motivering lei.
- Oordrag: Die gedrag moet na alledaagse situasies oorgedra word. Dit is die vermoë om die inligting in nuwe situasies toe te pas. Tydens positiewe oordrag sal die persoon wat die inligting aangeleer het dit in nuwe situasies toepas. Negatiewe oordrag vind plaas wanneer die persoon juis nie die verkeerde gedrag in situasies gebruik nie en dit tot 'n positiewe uitkoms lei.

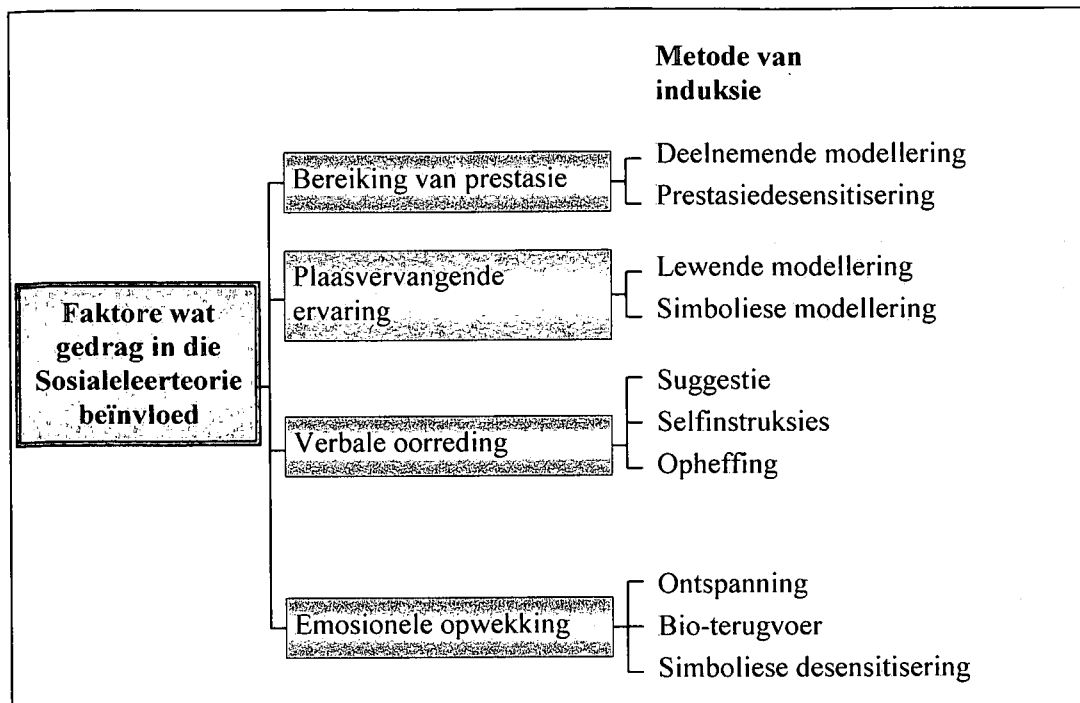
Sosiale leer is werksaam wanneer persone met gestremdhede in suksesvolle beroepe of as suksesvolle sportsterre voorgestel word. Hierdie persone is aantreklik en bevat al die kritieke eienskappe wat noodsaaklik is by die keuse van 'n rolmodel. Persone sonder gestremdhede verkeer in normale interaksie met die persoon met 'n gestremdheid. Die publiek wat as waarnemer optree, neem hierdie gedrag waar en deur middel van die prosesse van sosiale leer verander die negatiewe houdings en stereotipering teenoor hierdie persone.

Volgens Lieb (1991) sal leeroordrag heel waarskynlik in die volgende situasies plaasvind, naamlik:

- **Assosiasies:** Deelnemers kan die inligting assosieer met iets wat hulle reeds ken.
- **Ooreenkomste:** Die inligting is baie dieselfde as materiaal wat die deelnemers reeds ken.
- **Graad van oorspronklike leer:** Deelnemers se oorspronklike leer was hoog.
- **Kritieke attribusie-elemente:** Die inligting wat geleer word, bevat elemente wat uitsonderlik voordelig (kritiek) vir die werk is.

In Figuur 2.3 word 'n opsomming verskaf van vier moontlike faktore, gegrond op die Sosialeleerteorie, wat 'n invloed op 'n persoon se gedrag kan uitoefen. Elkeen van hierdie faktore sal vervolgens bespreek word (Zimbardo et al., 1977).

- **Die bereiking van 'n bepaalde prestasie:** Hierdie prestasie kan bereik word deur middel van deelnemende modellering, asook prestasie-desensitiserings.
- **Plaasvervangende ervarings:** Hierdie ervarings word verkry deur middel van simboliese of lewende modellering of nabootsing.
- **Verbale oorreding:** Dit vind deur suggesties van ander persone plaas, asook deur selfkommunikasie waardeur die persoon aan homself sekere instruksies verskaf. Verder kan die persoon self of ander persone die persoon ophef.
- **Emosionele opwekking:** Van die tegnieke wat tot emosionele opwekking kan lei, is ontspanning, bio-terugvoer vanaf eksterne bronne, asook simboliese desensitiserings sodat 'n sekere aspek 'n simboliese betekenis vir 'n persoon inhou.



Figuur 2.3: Hipotetiese en konseptuele veranderlikes wat gedrag affekteer vanuit die Sosialeleerteorie se perspektief (aangepas uit Bandura, 1976 in Zimbardo et al., 1977).

Die algemene tegnieke wat die basis van hierdie induksiemetodes vorm, sluit direkte versterking, uitwissing en straf, asook plaasvervangende versterking, in (Zimbardo et al., 1977; Robbins et al., 2003). Elkeen van hierdie metodes sal vervolgens kortliks bespreek word.

- Direkte versterking: Beide negatiewe en positiewe versterking veroorsaak dat 'n respons versterk word, en verhoog die moontlikheid van herhaling. In positiewe versterking word die respons deur iets aangenaams opgevolg, terwyl die respons in negatiewe versterking met die beëindiging of onttrekking van iets onaangenaams opgevolg word. 'n Metode wat deel van versterking vorm, is gedragsvorming. Daar word van gedragsvorming gebruik gemaak om persone te help om komplekse gedrag uit te voer. Gedragsvorming behels die opeenvolging van stappe wat 'n verhoogde moeilikheidsgraad het. Met hierdie metode leer persone nuwe gedrag aan en ervaar hulle

ook die gevolge van hul gedrag op 'n direkte wyse (Zimbardo et al., 1977; Robbins et al., 2003).

- **Uitwissing en straf:** Beide uitwissing en straf fokus op die afname van die frekwensie van die gedrag sodat die persoon later ophou om die bepaalde gedrag uit te voer. Straf veroorsaak 'n onaangename situasie wat die afname van die ongewenste gedrag tot gevolg het. Uitwissing, aan die ander kant, vind plaas wanneer gevolge wat die gedrag onderhou, uitgeskakel word (Zimbardo et al., 1977; Robbins et al., 2003).
- **Plaasvervangende versterking en uitwissing:** Die resultate wat verkry word deur direkte ervarings kan soms meer effektief verkry word deurdat die persoon ander mense waarneem wat die gedrag op 'n spesifieke wyse uitvoer en die beloning of straf as resultaat ontvang (Zimbardo et al., 1977).

2.7.1.4 Die Stimulus-responsteorie: die Yale-benadering van Hovland

Hierdie benadering stem grootliks ooreen met die Sosialeleerteorie, maar fokus meer op die oorredingsvermoë van die boodskap. Volgens die Yale-benadering word 'n houding as 'n toenaderings- of vermydingsrespons teenoor 'n houdingsobjek beskryf. Die houding is dus die affektiewe respons van die persoon. Die affektiewe komponent word beïnvloed of verander deur die verandering van 'n persoon se opinies of oortuigings (kognitiewe of kenniskomponent). Persone se houdings teenoor gestremdheid behoort daarom te verander wanneer hulle oortuigings of opinies van persone met gestremdhede verander word. Volgens dié teorie sal oortuigings verander word deur die aanleer van nuwe inligting in oorredende kommunikasie. Die teorie wys ook op die feit dat, wanneer persone min oortuigings oor 'n spesifieke saak het of oningelig is, hulle minder gunstige houdings handhaaf (Zimbardo et al., 1977).

Volgens die Yale-benadering is daar vier prosesse wat bepaal in watter mate 'n persoon deur die kommunikasie beïnvloed word, naamlik aandag, begrip, aanvaarding en die onthou van die boodskap (Zimbardo et al., 1977).

- Aandag: Die boodskap moet uit verskeie kenmerke bestaan wat die gehoor se aandag trek.
- Begrip: Die gehoor moet die boodskap wat oorgedra word, verstaan.
- Aanvaar: Aanvaarding van die argumente is die gevolg van die belonings wat in die kommunikasie aangebied word.
- Retensie: Die aksie wat deur die boodskap voorgestel word, moet gewoonlik op 'n latere stadium uitgevoer word. Daarom is dit belangrik dat die gehoor die boodskap moet onthou.

Die veranderlikes wat die aanvaarding van argumente beïnvloed, word in vier kategorieë verdeel, naamlik die bron, die kommunikasie, die gehoor en die gehoor se reaksie. Elkeen van hierdie vier kategorieë sal kortliks bespreek word (Zimbardo et al., 1977).

- Die bron
Die effek wat die kommunikasie op 'n persoon se houding sal uitoefen, word in 'n mate bepaal deur die bron wat die boodskap uitdra. Eienskappe wat die persoon se ooredingsvermoë sal verhoog, is wanneer die persoon hoë geloofwaardigheid het, hoë kundigheid het en 'n persoon in 'n vertrouenswaardige posisie is. Soms kan selfs eienskappe van die kommunikeerder wat irrelevant tot die boodskap is, 'n invloed op die ooredingsvermoë van die boodskap uitoefen en kan eienskappe soos ras, fisiese aangetrokkenheid, waargenome ooreenkomste van die oorreder met die gehoor, sosiale status, geslag en praatstyl die ooredingsvermoë van die boodskap beïnvloed.

- Kommunikasie

Eienskappe van die boodskap kan ook die effektiwiteit daarvan verhoog of verminder. 'n Swak saamgestelde of vervelige boodskap sal 'n kleiner impak op die gehoor hê as 'n meer subtiële en goed saamgestelde boodskap. Veranderlikes wat die effektiwiteit van die boodskap kan beïnvloed, is eerstens die argumente wat aangebied word, tweedens die volgorde waarin argumente aangebied word, en laastens die uitdruklikheid van die boodskap. Dit dui aan of die gehoor hulle eie afleidings moet maak en of die afleidings deur die oorreder namens die gehoor gemaak word. Daar is ook 'n verskeidenheid inhoudsfaktore wat 'n impak op die boodskap kan uitoefen. Indien 'n rasionele of emosionele appèl byvoorbeeld nodig is, moet die boodskap kort en kragtig wees, of die gehoor moet met argumente oorweldig word.

- Gehoor

Wanneer die gehoor nie die boodskap verstaan nie, sal hulle nie daardeur oorreed word nie. Oorredingsfaktore kan elemente soos 'n persoon se intelligensie, selfwaarde en vorige kennis van die onderwerp insluit, en behoort 'n effek op die gemaklikheid waarmee die persoon oorreed word, al dan nie, te hê. Die aanvanklike houding, betrokkenheid en verbintenis van die gehoor is ook belangrike faktore wat in ag geneem moet word.

- Gehoor se reaksie

Die gehoor se reaksie op 'n oorredende boodskap moenie uitermate wees nie, maar eerder 'n gemiddelde reaksie.

In reklameveldtogte word daar baie op hierdie aspekte gefokus. Die beeld wat deur die reklameveldtogte uitgedra word, beïnvloed in 'n groot mate die publiek se algemene houding teenoor persone met gestremdhede.

2.7.1.5 Die Sosiale Beoordelingsteorie

Die Sosiale Beoordelingsteorie het voortgevloei uit die aanvanklike werk van Sherif en Hovland in 1961 tesame met ander teoretici soos Sherif, Sherif en Nebergall in 1965 wat op hierdie basiese aannames voortgebou het (Triandis, 1971). Volgens die Sosiale Beoordelingsteorie sal 'n persoon se reaksie op inligting en stellings oor gestremdheid deur die persoon se vorige ervarings met gestremdhede bepaal word (Triandis, 1971).

Die mees ekstreme posisies teenoor gestremdheid waaraan die persoon ooit blootgestel was, bepaal die persoon se posisie tussen twee ekstreme pole. Die een pool sal 'n onvoorwaardelike aanvaarding van persone met gestremdheid voorstel, terwyl die teenoorgestelde pool 'n totale verwerping van persone met gestremdhede sal voorstel. Die wiskundige gemiddeld van hierdie posisies funksioneer as die neutrale punt waaruit oordele oor gestremdheid gemaak word (Kiesler, Collins & Miller, 1969; Triandis, 1971).

Volgens Triandis (1971) ontwikkel die aanpassingsvlak van die persoon as 'n neutrale punt waar rondom oordele geanker word. Die aanvaarbaarste posisie vir die persoon vorm die persoon se omvang van aanvaarding en bepaal die persoon se aanpassingsvlak. Die posisies waarteen die persoon die meeste weerstand bied, word die persoon se omvang van verwerping genoem. Die aanpassingsvlak is dus die gemiddeld van die verskeie houdingsposisies teenoor gestremdheid waaraan die persoon deur sy lewe blootgestel is (Kiesler et al., 1969; Triandis, 1971).

2.7.2 KONSEKWENTHEIDSTEORIEË

Volgens konsekwentheidsteoretici bestaan daar 'n basiese behoefte aan konsekwentheid, alhoewel die fokus van die konsekwentheid verskil. Sommige teorieë beklemtoon 'n basiese behoefte aan persoonlike konsekwentheid (die persoonlikheid ontwikkel as 'n konsekwente geheel). Ander teorieë beklemtoon die handhawing van 'n konsekwentheid tussen houdings, tussen gedrag, en tussen houdings en gedrag. Ander teorieë beklemtoon weer die persepsie van die wêreld op 'n konsekwente, verenigbare wyse (Kiesler et al., 1969). Sentraal aan die meeste van hierdie

teorieë is die aanname dat die teenwoordigheid van onkonsekwentheid sielkundige spanning of ten minste ongemak veroorsaak. In 'n poging om hierdie spanning te verminder, herrangskik die persoon die sielkundige wêreld om konsekwentheid teweeg te bring en sodoende die spanning te verminder (Kiesler et al., 1969; Triandis, 1971). As voorbeeld van 'n konsekwentheidsteorie sal die Balansteorie van Heider bespreek word.

2.7.2.1 Die Balansteorie van Heider

Volgens Taylor et al. (1994) is die Balansteorie een van die eerste konsekwentheidsteorieë. Hierdie teorie is gemoeid met die konsekwentheid van die affek binne 'n eenvoudige kognitiewe sisteem wat deur 'n persoon onderhou word. Heider beskryf hierdie konsekwentheid of gebalanseerde toestand as 'n toestand waar alles harmonieus bymekaar inpas sonder stres in die persoon se lewe (Insko, 1967).

Die Balansteorie word gewoonlik in terme van 'n persoon, 'n ander persoon en 'n houdingsobjek beskryf. Daar bestaan dus drie relevante evaluasies, naamlik (Fishbein, 1967; Taylor et al., 1994):

- die eerste persoon se evaluasie van die ander persoon
- die eerste persoon se evaluasie van die houdingsobjek
- die ander persoon se evaluasie van die houdingsobjek

Volgens Fishbein (1967) is die Balansteorie op twee aannames gefundeer. Volgens die eerste aanname is sommige kognitiewe sisteme gebalanseerd, terwyl ander nie is nie. Gebalanseerde verhoudings tussen persone vorm 'n sinvolle en betekenisvolle geheelbeeld. 'n Wanbalans ontstaan indien jy nie van 'n persoon hou nie, maar wel saam met hom stem, of indien jy verskil van 'n persoon van wie jy wel hou. Die onkonsekwentheid lê dus in die feit dat persone wat van mekaar hou, veronderstel is om dieselfde houdings te hê, terwyl persone wat verskil, verskillende houdings behoort te hê.

Indien 'n persoon nie van persone met gestremdhede hou nie, sal die persoon poog om verskille tussen homself en hierdie mense te verhoog, terwyl ooreenkomste verklein sal word. Eenheidsverhoudings is daarom die gevolg van 'n waargenome eenheid van die persoon of persone en die gebeurtenis. Voorbeelde van eenheidsverhoudings kan eendersheid, nabyheid, kousaliteit, lidmaatskap en eienaarskap insluit (Inkso, 1967).

Die tweede aanname fokus op die feit dat ongebalanseerde verhoudings geneig is om na gebalanseerde verhoudings te verander. Ongebalanseerdheid verskaf druk op die sisteem om die houdings te verander totdat die sisteem in balans is. Hierdie verandering kan op verskeie maniere plaasvind, maar oor die algemeen sal mense poog om so min as moontlik in terme van hul affektiewe houdings te verander om steeds balans in die sisteem te verkry (Fishbein, 1967).

2.7.3 DISSONANSIETEORIEË

Die Dissonansieteorie is wel 'n tipe konsekwentheidsteorie of balansteorie, maar as gevolg van die groot verskeidenheid data wat ingesamel is, regverdig dit 'n aparte bespreking (Kiesler et al., 1969). As deel van die Dissonansieteorie sal die Selfpersepsieteorie, die Michigan-groepsdinamikabenedering van Lewin, die Attribusieteorie, die Billikheidsteorie en die Verwagtingsteorie vervolgens bespreek word.

2.7.3.1 Die Kognitiewe Dissonansieteorie

Een van die invloedrykste dissonansieteorieë is die Kognitiewe Dissonansieteorie wat in 1957 deur Leon Festinger ontwikkel is (Insko, 1967; Taylor et al., 1994; Robbins et al., 2003). Soos die Konsekwentheidsteorie, gaan hierdie teorie ook van die veronderstelling uit dat daar druk bestaan om konsekwentheid te bewerkstellig, maar fokus op onkonsekwentheid tussen houdings en gedrag (Taylor et al., 1994; Robbins et al., 2003). Die term "kognitiewe dissonansie" verwys na 'n kognitiewe onkonsekwentheid of wanbalans wat die persoon tussen twee of meer van sy houdings, of tussen sy houding en gedrag waarneem. Enige wanbalans veroorsaak ongemak en spanning by die persoon, wat dan poog om dit te

verminder om sodoende weer 'n stabiele toestand te verkry (Kiesler et al., 1969; Zimbardo et al., 1977; Taylor et al., 1994; Robbins et al., 2003).

Volgens Robbins et al. (2003) is dit onmoontlik om dissonansie ten alle tye te vermy of selfs te verminder. Die behoefte om dissonansie te verminder, word deur drie faktore bepaal, naamlik die belangrikheid van die elemente wat die wanbalans veroorsaak, die mate waarin die persoon in beheer voel oor die elemente wat die dissonansie veroorsaak, asook die belonings wat by die dissonansie betrokke is. Indien die elemente wat die dissonansie veroorsaak relatief onbelangrik is, sal die druk om die wanbalans uit te skakel, verminder. Indien dit egter belangrike elemente is, kan die persoon die gedrag verander, die dissonansie verminder deur homself te oorreed dat die dissonante gedrag nie so belangrik is nie, of sy houding verander. Die mate waarin die persoon glo dat hy beheer het oor die elemente wat die dissonansie veroorsaak, beïnvloed die wyse waarop hy op die dissonansie sal reageer. As die persoon die dissonansie as onbeheerbaar beskou, sal hy meer vatbaar vir verandering wees. Laastens beïnvloed die beloning die mate waarin die persoon gemotiveerd is om die dissonansie te verminder, al dan nie. Groot belonings wat 'n hoë mate van dissonansie vergesel, is geneig om die spanning wat inherent aan die dissonansie is, te verlaag (Fishbein, 1967; Insko, 1967; Zimbardo et al., 1977; Robbins et al., 2003). Wanneer 'n werkgewer byvoorbeeld 'n negatiewe houding teenoor persone met gestremdhede koester en voel dat hulle nie produktiewe werknemers is nie, maar deur die wet verplig word om 'n sekere persentasie persone met gestremdhede in die organisasie aan te stel, sal die werkgewer dissonansie ervaar. Indien die werkgewer dit as 'n baie belangrike kwessie beskou, kan die dissonansie deur gedragsveranderinge verminder word. 'n Voorbeeld hiervan is die werkgewer wat persone met gestremdhede aanstel. 'n Ander moontlikheid is 'n houdingsverandering by die werkgewer deur persone met gestremdhede in 'n positiewer lig te sien.

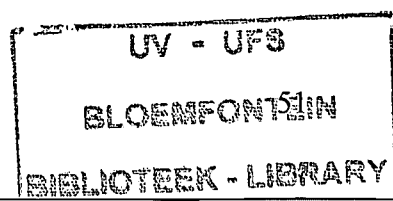
'n Tweede faktor wat 'n persoon se houding sal beïnvloed, is die mate waarin die persoon glo hy beheer oor die faktore het, al dan nie. Indien die persoon voel dat wetgewing op hom afgedwing word en hy geen insette kan

lewer om die situasie te verander nie, sal hy voel dat die situasie buite sy beheer is en onder druk verkeer om sy houding en/of gedrag teenoor persone met gestremdhede te verander. Laastens speel die beloning wat hy vir die veranderde houding en/of gedrag sal ontvang 'n rol. Indien die beloning groot is, byvoorbeeld 'n groot subsidie van die staat omdat die organisasie 'n sekere persentasie persone met gestremdhede in diens het, sal die motivering om sy houding of gedrag te verander, groter wees.

2.7.3.2 Die Selfpersepsieteorie

In 1967 het Bem 'n nuwe teorie ten opsigte van houdings en houdingsveranderinge daargestel, naamlik die Selfpersepsieteorie. Hiervolgens weet persone nie werklik wat hulle houdings is nie, maar word houdings van die gedrag wat getoon word, asook die omstandighede waarbinne die gedrag plaasvind, afgelei. Beide die Kognitiewe Dissonansieteorie en die Selfpersepsieteorie maak dieselfde voorspellings, maar as gevolg van verskillende redes. Die tradisionele siening van houdings wat in die Kognitiewe Dissonansieteorie weerspieël word, is dat houdings sterk en blywende predisposisies is. Wanneer persone teenstrydige houdings en gedrag ervaar, veroorsaak dit spanning wat net verander kan word deur die bepaalde houding te verander. Die Selfpersepsieteorie, aan die ander kant, veronderstel dat uitdrukkings van houdings slegs kousale verbale stellings is wat die gedrag van die persoon op daardie oomblik verduidelik (Taylor et al., 1994; Robbins et al., 2003).

Navorsing toon dat beide die Kognitiewe Dissonansieteorie en Selfpersepsieteorie werkzaam is, maar onder verskillende omstandighede. Die Selfpersepsieteorie is veral van toepassing indien die persoon se houding teenoor gestremdheid vaag en dubbelsinnig is. Verder is hierdie teorie van toepassing wanneer persone nie goed gedefinieerde vooropgestelde houdings oor gestremdheid het nie of min vorige ervaring met gestremdheid of gestremde persone gehad het. In sulke gevalle sal die persoon se houding van die waarneming van sy optrede teenoor persone met gestremdhede afgelei word (Taylor et al., 1994; Robbins et al., 2003).



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Laastens moet beklemtoon word dat persone nie slegs hulle kennisies by hulle gedrag aanpas nie, maar ook poog om hulle kennisies konsekwent met hulle affektiewe voorkeure te verkry. Persone sal hulle oortuigings en kennisies verander in 'n poging om by die evaluerende voorkeure (affektief) te pas al het hulle nie enige nuwe of goeie inligting wat dit regverdig nie (Taylor et al., 1994).

2.7.3.3 Die Michigan-groepsdinamikabenedering van Lewin

Die groepsdinamikabenedering van Kurt Lewin beskou individue as sosiale wesens met 'n intieme afhanklikheid van ander persone vir kennis oor die wêreld, asook oor hulself. Die groepe waaraan persone behoort, is van belang in die vorming van gelowe, oortuigings en houdings. 'n Sentrale faktor wat tot die verandering van 'n persoon se houdings, oortuigings en persepsies van die wêreld lei, is die diskrepansie tussen individue se houding of gedrag en die groepsnorm. Ander persone oorreed nie die persoon deur middel van 'n argument nie, maar neem 'n teenoorgestelde standpunt in. Die persoon moet bewus wees van die diskrepansie en 'n behoefte hê aan die groep se aanvaarding, goedkeuring en erkenning, en sodoende druk tot konformering ervaar (Zimbardo et al., 1977).

Daar bestaan verskeie faktore wat veroorsaak dat persone in groepe dieselfde dink, voel en optree. Een van hierdie faktore is die geneigdheid van groepe om persone wat anders as die groeplede is, te verwerp. Die persoon met 'n gestremdheid word baie keer deur die dominante groep verwerp, aangesien hy anders lyk, praat of optree (Zimbardo et al., 1977).

'n Teorie wat uit die groepsdinamikabenedering ontwikkel het, is die Sosiale Vergelykingsteorie van Leon Festinger. Die sentrale gedagte van hierdie teorie is die behoefte van mense om hulself met ander te vergelyk wat min of meer dieselfde as hulle is om sodoende hul eie vermoëns en opinies te evalueer. Groepe word dus geselekteer op grond van eendersheid. Hoe groter die diskrepansie tussen 'n persoon se aanvanklike posisie en die norm van die verwysingsgroep, hoe groter is die behoefte om die diskrepansie te verminder deur die persoon se eie posisie in die rigting van

die norm te verander, die groep te probeer beïnvloed of die groep as irrelevant te sien en dus te verwerp (Zimbardo et al., 1977; Robbins et al., 2003).

Die groepsdinamikabenedering beklemtoon die impak wat groepsnorme op houdings en gedrag uitoefen. Verandering word gemotiveer deur verskeie sosiaal gebaseerde behoeftes, naamlik die behoefte van die persoon om homself met ander persone te vergelyk, die behoefte van die persoon om sy eie vermoë en houdings te evalueer en die behoefte om diskrepansies tussen die persoon se eie posisie en die groepsnorme te verminder. Die persoon verander sy houding om verskeie persoonlike en sosiale behoeftes te bevredig of om onaangename motiveringstoestande te verminder, en nie as gevolg van die gewig van 'n argument wat deur middel van 'n oorredingsboodskap oorgedra word nie. Wanneer gedrag as gevolg van die werking van groepsdruk verander word, word die proses as konformiteit beskryf (Zimbardo et al., 1977).

2.7.3.4 Die Attribusieteorie

Die Attribusieteorie is in 1958 deur Fritz Heider bekend gestel en poog om die wyse te verduidelik waarop persone redes vir hul eie, asook vir ander persone se gedrag, genereer. Die teorie probeer die wyses waarop individue die motiewe, intensies en oorsake van ander persone se aksies waarneem, te verklaar (Insko, 1967; Zimbardo et al., 1977; Robbins et al., 2003).

Volgens die Attribusieteorie poog persone om ander persone se gedrag te beoordeel om sodoende te bepaal of die gedrag disposisioneel (intern) of situasioneel (ekstern) veroorsaak word. Disposisionele gedrag word beskou as gedrag wat onder die persoonlike beheer van die persoon is, terwyl situasionele gedrag deur eksterne faktore veroorsaak word. Daar word dan aanvaar dat die persoon in die situasie ingedwing is en dit buite sy beheer was (Zimbardo et al., 1977).

Daar is drie faktore wat bepaal of 'n persoon se gedrag aan disposisionele of situasionele faktore toegeskryf kan word, naamlik (Zimbardo et al., 1977; Robbins et al., 2003):

- **Onderskeibaarheid:** Onderskeibaarheid verwys na die individu se verskillende gedrag in verskillende situasies. Daar word gepoog om te bepaal of die spesifieke gedrag uitsonderlik is, al dan nie. Indien die gedrag wel as abnormaal of uitsonderlik van die persoon beskou word, word dit aan situasionele faktore (faktore buite die persoon se beheer) toegeskryf. Indien die gedrag nie ongewoon is nie, sal dit aan die persoon self (sy innerlike eienskappe) toegeskryf word.
- **Konsensus:** Indien alle persone wat in dieselfde situasie verkeer op dieselfde wyse optree, toon die gedrag 'n groot mate van konsensus en sal die gedrag aan situasionele faktore toegeskryf word.
- **Konsekwentheid:** Die waarnemer soek konsekwentheid in 'n persoon se gedrag. Tree die persoon altyd so op (hoë mate van konsekwentheid) of is die gedrag uitsonderlik (lae mate van konsekwentheid)? Hoe groter die konsekwentheid in die persoon se gedrag, hoe meer sal dit aan disposisionele faktore toegeskryf word.

Indien 'n persoon positief teenoor 'n persoon met 'n gestremdheid voel en optree, sal sy gedrag op grond van bogenoemde drie faktore beoordeel word om te bepaal of die situasie die persoon tot die bepaalde optrede gedwing het, en of dit uit disposisionele faktore voortvloei.

2.7.3.5 Die Billikheidsteorie

Persone vergelyk hul posinsette (soos ervaring, opvoeding en bevoegdheid) en uitsette (soos salarisvlakke, verhogings en erkenning) met die relatiewe insette en uitsette van ander persone. Hierdie vergelyking word die inset-uitset-ratio genoem. Wanneer persone met gestremdhede by 'n organisasie werk, sal ander lede van die organisasie hul inset-uitset-ratio met dié van

eersgenoemde vergelyk. Indien hulle inset-uitset-ratio dieselfde is as dié van die persone met gestremdhede, sal daar 'n billike toestand heers. As daar enige onbillikhede in die vergelyking opgespoor word, sal dit billikeidspanning tot gevolg hê. Hierdie vergelykings word in Tabel 2.1 uiteengesit (Robbins et al., 2003). Uit Tabel 2.1 is dit duidelik dat, wanneer persone hul eie inset-uitset-ratio dieselfde as die relevante ander beskou, daar 'n billike toestand heers. Wanneer persone egter hierdie ratio as oneweredig beskou, heers daar 'n onbillike toestand en ervaar die persoon spanning.

Tabel 2.1: Ratiovergelykings om die persepsie van billikheid of onbillikheid te bepaal (Robbins et al., 2003, p. 139).

RATIOVERGELYKINGS *	PERSEPSIE VAN BILLIKHEID/ONBILLIKHEID
$U/I_A < U/I_B$	Onbillikheid as gevolg van werknemers sonder gestremdhede wat minder vergoeding ontvang vir dieselfde uitsette gelewer as persone met gestremdhede.
$U/I_A = U/I_B$	Billikheid as gevolg van werknemers met en sonder gestremdhede wat dieselfde vergoeding ontvang vir dieselfde uitsette wat gelewer word.
$U/I_A > U/I_B$	Onbillikhede as gevolg van werknemers sonder gestremdhede wat meer vergoeding ontvang vir dieselfde uitsette gelewer as persone met gestremdhede.

Waar U/I_A die werknemer verteenwoordig; en U/I_B die persoon met 'n gestremdheid verteenwoordig.

Wanneer werknemers onbillikheid ervaar, kan hulle op een van die volgende wyses optree (Kreitner & Kinicki, 2001; Robbins et al., 2003; Martin, 2005):

- hulle insette verander
- die uitkomst verander
- hulle opinie van hulself deur rasionalisasie verander
- die organisasie verlaat

Volgens Kreitner en Kinicki (2001) is 'n bespreking van die Billikheidsteorie onvolledig indien twee begrippe, naamlik verdelende regverdigheid en prosedurele regverdigheid, nie in ag geneem word nie. Verdelende regverdigheid fokus op die hoeveelheid en toewysing van belonings tussen individue. Prosedurele regverdigheid speel egter 'n belangrike rol in werknemers se persepsie van billikheid. Prosedurele regverdigheid verwys na die proses waartydens die verdeling van belonings bepaal word. Verdelende regverdigheid het 'n invloed op die werknemer se tevredenheid, terwyl prosedurele regverdigheid die werknemer se organisatoriese verbintenis, vertroue in sy/haar toesighouer en organisasie in die geheel bepaal. Wanneer werknemers die proses as regverdig sien, sal hulle geneig wees om hul toesighouers en die organisasie in 'n positiewer lig te sien, al is hulle ontevrede met hulle direkte belonings. Dit is vir werknemers belangrik om te weet dat alle persone in die organisasie regverdig en billik hanteer is, met of sonder gestremdhede (Robbins et al., 2003).

2.7.3.6 Die Verwagtingsteorie

Persone reageer soms op 'n oordedende boodskap in terme van die belonings (koste of voordele) wat met die spesifieke houdingsposisie geassosieer word. Hierdie teorie, wat hoofsaaklik met Victor Vroom geassosieer word, sien houdingsvorming en verandering as 'n proses waarbinne die persoon die voor- en nadele van die verskillende moontlike houdings op 'n spesifieke onderwerp teen mekaar opweeg en die beste alternatief kies. Mense neem egter nie net die waarde van die gevolge in ag nie, maar ook die moontlikheid dat die gevolge wel sal plaasvind. Mense sal posisies inneem wat positiewe gevolge het en posisies verwerp wat negatiewe gevolge het.

Die teorie gaan van die veronderstelling uit dat, wanneer mense houdings aanneem, hulle die subjektiewe gebruikswaarde van die verwagte gevolge probeer vergroot. Die houding is die produk van die waarde van die gevolg, asook die verwagting dat die persoon se houding wel tot die spesifieke gevolg sal lei (Taylor et al., 1994; Robbins et al., 2003). Wanneer werknemers 'n positiewe houding teenoor persone met gestremdhede inneem, sal hulle sekere voordele of belonings wat met die veranderde houding gepaard gaan, verwag.

Vanuit die verskillende houdingsveranderingsteorieë, kan verskeie houdings-veranderingstrategieë geïdentifiseer word. Hierdie strategieë sal vervolgens bespreek word.

2.8 STRATEGIEË VIR VORMING EN VERANDERING VAN HOUDINGS

Die vorming en verandering van houdings is 'n komplekse proses (Integrated National Disability Strategy White Paper, 1997; Chairamonte, 2004). Enige metode om houdings te verander, is op een van die volgende strategieë gebaseer:

- Die driefaktorstrategie: Hiervolgens moet alle aspekte van houdings, naamlik die kognitiewe, affektiewe en gedragskomponente, in houdingsveranderinge ingesluit word. 'n Verandering in een komponent sal 'n verandering in die ander komponente teweegbring om sodoende 'n konsekwentheid tussen die komponente te bewerkstellig (Triandis, 1971; Cutler, 2004).
- Die tweefaktorstrategie: Die navorsing van Burke en Sutherland (2004) bevestig vorige navorsing wat daarop gedui het dat goeie opleidingsprogramme wat kennis (kognitiewe komponent) en direkte ervaring (gedragskomponent) met die persoon met 'n gestremdheid

kombineer, 'n positiewe houding teenoor die persoon met 'n gestremdheid veroorsaak.

- Die eenfaktorstrategie: Volgens Grote (2005) moet daar in enige poging om houdings te verander op die gedrag gefokus word en nie op enige ander aspek van houdings nie. Die spesifieke gedragskomponente wat onaanvaarbaar is, moet uitgewys word en daar moet op die objektiewe feite van die gedrag gefokus word in 'n poging om dit te verander.

In die volgende gedeelte word spesifieke houdingsveranderingstrategieë geïdentifiseer wat in meer detail bespreek sal word.

2.8.1 VERSTERKING VAN POSITIEWE HOUDING EN GEDRAG TEENoor PERSONE MET FISIEKE GESTREMDHEDE

Organisasies kan 'n algemene positiewe organisasieklimaat skep deur afdelings, werkgewers en werknemers te beloon vir positiewe houdings en aksies teenoor persone met gestremdhede. Aksies kan byvoorbeeld die bywoning van opleidingssessies oor die hantering van gestremdhede insluit. Belonings kan pryse, bonusse of selfs 'n verhoging in persone se vergoedingspakkette insluit. Organisasiegedrag word negatief versterk wanneer bestuur positiewe houdings en gedrag teenoor gestremdheid bloot handhaaf met die doel om sosiale en politieke sanksies te vermy, of om nasionale en internasionale beleggers aan te moedig om meer in die organisasie te belê (Schur et al., 2005).

2.8.2 TOEPASSING VAN GEDRAGSMODELLERING

Gedragsmodellering kan effektief gebruik word wanneer bekende sportpersoonlikhede of deskundiges met gestremdhede deur die organisasie genader word om as gasspreker op te tree. Hierdie persoon kan tot veranderde werknemerhoudings bydra deurdat hy die negatiewe persepsie teenoor persone met gestremdhede positief verander. Bestuur kan ook as rolmodelle deur ander werknemers in die organisasie beskou word wanneer

hulle positiewe houdings en gedrag teenoor die kwessie van gestremdheid toon.

2.8.3 VERSKAFFING VAN OPLEIDINGSPROGRAMME OOR PERSONE MET FISIEKE GESTREMDHEDE

Opleidingsprogramme oor persone met gestremdhede kan aan organisasie gelede verskaf word. Die boodskap wat egter oorgedra word, moet al die eienskappe van 'n oordedende boodskap hê om sodoende die aandag van die personeel te kry en te verseker dat die boodskap verstaan, aanvaar en onthou word. Daar moet ook gepoog word om deur middel van die boodskap wanpersepsies oor persone met gestremdhede uit te skakel. 'n Voorbeeld van 'n wanpersepsie is die kostefaktore verbonde aan die akkommodasie van persone met gestremdhede.

Alhoewel suksesvolle leer- en opleidingsprogramme in detail in die volgende hoofstuk bespreek sal word, is van die belangrikste aspekte wat hierdie programme moet insluit, onder andere die volgende (Lieb, 1991; Bhagwanjee & Stewart, 1999; Tubb, 2003; Burke & Sutherland, 2004; Chairamonte, 2004; Hernandez et al., 2004; Jukes, 2004; Tervo et al., 2004; Simkiss, 2005):

- Die waarde van persone met gestremdhede moet beklemtoon word.
- Die gelyke status van persone met en sonder gestremdhede moet beklemtoon word.
- Die regte tipe inligting moet oorgedra word sodat kennis van persone rakende persone met gestremdhede uitgebrei word, wat weer tot kognitiewe en gedragsverandering lei.
- Daar moet gepoog word om die gevoelens van persone met gestremdhede te verstaan.
- 'n Veilige leeromgewing moet geskep word.
- Aktiewe leer moet toegepas word.

2.8.4 SKEPPING VAN DISSONANSIE BY WERKNEMERS

Persone poog altyd om 'n balans tussen hulle houdings en gedrag te verkry. Deur hulle met 'n boodskap of aksie te konfronteer wat tot dissonansie lei, sal verhoogde spanning onder die organisasie skep. Die spanning sal moontlik intens genoeg wees om tot verandering in hul kennis te lei wat op hul beurt tot verandering in die persoon se gedrag sal lei.

2.8.5 BILLIKE HANTERING VAN ALLE WERKNEMERS

Geringe verskille ten opsigte van 'n werknemer se uniform, verwagtinge ten opsigte van prestasie, toesighouerstyl of beskikbaarheid om met ander te sosialiseer, kan 'n beeld by medewerkers skep dat die persoon "spesiaal" is, of "nie een van ons is nie", wat as onbillikheid deur ander werkers beskou kan word en 'n negatiewe houding vorm of versterk (Wehman, 2003). Indien akkommodasie vir die persoon met 'n gestremdheid gemaak word, moet dit aan sekere vereistes voldoen en moet die medewerkers ondersteunend en empaties teenoor die akkommodasie wees. Daar moet egter ook aandag aan die behoeftes van persone sonder gestremdhede gegee word sodat die proses deur alle persone in die organisasie as billik beskou word (Kramar, 1998; Ruiters et al., 2003; Wehman, 2003; Schur et al., 2005).

2.8.6 SKEPPING VAN GROEPSNORME

Die aanvaarding van persone met gestremdhede moet deel vorm van die organisasienorm sodat persone wat negatiewe houdings teenoor persone met gestremdhede handhaaf, gedwing voel om te konformeer en sodoende deel word van die dominante groep. Betekenisvolle ander soos die persoon se direkte hoof en kollegas beïnvloed ook die organisasienorme. Indien hierdie persone 'n positiewe houding teenoor persone met gestremdhede handhaaf, sal daar 'n verwagting ontstaan dat ander personeel ook hierdie houding handhaaf (Kramar, 1998; Ruiters et al., 2003; Schur et al., 2005).

2.8.7 SKEPPING VAN GELEENTHEDE VIR INTERAKSIE

Volgens Antonak et al. (1988) kan houdings deur ervaring en interaksie met ander mense, sosiale objekte en omgewingsfaktore verander word.

Werkgewers moet meer in interaksie met persone met gestremdhede verkeer om sodoende hulle negatiewe houdings teenoor hierdie persone te verander (Chamberlain, 1998; Graffam et al., 2002; Arksey, 2003; Human, 2003; Riches & Green 2003; Burke & Sutherland, 2004; Tervo et al., 2004; Crudden, Sansing & Butler, 2005; Schur et al., 2005).

2.8.8 DIE AANLEER VAN SOSIALE VAARDIGHEDE VAN PERSONE MET FISIEKE GESTREMDHEDE

Persone sonder gestremdhede moet opgelei word om gemaklik met persone met fisieke gestremdhede in interaksie te verkeer deur van rollespel, modellering, versterking of gedragsintervensie gebruik te maak (Wehman, 2003; Crudden et al., 2005).

Daar bestaan dus 'n reeks strategieë wat behulpsaam kan wees in die vorming en verandering van houdings. Hierdie strategieë is op die een-, twee-, of driefaktorstrategie vir die verandering van houdings gebaseer.

2.9 SAMEVATTING

Die fokus in hierdie hoofstuk was op houdings jeens fisieke gestremdheid as 'n vorm van diversiteit in die werksplek. In die betrokke afdeling is diversiteit in die werksplek, die voordele van effektiewe diversiteitsbestuur, asook die wetlike aspekte rondom diversiteit, omskryf. Daar is gefokus op fisieke gestremdheid as 'n vorm van diversiteit. Die konsep van fisieke gestremdheid is omskryf en die modelle en paradigmas wat met fisieke gestremdheid gepaard gaan, is bespreek. Laastens is houdings teenoor gestremdheid in die werksomgewing bespreek, met spesifieke verwysing na die definiëring van houdings, modelle van die aard en samestelling van houdings, houdings jeens persone met fisieke gestremdhede en faktore wat houdings jeens persone met fisieke gestremdhede in die werksplek beïnvloed. Daar is ook gefokus op sekere teorieë aangaande die vorming en verandering van houdings en die implikasies van hierdie teorieë op die

ontwikkeling van 'n houdingsveranderingsprogram waarbinne die verskeie houdingsveranderingstrategieë verreken moet word.

Elkeen van die strategieë spruit uit een van die volgende teorieë voort, naamlik die Stimulus-respons- en Gedragsteorieë wat die Klassieke Kondisioneringsteorie van Pavlov, die Operante Kondisioneringsteorie van Skinner, die Sosialeleerteorie, die Yale-benadering en die Sosiale Beoordelingsteorie insluit. Die Balansteorie van Heider, asook die verskillende dissonansieteorieë, naamlik die Kognitiewe Dissonansieteorie, die Self-persepsieteorie, die Michigan-groepsdinamikabenadering van Lewin, die Attribusieteorie en die Billikheidsteorie is ook ingesluit. Die laaste teorie wat van belang is, is die Verwagtingsteorie. Uit elkeen van hierdie teorieë is sekere strategieë geïdentifiseer wat geïnkorporeer kan word in die ontwikkeling van 'n program om persone se houdings jeens persone met fisieke gestremdhede te verander.

Die volgende hoofstuk fokus op die verskillende elemente wat van belang is by die ontwikkeling van 'n program om bestuurders en werknemers se houdings jeens werknemers met fisieke gestremdhede te verander. Houdingsveranderinge is 'n komplekse proses waar die oorsaak van menslike gedrag nie bloot aan enkelvoudige elemente binne die mens toegeskryf kan word nie, maar eerder aan die interafhanklikheid van verskillende elemente binne en buite die individu (Rademeyer, Schoeman, Wessels & Lambrecht, 1977). Individue leer meer deur direkte en indirekte ervaringsleer as deur formele leer. Kortliks staan hierdie proses as ervaringsleer bekend (Jagodzinski et al., 1998).

'n Kragtige metode wat die verskeie aspekte van ervaringsleer inkorporeer, is interaktiewe drama (Mbowa, 1997). Hierdie metode poog om leerders se houdings op verskeie vlakke (kognitief, affektief en gedrag) teenoor verskillende sosiale kwessies te verander deur leerders se daaglikse lewe as basis te gebruik (Broderick & Pearce, 2001; Sherratt & Peter, 2002; Tromski & Doston, 2003; Howard, 2004; Steed, 2005).

Interaktiewe drama is 'n uitstekende leermetode aangesien dit dinamies, lewendig, buigbaar en aanpasbaar is en leerders aktief by die leerproses betrek (Brinkman, De Graaf & Lewis, 2000; Peter, 2003). Binne hierdie leerproses is daar verskeie geleenthede om gevoelens en idees te ondersoek, te interpreteer, uit te druk en te kommunikeer, asook verskeie vaardighede binne 'n veilige leerruimte te ontwikkel (McGregor, Tate & Robinson, 1977; Chauhan, 1995; Broderick & Pearce, 2001; Monks, Barker & Mhanachain, 2001; Sherratt & Peter, 2002; Peter, 2003; Sun, 2003; Gibb, 2004; Dawson, 2005; Steed, 2005).

Leerders kan op hul eie gedrag reflekteer en ervaar hoe die verandering van gedrag positiewe resultate tot gevolg het aangesien onmiddellike terugvoer oor die effektiwiteit van hulle aksies verkry word. Hierdie terugvoer verhoog hulle selfvertroue om hierdie nuwe gedrag in die buitewêreld toe te pas (O'Neill & Lambert, 1982; Chauhan, 1995; Broderick & Pearce, 2001; Waddington, 2002; Peter, 2003; Gibb, 2004; Dawson, 2005; Steed, 2005). Bogenoemde aspekte bring mee dat die program aan die deelnemers behoort en nie aan die fasiliteerder of selfs die organisasie nie (Steed, 2005).

HOOFSTUK 3

INTERAKTIEWE DRAMA AS METODE VAN ERVARINGSLEER

3.1 INLEIDING

Volgens Jagodzinski et al. (1998) leer individue meer deur direkte en indirekte ervaringsleer as deur formele leer. Regoor die wêreld is ervaringsleer 'n belangrike benadering binne die teoretiese tradisie van volwasse opleiding. Hierdie tipe leer kombineer spontaneïteit, gevoelens en diep individuele insigte met die moontlikhede van rasonale denke en refleksie (Miettinen, 2000). Daar word dus weg beweeg vanaf passiewe leer na aktiewe leer sodat die leerder op kognitiewe, affektiewe en gedragsvlak by die leerproses betrokke is (Moores, Change & Smith, 2004). Ervaringsleer handhaaf die humanistiese oortuiging dat elke individu die kapasiteit tot groei en leer besit (Miettinen, 2000).

Volgens Miettinen (2000) en Loo (2004) word David Kolb se Vierfasemodel van ervaringsleer as 'n goed gevestigde en fundamentele voorstelling van die Ervaringsleerteorie beskou met 'n wye verskeidenheid van toepassingsgebiede. Kolb poog om deur middel van ervaringsleer 'n holistiese, geïntegreerde perspektief op leer daar te stel wat ervarings, persepsies, kognisies en gedrag kombineer (Kolb, 1984). Neck et al. (1997) wys op die feit dat 'n persoon se denke 'n effek op sy houding en gedrag uitoefen. Die persoon se denke bestaan uit verskeie aannames, interne dialoë en verstandelike beelde wat 'n invloed op sy affek en gedrag het. Deur persoonlike bewuswording kan die denke ondersoek en verander word wat weer tot veranderde houdings aanleiding gee (Howard, 2004).

Volgens St. George et al. (1998) en Adkins (2005) moet opleiding wat van ervaringsleer gebruik maak deelnemers vasvang in die realisme daarvan en dus prakties en relevant wees.

Mbowa (1997) beklemtoon die feit dat interaktiewe drama 'n vorm van ervaringsleer is wat persone binne 'n bepaalde situasie en denkwysse uitdaag. Dit is 'n praktiese instrument wat inligting effektief kan oordra, kontroversiële werksplekonderwerpe aanspreek en sodoende die organisasiekultuur kan transformeer (St. George et al., 1998). Verder is interaktiewe drama 'n aktiewe benadering van volwasse leer waar ervarings gedeel word. Deelnemers bespreek hul ervarings, beeld dit uit, analiseer dit, oorweeg alternatiewe gevolge en beoefen hierdie nuwe gedrag in 'n veilige en ondersteunende omgewing (Mbowa, 1997). Daarom maak verskeie organisasies van drama as instrument gebruik om nuwe menslike interaksies binne 'n veilige en gekontroleerde leeromgewing te ondersoek, te hersien of in te oefen (St. George et al., 1998).

In hierdie hoofstuk sal daar eerstens op die agtergrond en omskrywing van ervaringsleer gefokus word met spesifieke verwysing na Kolb se Ervaringsleermodel, die verskille tussen ervaringsleer en tradisionele leer, asook die Andragogiese Model en ervaringsleer. Daarna sal die fokus verskuif na riglyne vir programontwikkeling volgens die Ervaringsleermodel. Laastens sal drama as metode van ervaringsleer bespreek word.

3.2 AGTERGROND EN OMSKRYWING VAN ERVARINGSLEER

Ervaringsleer is gebaseer op verskeie teoretiese tradisies van die twintigste eeu wat ervaring in 'n sentrale rol binne die teorie van menslike leer en ontwikkeling plaas. Die bekendste teorieë aangaande ervaringsleer is onder andere Dewey se pragmatisme, Lewin se sosiale sielkunde, Piaget se kognitiewe ontwikkeling, Rogers se kliëntgesentreerde terapie, Maslow se humanisme en Perls se gestaltterapie. Twee basiese aannames wat in al hierdie teorieë na vore kom, is die feit dat persone uit ervarings en boeke leer, en verskillende leerstyle het (Miller et al., 2005). Verder het hierdie

teoretici gepoog om 'n holistiese model van die ervaringsleerproses, asook 'n multilineêre model van volwasse ontwikkeling, daar te stel (Kolb, 1984).

Volgens Frontczak (1998) bestaan daar geen algemene definisie van ervaringsleer nie, maar verskeie skrywers (Long, 1990; Washbourne, 1999; Usher, 1999; Fenwick, 2003) wys wel op 'n verskeidenheid begrippe aangaande die konsep van ervaringsleer wat in die literatuur voorkom. Hierdie begrippe sluit onder andere lewenslange leer, leer in die werksplek, ervaringsdialoog, ervaringsaktiwiteit, informele leer, aktiewe leer, gemeenskapsaksieleer en diensleer in. Die feit dat leer deur ervaring plaasvind, staan sentraal in al hierdie begrippe (Long, 1990; Frontczak, 1998; Fenwick, 2003; Bedi, 2004).

Volgens Usher (1999) is dit nodig om tussen leer deur ervaring en ervaringsleer te onderskei. Leer deur ervaring is leer wat in die daaglikse wêreld en konteks, insluitende die werksplek, spontaan plaasvind. Ervaringsleer, aan die ander kant, fokus op die beplande konstruksie van ervaring deur gebruik te maak van metodologiese benaderings soos waarneming en refleksie met die doel om leer te laat plaasvind. Ervaringsleer fokus op die leerder se deelname, aktiwiteite en ontdekking van die wêreld en daarom speel interaktiwiteit 'n belangrike rol in die effektiwiteit van die leerproses (Usher, 1999; Moores et al., 2004; Yamazaki & Kayes, 2004).

Leer strek verder as slegs die inneem van wetenskaplike kennis, maar vind ook plaas wanneer die leerder kennis konstrueer op grond van dit wat hy reeds weet (Fenwick, 2003; Bedi, 2004). Die leerder is in direkte kontak en interaksie met die realiteit wat bestuur word, ongeag of hierdie aktiwiteite vorige of nuwe aktiwiteite insluit. Hierdie kontak lei tot die verkryging van nuwe kennis, ontwikkeling van ervarings, asook die ontwikkeling van kognitiewe en fisieke vaardighede (Warren, 1990; Baldwin & Sabry, 2003; Fenwick, 2003). Dit is 'n aktiewe leerproses wat individue in die prosessering van inligting ondersteun en die leerder motiveer. Verder speel hierdie tipe leer 'n ondersteunende rol in die persoon se sosiale ontwikkeling aangesien

leerders uit hul foute leer sonder om die negatiewe gevolge (wat in die werklikheid kan plaasvind) te ervaar. Ervaringsleer is dus 'n kreatiewe en positiewe aktiwiteit vir selfrefleksie en kritiese analise wat leerders se selfbewustheid verhoog en verskille, selfontwikkeling en selfaktualisering van die leerder waardeur (Broderick & Pearce, 2001; Yamazaki & Kayes, 2004; Miller et al., 2005).

Kulture, sosiale norme, houdings, verwagtinge en die persoon se identiteit word deur direkte ervaring van die wêreld gevorm, asook deur die waarneming van persone se ervarings en simpatisering daarmee. Die politieke, ekonomiese, sosiale en kulturele konteks oefen 'n invloed op die leerproses uit, aangesien die leerder die leersituasie met hierdie ervarings binnekom. Leer vind plaas binne verskillende sisteme en verhoudings wat dinamies en onvoorspelbaar is (Jagodzinski et al., 1998; Foley, 1999; Fenwick, 2003).

Kolb se Ervaringsleermodel is so 'n model wat bogenoemde aspekte integreer en 'n konseptuele raamwerk daarstel (Broderick & Pearce, 2001). Volgens hierdie model word leer gedefinieer as 'n proses waarbinne kennis geskep word deur die transformering van ervaring (Kolb, 1984). Die model sal vervolgens bespreek word.

3.3 KOLB SE ERVARINGSLEERMODEL (ELM)

Kolb se Ervaringsleermodel is een van die bekendste, gevestigste en toegepaste ervaringsleermodelle (Frontczak, 1998; Loo, 2004). Die intellektuele oorsprong van hierdie model is gebaseer op bekende ervaringsteoretici soos Dewey, Lewin en Piaget. Die model maak ook gebruik van die werk van Jung, Erikson, Rogers, Perls en Maslow wat 'n geldige teoretiese basis vir die teorie verskaf (Kolb, 1984). Die Ervaringsleerteorie van Kolb is deeglik ontwikkel in terme van 'n ontwikkelingsperspektief wat gegrond is op die werk van die kognitiewe

teoretikus, Vygotsky, waarvolgens leer uit ervaring dieselfde proses volg as die menslike ontwikkelingsproses (Kolb, 1984). Laastens is dit van belang dat Kolb se Ervaringsleermodel nie poog om 'n derde alternatief vir gedrags- en kognitiewe leerteorieë daar te stel nie, maar eerder poog om deur ervaringsleer 'n holistiese, geïntegreerde benadering op leer, wat ervaring, persepsie, kognisie en gedrag kombineer, daar te stel (Kolb, 1984).

Kolb se Ervaringsleermodel is deeglik nagevors en geverifieer met persone vanaf 18 tot 60 jaar vanuit 'n wye reeks beroepe en oefen 'n breë invloed op 'n aantal professionele areas soos onderrig, sielkunde, geneeskunde, verpleegkunde, algemene bestuur, rekenaarwetenskappe, rekeningkunde en wetgewing uit (Kolb, 1984; Kolb & Kolb, 2005). In hierdie afdeling sal daar op 'n omskrywing van ervaringsleer volgens Kolb se model gefokus word, asook 'n beskrywing van Kolb se leersiklus en -style.

3.3.1 OMSKRYWING VAN KOLB SE ERVARINGSLEERMODEL

Kolb se Ervaringsleermodel word vir twee redes 'n "ervaringsmodel" genoem. Soos reeds genoem, is hierdie model gebaseer op die teorieë van ander ervaringsleerteoretici soos Lewin, Dewey en Piaget. Die tweede rede is egter die rol wat ervaring in die leerproses speel (Kolb, 1984).

Kolb se Ervaringsleermodel is gefundeer op Jung se konsepte van tipes waarvolgens ontwikkeling bereik word deur hoëvlak integrasie en uitdrukking deur middel van verskeie modusse om die wêreld te hanteer (soos denke, gevoelens, aksies en waarneming) wat spesifiek op die konsepte en beginsels van ervaringsleer geskoei is (Loo, 2004). Jung se konsep van style en hul rol in volwasse ontwikkeling deur hoër vlakke van ervaringsintegrasie vorm deel van die konseptuele oorsprong van Kolb se Ervaringsleerteorie (Miller et al., 2005).

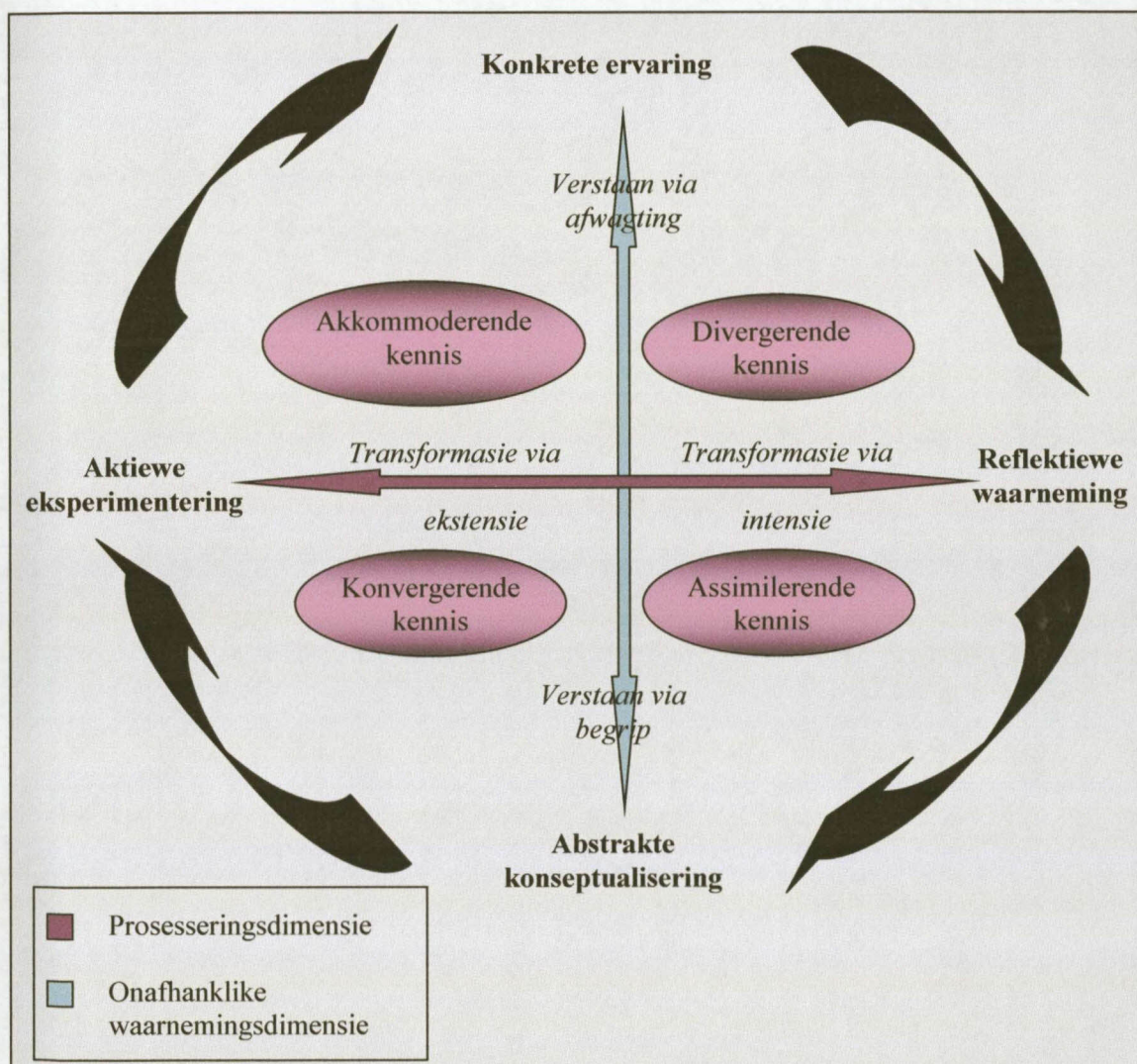
Hierdie teorie is op ses aannames gebaseer, naamlik (Kolb, 1984; Kolb & Kolb, 2005):

- Leer word die beste beskryf as 'n proses en nie bloot in terme van uitkomst nie. Hierdie proses moet terugvoer insluit sodat leerders bewus is van die effektiwiteit van hul leerproses.
- Leer is 'n voortdurende proses wat gegrond is op ervarings. Leer word die beste gefasiliteer deur middel van 'n proses wat die student se huidige ervarings, oortuigings en idees oor 'n bepaalde onderwerp as basis gebruik sodat dit ondersoek, getoets en geïntegreer kan word met nuwer meer verfynde idees.
- Leer vereis die oplossing van konflik tussen verskillende modusse van aanpassing in die wêreld. Die leerproses word gedryf deur konflik, verskille en onenigheid. In die leerproses word die persoon oorgehaal om tussen verskillende modusse van refleksie en aksie, asook gevoelens en denke, te beweeg.
- Leer is 'n holistiese proses om by die wêreld aan te pas. Leer is nie bloot die resultaat van kognisie nie, maar behels die geïntegreerde funksie van die totale persoon: denke, gevoelens, persepsie en gedrag.
- Leer is die gevolg van sinergistiese transaksies tussen die persoon en die omgewing.
- Leer is die proses waardeur kennis geskep word. Dit veronderstel dus 'n konstruktivistiese model van leer waardeur kennis in die leerder se persoonlike ervaringswêreld geïntegreer word.

Met inagneming van bogenoemde inligting kan leer volgens Kolb se Ervaringsleermodel gedefinieer word as 'n proses waar kennis deur middel van die transformering van ervaring geskep word (Kolb, 1984). Hierdie definisie kan beter verstaan word deur 'n bespreking van Kolb se leersiklus en -style.

3.3.1.1 Kolb se leersiklus en -style

Volgens Kolb (1984) vind leer plaas deur die herkenning en reaksie op 'n diverse stel omgewings- en persoonlike eise. Leer behels die interaksie tussen twee onafhanklike dimensies, naamlik die verkryging en transformasie van kennis. Hierdie twee dimensies verskil in terme van die eise wat hulle aan die individu stel en word in Figuur 3.1 voorgestel.



Figuur 3.1 Kolb se leersiklus (Kolb, 1984, p.42)

In die kennisverkrygingsdimensie word daar van die individu vereis om spanning tussen die konkrete ervaring (KE) en die abstrakte konseptualisering (AK) op te los. In die konkrete ervaringsdimensie word daar van die individu vereis om nuwe kennis deur middel van sensoriese persepsie en direkte ervaring in die wêreld te aanvaar (byvoorbeeld gevoelens of emosies). In teenstelling hiermee word begrip gevorm wanneer

die individu kennis deur middel van abstrakte konsepte en simbole versamel (byvoorbeeld denke). Die persoon ontleed die ervaring om sinvolle gebeurtenisse te vorm en plaas dit binne 'n simboliese sisteem van kultuur en gemeenskap. Kennis wat deur middel van hierdie proses versamel is, verkeer dan in interaksie met die tweede leerdimensie, naamlik kennistransformasie (Kolb, 1984).

Die transformasiedimensie word ook gekenmerk deur spanning tussen kennisintensies (reflektiewe waarneming – RW) en kennisuitbreiding (aktiewe eksperimentering – AE). Hierdie proses word gekenmerk deur die leerder se intensie wat na binne beweeg om op die verkreeë kennis te reflekteer. In kontras sal die persoon wat leer deur uitbreiding met die eksterne omgewing in interaksie verkeer (Lieb, 1991). Kennis word dus verkry deur die stimulasie van verskeie sintuie in die eksterne omgewing (Kolb, 1984; Lieb, 1991).

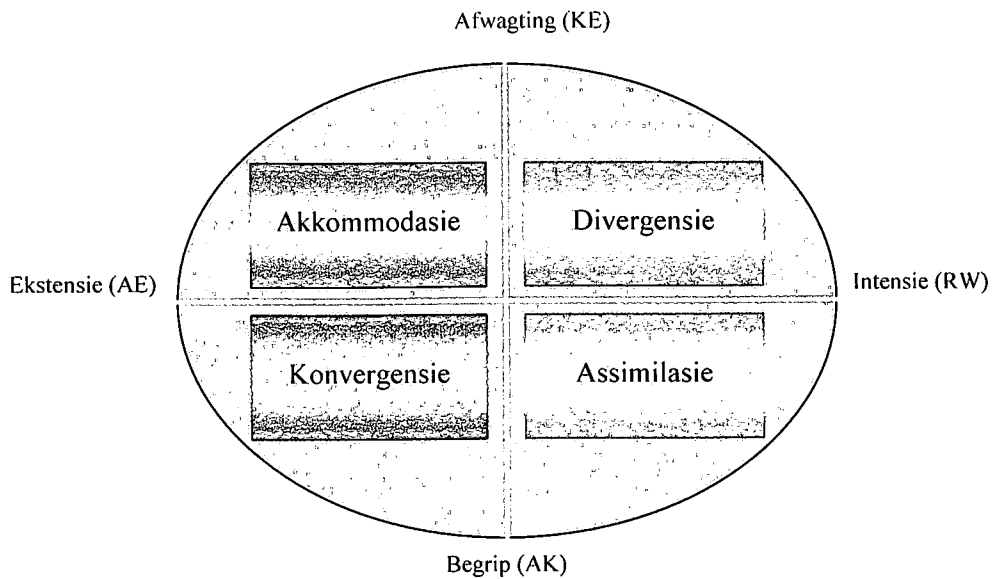
Onmiddellike of konkrete ervarings is die basis vir waarneming en refleksies. Dit is hierdie refleksies wat geassimileer en gedistilleer word na abstrakte konsepte waarvan nuwe implikasies vir aksies afgelei kan word. Hierdie implikasies kan aktief getoets word en as riglyne in die skep van nuwe ervarings dien (Kolb & Kolb, 2005). Vir 'n ervaring om tot leer te lei, moet daar voortdurend op die ervaring gereflekteer word. Die reflektoring moet egter dan oorgaan tot aksie (Washbourne, 1999; Kreber, 2001). Sodoende verkry die ervaring betekenis en dra dit by tot die kognitiewe, estetiese en affektiewe ontwikkeling van die leerder (Washbourne, 1999).

Die onafhanklike waarnemingsdimensie bestaan uit die konkrete ervarings- en abstrakte konseptualiseringsdimensie. Die prosesseringsdimensies, aan die ander kant, bestaan uit die aktiewe eksperimentele en reflektiewe waarnemingsdimensie. Die individu beweeg in verskillende mates van aksie na waarnemer en van spesifieke betrokkenheid na analitiese onbetrokkenheid (Kolb & Kolb, 2005).

Kolb en Kolb (2005) assosieer hierdie verskillende dimensies met die volgende “hooftipes”. Die “gevoelstipe” word byvoorbeeld met die konkrete ervaringspunt van die waarnemende dimensie geassosieer, terwyl die “denktipe” met die abstrakte konseptualiseringspunt van die waarnemingsdimensie geassosieer word. Die “doentipe” word met die aktiewe eksperimenteringspunt van die prosesseringsdimensie geassosieer, terwyl die “kyktipe” met die reflektiewe waarnemingspunt van die dimensie geassosieer word.

Die hoeveelheid leer wat plaasvind, word bepaal deur die mate waarin die konflik tussen logiese, teenoorgestelde modusse van aanpassing opgelos kan word. Hierdie proses word voorgestel as 'n leersiklus waar die leerder deur al die modusse in 'n opeenvolgende proses beweeg (ervaring, reflektoring, denke en aksie) en word deur die pyle in Figuur 3.1 aangedui. Dit is belangrik om daarop te wys dat die leersiklus nie noodwendig in 'n spesifieke volgorde plaasvind nie, maar eerder in verskeie rigtings, asook gesamentlik en in interaksie (Miller et al., 2005). Volgens Kolb (1984) is 'n onderrigmetode slegs deel van ervaringsleer as hierdie vier fases tot 'n mate in die leersituasie geïntegreer word.

Baldwin en Sabry (2003) beweer leerders benader die leertaak verskillend, aangesien hulle 'n voorkeur vir 'n bepaalde leerstyl het. Hierdie voorkeur het ontwikkel weens die gebruik van verskillende gedragpatrone wat oor 'n tydperk as gevolg van óf lewenservaring óf oorerwing ontwikkel het (Kolb & Kolb, 2005). In Kolb se model vorm die twee dimensies vier kwadrante wat vier leerstyle vorm, naamlik divergeerders, assimileerders, konvergeerders en akkommodeerders (Kolb, 1984; Loo, 2004; Kolb & Kolb, 2005). Die vier leerstyle word in Figuur 3.2 uiteengesit en sal vervolgens in meer detail bespreek word (Kolb, 1984; Little, 2004; Kolb & Kolb, 2005).



Figuur 3.2 Kolb se vier leerstyle (Kolb, 1984, p.124)

3.3.1.1.1 Divergeerders

Uit Figuur 3.2 is dit duidelik dat divergeerders verkies om inligting deur middel van konkrete voorbeelde in te neem. Hulle maak van reflektiewe observasie vir die prosessering van inligting gebruik. Leer vind plaas deur konkrete voorbeelde waar te neem en op die waarnemings te reflekteer. Hierdie leermetode verteenwoordig 'n konkrete-reflektiewe leerstyl.

Divergeerders vra altyd "Waarom?" in 'n bepaalde situasie en begin altyd vanaf konkrete, spesifieke inligting redeneer na die groter sisteem wat dan in meer detail ondersoek word. Inligting moet vir persone met hierdie leerstyle op 'n gedetailleerde, sistematiese en logiese wyse aangebied word. Hulle is geïnteresseerd in mense, en geneig om verbeeldingryk en emosioneel te wees. Vir divergeerders moet die onderrigsituasie lesings en groepwerk insluit. Verder moet die instrukteur genoeg voorbeelde verskaf, die student voldoende tyd gee om op die vraag te reflekteer en met 'n geskikte antwoord na vore te kom, asook genoeg terugvoer aan leerders verskaf.

3.3.1.1.2 Assimileerders

Persone met hierdie leerstyl verkies volgens Figuur 3.2 om inligting deur middel van abstrakte konsepte te integreer en die inligting deur middel van

reflektiewe waarneming te prosesseer. Assimileerders leer deur verskillende abstrakte konsepte te oorweeg en poog dan om hierdie konsepte in die werklike wêreld waar te neem. Hulle leer deur waarneming en denke en verteenwoordig 'n abstraktiewe-reflektiewe of teoretiese leerstyl. Hulle vra die vraag "Wat is daar om te weet?" en hou van 'n akkurate en georganiseerde aanbieding van inligting.

Assimileerders is geneig om kennis van deskundiges te respekteer. Persone met hierdie tipe leerstyl kan 'n groot verskeidenheid inligting verstaan en in logiese vorm bymekaar sit. Hulle is geïnteresseerd in idees en abstrakte konsepte en is ongemaklik met 'n onsistematiese ondersoek van sisteme. In 'n onderrigsituasie sal hierdie persone self oor 'n onderwerp wil oplees, analitiese modelle wil ondersoek, en demonstrasies en laboratoriumondersoeke van 'n onderwerp verkies. Laastens sal hulle ook verkies dat die regte antwoord in die onderrigsituasie verskaf word, asook voldoende tyd om dinge wat geleer is, onafhanklik van ander te deurdink.

3.3.1.1.3 Konvergeerders

Figuur 3.2 toon aan dat konvergeerders verkies om inligting deur abstrakte konsepte te integreer en inligting deur aktiewe eksperimentering te prosesseer. Hulle leer deur abstrakte konsepte te oorweeg en dan aktief met hierdie voorstelle of opvattinge te eksperimenteer om sodoende praktiese gebruike vir idees en teorieë te vind. Konvergeerders leer deur "denke" en "doen" en verteenwoordig 'n abstrakte-aktiewe of pragmatiese leerstyl. Hulle vra die "Hoe?"-vraag in situasies. Toepassings en bruikbaarheid van inligting word verhoog deur gedetailleerde inligting oor die werking van die sisteem te verstaan.

Konvergeerders se sterk punt lê in hulle deduktiewe redeneringsvermoë (deur met abstrakte konsepte te begin en praktiese toepassings daarvan af te lei). Hulle voel die gemaklikste om eksperimente te ontwerp wat hulle teorieë sal toets, en verkies tegniese take en probleme bo sosiale en interpersoonlike kwessies. Hierdie persone wil met nuwe idees, simulasies, laboratoriumopdragte en praktiese toepassings eksperimenteer. In die

onderrigsituasie moet instruksies interaktief wees en rekenaarondersteunde instruksie, probleemstelle of werksboeke gebruik word. Laastens verkies konvergeerders tegniese take bo sosiale en interpersoonlike take en is hulle beheers in hulle emosionele uitdrukking.

3.3.1.1.4 Akkommodeerders

Die laaste leerstyl in Figuur 3.2 is die akkommodeerders. Vanuit die figuur is dit duidelik dat akkommodeerders dit verkies om inligting deur middel van konkrete voorbeelde te integreer en inligting deur middel van aktiewe eksperimentering te proses. Persone met hierdie leerstyl leer hoofsaaklik deur middel van direkte ervaring, eerder as logiese analise. Hulle leer deur “doen” en “voel”, en verteenwoordig ’n konkrete-aktiewe leerstyl. Hulle vra die vraag “Wat sou gebeur as ek dit doen?”.

Akkommodeerders geniet dit om planne uit te voer en betrek hulself by nuwe en uitdagende ervarings. Hulle vertrou mense vir inligting bo hul eie tegniese analise. In die onderrigsituasie verkies akkommodeerders om aktief in die leerproses betrokke te wees, om saam met ander persone te werk, doelwitte te stel, dinge self te ondersoek en verskillende benaderings vir die voltooiing van ’n projek te toets.

Vanuit bogenoemde is dit duidelik dat ’n persoon ’n voorkeur vir ’n bepaalde leerstyl het, maar dat die persoon egter nie beperk is tot daardie styl nie (Long, 1990). Die effektiewe leerder is die persoon wat elk van hierdie vier style effektief in verskillende leersituasies kan toepas en nie slegs op een gekose styl staatmaak nie (Loo, 2004).

Die onderrigproses moet poog om die verskillende leerstyle in die onderrigsituasie te inkorporeer en so veel as moontlik van die leerders se sintuie te stimuleer (Lieb, 1991; Truluck & Courtenay, 1999; Bedi, 2004). Church en Karnes (2003) identifiseer drie leerstyle wat gekoppel is aan sensoriese insette, naamlik visuele, ouditiewe of tasbare/kinetiese leerders. Vir visuele leerders is dit wat hulle waarneem van belang, byvoorbeeld kleure, vorms, en die fisiese omgewing. Ouditiewe leerders fokus op dit wat

hulle hoor, byvoorbeeld wat persone sê, geluide, geraas of selfs musiek in die leeromgewing. Laastens fokus die kinetiese groep op die manipulasie van materiaal of die fisiese aanraking van 'n objek. Daar moet gepoog word om hierdie verskillende aspekte in die leersituasie te inkorporeer om sodoende ook hierdie leerstyle te akkommodeer.

Volgens Wright (2000) bestaan daar bewyse wat toon dat studente wat deur aktiewe en ervaringsleer leer, meer geneig is om leer na aksie om te skakel, wat op sy beurt weer 'n verandering in leerders se kennis, vaardighede en houdings teweegbring.

In die geheel kan leer, volgens Kolb se Ervaringsleermodel, beskou word as 'n voortdurende proses om op diverse persoonlike en omgewingseise te reageer wat ontstaan as gevolg van die interaksie tussen ervaring, konsep, refleksie en aksie in 'n sikliese proses. Hierdie leersiklus verwys na 'n proses waarin ervarings na konsepte omgeskakel word, wat op hulle beurt weer gebruik word as riglyne in die keuse van nuwe ervarings (Kolb, 1976; Kolb, 1984; Kayes, 2003). Na die bestudering van Kolb se Ervaringsleermodel word duidelike verskille tussen ervaringsleer en tradisionele leer opgemerk. Hierdie verskille sal vervolgens bespreek word.

3.4 VERSKILLE TUSSEN ERVARINGSLEER EN TRADISIONELE LEER

Volgens Frontczak (1998) is daar verskeie pogings in die literatuur om die verskille tussen ervaringsleer en tradisionele leer aan te dui. In Tabel 3.1 word gepoog om die verskille tussen hierdie twee benaderings in terme van die leerder, die opvoeder/fasiliteerder en die wyse waarop leer of kennisverkryging plaasvind, uit te wys.

Tabel 3.1: 'n Vergelyking tussen tradisionele leer en ervaringsleer (saamgestel uit Long, 1990; Frontczak, 1998; Usher, 1999; Washbourne, 1999).

	TRADISIONELE LEER	ERVARINGSLEER
STUDENT	<ul style="list-style-type: none"> - Passief - Toeskouer - Plaasvervangende ervaring deur student - Lae studentebetrokkenheid en -verbintenis - Minder risiko vir studente - Onpersoonlik 	<ul style="list-style-type: none"> - Aktief - Deelnemer - Direkte ervaring deur student - Hoë studentebetrokkenheid en -verbintenis - Meer risiko vir studente - Persoonlik
OPVOEDER/ FASILITEER- DER	<ul style="list-style-type: none"> - Opvoedergesentreerd - Opvoeder het beheer - Opvoeder se ervaring staan primêr - Opvoeder is die oordraer van kennis - Opvoeder is die besluitnemer - Opvoeder weet - Opvoeder is verantwoordelik vir leer - Opvoeder is die regter 	<ul style="list-style-type: none"> - Studentgesentreerd - Student het beheer - Student se ervaring staan primêr - Opvoeder lei/fasiliteer leer - Student is die besluitnemer - Student weet - Student is verantwoordelik vir leer - Afwesigheid van oormatige opvoeder
LEER/ KENNIS	<ul style="list-style-type: none"> - Pre-gedefinieerde leer - Eenrigting-kommunikasie - "Uitsaaï"-leer ("broadcast learning") - Doel is kennisversameling - Klem op kognitiewe prosesse - Lineêre opeenvolgende leer - Instruksie - Voorspelbare uitkomst 	<ul style="list-style-type: none"> - Persoonlik aangepaste leer - Tweerigting-dialog - Interaktiewe leer - Doel is kennis, vaardighede en houdingsontwikkeling - Klem op kognitiewe, affektiewe en gedragsprosesse - Nielineêre leer - Ontdekking

	<ul style="list-style-type: none"> - Klem op pedagogie/didaktiek - Produk- (kennis) georiënteerd - Teoriegebaseerd 	<ul style="list-style-type: none"> - Uitkomste is nie altyd voorspelbaar nie - Klem op leer - Prosesgeoriënteerd - Op student se persepsies gebaseer
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Uit Tabel 3.1 is dit duidelik dat ervaringsleer spesifieke voordele inhou, wat soos volg deur verskillende skrywers opgesom word (Frontczak, 1998):

- Dit verhoog leerderbetrokkenheid en motivering.
- Dit help leerders om teorie en praktyk te integreer om sodoende 'n verbintenis met die "werklike wêreld" te maak.
- Dit verbeter 'n verskeidenheid vaardighede soos kommunikasie en kritiese denkvaardighede.
- Dit verhoog leer.

Hierdie eienskappe lei daartoe dat ervaringsleer op 'n verskeidenheid van toepassingsgebiede bruikbaar is, byvoorbeeld verskeie opleidingsprogramme in die werksplek, in opvoedkundige instansies, asook persoonlike ontwikkelingsprogramme (Frontczak, 1998; Foley, 1999; Washbourne, 1999; Wright, 2000; Friedland & Walz, 2003; Kayes, 2003; Kolb & Kolb, 2005; Miller et al., 2005).

Ervaringsleer kan ook met groot sukses op verskillende ouderdomsgroepe toegepas word, vanaf volwasse leerders tot studente en kinders (Arhin & Johnson-Mallard, 2003; Fenwick, 2003). Vervolgens sal die Andragogiese Model van leer bespreek word.

3.5 DIE ANDRAGOGIESE MODEL EN ERVARINGSLEER

Knowles (1984) en Bedi (2004) onderskei tussen die onderrig van kinders en volwassenes deur tussen pedagogie en andragogie te onderskei. Die woord "pedagogie" is afgelei van die Griekse woord "paid" wat "kind" beteken, en "agogus", wat "leier van" beteken. Pedagogie word dus geïnterpreteer as die kuns van onderrig aan kinders. Die onderwyser neem die volle verantwoordelikheid vir die besluite oor die inhoud van die leersituasie, asook die wyse waarop en tyd wanneer die onderrig sal plaasvind. Die leerder is in 'n onderdanige en afhanklike posisie teenoor die onderwyser (Bedi, 2004). In teenstelling hiermee is andragogie die kuns en wetenskap om volwassenes te leer en fokus meer op die unieke ervarings wat volwassenes na die leeromgewing bring (Wright, 2000).

Volgens Bedi (2004) sluit riglyne vir verskuiwing van 'n pedagogiese na 'n andragogiese proses die volgende in:

- Die vestiging van 'n effektiewe leerklimaat.
- Leerders is betrokke by die beplanning van die kurrikulum of inhoud van die leersituasie.
- Leerders is betrokke by hulle behoefte-analise.
- Leerders formuleer hulle eie leerdoelwitte en stel bronne en strategieë vas om hierdie doelwitte te bereik.
- Leerders ontvang ondersteuning en fasilitering om sodoende leerplanne uit te voer.
- Leerders word gefasiliteer in die evaluering van die leer wat plaasgevind het.

Volgens Long (1990) tree verskeie probleme in die opleidingsituasie na vore wanneer pedagogiese metodes gebruik word om volwassenes te onderrig en op te lei. Dit is een van verskeie redes waarom vele volwassenes onderrig as irrelevant beskou. Volwasse leerders het die volgende

eienskappe wat hul leerproses beïnvloed, naamlik (Long, 1990; Knowles, in Lieb, 1991; Wright, 2000):

- Volwasse leerders is meer outonoom en selfgerig wat impliseer dat hulle aktief by die leerproses betrokke moet wees. Onderwysers tree as fasiliteerders op deur deelnemers na kennis te begelei en nie bloot feite oor te dra nie. Leerders neem dus verantwoordelikheid vir hulle eie leer.
- Volwasse leerders het 'n basis van lewenservaring en kennis wat hulle na die onderrigsituasie bring. Hierdie ervaring en kennis kan werksverwante aktiwiteite, gesinsverantwoordelikhede en vorige onderrig insluit. Die leerproses moet hierdie ervarings in ag neem en insluit.
- Volwasse leerders is doelgeoriënteerd en bewus van wat hulle in die situasie wil bereik. Daarom waardeer hulle gewoonlik georganiseerde programme met duidelik gedefinieerde elemente.
- Volwasse leerders is relevansie-georiënteerd wat beteken dat hulle die rasonaal vir die aanleer van inligting moet verstaan. Die inligting moet toepaslik in hulle werk en ander verantwoordelikhede wat vir hulle van waarde is, wees.
- Volwasse leerders moet met respek hanteer word deur hulle as gelykes in ervaring en kennis te behandel en toe te laat dat hulle hul opinies kan uitspreek.
- Die leerervaring moet probleemgesentreerd wees en individue leer om strategieë te ontwikkel om probleme te hanteer.
- Volwasse leerders verkies ervaringsleer en taakgeoriënteerde leer.

In andragogiese leer word die onderwyser eerder 'n fasiliteerder of mentor (Long, 1990; Washbourne, 1996; Bedi, 2004). Die tradisionele rol van die onderwyser verander van deskundige na 'n fasiliteerder van ervaring wat aan leerders advies en inligting verskaf en relevante uitdagings vir leer daarstel om leerders op hul eie individuele leerpaaië te lei en te bemagtig (Frontczak, 1998; Wright, 2000; Howard, 2004). Die fasiliteerder is ook die persoon wat van aangesig tot aangesig as luisteraar en ondervraer optree, maar ook skouer aan skouer as medeleerder staan. Daar ontstaan dus 'n baie spesifieke verhouding tussen die fasiliteerder en leerders, aangesien die fasiliteerder op verhoudingskwaliteite soos vertroue, ondersteuning en rapport fokus (Miller et al., 2005).

In die ontwikkeling van 'n program volgens die Ervaringsleerteorie aan volwassenes moet bogenoemde aspekte in aanmerking geneem word. Vervolgens sal die riglyne vir programontwikkeling volgens die Ervaringsleerteorie bespreek word.

3.6 RIGLYNE VIR PROGRAMONTWIKKELING VOLGENS DIE ERVARINGSLEERTEORIE

In die ontwikkeling van 'n program volgens die Ervaringsleerteorie moet daar sekere riglyne in ag geneem word. In hierdie afdeling sal daar op algemene riglyne gefokus word wat in die ontwikkeling van so 'n program in ag geneem moet word. Tweedens sal die riglyne met betrekking tot die leerder-omgewing-interaksie volgens Kolb se Ervaringsleermodel bespreek word en laastens sal daar op die inagneming van die leerproses, leerstyle en leerstyl-omgewing-interaksie in die ontwikkeling van 'n leerprogram gefokus word.

3.6.1 ALGEMENE RIGLYNE

Verskeie skrywers (Long, 1990; Washbourne, 1996; Broderick & Pearce, 2001; Fenwick, 2003; Friedland & Walz, 2003) is dit eens dat 'n program wat ervaringsleer, met inagneming van andragogiese leerbeginsels, op 'n

suksesvolle wyse wil toepas, die volgende riglyne in aanmerking moet neem:

- Fasiliteerders moet partye begelei om op probleemareas te fokus.
- Fasiliteerders moet riglyne en beperkings daarstel vir aktiwiteite wat uitdrukking en improvisasie bevorder.
- Voortdurende terugvoer moet gegee word.
- Ervaringsgeleenthede moet deeglik beplan word en fasiliteerders moet self by leergeleenthede betrokke wees.
- Die fasiliteerder moet insette lewer, poog om die ervarings van die leerder in ag te neem en daarop te bou.
- Die fasiliteerder moet die leerder begelei in 'n perseptuele ervaring van die wêreld wat geïntegreer is met die leerder se sensomotoriese vermoëns.
- Daar moet 'n groot mate van individuele aandag in die leeromgewing wees.
- Die leerder moet op kognitiewe, emosionele en fisiese vlak by die leerproses betrokke wees.
- Persone moet aangemoedig word om uit hulle gemaksone te beweeg en risiko's te neem.

Uit bogenoemde blyk dit dat daar duidelike interaksie is tussen die leerder en die omgewing waarin leer plaasvind. Hierdie leerder-omgewing-interaksie sal volgens Kolb se Ervaringsleermodel bespreek word.

3.6.2 LEERDER-OMGEWING-INTERAKSIE VOLGENS KOLB SE ERVARINGSLEERMODEL

Kolb (1984) wys daarop dat programontwikkeling die verskillende leerstyle in ag moet neem, asook die interaksie van hierdie leerstyle met die omgewing. Die leeromgewing moet groeigeleenthede skep. Beginssels wat in die onderrigsituasie toegepas kan word om hierdie veilige omgewing te skep, is onder andere (Kolb & Kolb, 2005):

- Die respektering van leerders, asook hul ervarings.

In ervaringsleer verwys 'n groei-ervaring na die totale lewensruimte van die leerder waarbinne hy/sy ervarings versamel. Hierdie lewensruimte sluit die leerder se fisiese en sosiale omgewing, asook die kwaliteit van verhoudings binne hierdie omgewing, in. Dit kan beter aan die hand van 'n kontinuum verduidelik word. Aan die een punt van die kontinuum voel leerders hulle is deel van 'n leergemeenskap wat deur hul opvoeders geken en gerespekteer word. Aan die ander punt van die kontinuum voel leerders geïsoleerd en waardeloos in die leeromgewing. In so 'n omgewing word leer bemoeilik, indien nie onmoontlik gemaak nie. Daarom moet gepoog word om 'n respekvolle leeromgewing te vestig.
- Die leerproses moet met die leerder se ervarings van die vakinhoud begin.

Persone konstrueer nuwe kennis en begrip op grond van dit wat hulle reeds weet en glo, wat op vorige ervarings gebaseer is. Wanneer daar by leerders se konkrete ervarings begin word, word 'n leerruimte verskaf waarbinne vorige ervarings in die lig van nuwe idees heroorweeg kan word.
- 'n Gunstige leerruimte moet geskep en gehandhaaf word.

Leerders moet verskille tussen mekaar aanvaar, maar ook konfronteer. Verskille tussen leerders kan die gevolg wees van individuele idees en oortuigings, of as gevolg van verskille in lewenservarings en waardes. Hierdie verskille word deur die meeste leerders as bedreigend ervaar en kan tot misverstande en konflik lei. Die leerruimte moet 'n psigologiese veilige en ondersteunende omgewing skep waarbinne verskille aangespreek kan word.
- 'n Leerruimte moet deur middel van gesprekvoering geskep word.

'n Leerruimte moet geskep word sodat leerders deur middel van gesprekvoering betekenis aan ervarings kan verskaf. Dit word

bewerkstellig deurdat die ruimte 'n geleentheid tot reflektiewe denke skep en die moontlikheid vir integrasie tussen leerders se denke, gevoelens, individuele en verhoudingsprosesse skep.

- 'n Ruimte moet geskep word vir die ontwikkeling van kundigheid.
Effektiewe leer vereis nie slegs feitelike kennis nie, maar die organisasie van kennis en idees in 'n konseptuele raamwerk, asook die vermoë om hierdie kennis vir toepassing en oordrag na verskillende kontekste te herroep. Hierdie tipe leer word gefasiliteer deur doelgerigte, aanhoudende oefening van die areas wat met die leerdoelwitte verband hou.
- 'n Ruimte vir emosies moet geskep word.
Emosies het 'n primêre invloed op die bepaling of leer wel plaasvind, asook die effektiwiteit van die leer. Negatiewe emosies soos vrees en angs is geneig om leer te blokkeer, terwyl positiewe emosies van aangetrokkenheid en belangstelling noodsaaklik vir leer kan wees.
- Ruimte moet geskep word waarbinne leerders beheer van hulle leer kan neem.
Ruimte moet geskep word sodat leerders beheer en verantwoordelikheid van hulle leer neem. Deur leerders te bemagtig, word hul vermoë om deur ervaring te leer, verhoog.
- Ruimte moet vir aksie en reflektering geskep word.
Volgens die Ervaringsleermodel vind leer slegs plaas indien 'n ervaring waargeneem, geïntegreer, oor gereflekteer en op gereageer word. 'n Aksie word benodig om kontak met die realiteite van die wêreld te vestig en om indrukke in verband met feite te bring om sodoende die waarde van die indruk te toets en te organiseer (Dewey, 1934 in Kolb & Kolb, 2005). Dit vorm ook die laaste deel in Kolb se leersiklus en voltooi die sirkel deur die innerlike wêreld van refleksie en denke in kontak met die buitewêreld van ervarings en

aksie te bring. In die leersituasie moet daar ruimte verskaf word vir hierdie proses om plaas te vind.

3.6.3 DIE LEERPROSES, LEERSTYLE EN LEERSTYL-OMGEWING-INTERAKSIE

Die ontwikkeling van 'n opleidingsprogram moet die verskillende dimensies van die leerproses, die leerstyle, asook die interaksie van hierdie leerstyle met die omgewing, in ag neem sodat die leerervaring suksesvol en effektief kan plaasvind (Kolb, 1984). In Tabel 3.2 word Kolb se Ervaringsleermodel as riglyn gebruik om 'n opleidingsprogram saam te stel deur spesifieke leerdoelwitte, tipe vrae wat fasiliteerders in elke fase kan vra, asook moontlike aktiwiteite wat in elke fase mag voorkom, te identifiseer. Die interaksie tussen die leerdimensies en omgewing word ook in die tabel verreken. Die aanbiedingstyd van 'n ervaringsleerprogram kan wissel vanaf sessies wat uit 'n uur of twee bestaan tot semesterkursusse wat verskeie periodes insluit (Howard, 2004; Miller et al., 2005). Die belangrikste is egter nie die tydsduur van die program nie, maar dat die nodige eienskappe van ervaringsleer in die program verreken word (Kolb, 1984).

Tabel 3.2: Analise van ervaringsleeraktiwiteite deur gebruik te maak van Kolb se model (Kolb, 1984; Frontczak, 1998; Svinicki & Dixon, 1984 in Wright, 2000; Kreber, 2001; Kalkaniu, Boussiakou & Boussiakou, 2004; Miller et al., 2005).

FASE VAN DIE LEERPROSES	LEERDOELWITTE VIR ELKE FASE	VRAE WAT FASILITEERDERS KAN VRA RAKENDE LEERAKTIWITEITE	AKTIWITEITE WAT LEER VERHOOG
KONKRETE ERVARING	Moedig aktiewe leerderdeelname en -betrokkenheid in die leerproses aan	<ul style="list-style-type: none"> - Is die aktiwiteit relevant tot die algehele doelwitte van die program? - Is leerders in staat om die aktiwiteit uit te voer? - Verskaf die fasiliteerder voldoende rigting en 'n geskikte omgewing waarbinne die aktiwiteit kan plaasvind? - Het die leerders die aktiwiteit voltooi? 	<ul style="list-style-type: none"> - Uitstappies - Films/Video's/Skyfies - Aktiwiteite poog om vaardighede in werklike situasies toe te pas - Eksperimente

		<ul style="list-style-type: none"> - Het leeders die wie, wat, waar en hoekom van die ervaring bespreek? - Het leeders die faktore wat tot die spesifieke gevolge van die aktiwiteit aanleiding gegee het, bespreek? 	<ul style="list-style-type: none"> - Die neerskryf van 'n ervaring wat die wie, wat, waar en hoekom van die ervaring bespreek - Persoonlike terugvoer - Deel gevoelens - Fasiliteerder tree as helper op
REFLEKTIEWE WAARNEMING	Laat studente toe om hulle gevoelens aangaande die leerproses uit te druk	<ul style="list-style-type: none"> - Word leeders geleentheid gegee om hul gevoelens, reaksies en emosies rakende die ervaring te deel? - Beperk/moedig die fasiliteerder oordele rakende leeders se gevoelens aan? - Word leeders rigting gegee hoe hulle hul gevoelens kan uitdruk? - Word leeders bemoedig om nie slegs op die ervaring te reflekteer nie, maar om redes wat tot die gevoelens aanleiding gegee het, te oorweeg? 	<ul style="list-style-type: none"> - Neem notas terwyl leeders 'n film kyk en verbandhoudende faktore ondersoek - Groepbesprekings - Ander bronne van inligting wat nagevors word - Skryf van joernale - Fasiliteerder verskaf deskundige interpretasies en lei besprekings - Lesings
ABSTRAKTE KONSEPTUALISERING	Ondersteun studente om die relevante konsepte en teorieë wat in die klas voorgestel word, te begryp	<ul style="list-style-type: none"> - Word studente gelei om te besef hoe ervarings met relevante teorieë/konsepte/ onderwerpe wat bestudeer word, verband hou? - Word studente aangemoedig om tentatiewe hipoteses vir veralgemenings wat op teorieë en verbandhoudende ervarings gebaseer is, te formuleer? 	<ul style="list-style-type: none"> - Fisiese uitvoer van take - Rollespel - Gevallestudies - Lees teorie - Pas idees toe en toets idees deur projekte/modelle
AKTIEWE EKSPERIMENTERING	Verbeter studente se vermoë om dit wat geleer is met nuwe ervarings en strategieë te verbind	<ul style="list-style-type: none"> - Word studente die geleentheid gegee om te verduidelik wat hulle geleer het, asook hoe hierdie kennis in toekomstige ervarings toegepas kan word? 	<ul style="list-style-type: none"> - Gevallestudies - Veldwerk - Simulasies - Kleingroepbesprekings - Terugvoer vanaf medeleeders

			<ul style="list-style-type: none"> - Huiswerk - Fasiliteerder tree as model van profesie op - Aktiwiteite ontwerp om vaardighede op praktiese probleme toe te pas
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Uit Tabel 3.2 is dit duidelik dat ervaringsleer 'n uitgebreide stel vaardighede, waardes, denke, besluitneming en aksie benodig wat in 'n verskeidenheid aktiwiteite in die leersituasie gebruik word (Yamazaki & Kayes, 2004). Die aktiwiteite kan semi-gestruktureerde klaskameraktiwiteite insluit soos die bespreking van 'n verslag, of meer los gestruktureerde aktiwiteite wat die situasie meer dubbelsinnig en ongestruktureerd maak (Moores et al., 2004). Aktiwiteite wat onder andere hier gebruik word, is gevallestudies, rollespel, aksie-opleiding, speletjies, simulaties, joernale, demonstrasie, dialoog in klein groepies en probleemoplossingsoefeninge wat studente kan help om krities te reflekteer op dit wat geleer is (Washbourne, 1996; Goby & Lewis, 2000; Wright, 2000; Kreber 2001; Moores et al., 2004; Adkins, 2005).

Broderick en Pearce (2001) is van mening dat, wanneer hierdie tipe aktiwiteite, asook ondersoekingsteater, in die leerproses geïnkorporeer word, effektiewe leeruitkomste bereik kan word. Hiervolgens sal drama as metode van ervaringsleer kortliks bespreek word.

3.7 DRAMA AS METODE VAN ERVARINGSLEER

Volgens Bontempo (1995) word houdings slegs op die kognitiewe vlak deur die lees en bespreking van kwessies soos diskriminasie en vooroordeel beïnvloed. Leerders bly verwyderd van die menslike konflik betrokke in die situasies. Die dramatisering of "deurleef" van die gevoelens, denke en ervarings van die karakters kan aan persone 'n dieper en meer onmiddellike

ervaring verskaf wat hulle help om sensitiewe en gekompliseerde menslike kwessies meer empaties te benader.

Persone het 'n wanpersepsie dat drama slegs oor 'n storie handel wat deur 'n aksie voorgestel word met die uitsluitlike doel om te vermaak (Broderick & Pearce, 2001). O'Neill en Lambert (1982) en Broderick en Pearce (2001) wys egter daarop dat 'n sleutelaspek van drama as ervaringsleermetode juis geleë is in die feit dat dit as leermetode gebruik word.

Drama as leermetode is reeds deur die vroeë Griekse en Romeinse filosowe tot meer kontemporêre toneelskrywers as 'n opwindende metode gebruik om die menslike toestand te weerspieël, te ondersoek en te ondersteun (Jennings, 1979; Steed, 2005). Plato het kinders aangemoedig om deur middel van improvisasie en dans te leer, terwyl Hrosvitha, 'n non wat in die tiende eeu geleef het, vertonings geskryf het om gemeentes in morele kwessies op te lei. Akteurs in Italië het dramas geskryf om die sosiale kwessies van die laatmiddeljare aan te spreek. Verskeie opvoedkundiges het die werk van John Dewey, 'n prominente Amerikaanse opvoedkundige, as basis gebruik om teater in opvoedkundige tegnieke vir skole te herskep om kinders te help om selfbewustheid en sosiale vaardighede te ontwikkel (St. George et al., 1998). Professor Mervyn McMurphy, hoof van Drama en Uitvoerende Studies aan die Universiteit van KwaZulu-Natal, gebruik tans drama in gevangenis om diepgewortelde negatiewe persepsies en vooroordele teenoor persone met gestremdhede te verander (Waddington, 2002).

Vervolgens sal drama omskryf word, asook metodes wat in drama as ervaringsleermetode gebruik kan word. Daarna sal die voordele van dramagebaseerde opleiding uitgewys word en die basiese dramatiese elemente, strukture en aksies sal bespreek word. Laastens sal 'n samevatting, asook implikasies van die hoofstuk vir die ontwikkeling van 'n opleidingsprogram om houdings te verander, verskaf word.

3.7.1 OMSKRYWING VAN DRAMA

Die antieke Griekse beskrywing van die woord "drama" beteken dat iets deurleef of "uitgespeel" word (Jennings, Cattanach, Mitchell, Chesner & Meldrum, 1994). O'Toole en Haseman (1988) omskryf drama as 'n kreatiewe, doelgerigte en gedissiplineerde kuns, terwyl Jennings (1979) hierdie definisie uitbrei deur aan te dui dat drama alle metodes van kreatiewe uitdrukking insluit, met die klem op die totale deelname van die groep wat 'n belang daarby het.

Die Merriam-Webster Aanlynwoordeboek (2007) definieer drama as 'n samestelling van verse of prosa wat die lewe van 'n karakter uitbeeld of 'n storie vertel waarin konflikte en emosie deur aksie en dialoog uitgebeeld word – alles aangepas vir die verhoog. Gebare, kostuums en dekor word gebruik soos dit in die werklikheid voorkom. Volgens Jennings et al. (1994) is die verskeie elemente in dramas soos gebare, kostuums en dekor egter nie nodig nie. Al wat werklik benodig word, is individue of 'n groep mense wat hulself (liggame en denke) gebruik om 'n storie binne 'n bepaalde ruimte deur middel van aksie en soms spraak te vertel of voor te stel (O'Neill & Lambert, 1982).

Sedert die vyftiger jare bestaan daar reeds 'n debat rondom twee begrippe, naamlik drama en teater (Robinson, Heathcote, Gaskill, Bolton, Wright, Chapman & Dale, 1980). Die verskillende filosofiese, artistiese en kulturele tradisies bepaal in 'n groot mate die wyse waarop hierdie twee begrippe gedefinieer en gekonseptualiseer word, wat op hul beurt weer aanleiding gee tot die uiteenlopende sienings oor die ooreenkomste of verskille tussen die twee begrippe (McGregor et al., 1977; Gibb, 2004). Soms word drama en teater as sinonieme van dieselfde proses beskou. Ander skrywers onderskei egter tussen die twee begrippe deurdat drama na die proses verwys, terwyl teater na die produksie verwys (Sun, 2003). Robinson et al. (1980) wys op verskille tussen die twee terme, maar beklemtoon ook die duidelike ooreenkomste en wisselwerking tussen teater en drama. Ooreenkomste tussen drama en teater sluit die vorm, asook die rol van die fasiliteerder en direkteur in die strukturering en kontrolering van die proses,

in. Neelands (1990) gebruik teater en drama as wisselterm deur daarop te wys dat hierdie terme eerstens nie 'n enkele vorm van aktiwiteit insluit nie, maar 'n proses daarstel vir die interpretasie van menslike gedrag, betekenis en uitdrukking. Vir die doel van die studie sal hierdie twee begrippe ook as sinonieme beskou word en sal aktiwiteite wat drama- en teatermetodes inkorporeer, as “dramatiese aktiwiteite” beskou word (Sun; 2003).

Sun (2003) wys op die oorweldigende hoeveelheid verskillende terme wat in drama en teater gebruik word, byvoorbeeld kreatiewe drama, ontwikkelingsdrama, prosesdrama, opvoedingsdrama, improviseringsdrama, improvisering, informele drama, klaskamerdrama, drama-in-opvoeding. Daar kan nie ooreenstemming onder verskillende rolspelers gevind word nie en daarom sal hierdie begrippe onder die sambreelterm van drama ressorteer.

In 'n poging om drama as proses beter te begryp, moet die volgende konsepte kortliks bespreek word, naamlik drama en ervaring, drama en die groep, en laastens drama en die fasiliteerder.

3.7.1.1 Drama en ervaring

Verskeie skrywers (Jennings, 1979; O'Neill & Lambert, 1982; Mallika, 2000; Sherratt & Peter, 2002; Steed, 2005) wys op die feit dat die inhoud van drama hoofsaaklik uit menslike ervarings bestaan. Dit is veral interessant dat beide die woorde “drama” en “ervaring” dieselfde basiswoord, naamlik “dran”, het (Turner, 1974). Leerders identifiseer aktief met verbeeldingryke rolle en situasies deurdat hulle op vorige ervarings en kennis terugval en sodoende leer om kwessies, gebeure en verhoudings te ondersoek (Peter, 2003).

3.7.1.2 Drama en die groep

Drama maak staat op die ervarings van die groep aangesien deelnemers kwessies en temas ondersoek wat universele relevansie en gedeelde betekenis vir hulle inhou (Peter, 2003). Die groepservaring verryk individuele lede se denke en gevoelens (O'Neill & Lambert, 1982). Laastens bestaan

die groep nie net uit die akteurs op die verhoog nie, maar ook die gehoor word in die dramaproses ingesluit (Howard, 2004).

3.7.1.3 Drama en die fasiliteerder

Broderick en Pearce (2001) wys op die belangrikheid van effektiewe fasilitering in drama as ervaringsleermetode. Die fasiliteerder vorm deel van die leerproses aangesien die persoon 'n verskeidenheid funksies in die leerproses vervul, byvoorbeeld om leerders uit te daag, belangstelling te wek, spanning te skep, selfvertroue te bou, prestasies te koördineer, 'n balans te stel tussen aksie en refleksie, asook verlangde response te versterk (O'Neill, Lambert, Linnell & Warr-Wood, 1976; Wagner, 1979; Broderick & Pearce, 2001; Steed, 2005).

Dorothy Heathcote, een van Engeland se bekendste opvoeders, was 'n fasiliteerder met die vermoë om mense in 'n kort tyd by die dramaproses te betrek. Heathcote het dit bewerkstellig deur vrymakende vrae in plaas van bedreigende vrae aan leerders te stel. Deelnemers poog om antwoorde op bedreigende vrae te verskaf wat hulle dink van hulle verwag word. Dit veroorsaak spanning en beperk kreatiwiteit. Vrymakende vrae gee leerders meer vryheid in terme van die tipe antwoorde wat verwag word, wat verhoogde kreatiwiteit by die leerders tot gevolg het (Wagner, 1979). Volgens Jennings (1979) is een van die moeilikste take vir die fasiliteerder om 'n balans te verkry tussen 'n vaste struktuur waarbinne die drama uitgevoer word, asook 'n buigbare, maar veilige raamwerk van leer.

Laastens is dit nie vir die fasiliteerder of die gehoor wat by die dramaproses betrokke is, nodig om enige vorige drama-ervaring te hê om drama suksesvol as opleidingsmetode te gebruik nie (Sun, 2003; Howard, 2004).

In die voorafgaande gedeelte is drama as konsep bespreek. Vervolgens sal daar op die metodes van drama as ervaringsleermetode gefokus word.

3.7.2 BENADERINGS VAN DRAMA AS ERVARINGSLEERMETODE

Die hoofdoel van drama as ervaringsleermetode is om deelnemers op 'n bepaalde wyse met 'n situasie te konfronteer wat tot 'n verandering kan lei (Broderick & Pearce, 2001). Volgens Sherratt en Peter (2002) en Howard (2004) poog drama om die gehoor se persepsie, houdings en/of gedrag oor 'n bepaalde sosiale kwessie te verander deurdat die persoon deur die leerproses begelei word. In hierdie proses word die persoon se waardes, oortuigings en persoonlike ervarings ondersoek en die individu se verbintenis tot die groter wêreld beter verstaan.

Volgens Gibb (2004) het drama deur die eeue 'n komplekse metamorfose ondergaan wat uit vele fasette bestaan. Binne hierdie ontwikkelinge het twee hooftradisies van dramatiese praktyk ontstaan. Aan die een kant is die manuskripttradisie en aan die ander kant die improvisasietradisie. In die manuskripttradisie moet die akteurs die presiese woorde wat deur 'n skrywer geskryf is aan 'n passiewe gehoor weergee. Die alternatief is dat die akteurs dit op kreatiewe wyse versin terwyl hulle voortgaan en slegs die gehoor met wie hulle in interaksie verkeer, benodig. Dit is egter belangrik om te onthou dat die doel van die studie die dramagebaseerde opleiding wat gebruik word, bepaal (St. George et al., 1998).

Volgens St. George et al. (1998) kan daar tussen verskillende dramagebaseerde metodes onderskei word deur gebruik te maak van die vlakke van impak van die metode. Hierdie vlakke kan wissel vanaf passiewe waarnemer van 'n optrede tot 'n hoogs aktiewe vaardigheidsontwikkeling en gestruktureerde oefening binne-in die optrede. Hierdie vlakke word onderskei in terme van lae-, gemiddelde- en hoë-impak-metodes. Leer en verandering van mense se houdings vind slegs plaas wanneer die persone self "spect-actors" van die proses is en nie bloot passiewe waarnemers nie; dus word daar van hoë-impak-metodes gebruik gemaak (Ryan, n.d.; Grady, 2000; Gibb, 2004).

Hoë-impak-metodes sluit byvoorbeeld interaktiewe drama, prosesdrama, kreatiewe drama en drama-in-opvoeding in. Dit is egter noodsaaklik om

daarop te wys dat sommige van die terme na dieselfde prosesse verwys, byvoorbeeld die term “prosesdrama”. In Amerika word daar na prosesdrama verwys wanneer die term “kreatiewe drama” gebruik word, terwyl Brittanje na dieselfde prosesse verwys deur die term “drama-in-opvoeding” te gebruik. Hierdie terme verwys egter na dieselfde prosesse wat ’n kombinasie van kinetiese, emosionele en intellektuele betrokkenheid in die improvisasie-aktiwiteite insluit om ’n reeks ervarings en aktiewe leer te bevorder (Grady, 2000). Vervolgens sal die prosesbenadering en daarna die interaktiewe benadering tot drama as ervaringsleermetode kortliks bespreek word.

3.7.2.1 Die prosesbenadering

Die prosesbenadering veronderstel dat enige taak hoofsaaklik tot voordeel van die deelnemers verrig word (Grady, 2000; Peter, 2003). Prosesdrama verwys na ’n leermetode waar leerders aktief aan ’n verbeeldingryke en spontane drama deelneem (Sun, 2003). ’n Voorbeeld van prosesgeoriënteerde drama is onder andere straatteater. Toeskouers word uit die gehoor gekies en uitgenooi om deel van die optrede te word. In komedies sal akteurs dele improviseer, maar binne ’n vooropgestelde scenario. Dit is eerder die akteur se lewende optrede as die visie van ’n skrywer wat die fokus van die vertoning vorm. Toeskouers steek die grense na die fiktiewe wêreld oor en word ’n karakter terwyl hulle steeds in die gehoor bly (Ryan, n.d.).

Interaktiewe drama is ’n vorm van prosesdrama aangesien die deelnemer in die situasie geplaas word en sodoende in totaliteit by die proses betrokke is (Tromski & Doston, 2003).

3.7.2.2 Interaktiewe drama

Interaktiewe drama is ’n tegniek waar deelnemers se spontaneïteit die storielyn beïnvloed; daarom verwys hierdie proses na ’n improvisasionele tegniek (Wirth, 1994; Tromski & Doston, 2003). Deelnemers ondersoek aspekte binne die drama deur in totaliteit (denke, liggaam en gees) by die proses betrokke te wees (Wirth, 1994).

Interaktiewe drama het as gevolg van twee redes 'n groter impak op die leerproses as slegs die gebruik van boeke, lesings of films. Eerstens plaas interaktiewe drama die deelnemers in 'n situasie waar dit vir hulle moontlik is om met die werklike situasie in interaksie te verkeer deurdat lede aangemoedig word om openlik die karakters te konfronteer, te bevraagteken en reaksies teenoor karakters uit te druk. Hierdie prosessering van ervaringsinligting het 'n sterker impak op die vorming van houdings en gedrag as die blote rasionele prosessering van inligting. Tweedens is interaktiewe drama 'n kragtige medium wat verder as die klaskamersituasie strek en die werklike daaglikse lewe betrek (Tromski & Doston, 2003).

Die gehoor word toegelaat om teksbesluite rakende die ontwikkeling van die storielyn te neem en word so aktiewe deelnemers aan die toneel. Die gehoor is 'n inisieerder en kreatiewe bron van die karakter se spraak en aksies, en sodoende ontwikkel die gehoor as medeskrywers van die drama (Ryan, n.d.; Howard, 2004). Elke optrede is uniek aangesien elke gebeurtenis verskillende mense met verskillende behoeftes betrek en die teks daarvolgens verander (Howard, 2004). Die gehoor bepaal die optrede deur met die karakters, mekaar en die akteurs in interaksie te verkeer. Die interaktiewe dialoog behels 'n opregte reflektering op die aspekte wat in die drama na vore getree het (Tromski & Doston, 2003).

Augusto Boal se "theatre of the oppressed" is 'n interaktiewe tegniek wat oor die jare verskeie aanpassings ondergaan het (Jagiello, 2002; Howard, 2004). Boal se eerste werk fokus op sosio-politieke kwessies, byvoorbeeld hongersnood en onderdrukking, terwyl sy latere werk meer op psigososiale kwessies fokus (Gibb, 2004; Howard, 2004). 'n Bekende tegniek wat deur Boal ontwikkel is, is "forumteater". Hierdie tegniek word veral in opvoedkundige situasies gebruik wat ten doel het om die groep se kognitiewe raamwerke en gedrag te verander (Gibb, 2004; Howard, 2004). Boal se tegnieke lei tot 'n verhoogde bewustheid en ondersoek van leerders se persoonlike gedrag, asook die toepassing van gedragsmodifikasies (Howard, 2004).

Die term “drama” sal voortaan gebruik word om na die beginsels van interaktiewe drama te verwys. Vervolgens sal die algemene voordele van drama as ervaringsleermetode bespreek word.

3.7.3 VOORDELE VAN DIE GEBRUIK VAN DRAMA AS ERVARINGSLEERMETODE

Volgens Parker (1997) toon verskeie studies dat 'n groot gedeelte van mense wat by interaktiewe drama betrokke is, die proses as gunstig beskou. Drama as ervaringsleermetode sluit verskeie voordele in wat vervolgens bespreek gaan word.

3.7.3.1 Bewusmaking van gevoelens en idees

Die waarde van drama lê in die feit dat dit geleentheid skep om gevoelens en idees in 'n verskeidenheid van simboliese vorme te ondersoek, te interpreteer, uit te druk en te kommunikeer. Deur aktiewe ondersoek word daar 'n dieper begrip en ervaring van 'n wye reeks menslike gevoelens en persepsies gevorm (McGregor et al., 1977).

3.7.3.2 Gebruikmaking van innoverende metodes

Die gebruik van drama as ervaringsleermetode sluit verskeie aspekte in soos die feit dat die metode dinamies, lewendig, buigbaar en aanpasbaar is. Dit maak ook van 'n verskeidenheid aktiwiteite en kreatiewe prosesse gebruik om doelwitte te bereik en sodoende transformasie in leerders se huidige gedrag teweeg te bring (St. George et al., 1998; Brinkman et al., 2000; Peter, 2003; Sun, 2003).

3.7.3.3 Ontwikkeling van verskeie vaardighede

Drama ondersteun die ontwikkeling van verskeie vaardighede soos taalvaardighede, kritiese en konstruktiewe denke, probleemoplossende denke, vaardighede van vergelyking, interpretasie, oordele, diskriminasie en 'n verdieping in leer. Leerders se sosiale vaardighede word ontwikkel deurdat persone leer om verskille tussen persone te respekteer, te aanvaar en begrip vir alle persone te koester, wat weer aanleiding gee tot verandering in denke en gevoelens. Leerders kry 'n geleentheid om met

ander persone in interaksie te verkeer, te eksperimenteer en die gevolge van hul aksies en gedrag te ontdek (Bolton, 1997; O'Neill & Lambert, 1982; Chauhan, 1995; Broderick & Pearce, 2001; Monks et al., 2001; Sherratt & Peter, 2002; Sun, 2003; Gibb, 2004; Steed, 2005).

3.7.3.4 Aanspreek van alle leerdimensies

Drama het die vermoë om alle leerdimensies (kwantitatiewe, asook kwalitatiewe dimensies) aan te spreek aangesien leerders die ervaring objektief, asook subjektief, deurleef (Steed, 2005). Die leerder word op intellektuele (kennisvlak), asook emosionele vlak, aangeraak en raak bewus van konsepte soos emosie, empatie en selfbewustheid. In sommige gevalle kan drama slegs effektief wees indien die leerder emosioneel genoeg geraak word om 'n verandering in waardes teweeg te bring, wat weer 'n houdingsverandering tot gevolg het (Bolton, 1997; O'Neill & Lambert, 1982; Broderick & Pearce 2001; Sherratt & Peter, 2002; Steed, 2005).

3.7.3.5 Verryking van persone se innerlike wêreld

Die persoon se innerlike wêreld word verryk deur taal, gevoelens en denke wat die persoon se bewustheid en begrip vir die buitewêreld, asook die persoon se selfvertroue om daarbinne te funksioneer, verhoog (O'Neill & Lambert, 1982).

3.7.3.6 Skepping van 'n veilige leerruimte

Binne drama word daar 'n veilige leerruimte geskep om kwessies te bespreek wat andersins nie bespreek sou word nie, asook om te reflekteer oor moontlike redes waarom mense op 'n bepaalde wyse dink en optree (O'Neill & Lambert, 1982; Chauhan, 1995; Monks et al., 2001; Sherratt & Peter, 2002; Peter, 2003; Dawson, 2005).

3.7.3.7 Skepping van 'n spieëlbeeld van gedrag aan leerders

Drama skep 'n spieël waarin persone hul eie gedrag kan reflekteer en kan ervaar hoe die verandering van gedrag positiewe resultate tot gevolg kan hê. Sodoende word leerders se houdings en gedrag teenoor spesifieke

kwessies uitgedaag (O'Neill & Lambert, 1982; Waddington, 2002; Peter, 2003; Dawson, 2005; Steed, 2005).

3.7.3.8 Onmiddellike terugvoer

'n Verdere voordeel van drama is die feit dat leerders onmiddellik terugvoer oor die effektiwiteit van hulle aksies ontvang. So dien die drama as 'n stimulus wat verandering ondersteun en persone tot aksie oorhaal (O'Neill & Lambert, 1982; Chauhan, 1995; Broderick & Pierce, 2001; Gibb, 2004).

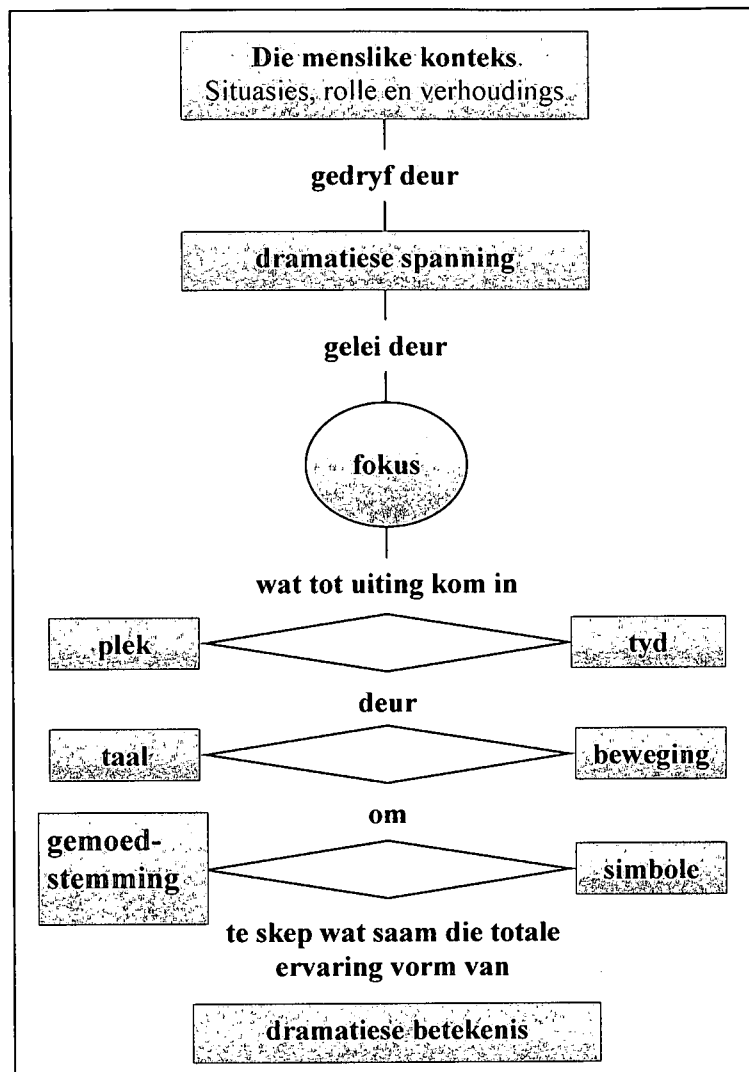
3.7.3.9 Eienaarskap van die program

Laastens veroorsaak die interaktiewe dramaproses dat die program aan die deelnemers behoort en nie aan die fasiliteerder of selfs die organisasie nie, wat die proses meer betekenisvol maak (Steed, 2005).

Om hierdie voordele te verkry, is daar egter sekere elemente waaraan die drama in opleiding moet voldoen (O'Neill & Lambert, 1982; O'Toole & Haseman, 1988). Hierdie elemente sal vervolgens bespreek word.

3.7.4 BASIESE ELEMENTE VAN DRAMA

Volgens O'Toole en Haseman (1988) en Sherratt en Peter (2002) is daar sekere elemente wat as basis van alle dramas dien en sodoende eenvormigheid bewerkstellig. Die gebruik van dramagebaseerde aksies (wat later bespreek sal word) veroorsaak variasies in die proses. In Figuur 3.3 word die elemente van drama uiteengesit. Elkeen van hierdie elemente sal vervolgens in meer detail bespreek word.



Figuur 3.3 Elemente van drama (O'Toole & Haseman, 1988, p.xii).

3.7.4.1 Die menslike konteks

Dramas word doelgerig en betekenisvol wanneer elemente van die werklikheid daarin teenwoordig is. Die werklikheidskomponent van dramatiese situasies bestaan uit verhoudings wat verhoudings tussen mense, mense en idees, asook mense en die omgewing, insluit. Hierdie verhoudings word gevorm deurdat die deelnemers verskillende rolle aanneem wat verskillende norme, waardes, status en stereotiperings impliseer (O'Toole & Haseman, 1988; Jennings et al., 1994).

3.7.4.2 Dramatiese spanning

Volgens Wagner (1979) en O'Toole en Haseman (1988) is spanning die dryfkrag van dramatiese aksies en bepaal in 'n groot mate die kwaliteit van die drama-ervaring (Sherratt & Peter, 2002). Daar bestaan hoofsaaklik vier wyses waarop dramatiese spanning geskep of verhoog kan word, naamlik die spanning as gevolg van die taak, as gevolg van die verhoudings, as gevolg van verrassing en spanning, en as gevolg van misterie (O'Toole & Haseman, 1988). Elkeen van hierdie wyses sal vervolgens kortliks bespreek word.

3.7.4.2.1 Spanning as gevolg van aksie

Die taak van drama bestaan uit die handeling en spraak van die karakters. Om die spanningsvlak van die dramatiese aksie te verhoog, moet die taak oor 'n sekere moeilikheidsvlak beskik, belangrik wees en deur die deelnemers geniet word (O'Toole & Haseman, 1988).

3.7.4.2.2 Spanning as gevolg van verhoudings

Menslike verhoudings is die sentrale komponent van die dramatiese situasie. Een van die belangrikste bronne van spanning word dus in die verhoudings tussen karakters gevind wat vorm as gevolg van misverstande, dilemmas of konflikte tussen die verskillende partye (Lewis, 1981; O'Toole & Haseman, 1988).

3.7.4.2.3 Spanning as gevolg van verrassing

'n Gewilde metode om dramatiese spanning in die aksie te verhoog, is deur 'n skielike skok of verrassing in te bring. Hierdie verrassingselement stel energie vry om sodoende die aksie te verryk (Wagner, 1979; O'Toole & Haseman, 1988).

3.7.4.2.4 Spanning as gevolg van misterie

Dramatiese spanning kan deur misterie verhoog word. Die misterie kan byvoorbeeld 'n objek wees wat spelers moet ontdek of 'n geheimsinnigheid waarvan sekere spelers bewus is, maar geheim moet hou sodat ander spelers nie daarvan uitvind nie.

3.7.4.3 Fokus

Enige dramatiese situasie bestaan uit 'n verskeidenheid kleiner dramas. Die verskillende dramas kan egter nie almal op dieselfde tyd plaasvind nie. Daarom word daar slegs op een aspek of storielyn op 'n slag gefokus, byvoorbeeld die verhouding tussen twee persone, al is beide in ander verhoudings of situasies betrokke. Elemente wat die fokus van die drama kan uitlig, is onder andere oogkontak, taal, stem en die ruimte waarin die drama plaasvind (O'Toole & Haseman, 1988).

3.7.4.4 Plek en ruimte

Alle drama vind op 'n spesifieke plek binne 'n bepaalde ruimte plaas wat 'n invloed op die drama, asook die karakters in die drama, uitoefen. Die fisiese omgewing kan op 'n oop of geslote stel geskied, wat die drama se boodskap beïnvloed. Op 'n geslote stel vind die drama hoofsaaklik in een fisiese plek plaas, terwyl die drama in verskeie plekke op 'n oop stel kan plaasvind. Die boodskap wat aan die gehoor uitgedra word wanneer 'n drama in 'n tronksel plaasvind, sal aansienlik verskil van die boodskap van 'n drama wat in 'n huis tydens Kersfeesvieringe plaasvind (Lewis, 1981).

Die ruimte waarbinne die drama plaasvind, dra ook tot die storie en spanningslyn by (Lewis, 1981). Ruimtes skep betekenis en dra simbolies, maar ook in die werklike wêreld, tot die drama by (Sherratt & Peter, 2002). Rostrums kan byvoorbeeld gebruik word om die werklike wêreld simbolies voor te stel en sodoende die regte ruimte te skep (Lewis, 1981; O'Toole & Haseman, 1988; Jennings et al., 1994; Sherratt & Peter, 2002).

3.7.4.5 Tyd

Volgens McGregor et al. (1977) word drama as 'n proses binne tyd beskou. Drama fokus op 'n spesifieke oomblik in tyd wat die belangrikste elemente van 'n algemene menslike ervaring vasvang en die implikasies daarvan uitwys (Wagner, 1979). Om 'n spesifieke fokus te skep, speel sommige dramas oor 'n kort tydperk in 'n enkele kamer af, terwyl ander dramas soms oor eeue strek om die langtermyn effek van die gebeurtenis uit te wys. Tydsperiodes bring 'n spesifieke boodskap en verwagting na die drama en

die skrywer moet besluit watter periode die beste tot die fokus van die drama sal bydra. In elke drama moet die fisiese tyd, asook die tempo waarteen dit beweeg, in gedagte gehou word.

Die tempo hou verband met die tipe aksie wat binne die drama gebruik word, asook die gemoedstemming wat dit by die toeskouer wil vestig. In 'n geveg sal daar waarskynlik van 'n vinniger tempo gebruik gemaak word as vir 'n begrafnis. 'n Vinnige tempo vereis skerper, energieke bewegings en spraak, terwyl 'n stadiger tempo deur beheerde, stadige bewegings en spraak gekenmerk word. Die bestuur en gebruik van tyd in terme van die totale drama is 'n belangrike aspek om spanning in 'n drama te skep deur byvoorbeeld van stiltes of vinnige onderbrekings gebruik te maak (Lewis, 1981; O'Toole & Haseman, 1988; Jennings et al., 1994; Sherratt & Peter, 2002).

3.7.4.6 Taal

In 'n drama druk spelers hul idees, gevoelens en behoeftes uit deur woorde wat hulle op 'n bepaalde wyse gebruik, asook liggaamstaal. Hierdie verbale en nieverbale kommunikasie vorm die taal van drama en word beïnvloed deur die dramatiese konteks om 'n dramatiese betekenis te vorm wat die spreker se intensies en opinies weergee (Sherratt & Peter, 2002). Selfs subtiele variasies in die stem soos klanke, stiltes, toonhoogte, intonasie, volume en stemkleur kan verskillende betekenis oordra (Lewis, 1981; O'Toole & Haseman, 1988; Jennings et al., 1994).

3.7.4.7 Beweging

Die woord "movement" het die woord "moment" as oorsprong wat daarop dui dat daar in elke oomblik 'n beweging plaasvind, selfs tydens 'n stil oomblik soos in 'n foto. Beweging word deur die situasie, rolle en verhoudings binne die drama bepaal en druk nie bloot die aksie van die karakters uit nie, maar ook hulle gemoedstemming en simbole. In enige beweging is daar verskeie variasies in die ritme, tempo, fisiese vlakke en rigting, asook die nabyheid tussen die verskillende objekte. Hoe meer effektief hierdie bewegings

bestuur word, hoe groter die dramatiese spanning wat gewek word (Wagner, 1979; Lewis, 1981; O'Toole & Haseman, 1988; Jennings et al., 1994).

3.7.4.8 Gemoedstemming

Wanneer bogenoemde elemente saamgevoeg word, word 'n bepaalde gemoedstemming in die drama geskep. Dit is die gevoel of atmosfeer wat deur die dramatiese aksie geskep en uitgedruk word. Die spanning en gemoedstemming van 'n drama het 'n wederkerige invloed op mekaar. Daar kan van verskillende metodes gebruik gemaak word om tot die gemoedstemming van die drama by te dra, byvoorbeeld musiek (O'Toole & Haseman, 1988).

3.7.4.9 Simbole

Simbole kan in 'n drama gebruik word om die betekenis van die ervaring, selfs op onbewuste vlak, op te som en te versterk. Simbole kan uitgedruk word deur van taal, beweging en visuele beelde, byvoorbeeld 'n embleem of 'n bepaalde voorwerp wat in die drama 'n spesifieke betekenis aanneem, gebruik te maak. Hande en die wyse waarop hulle gebruik word, bv. 'n handdruk, hou simboliese betekenis in. Sommige objekte, byvoorbeeld 'n geweer, is ryk aan simboliese betekenis (Haseman, 1988).

3.7.4.10 Dramatiese betekenis

Verskeie navorsers (Jennings et al., 1994) wys op die sosiale aard van drama wanneer interaksie, kommunikasie en onderhandeling van betekenis tussen die verskillende rolspelers uitgelig word. Die proses om betekenis te vind, vind plaas wanneer individue hul idees, waardes en persepsies na die situasie bring (Jennings, 1979; Robinson et al., 1980; Mallika, 2000). Die tipe betekenis wat geskep word, word bepaal deur die nabyheid van die speler aan die aksie. Wanneer die speler binne-in die aksie staan, soos met 'n tragedie, vergeet hy sy werklike self en identifiseer op hierdie manier met die ander spelers sodat die aksie saam met hulle ervaar word. Wanneer die individu buite die aksie staan, word die aksie waargeneem en, alhoewel die spanning aangevoel kan word, kan die speler daarvoor lag of daarop

reflekteer, byvoorbeeld in komedies. Laastens kan die individu so los van die drama staan dat hy die storie manipuleer (O'Toole & Haseman, 1988).

Hierdie verskillende dramatiese elemente dra elkeen by om 'n bepaalde betekenis in die drama te vorm. Die vloei van wedersydse interaksie is die kern van drama en is die proses waarbinne betekenis onderhandel word. Hierdie onderhandeling van betekenis vind op twee vlakke plaas, naamlik die werklike en simboliese vlak (McGregor et al., 1977; Neelands, 1990). Die werklike dimensie sluit beplanning, bespreking, organisasie en hersiening in, terwyl die simboliese vlak die tydelike interaksie met die verbeeldingryke situasie of karakters insluit (Sherratt & Peter, 2002).

Die verskillende elemente wat deur O'Toole en Haseman (1988), asook Sherratt en Peter (2002) ondersteun word, vorm die strukturele komponente van die drama wat aanleiding gee tot die dramaproses. Hierdie struktuur sal vervolgens in meer detail bespreek word.

3.7.5 DIE STRUKTUUR VAN DRAMA WAT TOT DIE DRAMAPROSES AANLEIDING GEE

Die dramaproses begin met 'n openingsfase, gevolg deur 'n verdiepingsfase (wat gekenmerk word deur die opbou van spanning), 'n klimaks- of konflikfase, wat deur 'n oplossingsfase afgesluit word. Dieselfde struktuur word gebruik met die beplanning van 'n drama (Sherratt & Peter, 2002).

O'Neill en Lambert (1982) fokus in hul strukturering van die drama op die doel, inleiding en benaderings wat daarin gebruik gaan word, terwyl Kerr (2000) ook op spesifieke fases in haar aanbieding fokus. Deelnemers word eerstens aangemoedig om kwessies wat in die drama geïllustreer word, te ondersoek en te bespreek, en daarna hul eie eindes te implementeer en hul opinies oor die aangeleentheid te lug.

Volgens McGregor et al. (1977) bestaan die dramaproses uit vier komponente, naamlik sosiale interaksie, die inhoud van die drama, verskillende vorme van uitdrukking en laastens die gebruik van media, wat

die taal van drama is. Hierdie komponente sal die leer wat deur middel van die dramaproses plaasvind, bepaal.

Vervolgens sal Grady se ABC-raamwerk in meer detail bespreek word aangesien hierdie raamwerk die kognitiewe, affektiewe, asook gedragskomponent in die proses, insluit (Grady, 2000).

3.7.5.1 Die struktuur van drama volgens Grady se ABC-raamwerk

Grady (2000) se struktuur word bepaal deur 'n ABC-raamwerk waar spesifieke areas vir verhoogde kennis (kognitiewe dimensie) ontleed word. Verder word 'n bewustheid gevestig (kognitiewe, emosionele en gedragsdimensie) waarin leerders hulle eie houdings kan ondersoek. So word 'n omgewing geskep (kognitiewe, emosionele en gedragsdimensie) waarin mense deur middel van verskeie tegnieke en vaardighede die houdingsveranderinge kan toepas.

3.7.5.1.1 Ontleed die probleem (kognitiewe dimensie)

In die eerste fase is dit noodsaaklik dat die probleem ondersoek word deur 'n openlike bespreking van die probleemarea. Soms het die leerders min kennis oor die betrokke probleem of is daar min rolmodelle om aan leerders te demonstreer hoe om in sekere situasies op te tree. In hierdie proses kan feite oor die kwessie oorgedra word, byvoorbeeld die voorkoms en definisies van die spesifieke probleem.

3.7.5.1.2 Vestig bewustheid (kognitiewe, emosionele en gedragsdimensie)

In hierdie stadium word daar deur middel van dramagebaseerde aksies gepoog om 'n bewustheid by leerders te skep. Aspekte wat hier van belang is, is onder andere die bepaling van doelwitte, die teikenpopulasie, tydsbeplanning, asook die versameling van die materiaal wat vir die uitvoer van prosedures benodig word, en die bepaling van die prosedure wat in die voordrag en ondersoek van die drama gebruik sal word.

3.7.5.1.3 Skep 'n omgewing vir gelykheid (kognitiewe, emosionele en gedragsdimensie)

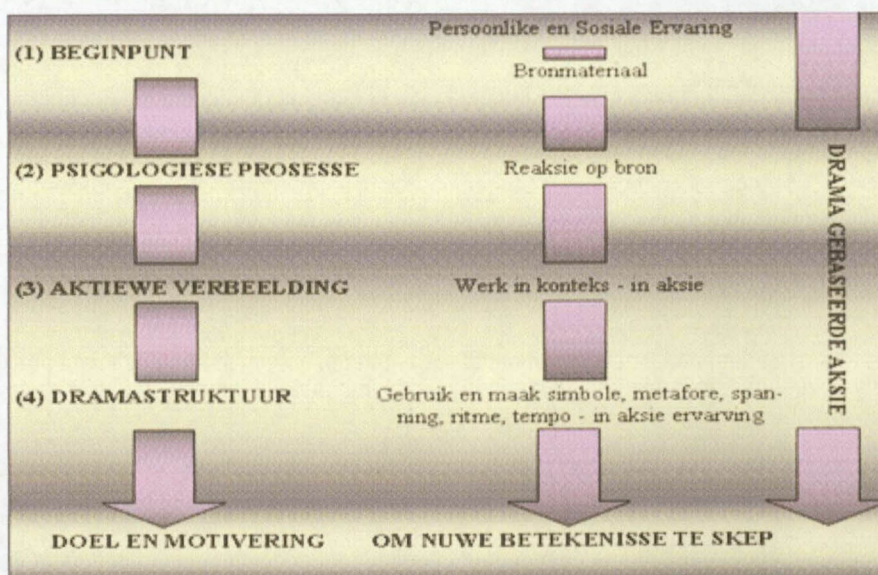
In hierdie fase moet aandag aan die leeromgewing geskenk word. Dit kan bereik word deur aandag aan die ontwikkeling van 'n leerruimte te skenk wat tot effektiewe leer bydra (Grady, 2000).

Neelands (1990) volg dieselfde struktuur wanneer hy die prosesmodel vir drama in 'n opvoedkundige konteks saamstel. Hierdie model sal vervolgens bespreek word.

3.7.5.2 'n Prosesmodel vir drama in 'n opvoedkundige konteks

Neelands (1990) het 'n prosesmodel saamgestel wat ten doel het om die aanbieding in die ontwikkeling van 'n drama te rig. Die model is gebaseer op die aanname dat strukture volgens die omstandighede moet verander en nie 'n rigiede formaat is wat die onmiddellike potensiaal van die ervaring ontken nie.

Die struktuur word dus beïnvloed deur die ervaring van die akteurs, die reaksie van die gehoor, die fisiese plek en enige ander onvoorsiene omstandighede. Die prosesmodel word in Figuur 3.4 uiteengesit, waarna die verskillende elemente kortliks bespreek sal word.



Figuur 3.4 'n Prosesmodel vir drama in 'n opvoedkundige konteks (Neelands, 1990, p.64).

Uit Figuur 3.4 is dit duidelik dat die prosesmodel vier duidelike fases het, naamlik die beginpunt, psigologiese prosesse, aktiewe verbeelding en laastens die dramastruktuur waarin bogenoemde vasgelê is. Hierdie vier fases sal vervolgens bespreek word.

3.7.5.2.1 Beginpunt: identifisering van die inhoud

Die bronmateriaal vorm die beginpunt vir enige dramatiese aktiwiteit en is gevestig in menslike ervaring. Die bron moet die ervaring op 'n intellektuele en emosionele vlak na deelnemers bring, waarna deelnemers daarop reageer deur hul persoonlike en kollektiewe ervarings as basis te gebruik (Neelands, 1990).

3.7.5.2.2 Psigologiese prosesse wat tot die vestiging van eienaarskap lei

Vir deelnemers om 'n respons te lewer, moet hulle verbindings vorm tussen woorde, beelde en gevoelens wat die bron gebruik om dit waarmee die ervaring verband hou, voor te stel. Hierdie verbindings word gebruik in die interpretasie van 'n vasgestelde manuskrip of geïmproviseerde drama (Neelands, 1990).

3.7.5.2.3 Aktiewe verbeelding: van reaksie tot aksie

Dramatiese aksie laat deelnemers toe om hul ervarings en reaksies na die teenwoordige dimensie te bring. Die verskeie drama-elemente laat deelnemers toe om na die simboliese dimensie van drama te beweeg en sodoende hulle begrip van die ervaring, asook die dramatiese aksies, te ontwikkel. Vir leer om plaas te vind, is dit noodsaaklik dat daar 'n ruimte verskaf word om die ervaring in aksie om te skakel en sodoende binne 'n konteks te plaas (Neelands, 1990).

3.7.5.2.4 Skepping van betekenis deur die skep van 'n geskikte dramastruktuur

Die dramastruktuur beskryf die dinamiese verhouding wat tussen die fases van die drama na vore kom. Verskeie dramatiese aksies wat gebruik kan word om dit te bewerkstellig, sluit aspekte in soos spanning, ritme en atmosfeer. Hierdie aspekte sal later onder die opskrif "dramagebaseerde

aksies” bespreek word. Tussen die dramatiese aksies ontwikkel daar dus ’n bepaalde verhouding wat die verskillende strukturele elemente insluit en al die lede motiveer om nuwe betekenis te skep (Neelands, 1990).

Binne die voorstelling van hierdie proses is daar ’n implisiete voorstelling van ’n opvoedkundige proses wat gebaseer is op die aanname dat studente die geleentheid kry om met die drama in ’n aktiewe, ondersoekende modus om te gaan. Die ondersoekende proses is siklies en voortdurend aangesien die doel van drama op die ontdekking en herontdekking van nuwe dieptes in die materiaal op verskillende tydsdimensies fokus (O’Neill & Lambert, 1982; Neelands, 1990).

Navorsers verskil oor die fisiese tydsduur van die dramaproses. Volgens Jennings (1979) kan dit so kort soos 10 minute wees. Parker (1997) se interaktiewe dramas is gewoonlik 50 minute in totaal, wat 20 minute vir die drama insluit en 30 minute vir die debat en om dele van die drama weer op te voer. Dawson (2005) het in sy studie gebruik gemaak van werkwinkels wat drie uur lank was. Volgens Monks et al. (2001) moet dramagebaseerde werkwinkels ongeveer drie en ’n half uur lank wees.

Wat egter meer van belang is, is dat deeglike beplanning oor die ontwerp en lewering van die program plaasvind en dramagebaseerde aksies by die doel van die program pas (Gibb, 2004). Vervolgens sal dramagebaseerde aksies bespreek word.

3.7.6 DRAMAGEBASEERDE AKSIES

Volgens O’Neill en Lambert (1982) is die doel van alle dramagebaseerde metodes om leerders in ’n mindere of meerdere mate deur ’n leerervaring te begelei. Dit is belangrik om daarop te let dat teatervaardighede nie noodwendig benodig word vir ’n groep om by ’n dramaproses betrokke te raak nie. Daarom is die aksies wat vervolgens bespreek gaan word, bloot hulpmiddels om die leerproses te ondersteun (Jennings, 1979). Daar bestaan ’n verskeidenheid dramagebaseerde aksies wat gebruik kan word om leerders betrokke te kry, aktiwiteite wat bydra tot die doel van die

ondersoek, asook aktiwiteite vir analisering en reflektering (Grady, 2000). Vir klassifikasiedoeleindes verdeel Neelands (1990) die dramatiese aksies in vier groepe, naamlik konteksbouende aksies, narratiewe aksies, poëtiese aksies en reflektiewe aksies. Vervolgens sal elkeen van hierdie vier groepe bespreek word.

3.7.6.1 Konteksbouende aksies

Volgens Monks et al. (2001) moet die fisiese omgewing die dramaproses ondersteun. Konteksbouende aksies verskaf inligting aan die konteks deur byvoorbeeld 'n bepaalde atmosfeer te skep, asook die uitklaring van 'n spesifieke konteks deur die vasstelling van tyd, plek en persone betrokke in die drama. Aksies wat bydra tot die skep van 'n bepaalde konteks is onder andere die leerruimte waarbinne die drama plaasvind, die gebruik van kreatiewe media, materiaal en klanke, speletjies en simulاسies (Neelands, 1990). Elkeen van hierdie aksies sal kortliks bespreek word:

- *Die leerruimte waarbinne die drama plaasvind*
Leerders moet die ruimte gegee word om die leeromgewing te verken sodat hulle gemaklik daarbinne kan voel (Jennings, 1979). Materiaal en meubels help om die fisiese plek waar die drama gaan afspeel, asook die fisiese skaal van aspekte in die drama, reg voor te stel (Neelands, 1990). Die gebruik van maskers, klere en grimering versterk die realiteit waarbinne die drama afspeel en verskaf 'n verskuilde identiteit waarbinne die persoon veiliger voel om minder aanvaarbare houdings uit te druk en makliker met 'n bepaalde rol te identifiseer (Jennings, 1979; Lewis, 1981; Neelands, 1990).

- *Kreatiewe media, materiale en klanke*
Verskeie media en materiale soos klere, nuusberigte, 'n brief, geografiese kaarte, beweging, klanke, woorde en musiek kan gebruik word om die betekenis wat komplementêrend tot 'n gemeenskaplike doel is, uit te brei en kreatiewe omgewings te skep (Jennings, 1979; Lewis, 1981; Neelands, 1990).

- *Speletjies*
Die doel van speletjies is om komplekse situasies te vereenvoudig (Neelands 1990). Wanneer daar met 'n nuwe groep leerders gewerk word, kan die gebruik van 'n speletjie 'n raamwerk skep waarbinne kommunikasie vergemaklik word, spanning verlig word, verhoudings gebou word en groeppreëls gevestig word (O'Neill et al., 1976; Broderick & Pearce, 2001).

- *Simulasie*
In simulasies word lewensgebeure op 'n bepaalde wyse nageboots. Situasies kan byvoorbeeld die bestuur van hulpbronne, besluitneming en probleemoplossing voorstel. Die probleem sal binne 'n bepaalde konteks voorgestel word wat verskillende groepsvaardighede benodig (Neelands, 1990; Broderick & Pearce, 2001).

Die volgende belangrike aspek in dramatiese aksies is narratiewe aksies, wat vervolgens bespreek sal word.

3.7.6.2 Narratiewe aksies

Narratiewe aksies beklemtoon die storielyn van die drama en word gebruik om op betekenisvolle gebeure binne die drama te fokus. Hierdie aksies word afgelei van daaglikse gebeure waar gedrag normaal voortgaan en persone verskillende rolle aanneem. Die effektiewe gebruik van tyd, ruimte en die ervaring van die aksie wat al deurleef is, is kenmerkende aspekte van narratiewe aksies. In narratiewe aksies kan die rol van die akteur en toeskouer verweef plaasvind. Die persoon hoef dus nie op die verhoog te wees om aktief by die probleem of aksie wat op die verhoog plaasvind, betrokke te wees nie. Sodoende word die verhoog vergroot om die totale ruimte waarbinne die optrede plaasvind, byvoorbeeld 'n saal of kamer, in te sluit (Neelands, 1990; Howard, 2004). Moontlike narratiewe aksies sluit die inwinning van inligting en rollespel in, wat vervolgens bespreek sal word.

- *Inwinning van inligting*

Daar is verskeie tegnieke waardeur karakters inligting kan inwin. Moontlike tegnieke is die gebruik van 'n telefoongesprek, vergaderings binne die drama, of spelers wat inligting bekom deur gesprekke wat hulle per abuis hoor (Neelands, 1990; Sherratt & Peter, 2002). In onderhoude en ondervragings word spelers se houdings, motiewe, aanlegte en vermoëns bekend gestel deurdat hulle response uitgelok word (Neelands, 1990). Inligting wat op hierdie wyses verkry word, skep spanning en help om momentum aan 'n situasie te gee (Neelands, 1990).

- *Rollespel*

In rollespel projekteer leerders hulleself binne 'n fiktiewe situasie en aanvaar hulle houdings wat nie noodwendig hulle eie houdings reflekteer nie. Elke rol vereis dat die leerder verskillende verhoudings, status, taalgebruik, houdings, doelwitte, asook gedragsverwagtinge, aanneem (O'Neill et al., 1976; O'Toole & Haseman, 1988; Neelands, 1990). 'n Tegniek wat deel van rollespel vorm, is die mantel van 'n deskundige. Hier sal die akteur 'n bepaalde spesialisrol, byvoorbeeld 'n dokter, vertolk (Neelands, 1990; Broderick & Pearce, 2001).

'n Tegniek wat ook in rollespel gebruik word, is wanneer 'n groep, wat nie 'n rol aangeneem het nie, die geleentheid kry om rolspelers, wat in hul bepaalde rol bly, te ondervra. Die voordeel is dat dit reflektiewe bewustheid van menslike gedrag aanmoedig (Neelands, 1990). Die fasiliteerder kan self ook 'n rol binne die drama aanneem om sodoende byvoorbeeld belangstelling, betrokkenheid, spanning, denke en keuses uit te lok, aksies te beheer, dubbelsinnigheid te skep, die storielyn te ontwikkel en die geleentheid aan die groep te gee om binne hul verskeie karakters met ander spelers in interaksie te verkeer (Wagner, 1979; Neelands, 1990; Sherratt & Peter, 2002). Rollespel word baie in organisasies vir opleiding gebruik (Dawson, 2005). Vervolgens sal poëtiese aksies as deel van dramatiese aksies bespreek word.

3.7.6.3 Poëtiese aksies

Poëtiese aksies beklemtoon of skep die simboliese potensiaal van die drama deur die gebruik van selektiewe taal en gebare. Daar word gepoog om nie slegs op die storielyn te fokus nie, maar 'n verhoogde bewustheid daar te stel. Daar word 'n alternatiewe kanaal vir kommunikasie geskep wat op die vlak van simboliese interpretasie werksaam is en wat emosionele betrokkenheid verhoog (Neelands, 1990). Die vier dramatiese aksies wat deel van poëtiese aksies vorm en vervolgens bespreek sal word, is beweging, dans, mimiek, improvisasie en rolomkering.

- *Beweging, dans en mimiek*

Hierdie drie aksies is belangrike metodes vir fisiese uitdrukking en moenie beperk word tot spesialiteitsrigtings soos gestruktureerde ballet nie. Enige fisiese kontak soos 'n bemoedigende hand op 'n skouer kan ondersteuning aandui in 'n situasie waar woorde dalk onvanpas sou wees (Jennings, 1979). Beweging kan ook deur die fasiliteerder gebruik word om 'n verandering in die gemoedstemming van die drama aan te dui, of kan die dramatiese ervaring verdiep deur byvoorbeeld vertrouwe, sensitiwiteit en groepverhoudings te ontwikkel (O'Neill et al., 1976; Neelands, 1990).

- *Improvisasie*

Improvisasie kan beweging, dans, woorde, klanke of stilte insluit in reaksie op 'n verskeidenheid visuele, ouditiewe of taktiese stimuli (O'Neill et al., 1976). Die improvisasies druk die speler se persepsie van 'n situasie of ervaring uit en kan voorbereid of onvoorbereid wees (O'Neill et al., 1976; Jennings, 1979; Neelands, 1990; Monks et al., 2001; Sherratt & Peter, 2002).

- *Rolomkering*

In rolomkering vind 'n drama binne die drama plaas. Een groep demonstreer hoe hulle dink ander karakters in die drama sal reageer, boots ander rolspelers na of spekulêr oor ander persone se

reaksies. Rolomkering verskaf 'n metode waarop hipoteses oor menslike gedrag en reaksies gedemonstreer kan word (Neelands, 1990).

Die laaste aspek wat deel vorm van dramatiese aksies is reflektiewe aksies en sal vervolgens bespreek word.

3.7.6.4 Reflektiewe aksies

Reflektiewe aksies beklemtoon reflektering binne-in die drama en skep 'n ruimte waarbinne groepe die drama in die dramatiese konteks kan hersien. Hierdie aksies word gebruik wanneer daar 'n behoefte bestaan om die betekenis en kwessies wat in die drama na vore gekom het, te ondersoek en te bespreek (Neelands, 1990; Sherratt & Peter, 2002). Vier voorbeelde van reflektiewe aksie is "oomblik van waarheid", "ontginning van denke", "verskaf 'n getuie" en "speler hoor verskillende stemme", en sal vervolgens bespreek word.

- *Oomblik van waarheid*

Hierdie aksie het ten doel om die drama op te los deur reflektiewe bespreking van die gebeure, deur vooroordele en aannames in aksies te toets, deur die effek van die konteks op menslike gedrag uit te beeld en deur kritiese houdings teenoor die persoonlike en sosiale invloede van klas, geslag, ras en vermoë aan te moedig. Hierdie bespreking dien as basis om te voorspel wat in die volgende aksies gaan gebeur (Neelands, 1990).

- *Ontginning van denke*

Die private denke en reaksies van deelnemers-in-rol word op spesifieke oomblikke ontbloot. Aksies kan byvoorbeeld vir 'n oomblik gevries word om deelnemers se denke te ontgin. Hierdie tegniek genereer 'n sensitiewe en affektiewe respons tot die inhoud aangesien aksies stadiger gemaak word en daar sodoende 'n beter begrip vir die onderliggende aksies verkry word (Neelands, 1990).

- *Verskaf 'n getuie*
'n Individu lewer 'n monoloog wat die idee oordra dat dit 'n objektiewe weergawe van gebeure is, maar in werklikheid is dit 'n hoogs subjektiewe oorvertelling vanuit die getuie se standpunt en is gewoonlik belaaï met emosie. Hierdie tegniek kan gebruik word om houdings met gebeure te verbind (Neelands, 1990).

- *Speler hoor verskillende stemme*
Hierdie tegniek word gebruik as metode om op die kompleksiteit van 'n karakter se moeilike keuse te reflekteer. 'n Voorbeeld hiervan is 'n persoon wat as die teenstrydige gedagtes van die karakter optree. Die persoon kan ook as die karakter se kollektiewe gewete optree deur die karakter raad te gee wat op morele en politieke keuses gebaseer is (Neelands, 1990).

Hierdie klassifikasie vorm nie 'n hiërargiese of logiese lyn nie, maar elke aksie moet vir die dinamiese aard van die drama geskik wees (Neelands, 1990). Die verskillende aksies moet eerder in kombinasie gebruik word namate die ervaring ontvou (Neelands, 1990; Broderick & Pearce, 2001).

3.7.7 DRAMA IN DIE SAKEWÊRELD

Volgens St. George et al. (1998) en Monks et al. (2001) vind baie organisasies dat lesings, rollespel en ander tradisionele instruksietegnieke te kort skiet en begin hulself al hoe meer na drama rig. Drama met sy vloeiendheid, spontaneïteit en oop eindes is 'n instrument om inligting voor te stel wat vermaak, kontroversiële werksplekonderwerpe aanspreek en organisasiekultuur kan transformeer. Drama help bestuurders en werknemers om die intriges van menslike gedrag en hul invloed op die korporatiewe kultuur en sakeresultate te ondersoek.

Die doelwit van korporatiewe opleiding is om aan bestuurslede en werknemers die geleentheid vir leer en groei te gee, maar die meeste opleiding fokus slegs op intellektuele teorie en tegniese kennis, terwyl leiers

en werknemers emosionele intelligensie nodig (St. George et al., 1998). Interaktiewe drama is 'n kragtige instrument om individue in die proses betrokke te kry deurdat hulle denke en harte aangeraak word en tot 'n beter begrip van probleemsituasies gelei word (Bontempo, 1995; Steed, 2005). Deur interaktiewe drama word deelnemers aan emosioneel belaaide en uitdagende situasies blootgestel deur gebruik te maak van ervarings wat simboliese relevansie vir leer inhou en in die werkskonteks toegepas kan word (Broderick & Pearce, 2001). Dramagebaseerde opleiding is dus 'n metode om 'n balans binne die kompleksiteit van vandag se werksplek te verkry (St. George et al., 1998).

Die gebruik van improviserende drama word in verskeie korporatiewe opleidings- en ontwikkelingskontekste gebruik (Gibb, 2004), terwyl ander metodes van interaktiewe drama op persoonlike en organisasieleer toegepas word. Hierdie model fasiliteer bestuurders om meer kreatief op hul organisasieprobleme (moreel en niemoreel) te reageer en dit te bestuur. Dit verskaf ook 'n raamwerk vir die uitdrukking en oplossing van etiese dilemmas in organisasies (Jagiello, 2002). Dramagebaseerde avontuursopleiding is 'n kragtige en effektiewe benadering tot die ontwikkeling van die bestuur van 'n organisasie veral met betrekking tot die bestuur van verandering, asook vir bestuursontwikkeling (Broderick & Pearce, 2001; Gibb, 2004).

Steed (2005) gebruik interaktiewe drama reeds vir die afgelope 17 jaar in organisasies. Die drama begin gewoonlik met 'n vier tot 15 minute dramatisering van die probleem. Aan die einde van die dramatisering word die gehoor uitgenooi om met die akteurs, wat in hul rolle bly, in dialoog te verkeer. Die interaktiewe aard van die dialoog laat die akteurs toe om die gehoor ten opsigte van verskillende aspekte uit te daag. Die dialoog word deur die fasiliteerder gelei en bevat genoeg oop eindes en struktuur om alle belangrike kwessies aan te spreek.

Volgens Monks et al. (2001) en Tromski en Doston (2003) is interaktiewe drama 'n effektiewe vorm van ervaringsleer en ontwikkeling. Interaktiewe

drama is 'n belangrike tegniek in ervaringsleer wat veral geskik is wanneer 'n verandering in die houdings en gedrag van deelnemers teenoor diverse persone benodig word (Mbowa, 1997; Monks et al., 2001; Tromski & Doston, 2003). Dawson (2005) beweer ook dat daar binne drama genoeg ruimte voorsien word om diversiteitskwessies soos gestremdhede te ondersoek, asook sekere vooroordele en stereotiperings teenoor hierdie persone na vore te bring.

Laastens bevestig verskeie teoretici dat drama 'n instrument is om verandering in deelnemers se houdings in die konteks van die organisasie teweeg te bring (St. George et al., 1998; Monks et al., 2001; Dawson, 2005; Steed, 2005).

3.8 SAMEVATTING

In hierdie hoofstuk is daar eerstens gefokus op die agtergrond en omskrywing van ervaringsleer. Verder is Kolb se Vierfasemodel as 'n model van ervaringsleer bespreek. Daar is ook 'n duidelike onderskeid tussen ervaringsleer en tradisionele leer getref, terwyl die ooreenkomste tussen die Andragogiese Model en ervaringsleer uitgewys is. Hierdie inligting het aanleiding gegee tot die vorming van riglyne vir die ontwikkeling van 'n program volgens die beginsels van ervaringsleer. Laastens is daar op interaktiewe drama as metode van ervaringsleer gefokus.

Uit hierdie hoofstuk is dit duidelik dat sekere aspekte in ag geneem moet word wanneer 'n opleidingsprogram wat geskoei is op ervaringsleerbeginsels, saamgestel word. Eerstens moet die volwasse leerbeginsels in ag geneem word, asook Kolb se vier leerstyle, naamlik akkommodeerders, divergeerders, assimileerders en konvergeerders. Verder moet leerruimtes geskep word wat effektiewe leer bevorder. Binne hierdie leerruimtes moet die fasiliteerder gebruik maak van oop vrae wat nie bedreigend vir leerders is nie en juis die ruimte vir ondersoek van die

probleem toelaat. Laastens moet die basiese elemente en struktuur van die dramaproses duidelik in die program na vore kom, tesame met dramagebaseerde aksies wat die impak en effektiwiteit van die vorige elemente en strukture uitlig en verhoog.

In die volgende hoofstuk is die fokus op die navorsingsmetodologie wat in die studie gebruik is. Dit sluit onder meer die ontwerp van die studie, asook die seleksie van proefpersone, in. Daarna verskuif die fokus na die aard, samestelling, ontwikkeling, struktuur en evaluering van die opleidingsprogram. Laastens word die metodes waarop die gegewens ingesamel is, die meetinstrumente wat in die studie gebruik is, asook die statistiese metodes in die ontleding van die data, bespreek.

HOOFSTUK 4

NAVORSINGSMETODOLOGIE

4.1 INLEIDING

In hierdie hoofstuk sal daar eerstens op die ontwerp van die studie, asook die seleksie van proefpersone gefokus word. Die aard, samestelling en ontwikkeling van die opleidingsprogram sal verder deeglik toegelig word. Laastens sal die insameling van die gegewens, meetinstrumente wat in die insameling van hierdie data gebruik is, asook die statistiese metodes wat in die ontleding van die data gebruik is, bespreek word.

4.2 ONTWERP VAN DIE STUDIE

In hierdie studie is daar van 'n kwasië-eksperimentele ontwerp gebruik gemaak. 'n Ware eksperimentele ontwerp is 'n ontwerp waar die proefpersone deur middel van ewekansige toewysing in eksperimentele en kontrolegroepe verdeel word. In hierdie studie kon daar egter nie van 'n ware eksperimentele ontwerp gebruik gemaak word nie aangesien die proefpersone nie ewekansig aan die eksperimentele en kontrolegroepe toegewys is nie; dus is daar van 'n kwasië-eksperimentele ontwerp gebruik gemaak. Kwasië-eksperimentele ontwerpe word gebruik in omstandighede waar volledige ware-eksperimentele kontrole onmoontlik is of baie moeilik is (De Wet, Monteith, Venter & Steyn, 1981). Die tipe kwasië-eksperimentele ontwerp wat tydens hierdie navorsingstudie geïmplementeer is, is die nie-ekwivalente-kontrolegroep-voor-en-natoets-ontwerp.

4.3 SELEKSIE VAN PROEFPERSONE

Die navorsingspopulasie bestaan uit bestuurders en werknemers van verskillende groot en klein maatskappye in die Vrystaat wat tans 'n graad studeer by die bestuurskool van die Universiteit van die Vrystaat. Vrywillige bestuurders en werknemers is ewekansig aan eksperimentele en kontrolegroepe toegewys. Vir die doel van die studie word bestuurders gedefinieer as persone wat twee of meer werknemers het wat aan hulle rapporteer. In Tabel 4.1 word die uiteensetting van die steekproef in terme van eksperimentele en kontrolegroepe, asook bestuurders en werknemers, verskaf.

Tabel 4.1: 'n Uiteensetting van die steekproef in terme van eksperimentele en kontrolegroepe, asook bestuurders en werknemers.

GROEP	RANG	AANTAL (N)
EKSPERIMENTELE GROEP	Bestuurders	33
	Werknemers	30
KONTROLEGROEP	Bestuurders	30
	Werknemers	40
TOTAAL		133

Uit Tabel 4.1 is dit duidelik dat die eksperimentele groepe uit 33 bestuurders en 30 werknemers onderskeidelik bestaan het. Verder is dit duidelik dat die kontrolegroepe uit 30 bestuurders en 40 werknemers onderskeidelik bestaan het. Die totale aantal respondente was dus aan die studie deelgeneem het, is 133.

Vervolgens sal die aard, samestelling en ontwikkeling van die opleidingsprogram waaraan die proefpersone blootgestel was, bespreek word.

4.4 DIE AARD, SAMESTELLING EN ONTWIKKELING VAN DIE OPLEIDINGSPROGRAM

In hierdie gedeelte sal die identifisering van die opleidingsbehoefte en die opleidingsdoelstelling bespreek word. Daarna sal die leerbeginsels wat in die opleidingsprogram ingesluit is, die struktuur van die opleidingsprogram, asook die evaluering van die opleidingsprogram, bespreek word.

4.4.1 IDENTIFISERING VAN OPLEIDINGSBEHOEFTE

Verskeie faktore het tot 'n meer komplekse en diverse werksmag aanleiding gegee wat meer uitdagings en geleenthede aan bestuurders stel. 'n Deel van hierdie diverse werksmag sluit persone met fisieke gestremdhede in. Die algemene bevolking het egter 'n negatiewe houding teenoor persone wat gestremd is. Indien daar nie pogings aangewend word om hierdie negatiewe houding te verander en meer positief te maak nie, kan dit die organisasie se kompeterende voordeel, produktiwiteit en verhoudings in die werksplek negatief beïnvloed (sien paragraaf 2.1).

4.4.2 OPLEIDINGSDOELSTELLING

Die opleidingsdoelstelling kan gedefinieer word as die verandering van houdings van bestuurders en werknemers teenoor persone met fisieke gestremdhede deur van interaktiewe drama gebruik te maak.

4.4.3 RASIONAAL VIR INTERAKTIEWE DRAMA AS OPLEIDINGSMETODE

Individue leer meer deur ervaringsleer as deur enige ander formele leermetode. Verder is dit 'n belangrike benadering wat in volwasse opleiding gebruik word aangesien hierdie metode individue op 'n kognitiewe, affektiewe en gedragsvlak by die leerproses betrek. Interaktiewe drama is 'n vorm van ervaringsleer wat persone binne 'n bepaalde situasie en denkwyses uitdaag, inligting oordra, kontroversiële kwessies in die werksplek aanspreek en sodoende die organisasiekultuur transformeer. In interaktiewe drama bespreek deelnemers hul ervarings, beeld hulle dit uit,

analiseer dit, oorweeg alternatiewe gevolge en beoefen hierdie nuwe gedrag in 'n veilige en ondersteunende omgewing. Dit is 'n uitstekende metode om te gebruik in die verandering van houdings teenoor persone met fisieke gestremdhede (sien paragraaf 3.1).

4.4.4 LEERTEORIEË EN -BEGINSELS INGESLUIT IN DIE OPLEIDINGSPROGRAM

Verskeie leerbeginsels is in die program geïnkorporeer met die doel om houdingsveranderinge by bestuurders en werknemers teweeg te bring. Elkeen van hierdie beginsels, tesame met hul toepassing in die program, sal vervolgens bespreek word.

4.4.4.1 Ervaringsleerbeginsels

Die beginsels van ervaringsleer word dwarsdeur die program toegepas in die verskillende aktiwiteite wat deur leerders uitgevoer word. Die fasiliteerder poog om getrou aan die beginsels van ervaringsleer te bly deur op leerders se vorige ervarings te fokus en leerders die middelpunt van die leerproses te maak. Hierdeur word 'n verhoogde bewuswording geskep wat tot houdingsveranderinge lei (sien paragrawe 3.4 en 3.6, asook die verskillende aktiwiteite in die werksboek). Hierdie beginsel word in een van die eerste aktiwiteite in die program uitgebeeld deur die leerders te vra om terug te dink aan een van hulle eerste ervarings of kontak met 'n persoon wat 'n gestremdheid het (daar word dus met die ervaring van die leerder begin). Daar word verder op hierdie ervaring gebou deur die huiswerk wat aan die leerders gegee word. Die huiswerk fokus spesifiek daarop om hierdie eerste kontak met gestremdes uit te brei na 'n volgende vlak deurdat die leerders 'n persoon met 'n fisieke gestremdheid moet nader en, aan hom/haar verskillende vrae vra wat die bestaande kennisvlak uitbrei.

4.4.4.2 Leerbeginsels vir opleiding vir volwassenes

Verskeie volwasse leerbeginsels is in die opleidingsproses toegepas. Volwasse leerders is byvoorbeeld meer outonoom en aktief by die leerproses betrokke. Die fasiliteerder moet deelnemers na kennis begelei, die ervarings wat hulle na die leersituasie bring, benut en nie bloot feite

oordra nie. Die verskeie groepaktiwiteite en -besprekings poog om hierdie beginsel in die leerproses te inkorporeer. Verder neem volwasse leerders groter verantwoordelikheid vir hulle eie leer. Daarom is die aktiwiteite (byvoorbeeld die interaktiewe dramas) op so 'n wyse georganiseer dat die kennis en dieper leerervaring vanuit die leerders self spruit en die fasiliteerder bloot die proses fasiliteer. Deur hierdie proses te volg, word die persoon en sy ervarings gerespekteer, wat 'n verdere belangrike beginsel in volwasse leer is. Volwasse leerders is ook doelgeoriënteerd wat 'n duidelike struktuur in die leersituasie verlang. Daarom is daar aan die begin van elke eenheid duidelike leeruitkomstes vir die eenheid gestel, tesame met spesifieke tydspanne wat aan die aktiwiteite gekoppel is. Hierdie leerbeginsel is ook in die uiteensetting van die werksboek (duidelik afgebakende eenhede) toegepas.

4.4.4.3 Kolb se Ervaringsleermodel (sien paragraaf 3.3)

Beginsels van Kolb se Ervaringsleerteorie is dwarsdeur die program geïnkorporeer deur leerders se verskillende leerstyle in ag te neem in die beplanning van die werksboek (teorie en praktyk wat ingesluit is), asook die aktiwiteite. Die konkrete ervaringsdimensie is byvoorbeeld aangespreek deurdat leerders in die tweede aktiwiteit van Eenheid Een 'n ervaring moes neerskryf en die wie, wat, waar en hoekom van die ervaring moes bespreek. As deel van die aktiwiteit moes die leerders ook hul gevoelens ten opsigte van die ervaring met die ander leerders deel. Die abstrakte konseptualiseringsdimensie is deur middel van die interaktiewe dramas uitgevoer. In hierdie dramas is verskillende konsepte wat reeds bespreek is, geïntegreer. Daar is ook aan leerders die geleentheid gegee om hul eie voorstelle en hipoteses in die dramas te toets en ander leerders se reaksies hierop waar te neem. Die reflektiewe waarnemingsdimensie is aangespreek deurdat leerders dwarsdeur die program die geleentheid gekry het om hulle emosies uit te druk deur die uitvoer van die verskillende aktiwiteite, asook in die groepbesprekings en onmiddellike terugvoer deur die res van die groep hierop te kry. Laastens is die aktiewe eksperimenteeringsdimensie aangespreek deur kleingroepbesprekings, asook deur die interaktiewe dramas wat toegepas is.

4.4.4.4 Die Driekomponent-houdingsveranderingsteorie

Tydens die ontwikkeling van die program is daar gepoog om al drie komponente van houdingsverandering, naamlik die kognitiewe, affektiewe en gedragskomponent, in die program in te sluit. Die kenniskomponent word uitgebrei deur die inligting wat in die studiegids verskaf word, asook inligting wat deur middel van die fasiliteringsessies na vore kom. Die affektiewe komponent word aangespreek deur die dramas, 'n kort videovertoning, asook die lied *Broken Perfection* en DVD wat aan leerders vertoon word. Die gedragskomponent word aangespreek deurdat leerders hul eie gedrag kan ondersoek, vasstel hoe alternatiewelik in situasies opgetree kan word en indien hulle daarmee gemaklik is, dit te illustreer.

4.4.4.5 Klassieke kondisionering (sien paragraaf 2.7.1.1)

Daar is in al drie die dramas gepoog om persone met gestremdhede met positiewe eienskappe en omstandighede te assosieer. In Drama Een vaar die persoon met 'n visuele gestremdheid byvoorbeeld goed op universiteit, gee opleiding in sy huidige pos en gaan vir 'n werksonderhoud. Hierdie aspekte is ervarings waarmee persone sonder gestremdhede goed vertrou is en sodoende vorm daar 'n assosiasie tussen die persoon met 'n gestremdheid en positiewe ervarings.

Hierdie proses van assosiasie word verder versterk deur middel van herhaling in die drie dramas. In elke drama word die persoon met 'n gestremdheid as dinamies, effektief en produktief voorgestel. Verder word die liedjie *Broken Perfection* ook herhaal om 'n spesifieke boodskap wat persone met gestremdhede na die gemeenskap wil uitgedra, te versterk (sien die woorde van die lied).

4.4.4.6 Operante kondisionering (sien paragraaf 2.7.1.2)

In Drama Drie is daar gepoog om 'n positiewe gevolg in die interaksie tussen die bestuurder en 'n persoon met 'n gestremdheid teweeg te bring. Die bestuurder sal sy gedrag herhaal as gevolg van die positiewe gevolge daarvan (aangename ervaring in sy interaksie met 'n persoon met 'n gestremdheid).

4.4.4.7 Die Sosialeleerteorie (sien paragraaf 2.7.1.3)

In al die dramas word persone met gestremdhede as suksesvol voorgestel. Die leerders word met aspekte gekonfronteer wat anders is as wat normaalweg geglo word van persone met gestremdhede. Rolmodellering vind plaas deur 'n positiewe beeld van persone met gestremdhede voor te stel. Verder word die boodskap in al die dramas herhaal. Leerders word die geleentheid gegee om die gedrag in te oefen en sodoende te internaliseer. Hulle toets hul hipoteses op die verhoog deur dit fisies uit te voer of om aan die persoon met 'n gestremdheid verskeie vrae te vra.

Die leerders verskaf voortdurend en onmiddellik aan al die partye terugvoer ten opsigte van die leerproses. Sodoende kan die leerders onmiddellik hul houdings aanpas om by die terugvoer te pas. Deur hierdie proses vind leeroordrag plaas en pas die leerders die nuwe gedrag makliker in nuwe situasies toe. Verder voorkom die huiswerk wat leerders tussen verskillende sessies moet uitvoer ook dat daar nie onderbrekings in die leerervaring plaasvind nie, wat op sy beurt weer leeroordrag moontlik maak.

4.4.4.8 Die Stimulus-responsteorie: die Yale-benadering van Hovland (sien paragraaf 2.7.1.4)

Daar is voortdurend van ooredende kommunikasie in die program gebruik gemaak. Dieselfde boodskap word deur verskillende metodes, byvoorbeeld die gebruik van skyfies, die DVD met die lied, die dramas, asook inligting wat in die verskeie fasiliteringsessies na vore kom, oorgedra.

4.4.4.9 Die Konsekwentheidsteorie (sien paragraaf 2.7.2)

Die literatuur toon verskeie negatiewe persepsies, stereotiperings, negatiewe houdings, wanpersepsies, vooroordele en praktyke, ensovoorts, van persone sonder gestremdhede teenoor persone met gestremdhede. Daar is deur middel van die dramas, asook deur ander aktiwiteite, gepoog om 'n staat van spanning by die leerders te skep deur hierdie persepsies te konfronteer. Sodoende word die leerders gedwing om hul houding teenoor persone met gestremdhede te verander om weer 'n staat van ewewig te bewerkstellig. Verder word die ooreenkomste tussen die persoon met en

sonder 'n gestremdheid vergroot om die persoon sonder 'n gestremdheid te dwing om sy denkprosesse aan te pas om harmonie te verkry.

4.4.4.10 Die Selfpersepsieteorie (sien paragraaf 2.7.3.2)

Persone lei hul houdings van hul gedrag af. Wanneer die leerders voorstelle maak oor hoe die verskillende rolspelers in die dramas 'n bepaalde situasie anders kan hanteer, en of die leerders dit self in die dramas toepas (die gedragskomponent), hoe groter is die kans dat hulle hul eie houdings sal verander om by hierdie gedrag aan te pas. Deur hierdie metode vind leeroordrag ook makliker plaas aangesien leerders die nuwe gedrag inoefen. Die inoefening van die nuwe gedrag vind plaas deurdat die leerders die gedrag self uitvoer, of deur die wyse waarop hulle in interaksie verkeer met die persone met gestremdhede wat verskillende rolle in die dramas vertolk.

4.4.4.11 Die Michigan-groepsdinamikabenedering (sien paragraaf 2.7.3.3)

In Drama Drie word hierdie teorie deur die interaksie van drie vroulike werknemers (wat spesifieke aspekte van hierdie teorie inkorporeer) uitgebeeld. Die situasie word in die fasiliteringsessie ondersoek en gekonfronteer. Verder fokus die fasiliteringsessie op die ooreenkomste tussen die persoon met 'n gestremdheid en die res van die werknemers. Sodoende word daar in die fasilitering verder klem gelê op die "ons-hulle"-sindroom.

4.4.4.12 Die Billikheidsteorie (sien paragraaf 2.7.3.5)

In Drama Drie word dié teorie geïmplementeer wanneer die een werknemer die persoon met 'n gestremdheid se inset-uitset-ratio met persone sonder gestremdhede vergelyk om vas te stel of daar enige onbillikhede bestaan, al dan nie.

4.4.4.13 Die Verwagtingsteorie (sien paragraaf 2.7.3.6)

In die opleidingsprogram is daar voortdurend gepoog om belonings vir positiewer houdings te gee. Hierdie belonings sluit byvoorbeeld die fasiliteerder se positiewe liggaamstaal teenoor 'n goeie antwoord of selfs applous (geïnisieer deur die fasiliteerder) deur die groep vir positiewe houdings in.

4.4.4.14 Verdere strategieë vir die verandering van houding (sien paragraaf 2.8)

Verdere strategieë vir die verandering van houding is ook toegepas deur die gelyke status van persone met en sonder gestremdhede dwarsdeur die teoretiese en praktiese gedeeltes van die opleidingsprogram te beklemtoon. In die teorie is inligting rakende persone met gestremdheid geïnkorporeer en die leerders is deur middel van verskillende aktiwiteite bewus gemaak van die persoon met 'n gestremdheid se gevoelens en ervarings. Die fasilitering aan die einde van elke drama skep die geleentheid vir interaksie tussen persone met en sonder gestremdhede. Laastens vertolk die dramas verskillende sosiale aspekte van die interaksie met 'n persoon met 'n gestremdheid.

4.4.4.15 Faktore wat houding teenoor persone met gestremdhede in organisasies beïnvloed (sien paragraaf 2.6.4)

Die verskeie faktore wat houding teenoor persone met gestremdhede in organisasies beïnvloed, word in die verskillende dramas, asook in die verskillende aktiwiteite, geïnkorporeer. In Drama Drie word byvoorbeeld getoon dat 'n persoon met 'n gestremdheid wel produktief kan wees en die vermoë het om 'n pos suksesvol uit te voer. Beide hierdie aspekte is bepalers van positiewe houdings teenoor persone met gestremdhede.

4.4.4.16 Elemente, strukture en dramagebaseerde aksies (sien paragrawe 3.7.4-3.7.6)

Die verskeie elemente (byvoorbeeld die menslike konteks, asook die gebruik van plek, tyd, taal en beweging), strukture (wat byvoorbeeld die prosesmodel insluit), asook dramagebaseerde aksies (byvoorbeeld

konteksbouende aksies en reflektiewe aksies) wat in interaktiewe drama gebruik word, is in die dramas geïnkorporeer. Verder is verskeie vrymakende vrae soos "wie, wat, waar, hoekom en wat het daartoe aanleiding gegee?" in die fasiliteringsessies geïnkorporeer.

4.4.5 STRUKTUUR VAN DIE OPLEIDINGSPROGRAM

Die opleidingsprogram bestaan uit 'n inleiding en vyf eenhede. In die inleiding word die leerder welkom geheet, die program- en eenheidsuitkomst verwoord, asook die wyse waarop die program gestruktureer is aan die leerder verduidelik. Laastens word die betekenis van die verskillende ikone uiteengesit.

Eenheid Een bestaan uit 'n oriënteringseenheid wat die leerders oriënteer ten opsigte van diversiteit, asook gestremdheid soos dit in die werksplek voorkom. Daar word spesifiek gefokus op die oriëntering van die leerder teenoor persone met visuele gestremdhede, fisieke gestremdhede soos parapleë, asook gehoorgestremdhede. Laastens word die verskillende wetlike aspekte rakende die beskerming van die regte van persone met gestremdhede in die werksplek bespreek.

In die tweede eenheid is die fokus hoofsaaklik op die skepping van 'n verhoogde bewustheid teenoor persone met gestremdhede. Dit word bewerkstellig deur te fokus op die diskriminasie wat persone met gestremdhede in die werksplek ervaar, asook redes waarom hierdie diskriminasie ervaar word. Laastens word daar op die houdings van bestuurders en werknemers teenoor werknemers met gestremdhede gefokus.

In Eenheid Drie verskuif die fokus na houdingsveranderinge teenoor 'n spesifieke fisieke gestremdheid, naamlik persone met visuele gestremdhede. Dit word bewerkstellig deur te fokus op die aard en implikasies van spesifieke fisieke gestremdhede, asook om ondersoek in te stel na die kwessies en uitdagings wat persone met visuele gestremdhede in die werksplek ervaar. Dit word veral teweeg gebring deur die toepassing van

die eerste interaktiewe drama.

In Eenheid Vier word daar steeds gefokus op houdingsveranderinge teenoor persone met fisieke gestremdhede. Die fokus is egter nou spesifiek op parapleë. In hierdie eenheid word die tweede interaktiewe drama opgevoer.

Eenheid Vyf sluit die houdingsveranderinge teenoor persone met gestremdhede af deur op persone met gehoorgestremdhede te fokus. In hierdie eenheid word die derde en laaste interaktiewe drama opgevoer.

Aan die einde van elke eenheid kry die leerders huiswerk. Sodoende word daar gepoog om die leerproses tussen die verskillende kontakssessies te verbind. Daar is ook 'n evalueringsvraelys aan die einde van elke eenheid waar die leerders die geleentheid kry om die betrokke eenheid te beoordeel sodat die fasiliteerder die nodige aanpassings voor die volgende sessie kan maak.

4.4.6 EVALUERING VAN DIE PROGRAM

Die program is op twee vlakke geëvalueer. Eerstens is die program in totaliteit geëvalueer deur van 'n kwasië-eksperimentele ontwerp gebruik te maak. Die doel van hierdie evaluering is om te bepaal of hierdie program houdingsveranderinge teenoor persone met fisieke gestremdhede in die werksplek bewerkstellig. 'n Houdingsvraelys (sien Bylaag B) is aan die begin van die program deur 'n eksperimentele en 'n kontrolegroep voltooi om die groepe se houding teenoor persone met gestremdhede te bepaal. Beide die eksperimentele en kontrolegroepe het uit bestuurders en werknemers bestaan om ook te bepaal of daar 'n verskil in houdingsveranderinge tussen hierdie bepaalde groepe is, al dan nie.

Die eksperimentele groepe is hierna aan die ingreep (die houdingsveranderingsprogram, sien paragraaf 4.4.5) blootgestel. Aan die einde van die ingreep het die eksperimentele groep weer die houdingsvraelys voltooi om te bepaal of hulle houdings teenoor persone met gestremdhede verander het, al dan nie. Die kontrolegroep is nie aan die

ingreep blootgestel nie, maar het wel die houdingsvraelys na dieselfde tydperk as die eksperimentele groep voltooi om sodoende enige steuringsveranderlikes wat 'n invloed op die verandering van tellings kon uitoefen tot die minimum te beperk.

Die tweede vlak waarop die program geëvalueer is, is deur 'n evalueringvraelys wat aan die einde van elke eenheid deur die leerders voltooi is. Die leerders het die betrokke sessie op grond van verskillende kriteria beoordeel (sien die program evaluasievraelys in Bylaag C) Die leeruitkomste van elke sessie ressorteer gewoonlik onder hierdie kriteria. Die ander kriteria sluit die leerinhoud, die fasiliteerder, asook die instruksiemateriaal in. Laastens is daar aan die leerders algemene kwalitatiewe houdingsvrae gevra, naamlik waarvan hulle die meeste in die eenheid gehou het, waarvan hulle die minste gehou het en of hulle algemene houding ten opsigte van persone met gestremdhede as gevolg van die eenheid verbeter het. Fasiliteerders kan hierdie inligting gebruik om hul gedrag, asook die programinhoud, dien ooreenkomstig aan te pas.

4.5 INSAMELING VAN GEGEWENS

Die nodige inligting is ingesamel deur gebruik te maak van vraelyste wat deur die proefpersone voltooi is. Beide die vraelyste is anoniem voltooi om enige steuringsveranderlikes tot die minimum te beperk. Soos reeds bespreek, is die vraelyste deur die eksperimentele groepe voor en na die ingreep voltooi. Die kontrolegroep het ook die vraelyste twee maal voltooi, maar is aan geen ingreep blootgestel nie. Die vraelyste is by al die groepe deur die navorser geadministreer.

4.6 MEETINSTRUMENTE

Die inligting is ingesamel deur gebruik te maak van drie vraelyste, naamlik 'n biografiese vraelys (Bylaag A), die "Scale of Attitudes toward Disabled Persons" (SADP) (Bylaag B) (Antonak & Livneh, 1988) en die Programevaluasievraelys (Bylaag C). Al drie hierdie vraelyste sal vervolgens bespreek word.

4.6.1 BIOGRAFIESE VRAELYS

Die biografiese vraelys is ingesluit om inligting oor die steekproef wat by die studie betrokke is, te verkry. Die biografiese vraelys sluit aspekte soos die bestuursvlak (bestuurder of werknemer), dienstydperk, ouderdom, geslag, huwelikstatus, opvoedkundige vlak, taal en kultuurgroep in.

4.6.2 "SCALE OF ATTITUDES TOWARD DISABLED PERSONS" (SADP)

Die "Scale of Attitudes toward Disabled Persons" (SADP) is 'n houdingsvraelys wat persone se houdings teenoor persone met gestremdhede meet. Vervolgens sal die aard en samestelling, geldigheid en betroubaarheid van hierdie houdingskaal bespreek word. Laastens sal daar op die rasionaal vir insluiting gefokus word.

4.6.2.1 Aard en samestelling

Die "Attitude toward Disabled Persons Scale" (ATDP) is die bekendste, asook die mees gebruikte skaal in die meting van houding teenoor persone met gestremdhede. Hierdie vraelys is aanvanklik in 1960 deur Yuker, Block en Campbell gepubliseer (Yuker, Block & Campbell, 1960). Navorsing deur Antonak (1979; 1980; 1981) het egter die betroubaarheid en die geldigheid van die ATDP Vorm-O van Yuker en sy vennote bevraagteken. Antonak het voorgestel dat daar 'n meer kontemporêre, praktiese en psigometries geskikte vraelys deur navorsers benodig word om houdings teenoor persone met gestremdhede as 'n groep te meet. Die SADP is deur Antonak ontwikkel as alternatief vir die ATDP Vorm-O. Die doel van die vraelys is om vrae

rakende die vorming en verandering van houdings teenoor persone met gestremdhede te beantwoord. Die ATDP bestaan uit 24 items wat gesommeer word op 'n klassifikasieskaal, en waarvan daar van die respondent vereis word om elke vraag op 'n sespunt-skaal te klassifiseer. Die helfte van die items is op só 'n wyse verwoord dat, wanneer die respondent 'n "stem saam"-antwoord verskaf (naamlik +3, +2, +1), dit 'n positiewe houding weerspieël. Die ander helfte van die response is op só 'n wyse bewoord dat, wanneer die respondent 'n "stem nie saam nie"-antwoord (-3, -2, -1) verskaf, dit 'n negatiewe houding teenoor persone met gestremdhede weerspieël (Antonak et al., 1988).

4.6.2.2 Geldigheid

Huysamen (1990) beskryf geldigheid van die toetstellings as die mate waarin hulle aan hul doel beantwoord. Die toets moet dus meet wat dit veronderstel is om te meet.

Volgens Antonak et al. (1988) het voorlopige ondersoek van die geldigheid van die SADP analises tussen tellings op die SADP en ander houdingskale ingesluit. Tellings op die 18-item- verkorte weergawe van die ATDP Vorm-O het gemiddeld met die SADP tellings gekorreleer ($r = +0.54$).

Ondersteuning vir die kriteriumverwante geldigheid van die SADP is deur middel van die bekende groeptegnieke gevind. Veelvuldige regressie-analise van die verhouding tussen die skaaltellings en die respondent se demografiese en ervaringsveranderlikes het aangetoon dat die SADP-tellings gedeeltelik toegeskryf kan word aan verskille in die proefpersone se eienskappe. Data-analise toon die konsekwentheid van die beoordelaars se kategorieë van 24 items en die homogeniteit van die items binne hierdie kategorieë aan (Antonak et al., 1988).

4.6.2.3 Betroubaarheid

Die betroubaarheid van 'n toets verwys na die konsekwentheid waarmee dit meet wat dit ook al meet (Huysamen, 1990). Die resultate van die betroubaarheidsanalise wat deur die Spearman-Brown verkry is, het

betroubaarheidskoëffisiënte gekry wat wissel van +.81 tot +.85, en 'n alfakoëffisiënt wat wissel van +.88 tot +.91 (Antonak et al., 1988) wat 'n hoë mate van betroubaarheid aandui.

4.6.2.4 Rasionaal vir insluiting

Die SADP is reeds in verskeie navorsing met betrekking tot die meting van houding gebruik. Hierdie vraelys fokus veral op die meting van houding teenoor persone met 'n gestremdheid as 'n groep (Tervo et al., 2004). Die gemaklikheid waarmee die SADP afgeneem kan word, saam met die beskikbare data oor die betroubaarheid, geldigheid en struktuur, ondersteun die bruikbaarheid van die skale deur navorsers en praktisyns in rehabilitasie en verwante velde. Die SADP is daarom bruikbaar vir die meting van die effektiwiteit van professionele opleidingsprogramme en houdingsveranderingsprogramme (Antonak et al., 1988).

4.6.3 PROGRAMEVALUASIEVRAELYS

Hierdie vraelys is ingesluit om die deelnemers se ervaring aangaande die houdingsveranderingsprogram te verkry. In Tabel 4.2 verskyn 'n uiteensetting van die skale vir die interpretasie van die houdingsvlak teenoor persone met gestremdhede. Dit is belangrik om daarop te let dat ondergemiddelde houding-tellings op die vraelys op negatiewe houding teenoor persone met fisieke gestremdhede dui, terwyl bogemiddelde tellings op positiewe houding teenoor persone met fisieke gestremdhede dui.

Tabel 4.2: 'n Skaaluiteensetting vir die interpretasie van die houdingsvlak

SKALE	INTERPRETASIE
0 – 47 (ondergemiddelde houdingtellings)	Negatiewe houding
48 – 71 (laag gemiddelde houdingtellings)	Neig na negatiewe houding
72 – 95 (gemiddelde houdingtellings)	Neutrale houding
96 – 119 (hoë gemiddelde houdingtellings)	Neig na positiewe houding

120 – 144 (bogemiddelde houdingtellings)	Positiewe houding
--	-------------------

Vanuit Tabel 4.2 is dit duidelik dat 'n telling tussen 0 en 47 op 'n ondergemiddelde houdingtelling dui. Hierdie telling dui op 'n negatiewe houding teenoor persone met fisieke gestremdhede. 'n Telling tussen 48 en 71 is 'n laag gemiddelde houdingtelling, wat neig na 'n negatiewe houding, terwyl tellings tussen 72 en 95 gemiddelde houdingtellings aandui, wat 'n neutrale houding weerspieël. Tellings tussen 96 en 119 is hoë gemiddelde houdingtellings wat neig na positiewe houding, terwyl tellings tussen 120 en 144 bogemiddelde houdingtellings aandui, wat positiewe houding teenoor persone met fisieke gestremdhede weerspieël.

4.7 STATISTIESE METODEDES

In hierdie studie is daar van beskrywende en inferensiële statistiek gebruik gemaak wat vervolgens bespreek sal word.

4.7.1 BESKRYWENDE STATISTIEK

Beskrywende statistiek verwys na die organisasie, sommering en voorstelling van data op 'n eenvoudige en direkte wyse om die data beter te beskryf (Huysamen, 1990). Beskrywende data word egter beperk tot die beskikbare data en behels geen afleidings of veralgemenings uit die data nie (Walsh & Ollenburger, 2001). In hierdie studie is die biografiese data deur middel van beskrywende statistiek bespreek.

4.7.2 INFERENSIËLE STATISTIEK

Volgens Walsh en Ollenburger (2001) bestaan inferensiële statistiek uit statistiese tegnieke wat die navorser in staat stel om afleidings of veralgemenings oor 'n bepaalde groep (of groepe) te kan maak. Die statistiese tegniek wat in hierdie studie gebruik is, is die t-toets vir afhanklike groepe. Hierdie toets sal vervolgens kortliks bespreek word.

4.7.2.1 T-toets vir afhanklike groepe

Die t-toets is 'n parametriese statistiese tegniek wat gebruik word om te bepaal of daar 'n beduidende verskil tussen twee gemiddeldes bestaan en of 'n gegewe korrelasiekoëffisiënt in gevalle waar die betrokke steekproewe relatief klein is beduidend van nul verskil (Plug et al., 1988). Volgens Sekaran (2000) neem die t-toets die gemiddeldes en standaardafwykings van die veranderlike in beide groepe in ag en toets of die numeriese verskille in die gemiddeldes betekenisvol van 0 (nul) verskil, soos in die nulhipotese gepostuleer.

Volgens Toothaker en Miller (1996) en Sekaran (2000) word die t-toets onder andere vir afhanklike groepe gebruik wanneer herhaaldelike metings, byvoorbeeld twee metings op dieselfde proefpersone, afgeneem word. Verder veroorsaak die gebruik van eksperimentele en kontrolegroepe dat enige eksterne faktor wat 'n invloed op die proefpersone mag uitoefen, tot die minimum beperk word. Die t-toets vir afhanklike groepe was dus die ideale toets om in hierdie studie te gebruik aangesien dit verskille tussen die voor- en nametings van die eksperimentele en kontrolegroepe met behulp van die gestandaardiseerde SPSS-rekenaarprogram kon bepaal. Met hierdie tegniek het die navorser bepaal of daar wel verskille in die gemiddelde tellings van die eksperimentele en kontrolegroepe voor en na die ingreep bestaan en of houdingsveranderinge wat wel plaasgevind het die gevolg van die ingreep is, al dan nie. Vervolgens sal die formule vir die berekening van die t-toets vir afhanklike groepe bespreek word.

4.7.2.2 Formules vir die berekening van die t-waarde

Volgens Toothaker en Miller (1996) word daar met die berekening van die t-waardes eerstens op die verskiltelling gefokus. Die verskiltelling verteenwoordig die telling wat op twee verskillende tye (byvoorbeeld voor en na die houdingsveranderingsprogram) afgeneem is. Die d -simbool stel hierdie verskiltelling voor en word as volg uiteengesit, naamlik $d = X_1 - X_2$. Verder is die gemiddeld van die verskiltellings gelyk aan die verskille in die gemiddeldes van die stelle data, en word uiteengesit as, $\mu_d = \mu_1 - \mu_2$.

Die berekening van die d 's vereenvoudig die data na een stel tellings wat die basis van die berekeningsformule vir die t-toets vir afhanklike groepe vorm. Die eerste stap in die berekeningsformule bereken dus $d = X_1 - X_2$. Hierdie verskille, naamlik die d -waardes, toon eerstens 'n verskeidenheid as gevolg van X_1 en X_2 , maar ook as gevolg van die korrelasie tussen X_1 en X_2 , wat van mekaar afhanklik is. Daar word nou direk met verskille, in plaas van die oorspronklike X -waardes gewerk. Die volgende stap is die berekening van die gemiddeld van die verskille, \bar{d} . Die berekening van dié waarde vorm dan ook die formule vir die berekening van die t-waarde vir afhanklike groepe en word soos volg uiteengesit:

$$\bar{d} = \frac{\sum d}{N}$$

Die variansie van die verskille, s_d^2 is die onbevooroordeelde steekproef van die variansie van die verskille, $d = X_1 - X_2$ en verteenwoordig die berekeningsformule. Hierdie formule word soos volg uiteengesit:

$$s_d^2 = \frac{\sum (d - \bar{d})^2}{N - 1} = \frac{N \sum d^2 - (\sum d)^2}{N(N - 1)}$$

Uit hierdie formule spruit die berekeningsformule vir die t-toets vir afhanklike groepe voort, naamlik:

$$t = \frac{\bar{d} - \mu_d}{\sqrt{s_d^2/N}} = \frac{\bar{d} - \mu_d}{s_d/\sqrt{N}}$$

4.8 SAMEVATTING

In hierdie hoofstuk is daar op die navorsingsmetodologie wat in die studie gebruik is, gefokus. Dit het onder andere die ontwerp van die studie, asook die seleksie van proefpersone ingesluit. Die aard, samestelling en ontwikkeling van die opleidingsprogram is deeglik bespreek, waarna die

insameling van die gegewens, meetinstrumente wat in die data-insameling gebruik is, asook die statistiese metodes wat in die data-ontleding gebruik is, bespreek is.

Die vraelyste waarmee die data ingesamel is, sluit die biografiese vraelys, die "Scale of Attitudes toward Disabled Persons (SADP)" asook die Progamevaluasievraelys in. Laastens is die beskrywende en inferensiële statistiek wat in die data-analise gebruik is, bespreek. Vervolgens sal die resultate wat uit hierdie analise verkry is, bespreek word.

HOOFSTUK 5

RESULTATE EN BESPREEKING VAN RESULTATE

5.1 INLEIDING

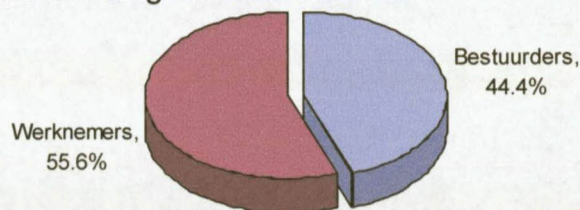
In hierdie hoofstuk sal die resultate wat in die studie verkry is, aangebied en bespreek word. Eerstens sal daar op die biografiese kenmerke van die proefpersone wat aan die studie deelgeneem het, gefokus word waarna die effektiwiteit van die houdingsveranderingsprogram, asook die resultate wat uit die studie voortgespruit het, bespreek sal word. Verder sal daar algemene gevolgtrekkings, asook aanbevelings vir toekomstige studies, gemaak word. Laastens sal daar 'n samevatting van die hoofstuk verskaf word.

5.2 BIOGRAFIESE KENMERKE VAN DIE STEEKPROEF

Die samestelling en biografiese kenmerke van die steekproef wat in die studie gebruik is, sal beskryf word aan die hand van ouderdom, geslag, huwelikstatus, opvoedkundige vlak, taal, kultuurgroep, beroepsvlak en dienstydperk by die organisasie.

5.2.1 Bestuursvlak van respondente

Figuur 5.1 verskaf 'n grafiese uiteensetting van die samestelling van die steekproef met betrekking tot bestuursvlak.



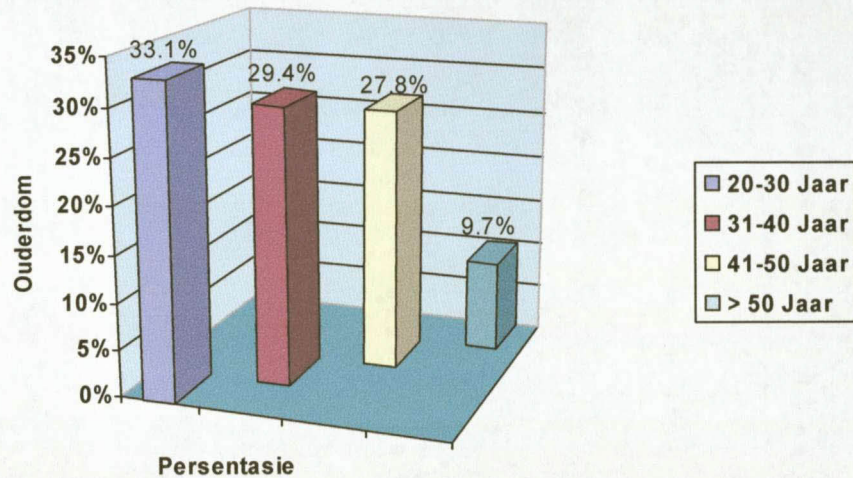
Figuur 5.1 Bestuursvlak van respondente

Vanuit Figuur 5.1 is dit duidelik dat 44.4% van die steekproef uit bestuurders

bestaan, terwyl 55.6% uit werknemers bestaan.

5.2.2 Ouderdomsverspreiding van respondente

Figuur 5.2 verskaf 'n grafiese uiteensetting van die samestelling van die steekproef met betrekking tot ouderdom.

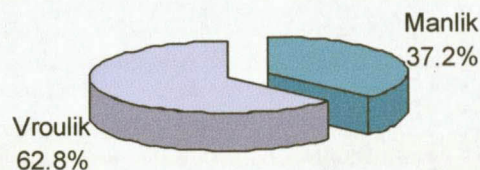


Figuur 5.2 Ouderdomsverspreiding van respondente

Figuur 5.2 dui die ouderdomsverspreiding van die steekproef aan. Hieruit blyk dit dat die grootste hoeveelheid respondente, naamlik 33.1%, tussen die ouderdom van 20-30 jaar is. Verder is 29.4% van die respondente tussen 31 en 40 jaar oud, terwyl 27.8% tussen 41 en 50 jaar oud is. Laastens is slegs 9.7% van die respondente ouer as 50 jaar.

5.2.3 Geslag van respondente

Figuur 5.3 verskaf 'n grafiese uiteensetting van die samestelling van die steekproef met betrekking tot geslag.

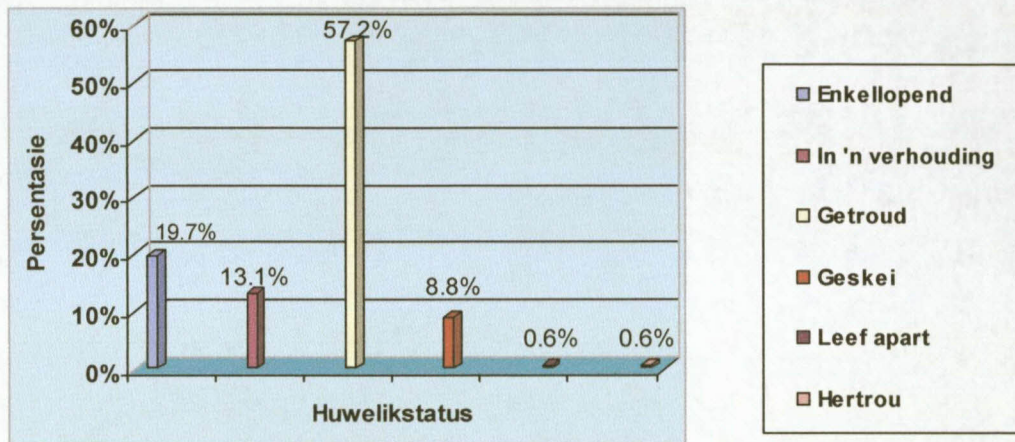


Figuur 5.3 Geslag van respondente

Vanuit Figuur 5.3 blyk dit dat die grootste gedeelte van die steekproef, naamlik 62.8%, uit vrouens bestaan, terwyl 37.2% van die steekproef uit mans bestaan.

5.2.4 Huwelikstatus van respondente

Figuur 5.4 verskaf 'n grafiese uiteensetting van die samestelling van die steekproef met betrekking tot huwelikstatus.

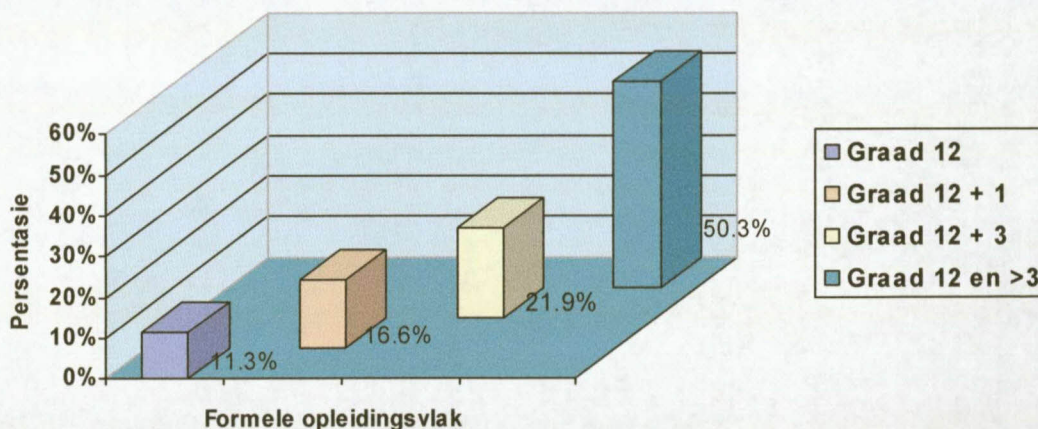


Figuur 5.4 Huwelikstatus van respondente

Vanuit Figuur 5.4 blyk dit dat die grootste gedeelte van die steekproef, naamlik 57.2%, getroud is. Verder is 19.7% van die steekproef enkellopende persone, terwyl 13.1% persone hulle tans in 'n verhouding bevind. Van die oorblywende 9.4% respondente is 8.8% geskei, 0.6% is getroud, maar woon apart, en 0.6% is geskei en weer getroud.

5.2.5 Formele opleiding van respondente

Figuur 5.5 verskaf 'n grafiese uiteensetting van die samestelling van die steekproef met betrekking tot hulle formele opleiding.



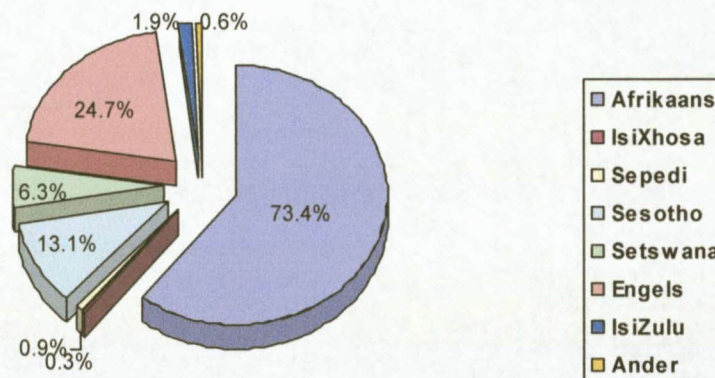
Figuur 5.5 Formele opleidingsvlak van respondente

Vanuit Figuur 5.5 blyk dit dat die grootste gedeelte, naamlik 50.3% van die steekproef, graad 12 en meer as drie jaar verdere formele opleiding het. Die

kleinste gedeelte van die steekproef, naamlik 11.3%, het slegs graad 12 geslaag. Slegs 16.6% van die steekproef het graad 12 geslaag met een jaar verdere formele opleiding, terwyl 21.9% van die steekproef graad 12 en drie jaar verdere formele opleiding het.

5.2.6 Huistaal van respondente

Figuur 5.6 verskaf 'n grafiese uiteensetting van die samestelling van die steekproef met betrekking tot hul huistaal.

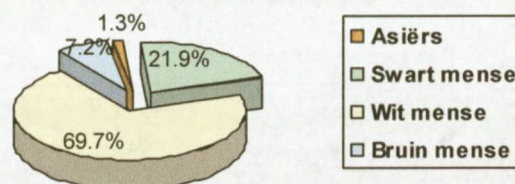


Figuur 5.6 Huistaal van respondente

Figuur 5.6 verskaf 'n aanduiding van die huistaal van die respondente in die steekproef. Die grootste gedeelte van die steekproef, naamlik 73.4%, se huistaal is Afrikaans, terwyl 24.7% Engels by die huis praat. Slegs 0.9% van die steekproef se huistaal is Sepedi. Onderskeidelik 13.1% en 6.3% se huistaal is Sesotho en Setswana. Slegs 1.9% van die steekproef praat isiZulu by die huis, terwyl 0.3% isiXhosa praat. Laastens val 0.6% se huistaal in die kategorie van "ander tale".

5.2.7 Kultuurgroep waaraan respondente behoort

Figuur 5.7 verskaf 'n grafiese uiteensetting van die samestelling van die steekproef met betrekking tot kultuurgroep.



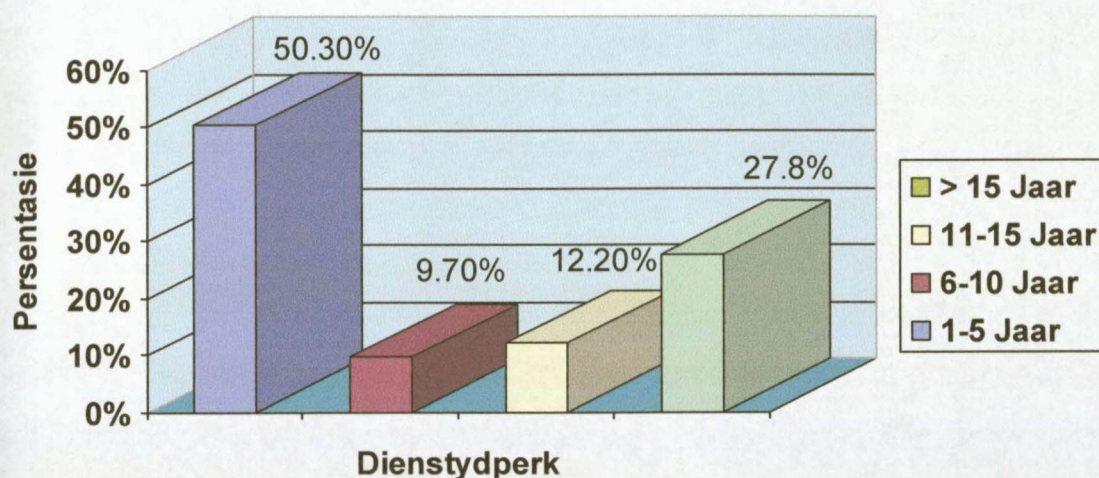
Figuur 5.7 Kultuurgroep waaraan respondente behoort

Vanuit Figuur 5.7 blyk dit dat die steekproef grotendeels uit wit mense

(69.7%) bestaan het. Die tweede grootste groep het uit swart mense bestaan (21.9%). Die twee kleiner groepe was onderskeidelik bruin mense en Asiërs wat respektiewelik 7.2% en 1.3% van die steekproef uitgemaak het.

5.2.8 Dienstydpark in die organisasie

Figuur 5.8 verskaf 'n grafiese uiteensetting van die samestelling van die steekproef met betrekking tot dienstydpark in die organisasie.



Figuur 5.8 Dienstydpark in die organisasie

Vanuit Figuur 5.8 blyk dit dat die grootste gedeelte van die steekproef, naamlik 50.5%, 'n dienstydpark van een tot vyf jaar by 'n bepaalde organisasie beklee. Die kleinste persentasie, naamlik 9.7%, het 'n dienstydpark van ses tot tien jaar. Slegs 27.8% het 'n dienstydpark van meer as vyftien jaar, terwyl 12.2% 'n dienstydpark tussen elf en vyftien jaar beklee.

5.3 RESULTATE VERKRY UIT DIE KWANTITATIEWE EN KWALITATIEWE DATA OOR DIE EFFEKTIWITEIT VAN DIE HOUDINGSVERANDERINGSPROGRAM

'n Kwasi-eksperimentele ontwerp wat 'n eksperimentele en kontrolegroep insluit, is gebruik om die effektiwiteit van die houdingsveranderingsprogram te evalueer. Vervolgens sal die verskille tussen die voor- en nametings van die eksperimentele groepe bestuurders en werknemers, asook die kontrolegroep bestuurders en werknemers se houding jeens werknemers met fisieke gestremdhede weergegee word. Laastens sal 'n kwalitatiewe ontleding van proefpersone se response ten opsigte van die evaluering van die houdingsveranderingsprogram weergegee word.

5.3.1 VERSKIL TUSSEN DIE VOOR- EN NAMETING VAN DIE EKSPERIMENTELE GROEP BESTUURDERS SE HOUDING JEENS WERKNEMERS MET FISIEKE GESTREMDHEDE

Tabel 5.1 Verskil tussen die voor- en nameting van die eksperimentele groep bestuurders se houding jeens werknemers met fisieke gestremdhede.

EKSPERIMENTELE GROEP BESTUURDERS		Getal respon-dente	Gemid-deld	Standaard-afwyking	df	t-waarde	Bedui-dend-heid (p)
Houding jeens fisieke gestremdhede	Voormeting	33	73.061	9.987	32	-1.218	0.232
	Nameting	33	75.849	9.628			

* $p \leq 0.05$

** $p \leq 0.01$

Vanuit Tabel 5.1 blyk dit dat die groep bestuurders se aanvanklike houding teenoor persone met fisieke gestremdhede neutraal was (sien Tabel 4.2 vir skaaluiteensetting) met 'n telling van 73.061. Na afloop van die program het hierdie telling verhoog na 75.849 wat egter steeds aanduidend van 'n neutrale houding is (sien Tabel 4.2). Hierdie verhoging is nie beduidend nie, aangesien daar geen statisties beduidende verskille tussen die voor- en nameting van die groep bestuurders se houding jeens werknemers met

fisieke gestremdhede was nie. Die nulhipotese word derhalwe nie verwerp nie ($p \leq 0.05$).

5.3.2 VERSKIL TUSSEN DIE VOOR- EN NAMETING VAN DIE KONTROLEGROEP BESTUURDERS SE HOUDING JEENS WERKNEMERS MET FISIEKE GESTREMDHEDE

Tabel 5.2 Verskil tussen die voor- en nameting van die kontrolegroep bestuurders se houding jeens werknemers met fisieke gestremdhede.

KONTROLEGROEP BESTUURDERS		Getal respon- dente	Gemid- deld	Standaard- afwyking	df	t- waarde	Bedui- dend- heid (p)
Houding jeens fisieke gestremdhede	Voormeting	30	77.500	16.395	29	-0.822	0.418
	Nameting	30	79.900	13.257			

* $p < 0.05$

** $p < 0.01$

Vanuit Tabel 5.2 blyk dit dat die groep bestuurders se aanvanklike houding teenoor persone met fisieke gestremdhede neutraal was met 'n telling van 77.500 (sien Tabel 4.2). Na verloop van tyd het hierdie telling verhoog na 'n gemiddelde telling van 79.900, wat steeds op 'n neutrale houding dui (sien tabel 4.2). Derhalwe blyk dit dat daar geen statisties beduidende verskille tussen die voor- en nameting van die kontrolegroep bestuurders se houding jeens werknemers met fisieke gestremdhede bestaan nie. Die nulhipotese word derhalwe nie verwerp nie ($p > 0.05$).

5.3.3 VERSKIL TUSSEN DIE VOOR- EN NAMETING VAN DIE EKSPERIMENTELE GROEP WERKNEMERS SE HOUDING JEENS WERKNEMERS MET FISIEKE GESTREMDHEDE

Tabel 5.3 Verskil tussen die voor- en nameting van die eksperimentele groep werknemers se houding jeens werknemers met fisieke gestremdhede.

EKSPERIMENTELE GROEP WERKNEMERS		Getal respon-dente	Gemid-deld	Standaard-afwyking	df	t- waarde	Bedui-dend-heid (p)
Houding jeens fisieke gestremdheid	Voormeting	30	73.133	11.279	29	0.248	0.806
	Nameting	30	72.400	12.475			

* $p \leq 0.05$

** $p \leq 0.01$

Vanuit Tabel 5.3 blyk dit dat die groep werknemers se aanvanklike houding teenoor persone met fisieke gestremdhede neutraal was (sien Tabel 4.2) met 'n telling van 73.133. Na afloop van die program het hierdie telling verlaag na 'n telling van 72.400 wat egter steeds aanduidend van 'n neutrale houding is (sien Tabel 4.2). Hierdie verlaging is nie beduidend nie, aangesien daar geen statisties beduidende verskille tussen die voor- en nameting van die groep werknemers se houding jeens werknemers met fisieke gestremdhede was nie. Die nulhipotese word derhalwe nie verwerp nie ($p \geq 0.05$).

5.3.4 VERSKIL TUSSEN DIE VOOR- EN NAMETING VAN DIE KONTROLEGROEP WERKNEMERS SE HOUDING JEENS WERKNEMERS MET FISIEKE GESTREMDHEDE

Tabel 5.4 Verskil tussen die voor- en nameting van die kontrolegroep werknemers se houding jeens werknemers met fisieke gestremdhede.

KONTROLEGROEP WERKNEMERS		Getal respon-dente	Gemid-deld	Standaard-afwyking	df	t-waarde	Bedui-dend-heid (p)
Houding jeens fisieke gestremdheid	Voormeting	40	74.550	11.377	39	-1.999	0.053
	Nameting	40	78.850	12.305			

* $p \leq 0.05$

** $p \leq 0.01$

Vanuit Tabel 5.4 blyk dit dat die groep werknemers se aanvanklike houding teenoor persone met fisieke gestremdhede neutraal was met 'n telling van 74.550 (sien Tabel 4.2). Na verloop van tyd het hierdie telling verhoog na 'n gemiddelde telling van 78.850, wat steeds op 'n neutrale houding dui (sien Tabel 4.2). Derhalwe blyk dit dat daar geen statisties beduidende verskille tussen die voor- en nameting van die kontrolegroep werknemers se houding jeens werknemers met fisieke gestremdhede bestaan nie. Die nulhipotese word derhalwe nie verwerp nie ($p \geq 0.05$).

5.3.5 'N KWALITATIEWE ONTLEDING VAN PROEFPERSONE SE RESPONSE TEN OPSIGTE VAN DIE EVALUERING VAN DIE HOUDINGSVERANDERINGSPROGRAM

Proefpersone het aan die einde van die program 'n algemene evaluasievraelys voltooi met die doel om hul ervaringe van die program, asook hulle eie persepsie van hulle houdingsveranderinge teenoor persone met fisieke gestremdhede, te evalueer.

Die eerste groep stellings (1.1-1.5) van die evaluasievraelys het op algemene aspekte van die program gefokus. Die tweede groep stellings (2.1-2.7) evalueer die fasiliteerder, terwyl die instruksionele materiaal wat in die program gebruik is, in die derde groep stellings (3.1-3.2) geëvalueer is. Hierna het respondente aangedui watter aspekte van die program hulle die meeste van gehou het, terwyl hulle daarna aspekte waarvan hulle die minste in die program gehou het, uitgelig het. Laastens moes die respondente aandui of hul algemene houding teenoor werknemers met gestremdhede verander het, al dan nie. Respondente het ook moontlike verklarings vir hierdie verandering in houding verskaf. Hierdie data word vervolgens in Tabel 5.5 uiteengesit, waarna dit bespreek sal word. Die totale getal proefpersone wat die evaluasievraelyste voltooi het, is 63.

Tabel 5.5 'n Uiteensetting van die hoeveelheid response per item op die evaluasievraelys.

Totale N = 63	1. Stem glad nie saam nie	2. Stem nie saam nie	3. Stem saam	4. Stem totaal saam
1. Algemeen – Ek is na die voltooiing van die opleidingsprogram in staat om...				
1.1 aspekte wat kommunikasie met 'n persoon met 'n fisieke gestremdheid sal verbeter, aan te dui ;	0	1	19	39
1.2 stereotiperings, vooroordele of negatiewe houdings wat bestuurders of werknemers sonder fisieke gestremdhede teenoor werknemers met fisieke gestremdhede het, te onderskei ;	0	0	28	33
1.3 voorbeelde van stereotiperings, vooroordele of negatiewe houdings wat ek in my eie gedrag teenoor werknemers met fisieke gestremdhede geïdentifiseer het, aan te dui ;	0	0	31	31

1.4 uitdrukking te gee aan 'n algemene bewuswording teenoor werknemers met 'n fisieke gestremdheid;	0	1	26	32
1.5 'n verbeterde houding teenoor werknemers met 'n fisieke gestremdheid te demonstreer ;	0	0	20	38
2. Die fasiliteerder...				
2.1 was goed voorbereid;	0	0	12	50
2.2 was bekwaam in die veld wat aangebied is;	0	0	10	52
2.3 het effektief gekommunikeer;	0	0	13	50
2.4 het 'n professionele aanbiedingstyl gehad;	0	0	13	49
2.5 het 'n veilige leerklimaat geskep;	0	0	11	51
2.6 het 'n leerklimaat geskep waar ek gemaklik genoeg gevoel het om vrae te vra;	0	0	11	53
2.7 het 'n klimaat geskep waarbinne ek gevoel het dat ek aktief by die leerproses betrokke is.	0	0	8	52
3. Die instruksionele materiaal...				
3.1 het tot 'n beter begrip van diversiteit en werknemers met fisieke gestremdhede bygedra;	0	0	26	35
3.2 was van 'n hoë kwaliteit (werkboek, aktiwiteite en PowerPoint-skyfies).	0	0	19	44
4. Watter aspekte in die program het ek die meeste van gehou?			Frekwensie	
4.1 Die opleidingsmetode, naamlik interaktiewe dramas			36	
Die interaktiewe dramas in totaliteit.			16	
Om met persone met fisieke gestremdhede in interaksie te verkeer en aan hulle vrae te vra.			12	
Die dramas het die kwessie rakende persone met fisieke gestremdheid 'n werklikheid, asook meer verstaanbaar, gemaak.			8	
4.2 Praktiese aspekte van die program			6	
Die praktiese demonstrasies van diversiteit, asook probleme wat daarmee geassosieer word. Dit het vir my meer insig in die alledaagse lewenswyse van persone met fisieke gestremdhede gegee, asook hoe om teenoor hulle op te tree.			3	
Om die kommunikasie tussen 'n persoon wat doof is en die interpreteerder waar te neem.			2	
Die praktiese groepsopdragte.			1	
4.3 Blootstelling aan persone met fisieke gestremdhede			5	
Om 'n persoon wat 'n gehoorgestremdheid wat goeie selfvertroue het, waar te neem.			2	
Die persone met gestremdhede was vriendelik en behulpzaam.			2	
Die waarneming van die persoon in die rolstoel en die besef dat hy beperkte toegang tot fisiese fasiliteite het.			1	

4.4 Alle aspekte van die program	5
Die totale houdingsveranderingsprogram.	5
4.5 Aanbiedingstyl van die fasiliteerder	3
Die interaksie tussen die fasiliteerder en die leerders was goed en het tot proaktiewe leer bygedra.	3
5. Watter aspekte in die program het ek die minste van gehou?	Frekwen sie
Die interaktiewe dramas wat van persone met fisieke gestremdhede gebruik gemaak het, aangesien dit emosioneel was. Ek het gevoel die persone met gestremdhede word onnodig blootgestel.	7
Dit is moeilik om met 'n persoon met 'n gehoorgestremdheid te kommunikeer.	1
6. Het jou algemene houding teenoor werknemers met fisieke gestremdhede as gevolg van die program verbeter? Motiveer jou antwoord.	
JA	57
6.1 Verandering in houding as gevolg van verskeie faktore	36
Ek het 'n verbeterde persepsie, kennis en begrip van persone met fisieke gestremdhede en is meer bewus van hulle probleme, gevoelens, behoeftes en vrese. Ek het besef dat persone met en sonder gestremdhede eintlik dieselfde is.	19
Persone sonder gestremdhede gee gewoonlik nie vir persone met gestremdhede om nie of ignoreer enige aspek wat met gestremdheid te make het. Die program het dit verander.	5
Ek sou graag 'n verskil wou maak deur meer behulpsaam teenoor persone met fisieke gestremdhede te wees, hulle 'n regverdigte kans tot indiensneming te verskaf, hulle te akkommodeer en meer konsidererend teenoor hulle te wees.	4
Ek het besef dat persone met fisieke gestremdhede die vermoë het om die verlangde uitkomst in hul poste te lewer en bekwaam in hulle poste te wees.	3
Ek het besef dat persone sonder fisieke gestremdhede enige kwessie rakende persone met fisieke gestremdhede eers met hulself moet uitklaar, en dat persone met en sonder gestremdhede by mekaar moet aanpas.	3
Persone met fisieke gestremdhede word ontnem van baie alledaagse dinge, terwyl persone sonder gestremdhede onvergenoeg met so baie dinge is terwyl hulle soveel het om voor dankbaar te wees.	2
6.2 Blootstelling aan persone met gestremdhede	11
Ek sien persone met gestremdhede se uitdagings in 'n nuwe lig.	4
Ek het besef dat ek nie vir persone met gestremdhede moet jammer voel nie, aangesien hulle goed op hulle eie kan funksioneer.	3
Daar was dinge wat ek onbewustelik gedoen het wat teen persone met gestremdhede gediskrimineer het, wat ek in die toekoms anders sal doen.	2

Dit het my oë vir eenvoudige dinge oopgemaak, soos die tafel wat te laag is, of die hysbak se knoppies wat te hoog is, wat vir persone in 'n rolstoel 'n uitdaging kan wees.	2
6.3 Interaksie met persone met fisieke gestremdhede	9
My houding is verander deur die interaksie met persone wat fisiek gestremd is.	4
In die verlede was ek ongemaklik en onseker om met mense wat gestremd is in interaksie te verkeer en te kommunikeer, terwyl ek nou meer selfvertroue het.	4
Hierdie program het my die geleentheid gegee om direk aan persone met fisieke gestremdhede vra te vrae en sodoende direk te hoor hoe hulle dinge sien en ervaar.	1
6.4 Onderrigmetode	1
Hierdie program was 'n baie kragtige leermetode wat verseker weer toegepas moet word.	1
NEE:	3
Ek het nog altyd 'n positiewe houding teenoor persone met gestremdhede gehad. Ons moet hulle as normale menslike wesens behandel.	2
Ek het hulle nog altyd in dieselfde lig as persone sonder gestremdhede beskou.	1

N= 63

Vanuit Tabel 5.5 is dit duidelik dat daar 'n totaal van 63 proefpersone was wat die evaluasievraelys voltooi het. Verder is dit duidelik dat die meeste respondente 'n positiewe ervaring van die algemene aspekte van die program gehad het. In stelling 1.1 het respondente aangedui of hulle aspekte wat hulle kommunikasie met werknemers met fisieke gestremdhede kon verbeter, kon toon. Op hierdie vraag het 39 respondente ten volle saamgestem, 19 respondente het saamgestem, terwyl slegs 1 respondent nie saamgestem het nie. Daar was geen respondente wat glad nie met hierdie vraag saamgestem het nie.

In stelling 1.2 het respondente aangedui of hulle enige stereotiperings, vooroordele of negatiewe houdings wat hulle teenoor werknemers met fisieke gestremdhede gehad het, kon onderskei. Weer eens het die meerderheid respondente, naamlik 33, ten volle saamgestem, terwyl 28 respondente gedeeltelik saamgestem het. Geen respondent het met hierdie stelling verskil nie.

In stelling 1.3 het respondente aangedui of hulle voorbeelde van stereotiperings, vooroordele of negatiewe houdings wat hulle in hul eie gedrag teenoor werknemers met fisieke gestremdhede gehad het, kon aandui. Weer eens het die meerderheid bevestigend geantwoord, met 31 respondente wat ten volle saamgestem het, en 31 respondente wat gedeeltelik saamgestem het.

In stelling 1.4 het respondente aangedui of hulle uitdrukking kon gee aan 'n algemene bewuswording teenoor persone met fisieke gestremdhede. Hierop het die meerderheid, naamlik 32 respondente, wel bevestigend geantwoord en 26 respondente gedeeltelik saamgestem het. Slegs een respondent het van hierdie stelling verskil.

In die laaste stelling van hierdie afdeling het respondente aangedui of hulle 'n verbeterde houding teenoor werknemers met fisieke gestremdhede kon demonstreer, al dan nie. Die meerderheid, naamlik 38 respondente, het bevestigend geantwoord, 20 het gedeeltelik saamgestem, terwyl geen respondent verskil het nie.

Die volgende sewe stellings het op die fasiliteerder wat die program aangebied het, gefokus. Die response op al sewe vrae was positief. Die meerderheid respondente (50) het saamgestem dat die fasiliteerder goed voorbereid was vir die aanbieding van die program, terwyl 12 gedeeltelik saamgestem het. Verder het 52 respondente saamgestem dat die fasiliteerder bekwaam in die veld van aanbieding was, terwyl 10 respondente gedeeltelik saamgestem het. Vyftig respondente het ten volle saamgestem dat die fasiliteerder effektief gekommunikeer het, terwyl 13 gedeeltelik saamgestem het. Vier en negentig respondente het die aanbiedingstyl as professioneel beskou, terwyl 11 respondente gedeeltelik hiermee saamgestem het. Verder het 51 respondente die leerklimaat as veilig beskou, terwyl 11 respondente gedeeltelik hiermee saamgestem het. Vir 53 respondente was die leerklimaat gemaklik genoeg om vrae te vra, terwyl 11 gedeeltelik hiermee saamgestem het. Laastens het 52 respondente ervaar dat daar 'n klimaat geskep is waarin hulle aktief in die

leerproses betrokke kon wees, terwyl 8 respondente gedeeltelik saamgestem het. In al hierdie vrae was daar nie een respondent wat gedeeltelik of glad nie met enige van die stellings oor die fasiliteerder saamgestem het nie.

Die volgende afdeling het twee stellings rakende die instruksionele materiaal ingesluit. Wat die eerste stelling aanbetref, het 35 respondente saamgestem dat die instruksionele materiaal tot 'n beter begrip van diversiteit, asook werknemers met fisieke gestremdhede, bygedra het, terwyl 26 respondente gedeeltelik hiermee saamgestem het. Laastens het 44 respondente aangedui dat die instruksionele materiaal (wat die werkboek, aktiwiteit en PowerPoint-skyfies ingesluit het) van 'n hoë kwaliteit was, terwyl 19 respondente gedeeltelik hiermee saamgestem het. Geen van die respondente het negatief rakende die instruksionele materiaal gereageer nie.

In vraag vier het respondente aspekte van die program waarvan hulle die meeste gehou het, uitgelig. Ses en dertig respondente het aangedui dat hulle van die opleidingsmetode, naamlik die interaktiewe dramas, gehou het. Meer spesifiek het 16 persone van die interaktiewe dramas in totaliteit gehou, terwyl 12 daarvan gehou het om met persone met fisieke gestremdhede in interaksie te verkeer en aan hulle vrae te vra. Agt persone het aangedui dat die dramas vir hulle die kwessie rakende persone met fisieke gestremdhede 'n werklikheid, asook meer verstaanbaar, gemaak het.

Ses respondente die praktiese aspekte van die program uitgelig. Drie respondente het die praktiese demonstrasies van diversiteit, asook probleme wat daarmee geassosieer word, uitgelig. Drie respondente het aangetoon dat die demonstrasies aan hulle meer insig in die alledaagse lewenswyse van persone met fisieke gestremdhede gegee het, asook hoe om teenoor hulle op te tree. Twee respondente het aangetoon dat hulle daarvan gehou het om die kommunikasie tussen 'n persoon wat doof is en die tolk waar te neem, terwyl een persoon van die praktiese groepsopdragte gehou het.

Vyf proefpersone het aangedui dat hulle die meeste van die blootstelling aan persone met fisieke gestremdhede gehou het. Twee van die vyf respondente het aangedui dat hulle daarvan gehou het om 'n persoon waar te neem wat 'n gehoorgestremdheid het en steeds goeie selfvertroue het. Twee persone het opgemerk dat persone met gestremdhede vriendelik en behulpsaam was, terwyl een persoon aangedui het dat die waarneming van die persoon in die rolstoel en die besef dat hy beperkte toegang tot fisiese fasiliteite het vir hom baie beteken het.

Verder het vyf respondente aangedui dat hulle van die program in sy totaliteit gehou het terwyl drie respondente van die aanbiedingstyl van die fasiliteerder gehou het. Die fasiliteerder het goeie interaksie met die leerders getoon wat (volgens die leerders) tot proaktiewe leer bygedra het.

In vraag vyf was daar agt leerders wat aspekte van die program waarvan hulle die minste gehou het, uitgelig het. Sewe respondente het die interaktiewe dramas as emosioneel ervaar aangesien hulle gevoel het dat die persone met fisieke gestremdhede in 'n situasie geplaas is waarbinne hulle onnodig ontbloot was, terwyl een persoon daarop gewys dat dit moeilik is om met 'n persoon met 'n gehoorgestremdheid te kommunikeer.

In vraag ses het respondente aandui of hulle algemene houding teenoor werknemers met fisieke gestremdhede as gevolg van die program verander het, al dan nie, waarvan 57 van die respondente wat die vraelys voltooi het wel bevestigend geantwoord het. Ses en dertig respondente het verskeie faktore aangedui wat tot die verandering in hul houding aanleiding gegee het. Negentien respondente het verbeterde persepsies, kennis en begrip van persone met fisieke gestremdhede aangedui en toon 'n groter bewuswording van hulle probleme, gevoelens, vrese en behoeftes. Hulle het besef dat persone met en sonder gestremdhede eintlik dieselfde is. Vyf proefpersone het aangedui dat persone sonder gestremdhede gewoonlik nie vir persone met gestremdhede omgee nie of enige aspek wat met gestremdheid te make het, ignoreer, terwyl hierdie program dit verander het. Verder het vier respondente aangedui dat hulle graag 'n verskil in die lewe van persone met

fisieke gestremdhede sou wou maak deur meer behulpsaam teenoor hulle te wees, hulle 'n regverdigde kans tot indiensneming te verskaf, hulle te akkommodeer en meer konsidererend teenoor hulle te wees. Drie respondente het ook aangedui dat hulle nou beseft dat persone met fisieke gestremdhede die vermoë het om die verlangde uitkomst in hul poste te lewer en bekwaam in hulle poste te wees. Drie respondente het ook beseft dat persone sonder fisieke gestremdhede enige kwessies rakende persone met fisieke gestremdhede eers met hulself moet uitklaar en dat beide partye (persone met en sonder gestremdhede) by mekaar moet aanpas. Laastens het twee respondente aangedui dat persone met fisieke gestremdhede van alledaagse dinge ontnem word, terwyl persone sonder gestremdhede onvergenoegd is terwyl hulle baie het om voor dankbaar te wees.

Elf respondente het aangedui dat die blootstelling aan persone met fisieke gestremdhede tot die houdingsverandering bygedra het. Vier van die elf respondente het aangedui dat hulle persone met gestremdhede se uitdagings in 'n nuwe lig sien. Drie van die respondente het beseft dat hulle nie vir persone met gestremdhede moet jammer voel nie, aangesien hulle goed op hulle eie kan funksioneer. Twee proefpersone het aangedui dat daar dinge was wat hulle onbewustelik gedoen het wat teen persone met fisieke gestremdhede diskrimineer en wat hulle in die toekoms anders sal aanpak. Twee respondente het aangedui dat die program hulle oë vir die praktiese probleme wat persone wat in 'n rolstoel ervaar, oopgemaak het, bv. 'n hysbak se knoppies wat te hoog is of 'n tafel wat te laag is.

Nege respondente het aangetoon dat die interaksie met persone met fisieke gestremdhede hulle houdings verander het. Vier van die nege respondente het spesifiek aangedui dat hulle houding as gevolg van die interaksie verander het, terwyl nog vier aangedui het dat hulle in die verlede ongemaklik en onseker was om met mense wat gestremd is in interaksie te verkeer en te kommunikeer, terwyl hulle nou meer selfvertroue het. Een persoon het aangedui dat die program aan hom die geleentheid verskaf het om direk aan persone met fisieke gestremdhede vra te vrae en sodoende direk te hoor hoe hulle dinge sien en ervaar. Laastens het een respondent

aangetoon dat hierdie program 'n baie kragtige leermetode is wat verseker in die toekoms weer toegepas moet word.

Laastens het drie respondente aangedui dat hulle algemene houding teenoor werknemers met gestremdhede nie verander het nie. Twee respondente het reeds 'n positiewe houding teenoor persone met gestremdhede gehad, terwyl een respondent persone met fisieke gestremdhede nog altyd in dieselfde lig as persone sonder gestremdhede beskou. Vervolgens sal die resultate bespreek word.

5.4 BESPREKING VAN RESULTATE VERKRY UIT DIE KWANTITATIEWE EN KWALITATIEWE DATA OOR DIE EFFEKTIWITEIT VAN DIE HOUDINGSVERANDERINGS-PROGRAM

In hierdie gedeelte sal die biografiese kenmerke van die steekproef kortliks bespreek word. Daarna sal die verskille in die voor- en na-toetstellings van die eksperimentele en kontrolegroepe bestuurders en werknemers se houding teenoor persone met fisieke gestremdhede bespreek word. Laastens sal die kwalitatiewe gegewens wat vanuit die studie verkry is, bespreek word.

5.4.1 BIOGRAFIESE KENMERKE VAN DIE STEEKPROEF

Vanuit Figure 5.1-5.8 is dit duidelik dat daar 'n gebalanseerde verspreiding van bestuurders en werknemers in die studie teenwoordig was met 44.4% bestuurders en 55.6% werknemers. Daar was ongeveer 'n gelyke verteenwoordiging van die ouderdomsgroepe tussen 20 en 50 jaar met onderskeidelik 33.1% tussen 20 en 30 jaar, 29.4% tussen 31 en 40 jaar, en 27.8% tussen 41 en 50 jaar oud. Daar was egter slegs 9.7% van die respondente ouer as 50 jaar. Dit is verklaarbaar aangesien hierdie studie uitgevoer is in 'n studierigting vir volwasse leerders en persone ouer as 50

jaar minder geneig is om 'n nuwe studierigting aan te pak. Die mans was ondervteenwoordig (37.2%) in vergelyking met die 62.8% vroue en dit moet in die interpretasie van die resultate in ag geneem word.

Die meeste proefpersone, naamlik 57.2%, is getroud. Verder het die grootste gedeelte van die steekproef (50.3%) graad 12 en meer as drie jaar verdere formele opleiding, terwyl die kleinste gedeelte van die steekproef (11.3%) slegs graad 12 behaal het. Hierdie getalle kan egter verklaar word aan die hand van die jaargroep waarin die betrokke proefpersoon was ten tye van die studie. Daarom die onderskeid tussen die groep wat graad 12 en meer as drie jaar verdere formele opleiding het (hul studies aan die einde van die betrokke jaar voltooi), terwyl die ander wat net graad 12 behaal het (aan die begin van hul studies).

Die grootste gedeelte van die steekproef (73.4%) se huistaal is Afrikaans, terwyl 24.7% van die steekproef se huistaal Engels is. Die Afrikataal wat in die Bloemfontein-area gepraat word, is hoofsaaklik Sesotho en daarom is hierdie groep ondervteenwoordig in die studie met slegs 13.1% wat Sesotho by die huis praat.

Die grootste hoeveelheid van die proefpersone was wit mense (69.7%), terwyl daar 21.9% swart mense teenwoordig was. Die wit mense was dus oorvteenwoordig in hierdie studie, terwyl die bruin mense en Asiërs ondervteenwoordig was met onderskeidelik 7.2% en 1.3%. Hierdie ongelyke verspreiding van ras moet ook in die bespreking van die resultate verreken word. Laastens het meer as die helfte van die proefpersone (50.5%) 'n dienstydkperk van een tot vyf jaar by 'n bepaalde organisasie bekleed, terwyl die kleinste persentasie (9.7%) 'n dienstydkperk van ses tot tien jaar het.

5.4.2 VERSKILLE TUSSEN DIE VOOR- EN NAMETINGS VAN DIE EKSPERIMENTELE EN KONTROLEGROEPE BESTUURDERS EN WERKNEMERS SE HOUDING JEENS PERSONE MET FISIEKE GESTREMDHEDE

Vanuit tabelle 5.1-5.4 is die volgende aspekte duidelik:

- Daar bestaan geen statisties betekenisvolle verskille tussen die voor- en nameting van die eksperimentele groep bestuurders se houding jeens werknemers met fisieke gestremdhede nie.
- Daar bestaan geen statisties betekenisvolle verskille tussen die voor- en nameting van die eksperimentele groep werknemers se houding jeens werknemers met fisieke gestremdhede nie.

Die feit dat geen beduidende verskille tussen die voor- en nametings van die eksperimentele groep bestuurders en werknemers voorkom nie, kan geïnterpreteer word dat die interaktiewe dramaprogram nie enige beduidende houdingsveranderings onder bestuurders en werknemers teweeggebring het nie. Hierdie tendens word egter nie deur die terugvoer wat deur respondente in die progamevaluasie ontvang is, bevestig nie (sien paragrawe 5.3.5 en 5.4.3). Die proefpersone se algemene response in die evaluasievraelys teenoor die houdingsveranderingsprogram sal vervolgens bespreek word.

5.4.3 PROEFPERSONE SE ALGEMENE RESPONSE IN DIE EVALUASIEVRAELYS TEENOR DIE HOUDINGVERANDERINGS-PROGRAM

Vanuit Tabel 5.5 is dit duidelik dat 63 respondente die evaluasievraelys aan die einde van die program voltooi het. Die algemene resultate vanuit die vraelys was positief en na afloop van die program toon die meeste proefpersone, naamlik 57, verbeterde houdings teenoor persone met fisieke gestremdhede. Verskeie redes kan vir hierdie houdingsverandering aangevoer word, naamlik die feit dat respondente hulle eie stereotiperings,

vooroordele of negatiewe houdings wat hulle teenoor werknemers met fisieke gestremdhede gehad het, kan onderskei, asook voorbeelde van hierdie stereotiperings, vooroordele of negatiewe houdings, kan verskaf. Respondente demonstreer ook 'n verhoogde bewustheid en 'n algemene verbeterde houding, teenoor persone met fisieke gestremdhede wat op hulle beurt weer aanleiding gegee het tot verbeterde kommunikasie tussen bestuurders en werknemers teenoor werknemers met fisieke gestremdhede.

Verder was die fasiliteerder goed voorbereid, het effektief met die leerders gekommunikeer, het 'n professionele aanbiedingstyl gebruik en was bekwaam in die veld van onderrig. Daar is ook 'n veilige leerklimaat geskep waarbinne leerders gevoel het hulle aktief in die leerproses betrokke kon wees en vrae kon vra wat tot proaktiewe leer bygedra het. Die instruksionele materiaal was van 'n hoë kwaliteit en het tot 'n beter begrip van diversiteit in die algemeen, asook van werknemers met gestremdhede, gelei.

Respondente het aanklank by die interaktiewe opleidingsmetode gevind aangesien hulle met persone met fisieke gestremdhede in interaksie kon verkeer wat aspekte rakende persone met fisieke gestremdhede 'n werklikheid, asook meer verstaanbaar, gemaak het. Respondente het die praktiese demonstrasies en groepsopdragte van diversiteit, asook probleme wat daarmee geassosieer word, uitgelig. Hierdie demonstrasies het aan hulle meer insig in die alledaagse lewenswyse van persone met fisieke gestremdhede gegee, asook hoe om teenoor hulle op te tree.

Respondente was egter ongemaklik met die emosionele aspekte van die program en het gevoel dat persone met fisieke gestremdhede in 'n situasie geplaas is waarbinne hulle emosioneel ontbloot was. Verder het respondente nie daarvan gehou dat persone met gestremdhede van baie alledaagse dinge ontnem word nie, byvoorbeeld toegang tot verskeie fasiliteite, terwyl persone sonder gestremdhede onvergenoegd is met dit wat hulle wel het. Laastens het respondente aangedui dat dit moeilik is om met persone wat gehoorgestremd is, te kommunikeer, maar dat fisieke gestremdheid 'n realiteit is en dat persone met en sonder gestremdhede

bymekaar moet aanpas.

Respondente het aangedui dat die bywoning van die program hulle algemene houding teenoor persone met fisieke gestremdhede verbeter het deur verbeterde persepsies, kennis en begrip van persone met fisieke gestremdhede te verskaf. Verder toon hulle ook 'n groter bewuswording van hulle probleme, gevoelens, vrese en behoeftes en besef hulle dat persone met en sonder gestremdhede eintlik dieselfde is. Gewoonlik gee persone sonder gestremdhede nie vir persone met gestremdhede om nie of ignoreer enige vorm van gestremdheid. Die program het dit verander aangesien proefpersone se eie stereotiperings onder die soeklig geplaas is. Dit het daartoe aanleiding gegee dat hulle in die toekoms graag 'n verskil in die leefwêreld van persone met gestremdhede wil maak deur meer behulpsaam te wees, hulle 'n regverdigte kans tot indiensneming wil gee, meer konsidererend teenoor hulle te wees en te poog om behoeftes wat persone met fisieke gestremdhede mag hê, byvoorbeeld 'n tafel wat te laag is, te akkommodeer. Een respondent het aangedui dat die program 'n kragtige leermetode is wat verseker in die toekoms weer toegepas moet word. Daar is ook aangedui dat vir enige sinvolle houdingsveranderinge om plaas te vind persone sonder gestremdhede eers enige kwessies wat hulle rakende persone met gestremdhede het, met hulself moet uitklaar.

Daar was slegs drie respondente wat aangedui dat hul algemene houding teenoor werknemers met gestremdhede nie verander het nie, aangesien hulle reeds 'n positiewe houding gehad het en persone met fisieke gestremdhede in dieselfde lig as persone sonder gestremdhede beskou.

Uit 'n vergelyking van die data wat deur middel van die "Scale of Attitudes toward Disabled Persons" (SADP) en die response wat op die evaluasievraelyste aan die einde van die program verkry is, blyk daar 'n teenstrydigheid tussen hierdie twee stelde data te wees. Volgens die SADP het die houdings-veranderingsprogram nie 'n statisties beduidende verandering teweeggebring nie, terwyl die response op die evaluasievraelys aan die einde van die program wel 'n positiewe houdingsverandering van

bestuurders en werknemers teenoor werknemers met fisieke gestremdhede weerspieël. Moontlike redes vir hierdie teenstrydigheid sal vervolgens bespreek word.

5.4.4 MOONTLIKE VERKLARINGS VIR DIE TEENSTRYDIGHEID TUSSEN DIE TWEE STELLE DATA

Daar bestaan verskeie moontlike verklarings vir die teenstrydigheid tussen die twee stelle data, naamlik die "Scale of Attitudes toward Disabled Persons" (SADP) en die response wat op die evaluasievraelyste aan die einde van die program verkry is. Hierdie moontlike verklarings sal vervolgens bespreek word.

'n Eerste moontlike verklaring sentreer rondom die SADP-vraelys, aangesien hierdie vraelys vir baie respondente verwarrend was om te voltooi. Sommige van die vrae op die SADP is as dubbel- negatiewe stellings gestel wat bygedra het tot die onsekerheid oor waar hulle hulle response moet plaas. Die vraelys is slegs in Engels beskikbaar wat dit vir respondente verder moeilik gemaak het om die vraelys te voltooi aangesien slegs 24.7% van die proefpersone se huistaal Engels is. Verder het slegs 11.3% van die respondente 'n opvoedkundige vlak van graad 12, terwyl die moeilikheidsgraad van die vraelys 'n hoër opvoedkundige vlak vereis. Hierdie aspek kon dit moontlik vir proefpersone verder bemoeilik het om die vraelys sinvol te voltooi. Die SADP-vraelys gebruik 'n skaal wat wissel tussen -3 (stem glad nie saam nie) tot +3 (stem baie saam) en nie 'n skaal wat bloot wissel tussen 1 (stem glad nie saam nie) tot 6 (stem baie saam) nie. Hierdie aspek kompliseer die invul van die vraelys wat dit vir respondente verder kon bemoeilik om die vraelys akkuraat in te vul. Hierdie faktore, tesame met die feit dat die meeste respondente se huistaal Afrikaans is, laat vrae ontstaan oor die korrektheid waarmee die SADP ingevul is.

Verder verwys die SADP-vraelys bloot na gestremdhede in geheel en nie na fisieke gestremdhede spesifiek, soos deur die studie ondersoek is nie. Sommige respondente het aangedui dat hulle houding ten opsigte van

fisieke gestremdhede en ander tipe gestremdhede soos verstandelike gestremdheid in die werksplek verskil. Die vraelys tref nie hierdie onderskeid nie wat 'n verdere invloed op die voltooiing van die vraelys kon gehad het. Die SADP-vraelys is ook nie vir Suid-Afrikaanse omstandighede gestandaardiseer nie, wat die data verder kon beïnvloed.

In hierdie studie is 'n kwasi-eksperimentele navorsingsontwerp gebruik. In 'n eksperimentele voor- en nametingsontwerp word daar veronderstel dat die persoon die bepaalde situasie altyd vanuit dieselfde verwysingsraamwerk beskou, ongeag die tydsverloop wat plaasgevind het. Dit blyk egter nie die geval te wees nie aangesien persone met verloop van tyd en as gevolg van blootstelling aan die program verander. 'n Vraelys wat voor en na 'n opleidingsprogram deur 'n respondent voltooi word, word dus nie noodwendig vanuit dieselfde verwysingsraamwerk beskou nie. In die nametingsdata wat vanuit die SADP-vraelys verkry is, blyk dit dat die houdingsveranderingsprogram geen verskil in die respondente se houding teweeggebring het nie. Hierdie veronderstelling weerspieël egter nie noodwendig die ware stand van sake nie aangesien daar tog 'n verandering in mense met verloop van tyd (met en sonder 'n ingreep) plaasvind (Birkenbach, Kamfer & Morshuizen, 1984). Vervolgens sal die algemene gevolgtrekkings met betrekking tot die studie bespreek word.

5.5 ALGEMENE GEVOLGTREKKINGS

Die volgende oorkoepelende gevolgtrekkings spruit uit die studie:

5.5.1 LITERATUUROORSIG

Suid-Afrika is 'n ontwikkelende land waar die effektiewe bestuur van 'n diverse bevolking in 'n demokratiese bestel noodsaaklik is (Human, 1996a). Daarom is 'n reeks wetgewing geskep met die doel om die ekonomiese speelveld vir hierdie diverse bevolking gelyk te maak (McQuoid-Mason et al., 1994; Itano, 2002). 'n Deel van hierdie diverse bevolking sluit persone met

fisieke gestremdhede in (Integrated National Disability Strategy White Paper, 1997).

Daar is 'n reeks studies op verskillende soorte gestremdhede, asook verskillende aspekte van gestremdhede binne en buite die werksomgewing, uitgevoer. Kotzé (2005) fokus byvoorbeeld op die kwaliteit van werkslewe wat persone met fisieke gestremdhede ervaar, asook hulle verwagtinge rakende die werksplek. Dibben et al. (2001) fokus weer op senior bestuur se verbintenis tot gestremdheid in die werksplek, terwyl Gilbride et al. (2003) op die akkommodasie van persone met fisieke gestremdhede binne die werksplek fokus. Laastens ondersoek Riches en Green (2003) die sosiale integrasie van persone met gestremdhede in die werksplek.

Studies deur Arksey (2003), Barcuss en Targett (2003) en Lorenzo (2003) toon dat persone met gestremdhede stereotiperings, vooroordele, negatiewe houdings asook 'n gebrek aan bewustheid van hul vermoë vanuit die gemeenskap, ervaar. Hierdie aspek gee weer aanleiding tot verhoogde werkloosheid onder hierdie groep individue. Daarom is dit nie ongewoon vir persone met gestremdhede, en veral fisieke gestremdhede, om die verkryging en behoud van 'n pos in die werksomgewing as 'n uitdaging te ervaar nie (Li & Moore, 1998; Nelson & Kleiner, 2001; Cook & Burke, 2002; Arksey, 2003).

Die verandering van houding is egter nie iets wat spontaan plaasvind nie, maar vorm deel van 'n komplekse proses wat kognitiewe, affektiewe en gedragskomponente insluit (Triandis, 1971; Integrated National Disability Strategy White Paper, 1997). Daar bestaan 'n wye verskeidenheid teorieë, strategieë en studies wat aandui hoe houdings aangeleer, gevorm en verander word (Fishbein, 1967; Insko, 1967; Zimbardo et al., 1977; Lieb, 1991; Taylor et al., 1994; Cascio, 1998; Tervo et al., 2004). Chenoweth, Pryor, Jeon en Hall-Pullin (2004) het in hul studie gepoog om verpleegkundestudente se houdings teenoor pasiënte met gestremdhede te verander deur die studente aan 'n voorbereidingsprogram bloot te stel waar verskillende houdingsveranderings-tegnieke (soos ervaringsleer, lesings,

tutoriale en praktiese werk in 'n kliniese opset) ingesluit is. Die SADP is voor en na die ingreep op die studente afgeneem en, alhoewel die navorsers die program as suksesvol beskou het, het die response op die SADP geen veranderinge aangetoon nie. Hierdie resultate is in die huidige studie bevestig waar die navorser die studie as suksesvol beskou het, maar die resultate op die SADP nie noodwendig dieselfde beeld skep nie.

'n Ander metode wat verskeie komponente van houdingsveranderinge integreer, is ervaringsleer. Ervaringsleer kombineer byvoorbeeld die kognitiewe, affektiewe en gedragskomponente binne die teoretiese tradisie van volwasse onderrig. Verder staan die ervaring van die leerders sentraal in hierdie metode (Jagodzinski et al., 1998; Miettinen, 2000; Yamazaki & Kayes, 2004). Kreber (2001) maak van gevallestudies as ervaringsleermetode gebruik, terwyl Miller et al. (2005) die invloed van ervaringsleer op veldwerk in tersiêre instellings ondersoek.

Verskeie navorsers (St. George et al., 1998; Mallika, 2000) het egter op die gebruik van drama as ervaringsleermetode begin fokus. Tromski en Doston (2003) maak van interaktiewe drama gebruik om die gehoor se bewustheid, begrip en vaardighede ten opsigte van kulturele diversiteit suksesvol te verander, terwyl Bontempo (1995) drama gebruik om vooroordele teenoor kulturele diversiteit te ondersoek. Kerr (2000) gebruik interaktiewe drama om studenteverpleërs te bemagtig om 'n proaktiewe rol in die bevordering van gesondheid in hospitale en die gemeenskap teweeg te bring. Professor McMurtry, hoof van die Program vir Drama- en Uitvoerende Studies aan die Universiteit van Natal gebruik drama om sosiale temas in gevangnisse aan te spreek (Waddington, 2002). Hierdie leermetode word verder baie in organisasie-opleidingsprogramme gebruik (Jagiello, 2002).

Vanuit bogenoemde is dit egter duidelik dat geen van die navorsers die verskillende komponente van die huidige studie geïntegreer het nie. Daarom was daar die behoefte om bestuurders en werknemers sonder gestremdhede se houding teenoor persone met gestremdhede deur middel van interaktiewe drama as opleidingsmetode te ondersoek.

5.5.2 RESULTATE

Vervolgens sal 'n opsomming van die data wat uit die biografiese vraelys, die "Scale of Attitudes toward Disabled Persons (SADP)", asook die evaluasievraelys wat aan die einde van die program voltooi is, kortliks bespreek word.

5.5.2.1 Biografiese gegewens

Uit die biografiese vraelys is daar tot die slotsom gekom dat daar meer werknemers as bestuurders in die studie teenwoordig was. Verder was die meeste proefpersone tussen die ouderdomme 20 en 30 jaar oud en minder as 5 jaar by hul organisasies werksaam. Hierdie gegewens verklaar waarom daar meer werknemers in die studie verteenwoordig was, aangesien individue in hierdie ouderdomsgroep en dienstydperk gewoonlik aan die begin van hul loopbane staan.

Verder is die meeste proefpersone getroude Blankes wie se huistaal Afrikaans is. Persone van ander kulture en tale was dus onderverteenvoordig in die studie wat die resultate kon beïnvloed. Die meeste proefpersone het graad 12 en meer as drie jaar verdere opleiding, wat verklaar kan word aan die hand van die jaargroep waarin proefpersone hulle hulself ten tye van die eksperiment bevind het. Laastens het die steekproef uit die meerderheid vroue bestaan wat ook in die resultate verreken moet word.

5.5.2.2 "Scale of Attitudes toward Disabled Persons" (SADP)

Na 'n wye ondersoek kon daar geen meetinstrument opgespoor word wat houdingsveranderinge teenoor werknemers met fisieke gestremdheid in die Suid-Afrikaanse konteks meet nie. 'n Meetinstrument wat wel houdingsveranderinge teenoor persone met gestremdhede meet, is die "Scale of Attitudes toward Disabled Persons" (SADP). Dit is dan ook die meetinstrument wat in hierdie studie gebruik is.

Hierdie instrument het geen duidelike houdingsverandering in hierdie studie weerspieël nie. Die vraag is of die meetinstrument sensitief genoeg is om

houdingsverandering wat plaasvind, aan te dui, veral in die lig van die positiewe terugvoer wat vanaf proefpersone ontvang is. Verder is hierdie meetinstrument slegs in Engels beskikbaar en nie vir Suid-Afrikaanse omstandighede gestandaardiseer nie. Laastens meet die instrument slegs gestremdheid in die algemeen en tref nie 'n onderskeid tussen fisieke gestremdhede en ander tipe gestremdhede nie. Hierdie aspekte kon moontlik 'n invloed op die resultate uitoefen.

Volgens die SAPD kan die volgende gevolgtrekkings gemaak word, naamlik:

Die eksperimentele groep bestuurders se aanvanklike houding teenoor persone met fisieke gestremdhede was neutraal, met 'n telling van 73.061 en het na afloop van die program verhoog na 'n telling van 75.849. Hierdie verhoging is nie beduidend nie, aangesien daar geen statisties beduidende verskille tussen die voor- en nameting van die groep bestuurders se houding jeens werknemers met fisieke gestremdhede was nie. Die nulhipotese word derhalwe nie verwerp nie ($p \geq 0.05$).

Die eksperimentele groep werknemers se aanvanklike houding teenoor persone met fisieke gestremdhede was neutraal met 'n telling van 73.133 en het na afloop van die program verlaag na 'n telling van 72.400. Hierdie verlaging is nie beduidend nie, aangesien daar geen statisties beduidende verskille tussen die voor- en nameting van die groep werknemers se houding jeens werknemers met fisieke gestremdhede was nie. Die nulhipotese word derhalwe nie verwerp nie ($p \geq 0.05$).

5.5.2.3 Die kwalitatiewe houdingsvraelys vir die evaluering van die program

Vanuit die evaluasievraelys aan die einde van die program wil dit voorkom of die program daartoe aanleiding gegee dat respondente hul eie stereotiperings, opinies, vooroordele of negatiewe houdings wat hulle teenoor werknemers met gestremdhede gehad het, kon identifiseer, verander en verbeter. Die program het ook tot 'n verhoogde bewustheid teenoor werknemers met gestremdhede in die algemeen, asook hul

vaardighede, take en uitdagings, aanleiding gegee.

Die respondente het die fasiliteerder positief beoordeel in term van aanbiedingstyl, kundigheid en die skep van 'n veilige leerklimaat. Die respondente het ook aanklank by die praktiese aard van die program gevind wat die interaktiewe dramas, die fisiese interaksie met persone met fisieke gestremdhede, asook groepsaktiwiteite, ingesluit het. Respondente was egter ongemaklik met sekere aspekte van die program aangesien dit vir hulle te emosioneel was en persone met gestremdhede blootgestel het.

Verder wil leerders (as gevolg van die bywoning van die program) in die toekoms 'n verskil in die lewe van persone met gestremdhede maak deur aan hulle 'n regverdigde kans tot indiensneming te verskaf en meer konsidererend en akkommoderend teenoor hulle te wees.

In die lig van hierdie resultate was die program dus wel suksesvol in die verandering van werknemers en bestuurders se houding teenoor werknemers met fisieke gestremdhede, maar is daar wel sekere aanbevelings wat met betrekking tot toekomstige studies gemaak kan word. Hierdie aanbevelings sal vervolgens bespreek word.

5.5.3 BEPERKINGE VAN DIE STUDIE

Die beperkinge van die studie sluit die volgende aspekte in:

- daar is van 'n gerieflikheidsteekproef gebruik gemaak, terwyl ewekansige steekproeftrekking die aangewese metode behoort te gewees het;
- die proefpersone wat aan die studie blootgestel was het nie die diverse bevolking van Suid-Afrika genoegsaam verteenwoordig nie en sodoende het die resultate moontlik 'n eensydige beeld weergegee.
- die houdingsvraelys wat gebruik is het nie slegs op fisieke

gestremdhede gefokus nie, maar op gestremdhede in die algemeen;

- die houdingsvraelys is nie gestandaardiseer vir Suid-Afrikaanse omstandighede nie wat in gedagte gehou moet word by die interpretasie van die resultate; en
- die houdingsvraelys was slegs in Engels beskikbaar wat die meeste van die proefpersone se tweede taal was.

Vervolgens sal die waarde van die studie bespreek word.

5.5.4 WAARDE VAN DIE STUDIE

Uit die literatuur blyk dit dat persone met gestremdhede negatief deur die algemene publiek, maar veral deur die werksomgewing, hanteer word as gevolg van negatiewe houdings en persepsies. Daar moet dus 'n houdingsverandering by alle persone op alle vlakke (bestuurs- en nie-bestuurslede) plaasvind. Houdingsveranderinge is egter 'n komplekse proses wat verskeie aspekte en tegnieke insluit. Na deeglike ondersoek kon daar nie 'n houdingsveranderingsprogram gevind word wat al hierdie aspekte insluit nie. Daarom lê die grootste waarde van die studie in die ontwerp van 'n houdingsveranderingsprogram wat poog om persone sonder fisieke gestremdhede se houdings teenoor persone met fisieke gestremdhede te verander. Hierdie houdingsveranderinge sal daartoe aanleiding gee dat persone met fisieke gestremdhede meer in die algemene gemeenskap, asook die werksomgewing geïntegreer word en sodoende word die menswaardigheid van hierdie persone herstel.

Laastens toon die literatuur (wat reeds in hierdie studie bespreek is) 'n wye verskeidenheid voordele in die bestuur van 'n diverse werksmag vir die organisasie. Een van die grootste voordele is die feit dat organisasies wat 'n spesiale poging aanwend om 'n diverse werksmag te bestuur en 'n verskeidenheid van diversiteitsbestuursprogramme aanbied, meer

winsgewend is as organisasies sonder hierdie programme. Hierdie studie het die belangrikheid hiervan beklemtoon.

Vervolgens sal die aanbevelings van die studie bespreek word.

5.6 AANBEVELINGS

Die volgende aanbevelings kan op grond van die resultate van die studie gemaak word:

- Daar moet eerstens gepoog word om 'n meer verteenwoordigende steekproef in die studie in te sluit om sodoende die resultate van die studie veralgemeenbaar te maak.
- Tweedens moet daar gepoog word om proefpersone te verkry wat meer verteenwoordigend is van Suid-Afrika se diverse bevolking. Dit sluit aspekte van diversiteit soos kultuur, geslag, ouderdom, opvoedkundige vlak en bestuursvlak in.
- Die studie kan herhaal word deur die houdingsveranderinge van ander kohorte (in plaas van bestuurders en werknemers), byvoorbeeld ras, ouderdom of geslag, met betrekking tot die toepassing van die program te evalueer.
- 'n Houdingsvraelys kan ontwikkel word wat:
 - gestandaardiseer is vir Suid-Afrikaanse omstandighede;
 - onderskeid tref tussen verskillende soorte gestremdhede;
 - 'n eenvoudiger skaal gebruik;
 - in meer as een taal beskikbaar is; en
 - geskik is vir persone met 'n opvoedkundige vlak van graad 12 en hoër.

- Die houdingsveranderingsprogram kan oor 'n langer tydperk geskied en meer dikwels herhaal word om die ingreep te versterk.

Vervolgens sal 'n samevatting van die hoofstuk verskaf word.

5.7 SAMEVATTING

In hierdie hoofstuk is die resultate wat in die studie verkry is, aangebied en bespreek. Daar is eerstens op die biografiese kenmerke van die proefpersone wat aan die studie deelgeneem het, gefokus wat aspekte soos bestuursvlak, ouderdom, geslag, huwelikstatus, kultuurgroep, en dien tydperk in die organisasie, ingesluit het. Daarna is die effektiwiteit van die houdingsveranderingsprogram, asook kwalitatiewe en kwantitatiewe data en resultate wat as gevolg van die houdingsveranderingsprogram verkry is, bespreek. Algemene gevolgtrekkings vanuit die studie is gemaak wat die literatuuroorsig, die resultate, die beperkinge en die waarde van die studie ingesluit het. Laastens is verskeie aanbevelings vir toekomstige studies gemaak.

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BYLAAG A:
BIOGRAFIESE VRAELYS

BIOGRAPHICAL DETAILS

1. LEVELS OF MANAGEMENT:

Manager (2 or more people reporting to you)	
Employee (no one reporting to you; you only report to your supervisor)	

2. HOW LONG HAVE YOU BEEN WITH THE COMPANY?

1 – 5 years	
6 – 10 years	
11 – 15 years	
More than 15 years	

3. AGE:

20 – 30 years	
31 – 40 years	
41 – 50 years	
More than 50 years	

4. GENDER:

Male	
Female	

5. MARITAL STATUS:

Single	
In a relationship	
Married	
Divorced	
Separate	
Remarried	

6. EDUCATIONAL LEVEL:

Matric	
Matric + 1 year	
Matric + 3 years	
Matric + more than three years	

7. HOME LANGUAGE:

Afrikaans	
English	
Sepedi	
SeSotho	
SeTswana	
TshiVenda	
IsiZulu	
IsiXhosa	
Other	

8. CULTURE GROUP:

ASIAN	
AFRICAN	
WHITE	
COLOURED	

OFFICE USE ONLY

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Thank you for your co-operation

BYLAAG B:
"SCALE OF ATTITUDES TOWARD
DISABLED PERSONS" (SADP)

SCALE OF ATTITUDES TOWARD DISABLED PERSONS (SADP)

Directions:

The statements presented below express opinions or ideas about people who are disabled. There are many differences of opinion; many people agree and many people disagree with each statement. We would like to know your opinion about them. Put an "X" through the appropriate number, from -3 to +3, which best corresponds with how you feel about the statement. There is no right or wrong answers. You should work as quickly as you can, but don't rush. There is no time limit. Please respond to every statement.

Key

- | | |
|-----------------------------|--------------------------|
| - 1: I disagree a little | + 3: I agree very much |
| - 2: I disagree pretty much | + 2: I agree pretty much |
| - 3: I disagree very much | + 1: I agree a little |

1. Disabled children should not be provided with a free public education.	-3	-2	-1	+1	+2	+3
2. Disabled people are not more accident prone than other people.	-3	-2	-1	+1	+2	+3
3. A disabled individual is not capable of making moral decisions.	-3	-2	-1	+1	+2	+3
4. Disabled people should be prevented from having children.	-3	-2	-1	+1	+2	+3
5. Disabled people should be allowed to live where and how they choose.	-3	-2	-1	+1	+2	+3
6. Adequate housing for disabled people is neither too expensive nor too difficult to build.	-3	-2	-1	+1	+2	+3
7. Rehabilitation programs for disabled people are too expensive to operate.	-3	-2	-1	+1	+2	+3
8. Disabled people are in many ways like children.	-3	-2	-1	+1	+2	+3
9. Disabled people need only the proper environment and opportunity to develop and express criminal tendencies.	-3	-2	-1	+1	+2	+3
10. Disabled adults should be involuntarily committed to an institution following arrest.	-3	-2	-1	+1	+2	+3
11. Most disabled people are willing to work.	-3	-2	-1	+1	+2	+3
12. Disabled individuals are able to adjust to a life outside an institutional setting.	-3	-2	-1	+1	+2	+3
13. Disabled people should not be prohibited from	-3	-2	-1	+1	+2	+3

obtaining a driver's license.						
14. Disabled people should live with others of similar disability.	-3	-2	-1	+1	+2	+3
15. Zoning ordinances should not discriminate against disabled people by prohibiting group homes in residential districts.	-3	-2	-1	+1	+2	+3
16. The opportunity for gainful employment should be provided to disabled people.	-3	-2	-1	+1	+2	+3
17. Disabled children in regular classrooms have an adverse effect on other children.	-3	-2	-1	+1	+2	+3
18. Simple repetitive work is appropriate for disabled people.	-3	-2	-1	+1	+2	+3
19. Disabled people show a deviant personality profile.	-3	-2	-1	+1	+2	+3
20. Equal employment opportunities should be available to disabled individuals.	-3	-2	-1	+1	+2	+3
21. Laws to prevent employers from discriminating against disabled people should be passed.	-3	-2	-1	+1	+2	+3
22. Disabled people engage in bizarre and deviant sexual activity.	-3	-2	-1	+1	+2	+3
23. Disabled workers should receive at least the minimum wage established for their jobs.	-3	-2	-1	+1	+2	+3
24. Disabled individuals can be expected to fit into competitive society.	-3	-2	-1	+1	+2	+3

Thank you for your co-operation

BYLAAG C:
PROGRAMMEVALUASIEVRAELYS

PROGRAM EVALUATION

Directions:

Please evaluate the following statements by making a cross in the appropriate column. You can answer these questionnaires anonymously and all responses will be handled confidentially.

KEY:

- 1. Totally Disagree
- 2. Disagree
- 3. Agree
- 4. Totally Agree

	1. Totally Disagree	2. Disagree	3. Agree	4. Totally Agree
1. General – After attending the training program, I am able to...				
➤ indicate aspects that could improve communication with a person who has a physical disability.				
➤ distinguish stereotypes, biases or negative attitudes that managers and employees without physical disabilities may have towards employees with physical disabilities.				
➤ give examples of stereotypes, biases or negative attitudes that you have identified in your own behaviour towards people with physical disabilities.				
➤ express a general awareness towards people with physical disabilities.				
➤ demonstrate an improved attitude towards people with a physical disability.				
2. The facilitator...				
was well prepared.				
was competent in the field presented.				
communicated effectively.				
had a professional style of delivery.				
created a safe learning environment.				
created an environment where you felt you could ask questions.				
created an environment where you felt you were actively involved in the learning process.				
3. The instruction material...				
contributed to a better understanding of diversity and people with physical disabilities.				
was of a high quality (workbook; activities and PowerPoint slides).				

4. What did you like most about the programme?

5. What did you like least about the programme?

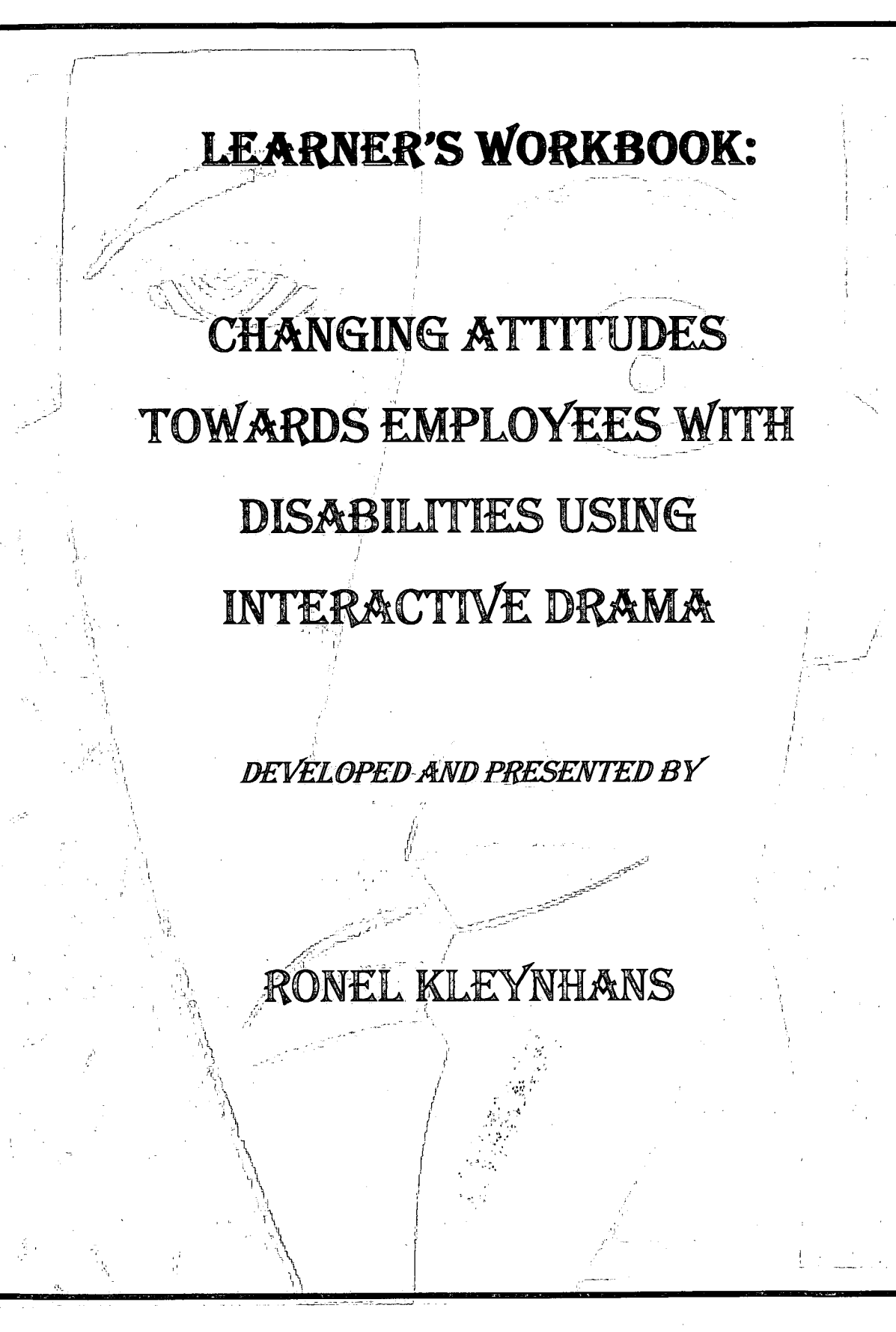
6. Has your general attitude regarding employees with physical disabilities improved as a result of the programme?

 YES NO

Give reasons for your response in Question 6.

Thank you for your co-operation

BYLAAG D:
WERKBOEK VIR LEERDERS



LEARNER'S WORKBOOK:
CHANGING ATTITUDES
TOWARDS EMPLOYEES WITH
DISABILITIES USING
INTERACTIVE DRAMA

DEVELOPED AND PRESENTED BY

RONEL KLEYNHANS

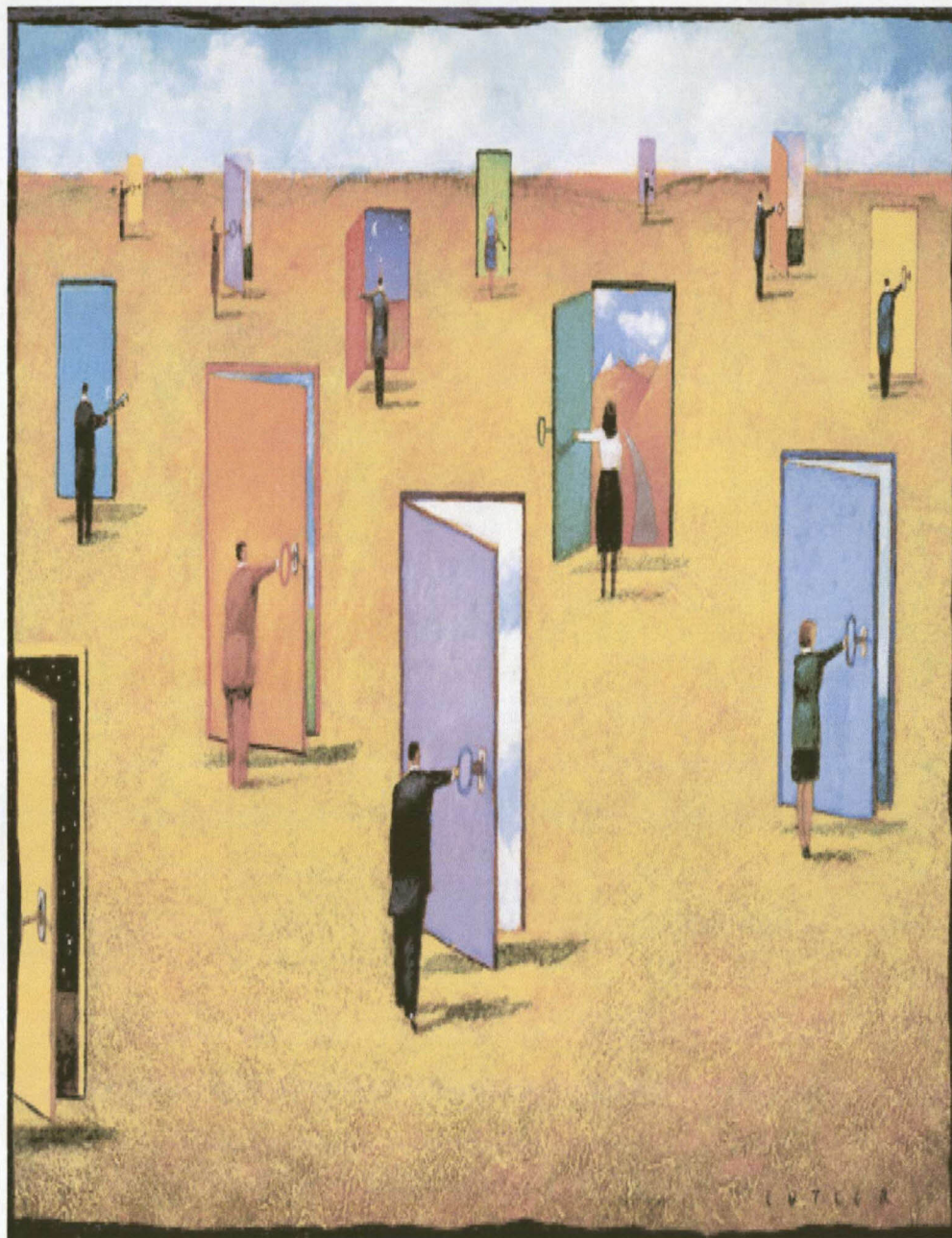
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CHANGING ATTITUDES



INTRODUCTION

INTRODUCTION

1.1 Welcome

Dear learner

Welcome to this experiential learning programme in changing employers' and employees' attitudes towards employees with disabilities. You are part of an exciting phase in South Africa's history in which diversity forms a very real part of our everyday lives. It is therefore important to take a closer look at this dynamic concept.

Most of the various workshops, short programmes or other training methods focus on aspects such as racial or gender diversity and not as much on disability as an aspect of diversity. Therefore, the focus of this programme will be on disability as a form of diversity.

This programme makes use of various learning methods. First there is the workbook that will assist you, the learner, in realising the various outcomes in each unit. It is also a tool that you can use at a later stage to refresh your memory regarding certain concepts. The use of audio-visual material will assist you in active learning because the more senses you use, the more involved you will become in the learning process. The use of slides will highlight some of the theoretical information concerned with diversity. The DVD deals with the daily lives of three actors with disabilities, and lastly, a very specific song will be used. The song, *Broken Perfection*, has been written specifically for this programme and will be used throughout the learning process.

In the last three units of the programme, three different interactive dramas are presented in which the typical problems of employees with disabilities are illustrated. The main objective in using interactive drama is to involve you, the learner, at a cognitive (thoughts), affective (feelings) and behavioural level. We hope you will also find the process entertaining.

In each unit, various learning activities are presented because few of us can argue with the statement 'experience is the richest resource for adult learning'. To enhance this learning experience you will have different homework assignments to complete between the units. The evaluation form at the end of each unit will assist the programme developer in improving the programme for future use. Lastly, you will be asked to complete the Scale of Attitudes toward Disabled Persons Questionnaire (SADP) at the beginning and end of the programme. This will serve as a benchmark to indicate whether your attitude has improved towards people with disabilities as a result of participating in this programme. The facilitator will assist you throughout your learning journey during this programme.

Enjoy your learning experience!

Your facilitator

1.2 Programme and unit outcomes

➤ Programme outcome:

After completion of this programme you:

- should be more aware of people's attitudes towards people with disabilities;
- will have a positive change regarding attitudes towards employees with disabilities

➤ **Unit outcome:** At the beginning of each unit the outcomes for that specific unit are presented. The achievement of these unit outcomes will lead to the achievement of the programme outcome.

1.3 Structure of programme

One of the most important ways in which organisations have to adapt in order to accommodate people with disabilities is to change the attitudes of their workforce. This can be achieved by focusing on three areas:

- the current biases and stereotypes that are prevalent towards people with disabilities;
- creating an awareness of the abilities of people with disabilities; and
- changing the factors that create negative attitudes toward people with disabilities.

It is clear that changing a person's attitude is a very complex process. The progression from one attitude to another needs to be made by including the cognitive, affective and behavioural aspects of attitude. This can be achieved through an experiential learning method such as interactive drama.

Unit One consists of a general introduction towards diversity and disability, as well as the different legislation relating to disabilities in the workplace. The second unit focuses on creating awareness towards people with disabilities, while Units Three to Five focus on changing attitudes by involving the learner in three different interactive dramas, each

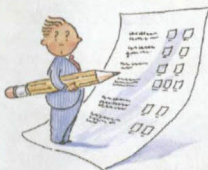
focusing on a specific physical disability, namely a hearing impairment, paraplegia and a sight impairment.

1.4 Icons

Icons are included in the margins throughout the workbook to help you locate key elements in educational design and instruction quickly. These icons represent the following:



Unit orientation: the beginning of each unit starts with an orientation which will provide you with a quick overview of the main focus in the unit.



Unit outcomes: at the beginning of each unit the outcomes for that unit appear. These outcomes refer to specific aspects that will be focused on in the unit. The content and activities are organised around these outcomes.



Clock: indicates the suggested time frame for a section or an activity.



Learning activity: indicates a structured exercise which will help you apply what you have learnt. Some are individual activities while others are group activities.



Homework: this will assist you in applying what you've learnt in the contact session to your everyday life and will also have the added advantage of providing a link between the different sessions.



Video slides: this icon will be used when certain information in the workbook is presented in video slides format.



Notes: This refers to an area where you can make your own notes.



ICE BREAKER:

Choose a partner in your group whom you don't know very well.



15 min

- Select an object from your wallet or handbag.
- Why is the object you selected important?
- Explain the importance of the object to your partner.
- Your partner must then explain it to the rest of your group.

Choose a unique name for your group. This will be your group name for the rest of the programme.

Our group's name is: _____

**“TO BE FREE IS NOT MERELY TO CAST OFF ONE'S CHAINS,
BUT TO LIVE IN A WAY THAT RESPECTS AND ENHANCES
THE FREEDOM OF OTHERS”**

NELSON MANDELA

UNIT 1:

CHANGING ATTITUDES



ORIENTATION

2.1 ORIENTATION

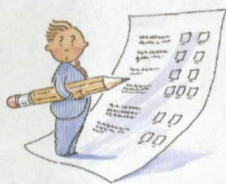


In this unit the focus will be on a general orientation towards the concepts of diversity and disability, as well as a discussion on three types of physical disabilities. The three disabilities that will be focused on are visual, paraplegia and hearing disabilities. Lastly, the different legislation that protects people with disabilities will be discussed.

INSANITY IN INDIVIDUALS IS SOMETHING RARE - BUT IN
GROUPS, PARTIES, NATIONS, AND EPOCHS, IT IS THE RULE.

FRIEDRICH NIETZSCHE (1844-1900)

GERMAN PHILOSOPHER



2.2 UNIT OUTCOMES

After completion of this module you should be able to:

- **explain** the concept of diversity with specific reference to the definition of diversity, classifying the four dimensions of diversity and applying these dimensions in your own life;
- **define** the term disability;
- **integrate** visual disabilities within the framework of diversity;
- **indicate** an understanding of people with physical disabilities, i.e. paraplegics;
- **describe** the concept of hearing disabilities;
- **describe** the various types of legislation that have an impact on the employment of people with disabilities.



This unit will take approximately **2 ½ hours** to complete.

2.3 DEFINING AND EXPLAINING THE CONCEPT OF DIVERSITY



On the broadest level, diversity can be defined in terms of similarities, as well as one or more dimensions in which people differ from each other, for example culture, education, gender, marital status, sexual orientation and ability. These dimensions or components of diversity involve every single person. Gardenswartz and Rowe (1994) identify four dimensions in which people can differ from each other. These four dimensions are illustrated in Figure 2.1

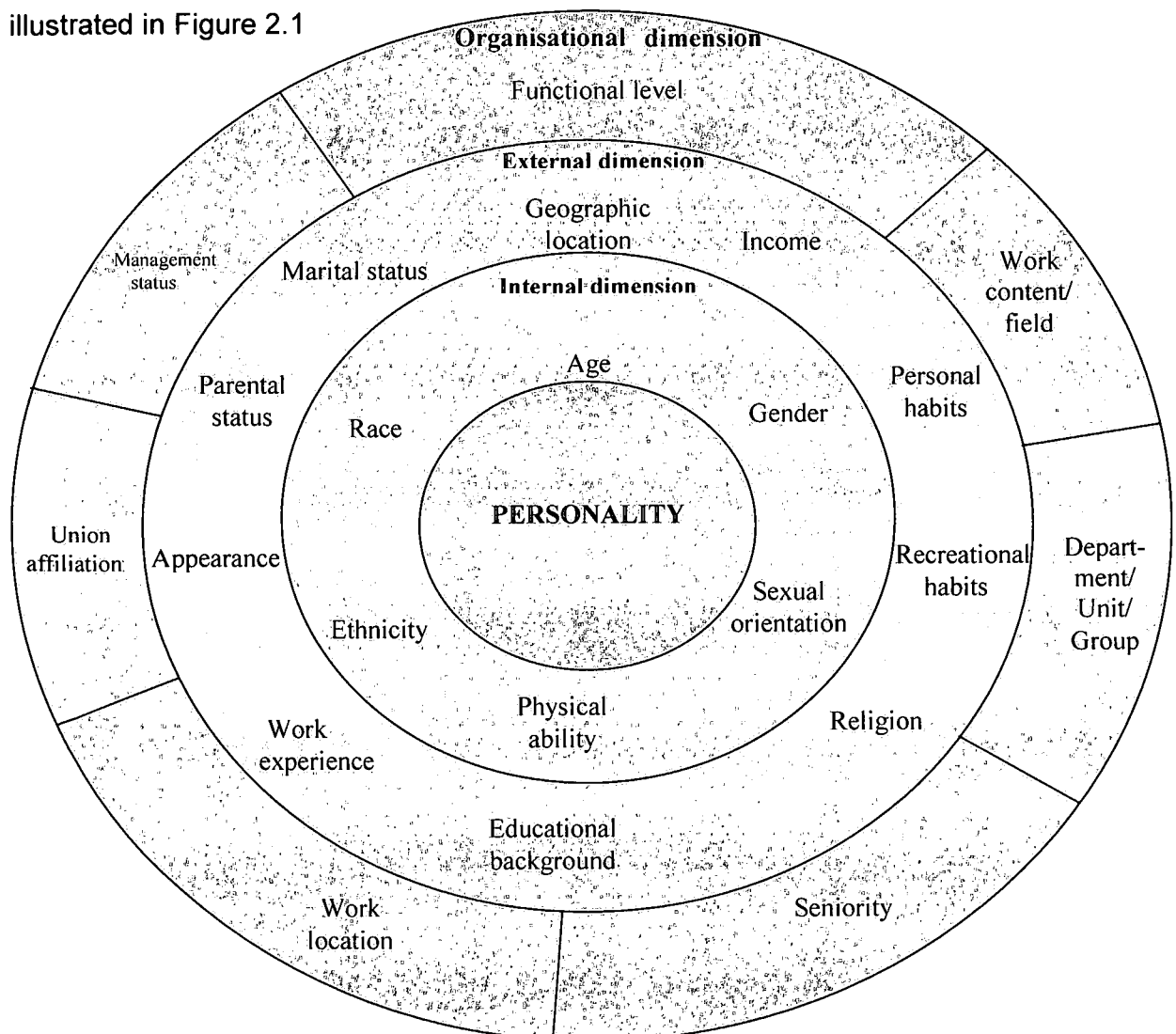


Figure 2.1 The four dimensions of diversity as identified by Gardenswartz and Rowe (1994). From Figure 2.1 it is clear that diversity composes of four dimensions i.e.:

- **Dimension 1:** Personality is in the centre of the wheel as personality consists of a set of relative stable characteristics that are responsible for your identity and determine your unique way of interaction with others.
- **Dimension 2:** The internal dimension consists of six primary dimensions of diversity and are for the biggest part not under your control. Your behaviour is influenced by your attitudes, expectations and assumptions. The six dimensions are:

Age	Race
Gender	Physical ability or inability
Ethnicity	Sexual orientation

- **Dimension 3:** The external dimension represents individual differences and although you can exert more control over these factors they still have a meaningful effect on your attitudes and behaviour. Aspects that are part of this dimension include:

Religion	Appearance
Marital Status	Personal Habits
Educational Background	Recreational Activities
Income	Geographical Location
Parental Status	Work Experience

- **Dimension 4:** The organisational dimension also leads to differences between your own and other people's assumptions, expectations and opportunities. Aspects which are part of this dimension include:

Functional Level / Classification	Union Affiliation
Management Status	Work Location
Department / Unit	Seniority
Work Group	Work Content

Activity 1: Identifying similarities between group members



THE TRUTH IS OUT THERE: EXPLORING OUR SIMILARITIES



Complete the following activity in pairs.

20 min

1. Look for obvious similarities between you and your partner according to the different dimensions of the diversity wheel, i.e.:

Personality: _____

Internal dimension: _____

External dimension: _____

Organisational dimension: _____

2. Look for similarities between you and your partner that go beyond the obvious. Search for common hopes, dreams, fears and interests.

3. What could be the payoff in finding these connections for you personally and for the organization?

4. How does the information you received make you feel?

Different groups will give feedback on the various questions.

2.4 DISABILITY



Activity 2: Individual reflection on disability

LOOKING IN THE MIRROR: AN ENCOUNTER WITH A PERSON WHO HAS A PHYSICAL DISABILITY



10 min

This is an individual reflective exercise. Think back on the first interaction that you had with a person with some form of physical disability. It could have been a long or very brief encounter. Answer the following questions.

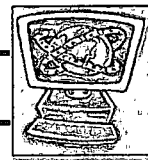
1. Where did this interaction occur? _____
2. What were your immediate feelings regarding the person? _____

3. What were your thoughts regarding the person? _____

4. How did you respond towards the person? _____

Meet in your groups and discuss your answers. Compile a summary of the group's answers and give feedback to the rest of the class.

2.4.1 DEFINING "DISABILITY"



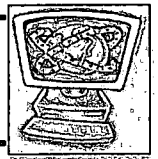
In the South African Code of Good Practice which was published in 2000, a person is defined as disabled when such a person has a long-term or recurrent physical or mental disability, which might handicap the possibility of access to or progress with regard to employment considerably.

Examples of disabilities include blindness, partial sightedness, deafness, people who are hard of hearing, paraplegics and people with learning disabilities, as well as those who experience different levels of problems pertaining to mental illnesses. These disabilities prevent the person from participating in or performing main life activities such as sight, hearing, speaking, breathing, or self-sufficiency with regard to learning, to the same extent as the average person.

According to the Integrated National Disability Strategy White Paper (1997) and Statistics South Africa (2005), five to twelve percent of South Africans are disabled, on a scale ranging from average to extremely disabled.

For the first time in history, jobs are more dependent on intellectual ability than physical ability. Therefore, people with physical disabilities play an important role in the human resources of an organisation (Noel, 1990). In this programme the focus will be mainly on the following three disabilities: people with visual disabilities, paraplegics and people with hearing disabilities, since these are the three disabilities found most often in the work-place.

2.4.2 AN ORIENTATION TOWARDS PEOPLE WITH VISUAL DISABILITIES



2.4.2.1 Defining people with a visual disability

Blindness or visual impairment is the lack of vision, or a loss of vision that cannot be corrected with glasses or contact lenses. Blindness may be partial, with very limited vision, or complete, with no perception of light (Douglas, 2005).

2.4.2.2 Causes of visual disabilities

There are various causes of visual impairments, e.g. (Douglas, 2005; Advicare, 2007; Foundation Fighting Blindness, 2007):

- different eye diseases, e.g. glaucoma;
- underlying diseases that have blindness as a symptom, e.g. diabetes;
- drugs, medication or toxins;
- ageing, and
- accidents, i.e. chemical burns or injuries from bungee cords or fireworks.

2.4.2.3 Categories of visual disabilities

Two categories of visual impairment can be distinguished, namely, being visually impaired from birth or from a very early age, and being visually impaired later on in life. There are quite a few differences between these two categories. For example, people who have been visually impaired from birth or a very early age can read Braille and usually have no idea of colours. People from the second category often cannot read Braille and depend more on audio recordings (Advicare, 2007).

2.4.2.4 Degrees of visual disabilities

There are various degrees of visual impairments that range in intensity. The first group can be classified as those individuals who are completely blind. The second group are partially sighted and are able to distinguish between light and dark. The last group are also partially sighted but with a larger visual range than the previous group, and,

although they are still not able to read ordinary print, they can read ordinary print with the aid of support tools, for example magnifying equipment or a larger print (Adviware, 2007).

Next, the focus will be on people with physical disabilities who make use of wheelchairs, namely paraplegics.

2.4.3 AN ORIENTATION TOWARDS PEOPLE WHO ARE PARALYSED



2.4.3.1 Defining paralysis

Physical disabilities (especially in terms of paraplegia or quadriplegia) can be defined as a permanent inability of a person to move his/her limbs in a voluntary or involuntary manner (RERC, 2007).

2.4.3.2 Causes of paralysis leading to paraplegia

There are several reasons that could cause the use of a wheelchair. This could range from an accident to a gradual deterioration of a person's condition. Three main reasons causing paralysis are (RERC, 2007):

- spinal cord injuries
- polio
- amputations.

2.4.3.3 Categories of people using wheelchairs

Two main categories of people using wheelchairs can be distinguished (RERC, 2007):

- Paraplegia: people who are paraplegics have paralysis in their lower limbs, usually from the waist down.
- Quadriplegia: people who are quadriplegics have paralysis in the upper and lower limbs and can usually only move their heads in a very limited manner.

It is interesting to note that more than 80% of people with spinal cord injuries are male. The highest rate of injury occurs between the ages of 16 – 30 years. Many people with

spinal cord injuries are therefore just entering the workforce when they start using wheelchairs.

In the following section the focus will be on people with hearing disabilities.

2.4.4 AN ORIENTATION TOWARDS PEOPLE WITH HEARING DISABILITIES



2.4.4.1 Defining deafness

According to Berke (2007) the term deafness applies to the total or partial inability to perceive sound.

2.4.4.2 Causes of deafness

There are various causes of deafness which include (The Cleveland Clinic, 2002; Berke, 2007):

- genetic factors causing deafness as an inherited trait;
- viruses i.e. Rubella virus (German Measles);
- general illnesses;
- accidental injury;
- excessive noise;
- reaction to drug treatments;
- ageing, and
- gradual build-up of earwax.

2.4.4.3 Types of deafness

Three types of deafness can be distinguished, i.e. (Mayo Clinic Staff, 2005; Berke, 2007):

➤ **Conductive deafness**

In this type of deafness there is a problem in the physical structure of the ear (e.g. with the eardrum or bone structure), so that it fails to relay sound impulses to the hearing nerve properly. Conductive deafness can often be improved through surgery or other clinical interventions.

➤ **Nerve deafness**

This type of deafness refers to some problem in the nerves in the inner ear which relay information to the brain. There is generally little that can be done to counter the effects of nerve deafness.

➤ **Mixed type of deafness**

Combined conductive and nerve hearing loss in the same ear is referred to as mixed hearing loss. It can occur when a person has permanent nerve deafness and then develops temporary conductive hearing loss.

2.4.4.4 Classification of deafness according to the onset of age

Two types of deafness can be classified according to the onset of age, i.e. pre-lingual deafness and post-lingual deafness (The Cleveland Clinic, 2002).

➤ **Pre-lingual deafness**

Pre-lingual deafness refers to deafness at birth or in the early stages of childhood and can be divided into people who are extremely hard of hearing and people who are profoundly deaf. No spoken language has been acquired at the time of onset. These people view themselves as belonging to a linguistic minority with its own culture since they have their own language, history, shared values, social norms, customs and technology, which separates them from the general hearing community.

➤ **Post-lingual deafness**

Post-lingual deafness refers to a person who was originally able to hear but who becomes deaf at some point. This type of deafness can be divided into hard of hearing, extremely hard of hearing and profoundly deaf.

People who experience post-lingual deafness use spoken or written language as their medium of communication and are more able to deal with lip reading and text. The majority of people with hearing loss became hard of hearing/profoundly deaf later on in their lives after having acquired a spoken language. The ratio is 9:1, which means for

every nine people who are deaf, only one was born that way. They are supported by means of hearing aid systems and/or a combination of lip reading and hearing aid systems, and associate with people with hearing disabilities as well as with the hearing world.

2.4.4.5 Experiencing hearing loss

Every person experiences his/her hearing loss differently depending on various factors. These factors include (Mayo Clinic Staff, 2005; Full Time UK Based Residential and Day Care Services, 2006):

- time of onset of the hearing loss;
- cause of deafness;
- support and assistance from family;
- the person's general health condition, and
- the person's socio-economic circumstances.



Activity 3: Acting out physical disabilities

STEPPING IN YOUR SHOES – A SHORT EXPERIENCE



Instructions:

30 min

For this activity you will be divided into three groups. Each group will be given a different “disability” to act out. You will be given props to assist you with your “role” and even though you won't be able to live 100% as a person with a disability, you will have an idea of how it feels to have a particular disability.

- If you are in the group with a visual impairment, you will be given a blindfold.
- If you are in the group with a paralysis, you will be given a rope to tie around your feet.
- If you are in the group with a hearing impairment, you will receive earplugs to put into your ears.

Try and function in your “role” as best as you can. Read through the following questions which you will need to answer at the end of the exercise.

1. What were your main thoughts during this exercise?

2. What were your feelings during this exercise?

3. Why, in your opinion, did you experience these feelings?

4. How did your classmates react in their roles?

Next, the facilitator will give you instructions you need to follow.

2.4.5 LEGAL STIPULATIONS THAT PROTECT PEOPLE WITH DISABILITIES IN THE WORKPLACE



From 1994, after the first democratic election in South Africa, a wide range of legislation came into effect which attempted to level the economic playing field somewhat (Itano, 2002). This led to the government adopting different public policy stances in order to protect and promote the rights of a diverse group of people (in terms of gender, race, disabilities etc.) optimally, thereby integrating them as much as possible into the society and economic mainstream (Robertson, Lewis & Hiila, 2004; Piggott, Sapey & Willenius,

2005; Simkiss, 2005). This legislation was implemented through the introduction of quota systems, as well as anti-discriminatory and/or employment equity legislation, thereby making it illegal to discriminate against people on the grounds of a disability at any stage of the employment process (Sutton & Walsh, 1999). Some of the legislation that was implemented was (Clark, 2003; Ruiter, Byrne & Reynolds, 2003; Christianson, 2004; Hernandez, Balcazar & Keys, 2004; Truter, 2004):

- the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), which prohibits unfair discrimination on the grounds of disability;
- the Act on Labour Relations, 1996 (Act 66 of 1995) with the main goal of advancement of economic development, social justice, labour peace and the democratisation of the workplace;
- the Act on Equal Employment, 1998 (Act 55 of 1998) which strives towards promoting equality in the workplace by means of employers implementing affirmative action measurement to promote people in designated groups (which includes, amongst others, people with disabilities);
- A Code of Good Practice, as well as Technical Assistance Guidelines (TAG) which were published in 2000 and 2003 respectively, to provide support to employees in the executions of their responsibilities in terms of this aspect. The main principle in these two documents is based on the philosophy that the employment of people with disabilities is not only to the advantage of the society, but also to the advantage of employees. The above measures ensure that suitable, qualified people from designated groups acquire equal employment opportunities in all labour categories. The Code provides guidance to employers to avoid simply aligning disability with poor health and not to discriminate against people with disabilities, should they have the necessary capacity to comply with the inherent requirements of the position. The Code also provides guidelines in

terms of recruiting, selection placement, induction, development, promotion and accommodating people with disabilities.

The South African Government's approach to an Integrated National Disability Strategy is set forth in the White Paper (1997). The main goal of the White Paper can be summarized as (Bhagwanjee & Stewart, 1999; Mji, 2003; Integrated National Disability Strategy White Paper, 1997):

The development of strategies that would enable the affirmation of opportunities for people with disabilities

According to the Integrated National Disability Strategy White Paper (November 1997) the government further commits itself to the design of an extensive programme for people with disabilities, with the main objective being to promote their involvement in the community by eliminating discriminatory practices, especially in the workplace.

Finally, organisations must comply with the disability quota of approximately two per cent (2%) of the workforce. This, however, is only a guideline and not legally enforceable. This is a shortcoming in the Act on Labour Relations, 1996 (Act 66 of 1995), since employers cannot be punished if they don't integrate this quota into the organisation (Integrated National Disability Strategy White Paper, 1997).

Despite the above-mentioned legislation, people with disabilities are still not integrated into organisations, and in general, there is a high level of unemployment and under-representation amongst people with disabilities in the South African labour market.

2.5 HOMEWORK



Locate a person who has a disability and ask him/her the following questions.

1. What kind of disability do you have?

2. Have you always been disabled?

3. What aspect of your disability is the most difficult for you to handle?

4. What aspects in life do you miss the most as a result of your disability?

5. What have you learnt as a result of your disability?

6. Identify an aspect of this person that you admire.

You will be asked to give feedback in the next class session.

PS. Remember to ask permission before you start asking questions about his/her disability.

2.7 UNIT EVALUATION

Directions:

Please evaluate the following statements by making a cross in the appropriate column. You can answer these questionnaires anonymously and all responses will be handled confidentially.

KEY:

- 1. **Totally Disagree**
- 2. **Disagree**
- 3. **Agree**
- 4. **Totally Agree**

	1. Totally Disagree	2..Disagree	3. Agree	4. Totally Agree
1. General				
Can you ...				
➤ explain the concept of diversity?				
➤ define the term disability?				
➤ integrate visual disabilities within the framework of diversity?				
➤ illustrate an understanding of people with physical disabilities using a wheelchair?				
➤ describe the concept of hearing disabilities?				
➤ describe the various legislations that impact the employment of people with disabilities?				
2. The content				
The information included in this unit provided a general orientation towards diversity .				
The information included in this unit provided a general orientation towards disability .				
3. The facilitator...				
made an effort and was well prepared.				
was competent in the field presented.				
communicated effectively.				
had a professional style of delivery.				
created a safe learning environment.				
created an environment where you felt you could ask questions.				
4. The instruction material...				
contributed to a better understanding of diversity and people with disabilities.				
was of a high quality (workbook and workbook activities).				

5. What did you like most about this part of the unit?

6. What did you like least about this part of the unit?

7. Has your general attitude improved regarding employees with disabilities as a result of this unit?

 YES NO

Explain your response in Question 7.

Thank you for your co-operation

UNIT 2:

CHANGING ATTITUDES



Creating disability awareness

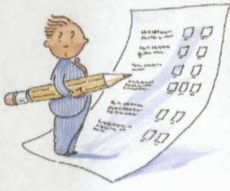
3.1 ORIENTATION



In this unit the focus will be mainly on the development of an increased awareness towards different issues regarding people with disabilities. In order to achieve this goal, managers and employees should become aware of the discrimination that people with disabilities experience at work. Various reasons why people with disabilities experience workplace discrimination will also be investigated as well as attitudes of managers and employees at work towards employees with disabilities. Lastly, the factors that influence managers' and employees' attitudes towards employees with disabilities will be discussed.

FIVE SENSES;
AN INCURABLY ABSTRACT INTELLECT;
A HAPHAZARDLY SELECTIVE MEMORY;
A SET OF PRECONCEPTIONS AND ASSUMPTIONS
SO NUMEROUS THAT ONE CAN NEVER EXAMINE MORE THAN A
MINORITY OF THEM -
NEVER BECOME CONSCIOUS OF THEM ALL.
HOW MUCH OF TOTAL REALITY
CAN SUCH AN APPARATUS LET THROUGH?

C. S. LEWIS (1898-1963), IRISH WRITER



3.2 UNIT OUTCOMES

After completion of this unit you should be able to:

- **name** various types of workplace discrimination that employees with disabilities experience;
- **identify** reasons why employees with disabilities experience discrimination at work;
- **describe** attitudes of managers and employees towards employees with disabilities by focusing on
 - what an attitude entails;
 - negative attitudes towards employees with disabilities;
 - positive attitudes towards employees with disabilities;
 - reactions towards employees with disabilities;
- **discuss** the factors that influence the attitudes of managers and employees towards employees with disabilities;
- **report** a general awareness towards people with disabilities.



This unit will take approximately 2 ½ hours to complete.



Activity 1: Feedback on homework



10 min

Compare the answers of the homework activity with group members. Find commonalities in the answers (i.e. certain feelings, thoughts etc.). Choose one spokesperson to give the group's answers to the rest of the learners.

Group's integrated answer:

3.3 WORKPLACE DISCRIMINATION DIRECTED TOWARDS PEOPLE WITH DISABILITIES



In spite of various forms of legislation promulgated over the past few years, people with disabilities are still not integrated into organisations. There are high levels of unemployment and under-representation in the South African work environment with regard to people with disabilities (Dibben, James & Cunningham, 2001).

From the above information we find that there is doubt in terms of the extent to which organisations really strive towards addressing the needs of people with disabilities in a proactive and integrated manner. This is even clearer when there is a realisation that since the introduction of the Act on Equal Employment, 1998 (Act 55 of 1998), the number of people with disabilities who were employed, has declined (Bradshaw, 2004).

Opinions, attitudes and convictions of people without disabilities influence the way in which the community interprets disabilities and interacts with people who are disabled.

When employing people with disabilities, the main stumbling block is more sociological than one of individual reasoning.

People with disabilities experience work-related discrimination and unfair treatment, which includes reduced benefits and opportunities for overtime work, unrealistic expectations with regard to their outputs, as well as the marginalisation of these people in society. Even when they are employed, they are often placed in underprivileged positions (including lower-status and less-paid positions) in the labour market. Blind or weak-sighted people experience even higher levels of discrimination than people with other types of disabilities. This is evidenced by the fact that a smaller percentage of people with these types of disabilities are employed in comparison to the generally disabled population (Jagoe, n.d.; Integrated National Disability Strategy White Paper, 1997; Thomas 2000; Kubicek, 2003; Turner, 2003).



Activity 2: Investigating the practical application of the Act on Equal Employment



----- Closer to home: Applying the Act on Equal Employment -----

15 min

Please answer the following questions on your own and compare your answers in your groups. Choose a spokesperson to provide feedback on the group's answers to the rest of the class.

1. Has your company employed more people with disabilities since the introduction of the Act on Equal Employment, 1998 (Act 55 of 1998)?

YES NO

2. If yes, in your opinion, what were their main reasons for employing more people with disabilities?

3. If no, in your opinion, why was this the case?

4. Do you think there are different degrees of discrimination, and if so, (in your opinion) does the effect of the discrimination on other people differ?

3.4 REASONS WHY PEOPLE WITH DISABILITIES EXPERIENCE WORKPLACE DISCRIMINATION



People with disabilities are not easily accepted by society. A large number of employers assume that it is difficult, if not impossible, to integrate these people into the workforce and tend rather to appoint people more like themselves. Often people without a disability keep their distance from a person with a disability by assuming that this person cannot be “one of us.” (Jagoe, n.d; Human 1996).

Some of the main reasons for this discrimination can be attributed to negative attitudes, prejudice, ignorance and the fear that people without disabilities have with regard to people with disabilities, as well as not being aware of the true abilities of people with disabilities. These negative attitudes can be perceived in stereotyping, preconceived notions and the negative labelling of people with disabilities, as portrayed in various forms of media (Schur, Kruse & Blanck, 2005).

The main prerequisite for positive interaction between people with and without disabilities is the attitude of all the parties involved.

3.5 ATTITUDES OF MANAGERS AND EMPLOYEES TOWARDS EMPLOYEES WITH DISABILITIES



3.5.1 DEFINITION AND EXPLANATION OF AN ATTITUDE

An attitude can be defined as (Tervo, Palmer & Redinius, 2004):

... a certain disposition that a person has towards a certain object that consists of a complex structure, i.e. a cognitive, affective and behavioural component.

The three components can be illustrated through the following two examples, i.e.:

When the word soccer (the object) is mentioned you may experience certain feelings (the affective component), certain thoughts (i.e. the last game you watched) and behaviour (planning your next trip to the soccer stadium). These three components come together to form a particular attitude towards soccer (the object).

The same formula can be implemented to evaluate your attitude towards another object, namely people with disabilities. The moment the object was mentioned you immediately had certain feelings (good or bad), certain thoughts (maybe about your last encounter with a person with a disability) and certain behaviour (to ignore the person as if he/she doesn't exist) that accompanied this object.

The following focus will be on attitudes that are generally experienced towards people with disabilities in the workplace.

3.5.2 NEGATIVE ATTITUDES TOWARDS EMPLOYEES WITH DISABILITIES

People with disabilities represent a large percentage of individuals who would like to work, but remain unemployed because employers often don't utilise their potential. Even after the Act on Equal Employment, 1998 (Act 55 of 1998) was approved, only 0,9% of the country's total workforce consisted of people with disabilities. Furthermore, only 0,25% of people in the public sector consist of people with disabilities (Commission for Employment Equity, Annual Report, 2002; Public Service Commission, 2005).

These negative attitudes pose stumbling blocks for people with disabilities in fulfilling their roles, attaining their life goals, as well as being integrated into the workplace. This is clear when one takes into account that 99% of people with disabilities are excluded from employment in the open labour market.

When organisations do appoint people with disabilities, only certain types of positions, such as switchboard operator, are reserved for these people, although they possess

other qualifications. The main focus is on the person with a disability meeting the needs of the employer, and the needs of the person with a disability are not taken into account (Integrated National Disability Strategy White Paper, 1997; England, 2003; Simkiss, 2005).

3.5.3 POSITIVE ATTITUDES TOWARDS EMPLOYEES WITH DISABILITIES

When employers do however, employ people with disabilities they display an overall satisfaction with the work performance of these employees. In a study conducted by Hagner and Cooney (2003), one supervisor, for example, pointed out that the understanding of, patience with, and respect for a person who differs from others are the most essential requirements for interaction between people with and without disabilities.

3.5.4 REACTIONS TOWARDS EMPLOYEES WITH DISABILITIES

From the above it is clear that two opposing attitudes exist with regard to people with physical disabilities. At the one end of the continuum there is no tolerance for people with disabilities, while at the other end of the continuum an all-encompassing tolerance and appreciation exists for people with disabilities. This is shown in Figure 3.1.

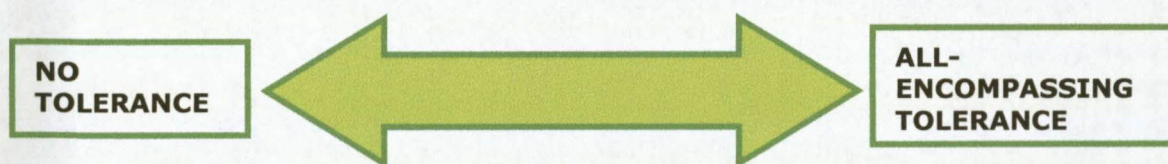


Figure 3.1: The different attitudes and reactions towards people with a disability.

Roosevelt (1995) and Kreitner and Kinicki (2001) identified different reactions that people without disabilities have towards people with disabilities in an organisation. These reactions are tabulated in Table 3.1

Table 3.1 Reactions towards people with disabilities (Roosevelt, 1995; Kreitner & Kinicki, 2001).

REACTIONS TOWARDS PEOPLE WITH DISABILITIES	EXPLANATION OF REACTION
Exclusion	People with disabilities are rejected and marginalised after they have joined the organisation.
Denial	People in the organisation ignore the differences between the different groups as if they were non-existent. This leads to people in the organisation being seen as a homogenous group, and not as a heterogeneous group with different needs.
Suppression	Individuals are encouraged to suppress differences as if they don't exist.
Isolation	This refers to the grouping of people without physical disabilities in certain departments or occupations, whilst people with physical disabilities must function on their own without the support and inputs of the rest of the group.
Assimilation	The attempt to change members with physical disabilities into an exact replica of people without disabilities. Differences between people with and without physical disabilities are therefore minimised.
Tolerance	In this situation the groups, with or without disabilities, acknowledge the right of existence for different groups, but steps are taken to limit the interaction between the groups to a minimum.
Building Relationships	This approach takes the view that building good relationships will overcome the differences between people with and without physical disabilities.
Nurturing Mutual Adaptation	This includes the acceptance and understanding of differences between the parties involved.



Activity 3: Determining your position on the reaction towards people with disabilities continuum.



Where are you on the reaction continuum?

20 min

As we have seen from the information provided above, each person reacts differently towards diversity.

Your facilitator will instruct you what to do in the following exercise.

QUESTIONS:

1. Classify each group member according to his/her reaction towards people with disabilities in the workplace on the reaction continuum. Tally each member's reaction in the table.

GROUP MEMBERS' REACTION	MEMBERS	TOTAL
Exclusion		
Denial		
Suppression		
Isolation		
Assimilation		
Tolerance		
Building Relationships		
Nurturing Mutual Adaptation		

2. Each group should provide their totals which will be included in a table to determine the average reaction of the class towards people with disabilities.

CLASS MEMBERS' REACTION	MEMBERS	TOTAL
Exclusion		
Denial		
Suppression		
Isolation		
Assimilation		
Tolerance		
Building Relationships		
Nurturing Mutual Adaptation		

3. What would you suggest as a possible solution to integrate employees with disabilities into the organization without showing the above reactions towards them?

4. What have you learnt or realized after doing this exercise?

3.6 ORGANISATIONAL FACTORS WHICH INFLUENCE ATTITUDES TOWARDS EMPLOYEES WITH DISABILITIES



Different research indicates that certain factors exist which influence employers' attitude towards employees with disabilities. These factors will be discussed briefly (Graffam, Shinkfield, Smith & Polzin, 2002; Barcus & Targett, 2003; Bricout, 2003; Clarke, 2003; Gilbride, Stensrud, Vandergoot & Golden, 2003; Human, 2003; Kubicek, 2003; Turner, 2003; Burke & Sutherland, 2004; Hernandez et al., 2004; Tervo et al., 2004).

➤ **Managerial factors**

People with disabilities are usually low on management's priority list. Financial and operational considerations are regarded as being more important for the organisation's productivity and survival, and they therefore receive more attention. Managerial factors such as values, norms and respect for people with disabilities are however, becoming increasingly more important for the success of any organisation.

➤ **Productivity**

The maximisation of productivity can be regarded as an important managerial issue for employers. Employers' attitudes towards people with disabilities are to a large extent determined by how productive the employee is (disabled or not).

➤ **Size of the organisation**

Employers of larger companies (more than 45 employees) display a more positive attitude towards people with disabilities than employers of smaller companies. A possible reason for this is the fact that individuals at larger organisations have more opportunities to interact with people with disabilities and this increased exposure to people with disabilities leads to a more favourable attitude towards these people.

➤ **Cost factors**

Organisations sometimes hesitate and have a negative attitude towards appointing people with disabilities because of the perception of increased costs and the inconveniences involved. In reality however, the costs involved in accommodating people with disabilities are minimal.

➤ **Training and development of people with disabilities**

Employers are cost-aware and therefore show some resistance in general to making long-term investments such as training and developing their manpower. Consequently, training and development costs are usually the first to be cut in the light of short-term results, goals and rewards, causing a gap between the rehabilitation practices supporting workers with disabilities and the demands of the workplace.

Organisations often feel that the primary responsibility for training and development lies with the person with the disability, and a person with some disability should enter the organisation with the necessary skills, without the organisation having to go out of its way to train and support these people.

- **Training and developing managers and employees without disabilities to improve their awareness towards employees with disabilities**
The more knowledge and training people without disabilities receive from people with disabilities, the more positive their general attitude becomes towards these people.

- **Ability of employees with a disability to perform the job**
The attitude of employers is influenced by the person with the disability's real abilities to perform the functions of the position at a certain level. Employment relations are therefore influenced by the individual achievement of the person with the disability.

- **Employer experience and support issues**
The more exposure people without a disability have to people with disabilities, the more positive their attitude becomes towards these people. When employers focus on the positive qualities and skills which these people bring to the workforce, the person with a disability is regarded as an employee and not only as belonging to a stereotypical group.

- **Personal factors of people with and without disabilities**
Personal factors such as hygiene and personal care of the person with a disability are some of the most important stipulators that influence the employer's attitude towards these people. Personal factors of people without disabilities, such as high levels of aggression, anxiety, dogmatism, ethnocentrism, a limited degree of tolerance regarding ambiguity and a low self-esteem regarding their appearance, negatively influences their attitude towards and interaction with people with disabilities.

- **Social factors**
The employment success and employment satisfaction of people with disabilities does not correspond with the degree to which these people are physically and

socially included in the work environment, as well as with the demands made on a person with a disability. A positive attitude towards people with disabilities is therefore influenced by the organisation's social and cultural acceptance of co-agents, as well as an employer's ability to work with this person.

➤ **Communication problems between the parties involved which leads to integration problems**

Communication between people with and people without disabilities is often influenced by the physical disability of the person concerned, such as impaired hearing or speech, which can delay the communication process and can lead to tension and problems with communication. In turn, this state of affairs contributes towards the negative attitudes that people without disabilities display towards people with disabilities. The person without a disability would therefore rather avoid the person with some form of disability. Furthermore, negative attitudes from employers and fellow employees affect the communication and socialising process of new employees with disabilities. Consequently, their ability to be accepted by the organisation is unconditionally impaired.

➤ **The accommodation of people with disabilities**

Accommodating people with disabilities can result in negative reactions and attitudes of collaborators, because they feel that the person with a disability should be treated in a special manner. This accommodation is regarded as unfair if it should transpire that it facilitates the person's work, is seen as a reward or spin-off, or that scarce resources are used and co-employees lose their bonus as a result of this accommodation being seen as competing for rewards.



Activity 4: Determining factors which influence attitudes towards employees with disabilities



15 min

Classify three factors that would influence the group's attitude most towards employees with disabilities. Provide reasons for the group's choices.

1. _____
2. _____
3. _____

Reasons:

3.7 HOMEWORK



Activity 5: Homework

After having gone through this unit, reflect on the aspect that you became aware of in terms of employees with disabilities. Please explain your answer.

3.9 UNIT EVALUATION

Directions:

Please evaluate the following statements by making a cross in the appropriate column. You can answer these questionnaires anonymously and all responses will be handled confidentially.

KEY:

- 1. Totally Disagree
- 2. Disagree
- 3. Agree
- 4. Totally Agree

	1. Totally Disagree	2. Disagree	3. Agree	4. Totally Agree
1. General				
I can ...				
➤ name various types of workplace discrimination that employees with disabilities experience.				
➤ identify reasons why people with disabilities experience discrimination at work.				
➤ describe attitudes of managers and employees towards employees with disabilities by focusing on what an attitude entails, negative and positive attitudes towards employees with disabilities as well as actions towards employees with disabilities.				
➤ discuss the factors that influence the attitude of managers and employees towards employees with disabilities				
➤ report a general awareness towards people with disabilities				
2. The facilitator...				
made an effort and was well prepared.				
was competent in the field presented.				
communicated effectively.				
had a professional style of delivery.				
created a safe learning environment.				
created an environment where you felt you could ask questions.				
created an environment where you felt you were actively involved in the learning process.				
3. The instruction material...				
contributed to a better understanding of diversity and people with disabilities.				
was of a high quality (workbook and workbook activities).				

4. What did you like most about this part of the unit?

5. What did you like least about this part of the unit?

6. Has your general attitude improved regarding employees with disabilities as a result of this unit?

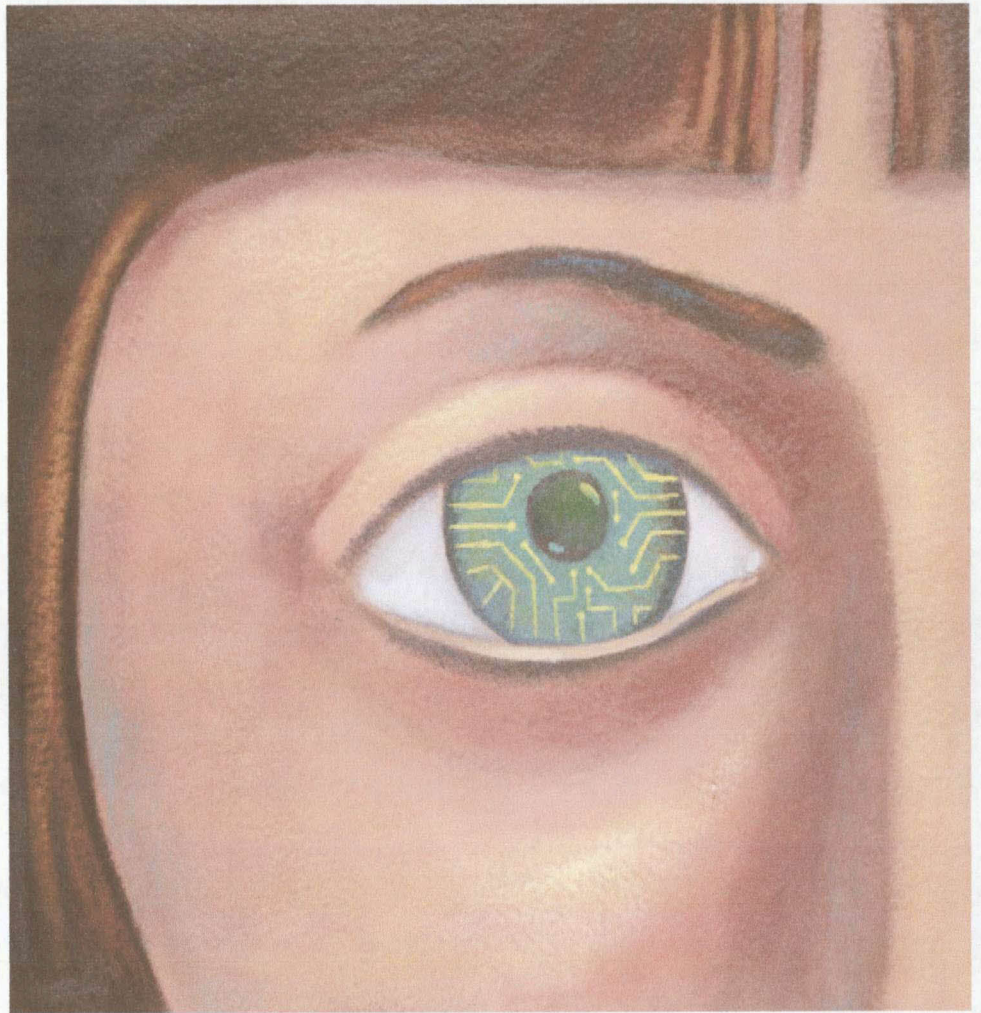
 YES NO

Give reasons for your response in Question 6.

Thank you for your co-operation

UNIT 3:

CHANGING ATTITUDES



Changing attitudes Part 1:

People with Visual Disabilities in the Workplace

4.1 ORIENTATION



In this unit the focus will be on changing attitudes towards people with disabilities, with the main focus on people with visual impairments. To achieve this, creating an awareness of the nature and implications of specific disabilities is essential. Furthermore an awareness of the issues and challenges that people with visual disabilities face in the workplace will also be created.

**THE ONLY PERSON WHO IS EDUCATED IS THE ONE WHO HAS
LEARNED HOW TO LEARN AND CHANGE.**

C. ROGERS



4.2 UNIT OUTCOMES

After completion of this unit you should be able to:

- **relate** to the nature and implications of three specific disabilities, namely visual, paraplegia and hearing;
- **identify** with the issues and challenges people with visual disabilities face in the workplace;
- **describe** negative attitudes (in terms of thinking, feelings and behaviour) and stereotypes that people without disabilities have towards people with visual disabilities.
- **express** a general awareness towards people with visual disabilities.



This unit will take approximately 1 ½ hour to complete.



Activity 1: Revisiting your homework



You had to reflect on an aspect (Unit 2) that you were made most aware of in terms of people with disabilities. Please share this aspect, as well as your thoughts and feelings regarding this aspect with the rest of the class. Were there any situations where you noticed this aspect in your daily life? 15 min

Thoughts _____

Feelings _____

Did you identify this aspect in your daily life? _____

4.3 CREATING AN AWARENESS OF THE NATURE AND IMPLICATIONS OF SPECIFIC DISABILITIES

Before any real change towards people with disabilities can take place, one needs to become more familiar with their daily lives as well as the challenges they face. The next exercise will help you with this.



Activity 2: A Music video



30 min

LIVING IN THEIR SHOES

Your facilitator will give you the correct information for this activity.

BROKEN PERFECTION...

1. A broken vessel is all that is seen
A limp, a crutch or a gleaming wheel,
Pushed aside without a thought,
Prejudice and stereotypes in that they are caught.
2. In light of perfection the only thing that's seen
Is brokenness, and suddenly they're not so keen
To consider what might be.
No time, no love for the unseen.
3. Not thinking about our potential or giving us a chance
Even though we're different, we could enhance
Life and love and victory in the human race
Come on and touch some lives, with that loving grace.
4. Differences and diversity entraps all of us with fear
But please do look deeper, go to a higher gear
For there is a deeper meaning, and this we will celebrate
Life and love and differences and that is what's so great!!!

CHORUS:

Celebrate our differences, enjoying every day
Come on and enjoy the sameness –what do you really say?
Brokenness looks bad and sad, but please do stop and ask
'cause only then can we work together and accomplish any task.

5. In a mirror of reflection we see a perfect dream,
A dream to become worthy, and reflect the sunlight's beams.
Fulfilling our very purpose, vessels of the light
For only then can we surface and everything put right.

Questions:

1. What is the central theme regarding the song?

2. Write down your general perspectives/feelings/thoughts of the song or characters in the song.

3. According to the music video, what are some of the issues, that people with physical disabilities face?

4. According to the song, what are people with disabilities' expectations of people without disabilities towards them? Do you agree with this point of view or not? Give reasons for your answer.

4.4 CREATING AN AWARENESS OF THE ISSUES AND CHALLENGES PEOPLE WITH VISUAL DISABILITIES FACE IN THE WORKPLACE

From the above activity it is clear that people who are visually disabled have different challenges in their daily lives. This is even truer when they are in the work environment. The following activity will focus specifically on some of the typical issues and challenges people who are visually disabled experience in the workplace, or should one rather say, experience in trying to get into the workplace.



INTERACTIVE DRAMA 1: CREATING AN AWARENESS TOWARDS VISUAL DISABILITIES IN THE WORKPLACE



DAVID'S BIG BREAK...OR IS IT?

Background:

40 min

The following activity consists of a drama with three actors who present different roles in the workplace. In this drama the focus is on a person with a visual disability, going for his first job interview after he has completed his studies. Please focus on the behaviour (reactions) of all the role players as well as their interaction with each other. Try to focus on what you would have felt and thought and how you would have reacted if you were in Mr. Nkwenkwezi's shoes. You also need to focus on the questions asked at the end of the activity. You will be given the opportunity to suggest alternative actions that could have been taken by the different characters in the drama. If you feel comfortable enough you will be able to demonstrate this alternative action "on stage". Lastly, you will also be given the opportunity to ask Mr. Nkwenkwezi questions regarding his experience of his disability.

Setting:

Mr. David Nkwenkwezi is attending a job interview at the offices of the Department of Disaster Management. The vacancy is for a "Public Policy Adviser Assistant". The one side of the stage will represent the reception area where Ms Fiona Campbell sits, while the other side will represent Mr. Markham's office.

Characters:

Mr. David Nkwenkwezi

David graduated last year from the University of the Free State, where he received his degree in Public Administration, cum laude. He was also very involved in various campus activities and worked at "The Unit for Students with Disabilities", teaching students different computer programs. David has been visually impaired since birth. He is very nervous about his first "real" job interview and is not sure what to expect and how people will react towards him, especially because he is visually impaired. David mentioned nothing of this in his Curriculum Vitae.

Mr. Lyle Markham

Mr. Markham is head of the department of Disaster Management at the local municipality. He is very task orientated, authoritative and needs to develop his interpersonal skills. Currently his main concern is to fill the vacancy of "Public Policy Adviser Assistant" in his department as soon as possible, as this position has been open for almost a month. This means he has a lot of extra work that costs him his week-ends and evenings trying to get everything done. He is tired and agitated and just wants to get the position filled.

Ms. Fiona Campbell

Ms. Fiona Campbell is Mr. Markham's secretary. She is a perfectionist and becomes very upset when things don't go according to plan. Mr. Markham makes her nervous and she feels nothing she does is good enough for him.

SIT BACK AND ENJOY!

Please answer the following questions on your own.

1. What were your thoughts and feelings when you attended your first job interview?

Thoughts: _____

Feelings: _____

2. What, in your opinion, were the thoughts and feelings of Mr. Nkwenkwezi at his first job interview? Give reasons for your answer.

3. What were your general thoughts and feelings while watching the drama?

4. Why, in your opinion, did Ms. Fiona Campbell and Mr. Lyle Markham react as they did?

5. In your opinion, how do reactions like those of Ms. Campbell and Mr. Markham make David feel?

6. Can you identify any stereotypes or biases that any of the characters have towards David?

7. Explain or demonstrate a different response from Ms. Fiona Campbell.

8. Explain or demonstrate a different response from Mr. Lyle Markham.

9. Would you hire Mr. Nkwenkwezi for the position or not? Please give reasons for your answer.

You will now be given an opportunity to ask Mr. Nkwenkwezi questions regarding his disability experiences.

Compare all your answers in your group. Please provide a summary of the general attitude of the group with regard to questions 4-9.



4.5 HOMEWORK

Search the Internet for a successful or well-known person who has a visual disability. The person can be successful in any sphere of life, e.g. business, science, the arts. Identify an aspect or aspects which you think contributed to that person's success. In what type of job would such a person be an advantage to your company? Give reasons for your answer.

The following are a few sites that can serve as starting points in your search.

<http://www.afb.org/Section.asp?SectionID=7&TopicID=267&DocumentID=2818>

<http://www.raggededgemagazine.com/reviews/kellernielsenlotempio0805.html>

<http://www.iowa-braille.k12.ia.us/autobiography.html>

<http://nadc.ucla.edu/webtour.cfm>

<http://www.answers.com/topic/list-of-people-with-visual-disabilities>

<http://www.hillsboroughcounty.org/alliance/disabilities/famouspersons.cfm>

4.7 UNIT EVALUATION

Directions:

Please evaluate the following statements by making a cross in the appropriate column. You can answer these questionnaires anonymously and all responses will be handled confidentially.

KEY:

- 1. Totally Disagree
- 2. Disagree
- 3. Agree
- 4. Totally Agree

	1. Totally Disagree	2. Disagree	3. Agree	4. Totally Agree
1. General				
Can you ...				
➤ Relate to the nature and implications of the three specific disabilities as mentioned in this unit?				
➤ identify with the issues and challenges people with visual disabilities face in the workplace?				
➤ describe negative attitudes (in terms of thinking, feeling and behaviour) and stereotypes that people without disabilities have towards people with visual disabilities?				
➤ express a general awareness towards people with visual disabilities?				
2. The facilitator...				
made an effort and was well prepared.				
was competent in the field presented.				
communicated effectively.				
had a professional style of delivery.				
created a safe learning environment.				
created an environment where you felt you could ask questions.				
created an environment where you felt you were actively involved in the learning process.				
3. The instruction material...				
contributed to a better understanding of diversity and people with disabilities.				
was of a high quality (workbook and workbook activities).				

4. What did you like most about this part of the unit?

5. What did you like least about this part of the unit?

6. Has your general attitude regarding employees with disabilities improved as a result of this unit?

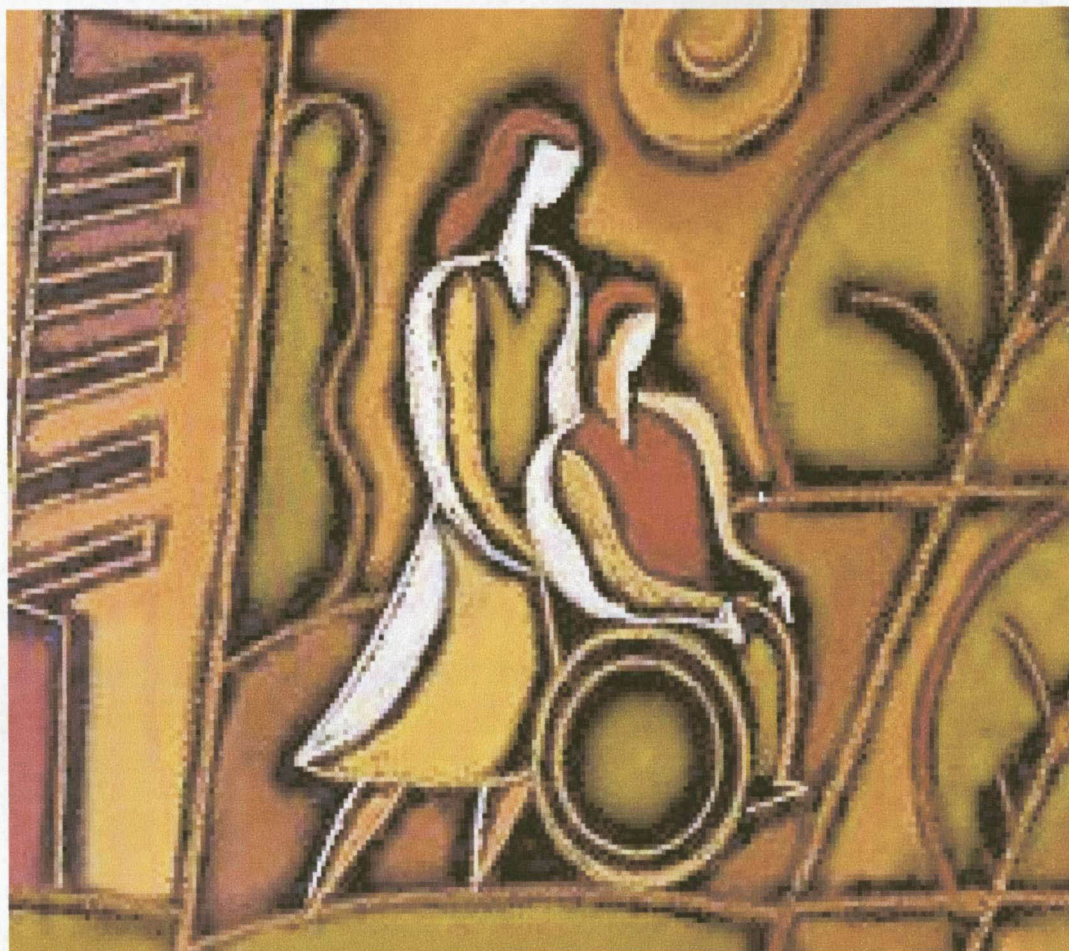
 YES NO

Give reasons for your response in Question 6.

Thank you for your co-operation

UNIT 4:

CHANGING ATTITUDES



Changing attitudes: Part 2:

People who are paralysed, i.e. paraplegics in the workplace

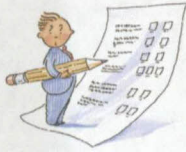
5.1 ORIENTATION



In this unit the focus will be on changing attitudes towards people who are paralysed, i.e. paraplegic, by creating an increased awareness towards some of the practical issues that they experience. Negative attitudes and stereotypes towards these people will also be identified which will lead to a better general awareness.

DO ORDINARY THINGS WITH EXTRAORDINARY LOVE

MOTHER TERESA



5.2 UNIT OUTCOMES

After completion of this unit you should be able to:

- **indicate** an improved awareness of some of the practical issues that a person who is paralysed experiences;
- **identify** different stereotypes and negative attitudes (in terms of thinking, feelings and behaviour) that people without disabilities have towards people with paralyses (i.e. paraplegics) and
- **express** a general awareness towards people who are paralysed, i.e. paraplegics.



This unit will take approximately 1½ hours to complete.



Activity 1: Revisiting your homework



For your homework activity you had to locate a successful person with a visual disability. Please provide the rest of your group with feedback regarding the following questions: 20 min

1. Who is the person?

2. Why is he/she a success?

3. Identify an aspect(s) which you think contributed to the person's success.

4. In what type of job in your company would a person with the specific strong point you identified, be an advantage for the company? Give reasons for your answer.

5.3 BEING PHYSICALLY DISABLED: A REALITY

As already mentioned in a previous section, one of the major causes of being paralysed is accidents. This means it could happen to any person at any given time, which makes it much more of a reality to any person without a disability. In the following drama, this is exactly what happened.

INTERACTIVE DRAMA 2: CREATING AN AWARENESS TOWARDS PEOPLE WITH PHYSICAL DISABILITIES I.E. PARAPLEGICS IN THE WORKPLACE



STUCK IN THE MUD - OR IS IT THE WHEELCHAIR?

40 min

Background:

The following drama consists of three actors presenting different roles in the workplace. The main focus of the drama is on one person's first day back on the job, after having been in a car accident in which he was paralysed and ended up in a wheelchair.

Please focus on the behaviour (reactions) of all the role players as well as their interaction with each other. Try to focus on what you would have felt, thought and how you would have reacted if you were in the same position as Mr. Molehe. You also need to focus on the questions asked at the end of the activity, since these will be discussed after the drama has been presented. You will also be given the opportunity to suggest alternative actions that could have been taken by the different characters in the drama. If you feel comfortable enough you will be able to demonstrate this alternative action "on stage". Lastly you will be given the opportunity to ask Mr. Molehe questions regarding his experience of his disability, if you wish.

Please read through the setting of the drama as well as the different characters playing in the drama, as presented below.

SETTING:

Mr. Thidisho Molehe has been in a major car accident in which he was paralysed from his waist down. After six months of rehabilitation he is returning to his job at the Offices of the Provincial Government in the budget department.

THE CHARACTERS:

Mr. Tshidisho Molehe

Mr. Molehe is an accountant in the budget department of the provincial government. Six months ago he was in a serious motor vehicle accident, which left him paralysed from his waist down. After intense rehabilitation he can return to work. He is looking forward to returning to his work and getting his life back to normal...he hopes.

Ms. Kate Modisakeng

Ms. Modisakeng is the general secretary at the budget department. Kate is very good-natured, always friendly, professional and helpful.

Mr. Cobus van Wyk

Mr. van Wyk is also an accountant in the same department as Mr. Molehe. Before the accident they were not only colleagues but also very good friends and visited each other frequently over week-ends and in the evenings. After the accident things have never been the same. Cobus never visited his friend in the rehabilitation centre or at home, while Tshidisho was recuperating. He is uncomfortable with the new situation and his behaviour shows it, which is very sad for Tshidisho.

SIT BACK AND ENJOY!

Please answer the following questions on your own.

1. What thoughts and feelings did you experience while watching the drama?

Why, do you think, you experienced those particular thoughts and feelings?

2. What thoughts and feelings did you have on your first day at your new job?

3. Do you think that Mr. Tshidisho Molehe experienced his first day back on the job any differently? Give reasons for your answer.

4. Why, in your opinion, did Mr. Cobus van Wyk react the way he did?

5. In your opinion, how did the reaction of Mr. van Wyk make Mr. Molehe feel?

6. Can you explain or demonstrate (whichever makes you feel more comfortable) a different response from Mr. Cobus van Wyk towards Mr. Molehe?

7. Identify the most important workplace accommodation that would enhance the quality of Mr. Molehe's life.

8. Identify a practical aspect that you noticed in the drama that you've never noticed or thought of before.

You will now be given an opportunity to ask Mr. Molehe questions regarding his disability.

Compare all your answers in your group. Different groups will provide feedback on different questions. All groups should however be prepared to give feedback on questions 4-8.

5.4 REALITY – TAKEN EVEN FURTHER

One always tends to think of people with disabilities as being “out there” or “not one of us”. This leads to alienation or exclusion of these members when they are encountered in a workplace or any other area, as was seen in the previous activity. In the next activity the goal is to study a person who is a paraplegic in his daily work environment – where we spend most of our time.



Activity 2: Reflecting on your own stereotypes and prejudice.



HOW I EXPERIENCE MY DISABILITY

15 min

In this activity an ‘on the job’ interview is held with a person who became paralysed. The interview focuses on different aspects regarding his disability at work. Please focus on the person’s general experiences of the attitudes of people without disabilities towards him. Also focus on your own attitudes (including thoughts, feelings and attitudes) towards him. Try to identify your own stereotypes and prejudices from these attitudes.

You will be expected to give feedback on the above aspects or any aspects that caught your attention while watching the interview.

5.7 UNIT EVALUATION

Directions:

Please evaluate the following statements by making a cross in the appropriate column. You can answer these questionnaires anonymously and all responses will be handled confidentially.

KEY:

1. Totally Disagree
2. Disagree
3. Agree
4. Totally Agree

	1. Totally Disagree	2. Disagree	3. Agree	4. Totally Agree
1. General				
I can ...				
➤ indicate an improved awareness of some of the practical issues that a person with a paralysis, i.e. a paraplegic experiences;				
➤ identify different stereotypes and negative attitudes that people without disabilities have towards people with paralysis, i.e. paraplegics				
➤ express a general awareness towards people with paralysis, i.e. paraplegics.				
2. The facilitator...				
made an effort and was well prepared.				
was competent in the field presented.				
communicated effectively.				
had a professional style of delivery.				
created a safe learning environment.				
created an environment where you felt you could ask questions.				
created an environment where you felt you were actively involved in the learning process.				
3. The instruction material...				
contributed to a better understanding of diversity and people with disabilities.				
was of a high quality (workbook and workbook activities).				

4. What did you like most about this part of the unit?

5. What did you like least about this part of the unit?

6. Has your general attitude regarding employees with disabilities improved as a result of this unit?

 YES NO

Explain your response in Question 6.

Thank you for your co-operation

UNIT 5:

CHANGING ATTITUDES



Changing attitudes Part 3:
People with hearing
disabilities in the workplace

6.1 ORIENTATION



The focus of this unit will be mainly on people who are hearing impaired. One of the most important aspects is communicating with a person who has a hearing disability. Furthermore, different stereotypes, biases or negative attitudes that colleagues without disabilities have towards people with disabilities need to be distinguished. One also needs to practise self-reflection in identifying stereotypes, biases or any other negative attitudes that one may personally have towards people with hearing disabilities. One of the goals of this unit and programme is to express a general awareness towards people with hearing disabilities as well as towards people with other physical disabilities.

THE KEY TO RELATING TO OTHERS IS PUTTING
YOURSELF IN SOMEONE ELSE'S PLACE INSTEAD OF
PUTTING THEM IN THEIR PLACE.

JOHN C. MAXWELL



6.2 UNIT OUTCOMES

After completion of this unit you should be able to:

- **indicate** aspects that could improve communication with a person that has a hearing disability;
- **distinguish** stereotypes, biases or any other negative attitudes (in terms of feeling, thinking and behaviour) that colleagues without disabilities may have towards people with disabilities;
- **give examples** of stereotypes, biases or any other negative attitudes (in terms of feeling, thinking and behaviour) that you have identified in your own behaviour towards people with hearing disabilities;
- **express** a general awareness towards people with hearing disabilities;
- **demonstrate** an improved attitude towards people with other physical disabilities.



This unit will take approximately **1 ½ hours** to complete.



Activity 1: Revisiting your Homework

In the previous unit the focus was on people with paralysis i.e. paraplegics.

For your homework activity you needed to identify aspects in the physical environment of your company that are not suited for a person using a wheelchair. What conclusion did you come to after investigating the physical environment of your company? Could you make a rough calculation of the cost to the company when accommodating a person using a wheelchair?

Give feedback in your groups.



15 min

6.3 HEARING DISABILITIES IN THE WORKPLACE

For an enhanced awareness which will result in a changed attitude it is important to have an understanding of some of the practical issues that will improve communication between people with a hearing disability and people without any disability. It is also important to practise self-reflection to identify any possible negative attitudes that one might have towards people with hearing disabilities. Hopefully a changed attitude towards people with hearing disabilities will lead to a more positive attitude towards people with disabilities in general. The next activity will attempt to do just that.



INTERACTIVE DRAMA 3: CREATING AN AWARENESS TOWARDS PEOPLE WITH HEARING DISABILITIES IN THE WORKPLACE



GO GIRL GO!!!

Background:

40 min

The following activity consists of a drama with seven actors who present different roles in the workplace. In this drama the focus is on a person with a hearing disability attending her annual performance appraisal with her supervisor.

Please focus on the behaviour (reactions) of all the role players as well as their interaction with each other. Try to focus on what you would have felt, thought and how you would have reacted if you were in the same position as Ms. Natalie Jordaan. You also need to focus on the questions asked at the end of the activity, since these will be discussed after the drama has been presented. You will also be given the opportunity to suggest alternative actions that could have been taken by the different characters in the drama. If you feel comfortable enough, you will be given the opportunity to demonstrate this alternative action "on stage". Lastly you will be given the opportunity to ask Ms. Jordaan questions regarding her experience of her disability, if you wish.

SETTING:

Ms. Natalie Jordaan was born deaf. She is currently working as an IT assistant at the offices of the Health Department for the Provincial Government of the Free State. It is time for the department's annual performance appraisal interviews and Natalie is next in line.

CHARACTERS

Ms. Natalie Jordaan

Ms. Natalie Jordaan is a very dynamic person with an enjoyable and loving personality. She did very well in academics as well as sport at school and university level. For the last year she has been working as an assistant in the IT department, doing all the odd jobs while trying to work her way up the corporate ladder.

Ananda:

She is Natalie's interpreter. She assists her only when there are monthly meetings or important interviews, such as the annual performance appraisals.

Yvonne

Yvonne's only focus in life is the latest fashion trends. She is also very gullible and believes everything that Michelle, her colleague, says.

Michelle

Michelle is very pessimistic and sarcastic and almost always has something to complain about. She is jealous of anyone who does better than herself but will hardly ever do anything to improve her own performance.

Pulani

Pulani is a humble and soft-spoken person. She avoids conflict and always tries to be the peacemaker in any situation even if it means pushing her own feelings and ideas aside.

Mr. Johnson

Mr. Johnson is the general head of the Department and has proved to be a reliable and fair businessman. He seeks to be fair and unbiased in all situations.

Joan

Joan is Mr. Johnson's secretary. She is very unfriendly and is agitated and annoyed with life in general.

SIT BACK AND ENJOY!

Please answer the following questions on your own:

1. What thoughts and feelings did you experience while watching the drama?

2. Why, in your opinion, did you experience those particular thoughts and feelings?

3. How do each of the following people perceive Natalie?

Michelle: _____

Yvonne: _____

Pulani: _____

4. How do you perceive Natalie? Do you identify any biases in your view?

5. Can you explain or demonstrate (whichever is more comfortable for you) a more efficient way of attracting a person with a hearing impairment's attention than that which Joan used?

6. Can you identify from Mr. Johnson's behaviour aspects that could have a negative impact on communicating with someone who has a hearing impairment?

7. Identify what you have learnt in terms of people with hearing impairments.

6.4 A SELF-RELECTION EXERCISE

We are nearing the end of the programme in changing attitudes towards people with physical disabilities. It is therefore important to fulfil the cycle by ending with something that we started with – the music video. In the next activity you will watch the same music video and then answer a few questions regarding the song. This will help you to reflect and evaluate your own changing attitude regarding people with disabilities.



Activity 2: Revisiting the music DVD



30 min

LIVING IN THEIR SHOES

The video that you will be shown now is the same music video that you were shown in Unit 3, portraying the daily life of our three actors, David, Tshisho and Natalie.

Instructions:

- Watch the video and focus on the different issues of people with different disabilities.
- Read through the questions after the song because these are some of the aspects you need to focus on while watching the video.

BROKEN PERFECTION...

1. A broken vessel is all that is seen
A limp, a crutch or a gleaming wheel,
Pushed aside without a thought,
Prejudice and stereotypes in that they are caught.
2. In light of perfection the only thing that's seen
Is brokenness, and suddenly they're not so keen
To consider what might be.
No time, no love for the unseen.

3. Not thinking about our potential or giving us a chance
Even though we're different, we could enhance
Life and love and victory in the human race
Come on and touch some lives, with that loving grace.
4. Differences and diversity entraps all of us with fear
But please do look deeper, go to a higher gear
For there is a deeper meaning, and this we will celebrate
Life and love and differences and that is what's so great!!!

CHORUS:

Celebrate our differences, enjoying every day
Come on and enjoy the sameness –what do you really say?
Brokenness looks bad and sad, but please do stop and ask
'cause only then can we work together and accomplish any task.

5. In a mirror of reflection we see a perfect dream,
A dream to become worthy, and reflect the sunlight's beams.
Fulfilling our very purpose, vessels of the light
For only then can we surface and everything put right.

Please answer the following questions

1. Watch the video and focus on the different issues of people with different disabilities.
What are the specific issues that people with a disability have to deal with in their daily lives?

2. Write down your general perspectives of the message of the song.

6.6 CONCLUSION

The main goal of the programme was to change managers' and employees' attitudes towards employees who are physically disabled. Firstly, two terms, i.e. diversity and disability, were explored. A theoretical background on three disabilities, i.e. visual, paralysis and hearing disabilities, was also presented. The purpose of this was to orientate you, the learner, towards the concept of people with disabilities. In Unit two the focus was mainly on creating awareness towards people with disabilities. This was achieved by focusing on workplace discrimination towards employees with disabilities, reasons why employees with disabilities experience workplace discrimination, attitudes of managers and employees towards employees with disabilities, and lastly, different factors that influence managers' and employees' attitudes towards employees with disabilities.

The purpose of Units three to five was to change attitudes towards employees with disabilities by creating an awareness of the challenges and everyday lives of people with physical disabilities. This was done by becoming more practical in the training approach and integrating various interactive dramas as an experiential training method. The focus in Unit three was on people with a visual disability, Unit four covered people with a type of paralysis, namely paraplegia, and Unit five discussed hearing disabilities. Unit five ended with an overview of the three disabilities as presented in the DVD and provided a chance for self-evaluation and reflection of any attitude changes that have taken place during this process.

6.7 EVALUATION

Directions:

Please evaluate the following statements by making a cross in the appropriate column. You can answer these questionnaires anonymously and all responses will be handled confidentially.

KEY:

- 1. Totally Disagree
- 2. Disagree
- 3. Agree
- 4. Totally Agree

	1. Totally Disagree	2. Disagree	3. Agree	4. Totally Agree
1. General – After completing the training program, I am able to...				
➤ indicate aspects that could improve communication with a person who has a physical disability.				
➤ distinguish stereotypes, biases or negative attitudes that managers and employees without physical disabilities may have towards employees with physical disabilities.				
➤ give examples of stereotypes, biases or negative attitudes that you have identified in your own behaviour towards people with physical disabilities.				
➤ express a general awareness towards people with physical disabilities.				
➤ demonstrate an improved attitude towards people with a physical disability.				
2. The facilitator...				
was well prepared.				
was competent in the field presented.				
communicated effectively.				
had a professional style of delivery.				
created a safe learning environment.				
created an environment where you felt comfortable enough to ask questions.				
created an environment where you felt you were actively involved in the learning process.				
3. The instruction material...				
contributed to a better understanding of diversity and people with physical disabilities.				
was of a high quality (workbook; activities and PowerPoint slides).				

4. What did you like most about the programme?

5. What did you like least about the programme?

6. Has your general attitude regarding employees with physical disabilities improved as a result of the programme?

 YES NO

Give reasons for your response in Question 6.

Thank you for your co-operation

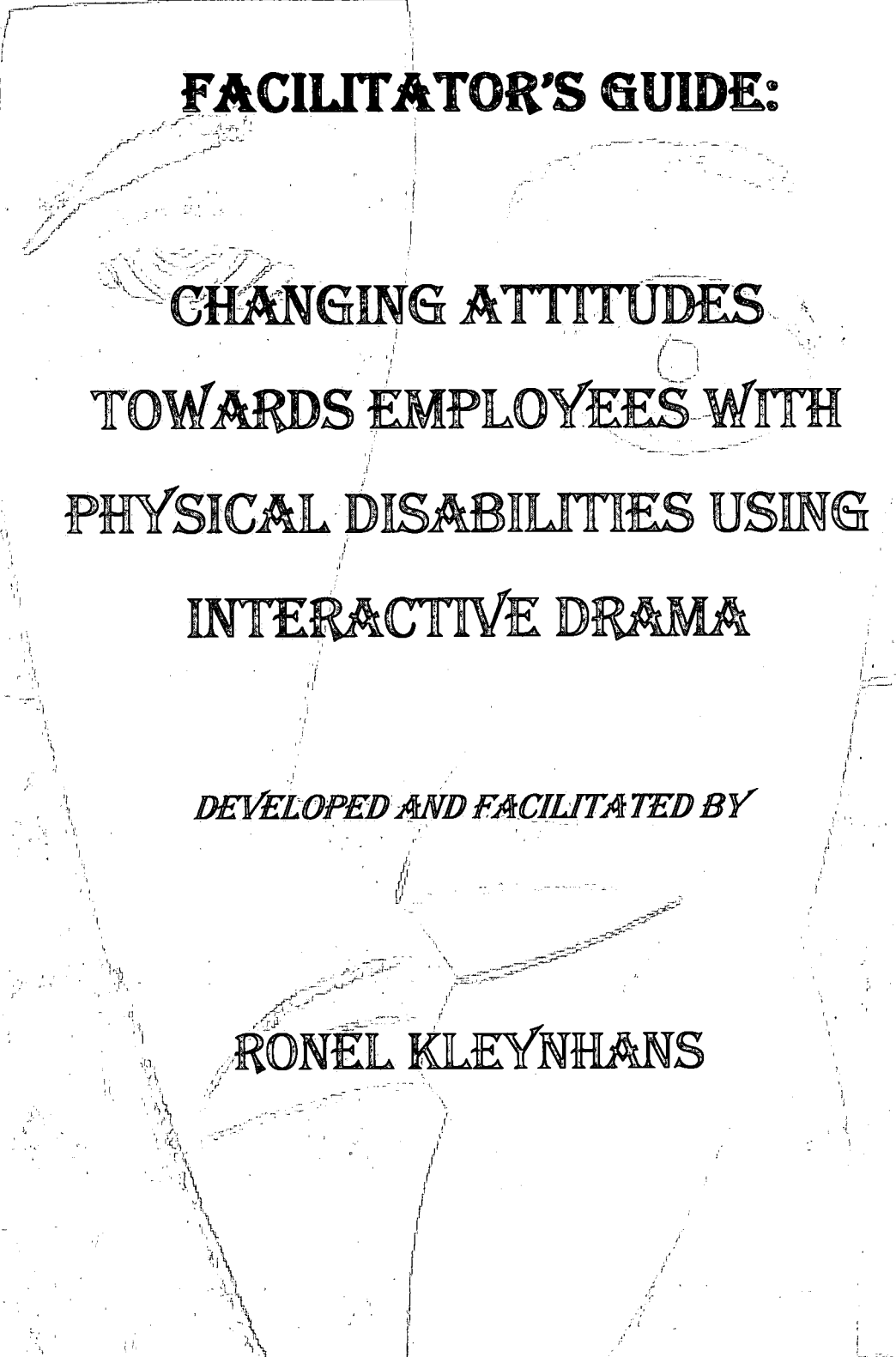
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BYLAAG E:
FASILITEERDERSGIDS



FACILITATOR'S GUIDE:
CHANGING ATTITUDES
TOWARDS EMPLOYEES WITH
PHYSICAL DISABILITIES USING
INTERACTIVE DRAMA

DEVELOPED AND FACILITATED BY

RONEL KLEYNHANS

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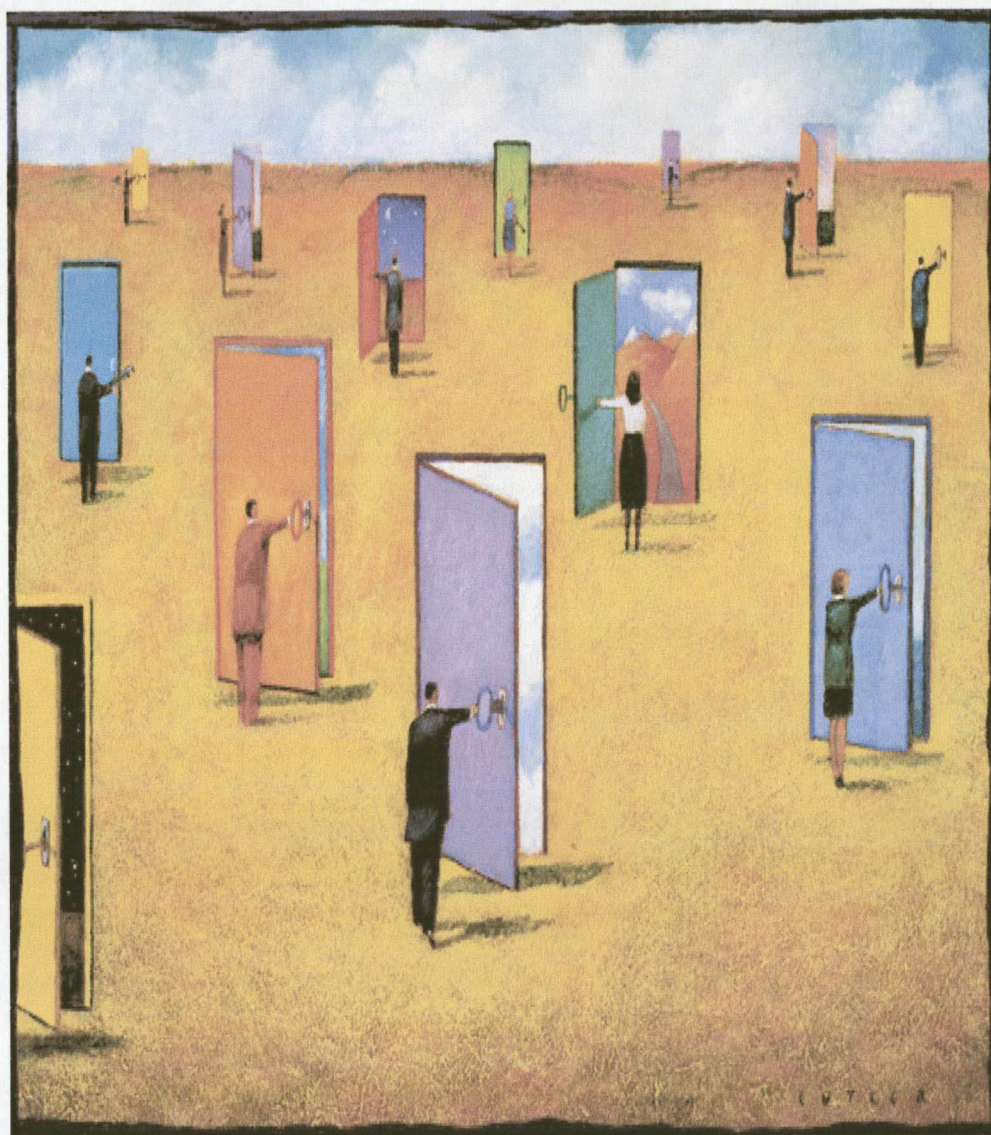
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Appendix A:

Digital Versatile Disc (DVD) at the back of the facilitation guide containing the following information:

- Slides needed for the presentation of the Introduction and Units 1-5
- Examples of interactive drama 1, 2 and 3

CHANGING ATTITUDES



INTRODUCTION

INTRODUCTION

1.1 Welcome

Dear Facilitator

Welcome to this experiential learning programme in changing managers' and employees' attitudes towards employees with disabilities. The fact that you are willing to take the time and energy to facilitate this learning process means that you understand the importance of diversity and disability in the world and even more so in South Africa.

Various workshops, short programmes or other training methods focus mostly on aspects of diversity such as racial or gender diversity and not as much on disability as an aspect of diversity. Therefore, the focus of this programme will be on disability as a form of diversity.

The programme has been designed with you, the facilitator in mind. This facilitator's guide is similar to the learner's workbook, but extra information, instructions, etc. have been included to assist you in the facilitation process. I have also included audio-visual material (that you will find on the DVD) that will assist the learners in becoming more actively involved in the learning process by using all of their senses. The use of video slides will highlight some of the theoretical information concerned with diversity. You can find these slides as well as other information that you will need in the various units on the DVD at the back of this guide. In order for you to use this interactive DVD, you need a Laptop or Personal Computer (PC) with a DVD-ROM or a DVD-player. Make sure the audio-levels are loud enough for all the learners to hear clearly.

Each unit starts with the various outcomes that you will need to reach in the particular unit. The first two units focus more on the theoretical background (although many activities are also included), while three different interactive dramas are presented in the last three units of the programme. In these three dramas the typical problems of employees with disabilities are illustrated. The main objective for using interactive drama is to involve the

learner at a cognitive (thoughts), affective (feelings) and behavioural level. We hope that you will find the process entertaining.

To enhance this learning experience you will give the learners different homework assignments to complete between the units. The evaluation form at the end of each unit will assist you to adapt your behaviour and methods to suit the particular needs of your learners.

Enjoy facilitating the learners with this wonderful learning experience!

Your Programme Developer

***PS.** The goal of this programme is to change managers' and employees' attitudes towards employees with disabilities using interactive drama as a method. This means you need to choose the actors and practise the various dramas **before** you even start facilitating the programme. A good tip is to read through the programme before you attempt to facilitate it so that you know exactly what is expected of you and how to prepare for the programme.*

1.2 Important learning principles used in this programme

This programme was developed with a certain theoretical background in mind. It is against this background that the structure and outcomes as well as various activities were incorporated. I will not go into all the details, but will focus only on certain aspects that are important for you to understand to facilitate the process successfully. This programme was developed based on the theoretical background of experiential learning. This implies that:

- the life experience of the learner is an important resource. The design of the learning activities is based on the experiences as well as the reflection on these experiences of the learner. In this way new learning is relevant and builds on prior learning experiences, so that learning becomes a process of discovery;*
- the learners are actively involved in the learning process,*
- the methodology is interactive and discussion-based, stressing group interaction and collective/collaborative learning;*
- the programme is learner-centred as opposed to being content driven,*
- practical learning activities are presented in each unit since few of us can argue the statement that experience is the richest resource for adult learning;*
- the facilitator is of critical importance as a resource, since the facilitator bounces the questions back to the group to ensure that the learner takes responsibility for the learning, and*
- the main goal of this process is the development of knowledge, skills and attitudes, with the main emphasis on the cognitive, affective as well as behavioural processes.*

The programme also incorporates Kolb's different learning styles i.e. accommodators, divergers, convergers and assimilators. This is incorporated in the different activities as well as the different types of questions that are asked in each activity.

1.3 Practical implication of the learning principles for the facilitator

To implement these learning principles in your learning units, you need to apply the following guidelines:

- *create an informal atmosphere by interacting as a fellow-learner in the learning process and not having a "know-it-all" attitude;*
- *sit with the group, and at the same level as the learners (be careful of standing in front and "lecturing");*
- *make sure you are familiar with the aims and outcomes of the programme;*
- *make sure you are familiar with the learning objectives of the unit;*
- *familiarise yourself with the content (theory and activities) of the particular unit;*
- *get to know the learners (know their first names);*
- *introduce yourself in an informal manner;*
- *use group work in order to help learners learn through the process of social interaction;*
- *introverted or shy learners must be motivated to participate and group members should get to know and support each other;*
- *introduce the programme (use Unit 1: Orientation as a guide);*
- *be attentive and take notes of questions and students' answers;*
- *do not talk too much during the session; and*
- *feel free to add your own activities and/or questions in the various activities.*

1.4 Classroom arrangements checklist

For your students to get the most out of this programme, you as the facilitator must ensure that the following practical classroom arrangements are in check:

- *Is the room free of noise and distraction?*
- *Are the tables and chairs comfortable?*
- *Is the group divided into smaller groups of five to seven learners per group? (See the ice-breaker at the end of this unit.)*
- *Can you adjust the sound and room temperature to a comfortable level?*
- *Is the room large enough to accommodate all participants?*
- *Do you have a table for the computer and space for your notes and other materials?*
- *Does the room have a data projector?*
- *Is your Laptop capable of DVD playback or does the room have a DVD player?*
- *Is there a screen or a whiteboard on which the presentation can be projected?*
- *Do you know how to use the various electronic equipment?*
- *Do you have a flipchart with extra paper and marking pens?*
- *Will you need additional extension cords?*
- *Is the room big enough to present the dramas in?*
- *Do you have your facilitator's guide with you?*
- *Make sure you arrive on time before each session.*
- *Give yourself and the actors enough time to practice the interactive dramas in Units 3-5.*

1.2 Programme and unit outcomes

➤ Programme outcome:

After completion of this programme you:

- should be more aware of people's attitudes towards people with disabilities;
- will have a positive change regarding attitudes towards employees with disabilities

➤ **Unit outcome:** At the beginning of each unit the outcomes for that specific unit are presented. The achievement of these unit outcomes will lead to the achievement of the programme outcome.

1.3 Structure of programme

One of the most important ways in which organisations have to adapt in order to accommodate people with disabilities is to change the attitudes of their workforce. This can be achieved by focusing on three areas:

- the current biases and stereotypes that are prevalent towards people with disabilities;
- creating an awareness of the abilities of people with disabilities; and
- changing the factors that create negative attitudes toward people with disabilities.

It is clear that changing a person's attitude is a very complex process. The progression from one attitude to another needs to be made by including the cognitive, affective and behavioural aspects of attitude. This can be achieved through an experiential learning method such as interactive drama.

Unit One consists of a general introduction towards diversity and disability, as well as the different legislation relating to disabilities in the workplace. The second unit focuses on creating awareness towards people with disabilities, while Units Three to Five focus on changing attitudes by involving the learner in three different interactive dramas, each

focusing on a specific physical disability, namely a hearing impairment, paraplegia and a sight impairment.

1.4 Icons

Icons are included in the margins throughout the workbook to help you locate key elements in educational design and instruction quickly. These icons represent the following:



Unit orientation: the beginning of each unit starts with an orientation which will provide you with a quick overview of the main focus in the unit.



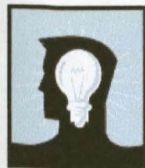
Unit outcomes: at the beginning of each unit the outcomes for that unit appear. These outcomes refer to specific aspects that will be focused on in the unit. The content and activities are organised around these outcomes.



Clock: indicates the suggested time frame for a section or an activity.



Learning activity: indicates a structured exercise which will help you apply what you have learnt. Some are individual activities while others are group activities.



Homework: this will assist you in applying what you've learnt in the contact session to your everyday life and will also have the added advantage of providing a link between the different sessions.



Video slides: this icon will be used when certain information in the workbook is presented in video slides format.



Notes: This refers to an area where you can make your own notes.



Facilitator: this icon represents specific information or instructions for you, the facilitator. This information will assist you in making the most of your role as facilitator. It is also printed in another colour for easy recognition. .

1.8 Conclusion

Now you should have a clear picture of what is expected of you and how you should interact with the learners. If you have any questions or queries regarding the programme, feel free to contact the designer of the programme. The contact details are:

Name	Ronel Kleynhans
E-mail address	kleynr.ekw@ufs.ac.za
Telephone number:	(051) 401 2846



Are you ready to move on? Now insert the DVD and wait for the “**Main Menu**” to appear. On this menu you will find buttons that links to the different units. Click on the button titled “**Introduction**”. Show slide one before learners enter the room so that it is the first slide they see when they enter. After the learners have settled in you need to introduce yourself and give some background information about yourself. Then you can welcome them by conveying the information on page two of their learners’ workbook. Make sure that you familiarise yourself with the information so that you do not just read it but rather explain it in an informal manner.



Please go to **slide two** of the same presentation and explain the following aspects of the programme:

- the programme outcomes;
- the unit outcomes;
- the structure of the programme; and
- the icons used in the programme.

Now you are ready to get started on the first activity which will serve as a good ice-breaker to get the group started.



1.9 Ice-breaker

ICE-BREAKER:

First of all, you need to divide the group into smaller groups of five to seven learners per group. The easiest way to do this is to randomly assign numbers to the different learners from one up to five or seven. The learners with the same number are then put in the same group.



15 min

Give the learners the following instructions:

Choose a partner in your group that you don't know very well.

- Select something from your wallet or handbag.
- Why is the object you picked important?
- Explain the importance of the object to your partner.
- Your partner must explain it to the rest of your group.

Choose a unique name for your group. This will be your group name for the rest of the programme.

Our group's name is: _____

You can give a prize (packet of chips or sweets, for example) to the group with the most original name.



Please go to **slide three** and read the words of former President Nelson Mandela.



**“TO BE FREE IS NOT MERELY TO CAST OFF ONE’S CHAINS,
BUT TO LIVE IN A WAY THAT RESPECTS AND ENHANCES THE
FREEDOM OF OTHERS”
NELSON MANDELA**

Ask the learners to share some of their thoughts with regard to the above statement.

UNIT 1:

CHANGING ATTITUDES



ORIENTATION

2.1 ORIENTATION



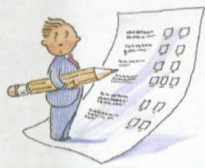
On the **“Main Menu”** click on the button titled **“Unit 1 Orientation”** at the beginning of the learning session. You should show the **first slide** while learners enter the venue and take their seats. You can also play soft music to create a creative, informal learning atmosphere. While you wait for them to settle down, you can sit on a chair that is positioned in the middle of the group.



In this unit the focus will be on a general orientation towards the concepts of diversity and disability, as well as a discussion on three types of physical disabilities. The three disabilities that will be focused on are visual, paraplegia and hearing disabilities. Lastly, the different legislation that protects people with disabilities will be discussed.

INSANITY IN INDIVIDUALS IS SOMETHING RARE - BUT IN
GROUPS, PARTIES, NATIONS, AND EPOCHS, IT IS THE RULE.

FRIEDRICH NIETZSCHE (1844-1900)
GERMAN PHILOSOPHER



2.2 UNIT OUTCOMES



Read through the following unit outcomes as presented on *slide 2*.



After completion of this module you should be able to:

- **explain** the concept of diversity with specific reference to the definition of diversity, classifying the four dimensions of diversity and applying these dimensions in your own life;
- **define** the term disability;
- **integrate** visual disabilities within the framework of diversity;
- **indicate** an understanding of people with physical disabilities, i.e. paraplegics;
- **describe** the concept of hearing disabilities;
- **describe** the various types of legislation that have an impact on the employment of people with disabilities.



This unit will take approximately **2 ½ hours** to complete.

2.3 DEFINING AND EXPLAINING THE CONCEPT OF DIVERSITY



Make sure you are familiar with the information on pages 16 and 17 of this guide. Be prepared to convey the information in an informal manner to the learners. Start by asking them how they would define diversity. Remember to be open to their answers.



*You should be willing to learn from them and not to "lecture". After you have listened to their answers you can link these to the definition on **slide 3** of the video slides. Be careful to stress all the aspects of the definition.*

On the broadest level, diversity can be defined in terms of similarities, as well as one or more dimensions in which people differ from each other, for example culture, education, gender, marital status, sexual orientation and ability. These dimensions or components of diversity involve every single person. Gardenswartz and Rowe (1994) identify four dimensions in which people can differ from each other. These four dimensions are illustrated in Figure 2.1



*Please go to **slide 4**.*

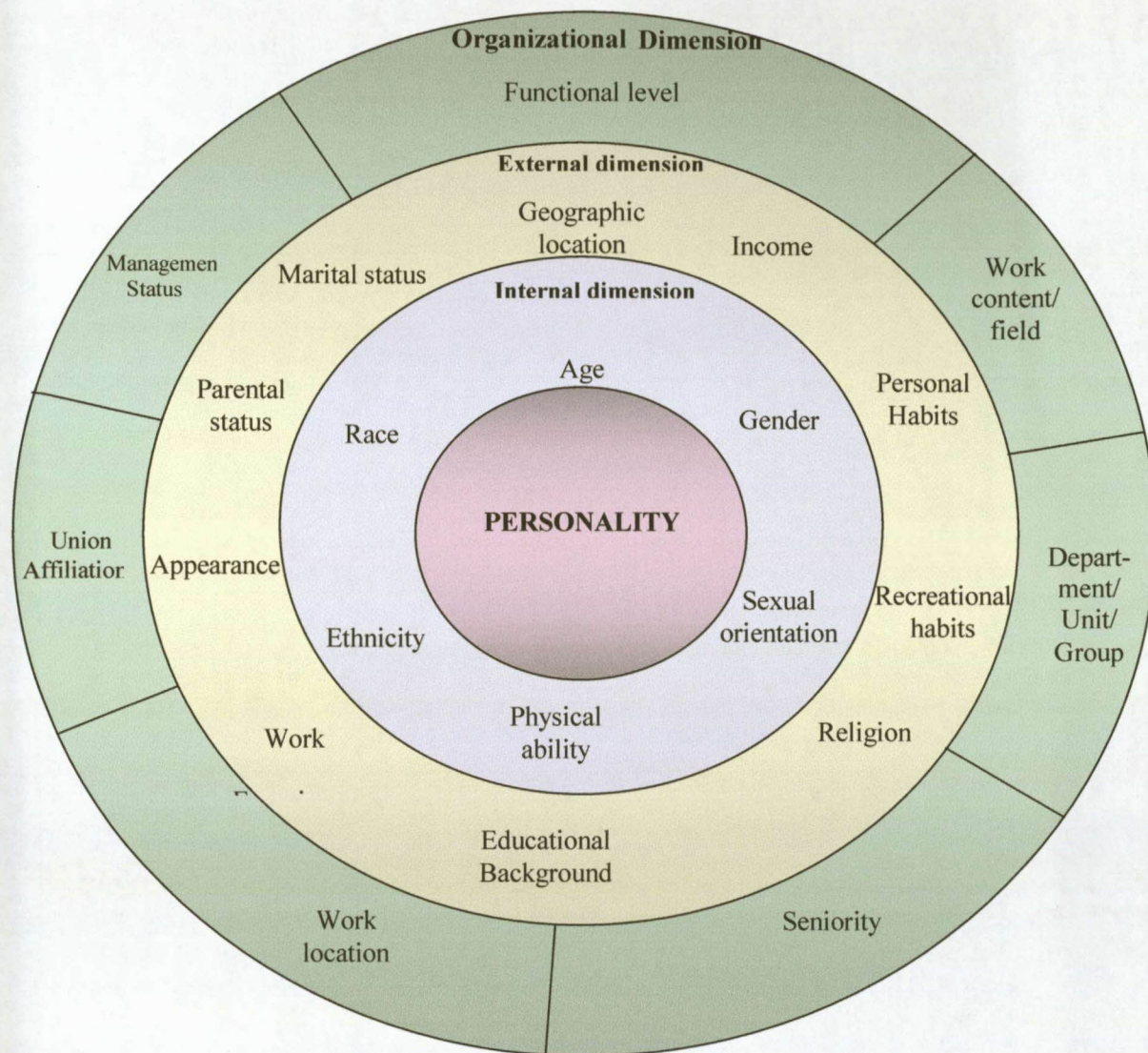


Figure 2.1 The four dimensions of diversity as identified by Gardenswartz and Rowe (1994).

From Figure 2.1 it is clear that diversity composes of four dimensions i.e.:

- **Dimension 1:** Personality is in the centre of the wheel as personality consists of a set of relative stable characteristics that are responsible for your identity and determine your unique way of interaction with others.
- **Dimension 2:** The internal dimension consists of six primary dimensions of diversity and are for the biggest part not under your control. Your behaviour is

influenced by your attitudes, expectations and assumptions. The six dimensions are:

Age	Race
Gender	Physical ability or inability
Ethnicity	Sexual orientation

- **Dimension 3:** The external dimension represents individual differences and although you can exert more control over these factors they still have a meaningful effect on your attitudes and behaviour. Aspects that are part of this dimension include:

Religion	Appearance
Marital Status	Personal Habits
Educational Background	Recreational Activities
Income	Geographical Location
Parental Status	Work Experience

- **Dimension 4:** The organisational dimension also leads to differences between your own and other people's assumptions, expectations and opportunities. Aspects which are part of this dimension include:

Functional Level / Classification	Union Affiliation
Management Status	Work Location
Department / Unit	Seniority
Work Group	Work Content



Activity 1: Identifying similarities between group members

THE TRUTH IS OUT THERE: EXPLORING OUR SIMILARITIES



*In this activity the learners will apply the theory that you've just discussed. Read through the information on **slide 5** and ask the learners to go to page 12 in their workbooks. Ask them to work in pairs and to complete questions 1-4. Please read through the questions with them and explain exactly what they must do. Ensure that the learners understand what is expected of them.*

1. Look for obvious similarities between you and your partner according to the different dimensions of the diversity wheel, i.e.:

Personality: _____

Internal dimension: _____

External dimension: _____

Organisational dimension: _____



20 min

2. Look for similarities between you and your partner that go beyond the obvious. Search for common hopes, dreams, fears and interests.

3. What could be the payoff in finding these connections for you personally and for the organization?

4. How does the information you received make you feel?

Different groups will give feedback on the various questions.



It is important to listen intently to the feedback that the groups provide. Please focus on the following aspects:

1. *Emphasise the similarities between people. These are often not seen, because the focus is often on the differences.*
2. *Applaud responses that focus on the positive or advantages to the individual and the organisation, if the focus is on the above aspects.*
3. *Be attentive to feelings that learners may portray. This can be identified by focusing on the learner's language i.e. "I feel ..." or "I like ...". In this way two of the components of attitude cognitive and affective are incorporated in the learning activity.*

2.4 DISABILITY

Activity 2: Individual reflection on disability



LOOKING IN THE MIRROR: AN ENCOUNTER WITH A PERSON WHO HAS A PHYSICAL DISABILITY



The focus will now move from diversity to disability as a form of diversity. This activity starts with the experience of the learner. Any new information can build on this foundation. Go to slide 6 and ask the learners to turn to page 13 in their workbooks. Read the activity with them and make sure everyone understands the questions and what they need to do.



This is an individual reflective exercise. Think back on the first interaction that you had with a person with some form of physical disability. It could have been a long or very brief encounter. Answer the following questions. 10 min

1. Where did this interaction occur? _____
2. What were your immediate feelings regarding the person? _____

3. What were your thoughts regarding the person? _____

4. How did you respond towards the person? _____

Meet in your groups and discuss your answers. Compile a summary of the group's answers and give feedback to the rest of the class.



Identify negative attitudes, stereotypes or prejudices that the group may have towards people with disabilities. Do not single any person out, but refer to a group's answers. Indicate that many of these attitudes or prejudices were formed without the proper facts regarding the person's ability. Remember never to lecture, but to identify these aspects from the feedback they give.

2.4.1 DEFINING "DISABILITY"



*Make sure you are familiar with the information on pages 20 to 25 of this guide. Be prepared to convey the information in an informal manner to the learners. Start by asking them how they would define a disability. After you have listened to their answers you can link these to the definition on **slide 7**. Get different examples of disabilities from the learners. On slides eight to eleven the rest of the information is portrayed in bullet form. Remember the idea is not for you to lecture, but for learners to start becoming aware of people with disabilities in general. Try to obtain as much information as possible from the learners. .*

In the South African Code of Good Practice which was published in 2000, a person is defined as disabled when such a person has a long-term or recurrent physical or mental disability, which might handicap the possibility of access to or progress with regard to employment considerably.

Examples of disabilities include blindness, partial sightedness, deafness, people who are hard of hearing, paraplegics and people with learning disabilities, as well as those who experience different levels of problems pertaining to mental illnesses. These disabilities prevent the person from participating in or performing main life activities such as sight, hearing, speaking, breathing, or self-sufficiency with regard to learning, to the same extent as the average person.

According to the Integrated National Disability Strategy (1997) and Statistics South Africa (2005), five to twelve percent of South Africans are disabled, on a scale ranging from average to extremely disabled.

For the first time in history, jobs are more dependent on intellectual ability than physical ability. Therefore, people with physical disabilities play an important role in the human resources of an organisation (Noel, 1990). In this programme the focus will be mainly on the following three disabilities: people with visual disabilities, paraplegics and people with hearing disabilities, since these are the three disabilities found most often in the work- place.

2.4.2 AN ORIENTATION TOWARDS PEOPLE WITH VISUAL DISABILITIES



2.4.2.1 Defining people with a visual disability -*Slide 8*

Blindness or visual impairment is the lack of vision, or a loss of vision that cannot be corrected with glasses or contact lenses. Blindness may be partial, with very limited vision, or complete, with no perception of light (Douglas, 2005).

2.4.2.2 Causes of visual disabilities -*Slide 8*

There are various causes of visual impairments, e.g. (Douglas, 2005; Advicare, 2007; Foundation Fighting Blindness, 2007):

- different eye diseases, e.g. glaucoma;
- underlying diseases that have blindness as a symptom, e.g. diabetes;
- drugs, medication or toxins;
- ageing, and
- accidents i.e. chemical burns or injuries from bungee cords or fireworks.

2.4.2.3 Categories of visual disabilities - *Slide 8*

Two categories of visual impairment can be distinguished, namely, being visually impaired from birth or from a very early age, and being visually impaired later on in life. There are quite a few differences between these two categories. For example, people who have been visually impaired from birth or a very early age can read Braille and usually have no idea of colours. People from the second category often cannot read Braille and depend more on audio recordings (Advicare, 2007).

2.4.2.4 Degrees of visual disabilities - *Slide 8*

There are various degrees of visual impairments that range in intensity. The first group can be classified as those individuals who are completely blind. The second group are partially sighted and are able to distinguish between light and dark. The last group are also partially sighted but with a larger visual range than the previous group, and, although they are still not able to read ordinary print, they can read ordinary print with

the aid of support tools, for example magnifying equipment or a larger print (Adviware, 2007).

Next, the focus will be on people with physical disabilities who make use of wheelchairs, namely paraplegics.

2.4.3 AN ORIENTATION TOWARDS PEOPLE WHO ARE PARALYSED



2.4.3.1 Defining paralysis- *Slide 9*

Physical disabilities (especially in terms of paraplegia or quadriplegia) can be defined as a permanent inability of a person to move his/her limbs in a voluntary or involuntary manner (RERC, 2007).

2.4.3.2 Causes of paralysis leading to a physical disabilities - *Slide 9*

There are several reasons that could cause the use of a wheelchair. This could range from an accident to a gradual deterioration of a person's condition. Three main reasons causing paralysis are (RERC, 2007):

- spinal cord injuries
- polio
- amputations.

2.4.3.3 Categories of people using wheelchairs - *Slide 9*

Two main categories of people using wheelchairs can be distinguished (RERC, 2007):

- Paraplegia: people who are paraplegics have paralysis in their lower limbs, usually from the waist down.
- Quadriplegia: people who are quadriplegics have paralysis in the upper and lower limbs and can usually only move their heads in a very limited manner.

It is interesting to note that more than 80% of people with spinal cord injuries are male. The highest rate of injury occurs between the ages of 16 – 30 years. Many people with

spinal cord injuries are therefore just entering the workforce when they start using wheelchairs.

In the following section the focus will be on people with hearing disabilities.

2.4.4 AN ORIENTATION TOWARDS PEOPLE WITH HEARING DISABILITIES



2.4.4.1 Defining deafness - *Slide 10*

According to Berke (2007) the term deafness applies to the total or partial inability to perceive sound.

2.4.4.2 Causes of deafness - *Slide 10*

There are various causes of deafness which include (The Cleveland Clinic, 2002; Berke, 2007):

- genetic factors causing deafness as an inherited trait;
- viruses i.e. Rubella virus (German Measles);
- general illnesses;
- accidental injury;
- excessive noise;
- reaction to drug treatments;
- ageing, and
- gradual build-up of earwax.

2.4.4.3 Types of deafness - *Slide 10*

Three types of deafness can be distinguished, i.e. (Mayo Clinic Staff, 2005; Berke, 2007):

➤ **Conductive deafness**

In this type of deafness there is a problem in the physical structure of the ear (e.g. with the eardrum or bone structure), so that it fails to relay sound impulses to the hearing nerve properly. Conductive deafness can often be improved through surgery or other clinical interventions.

➤ **Nerve deafness**

This type of deafness refers to some problem in the nerves in the inner ear which relay information to the brain. There is generally little that can be done to counter the effects of nerve deafness.

➤ **Mixed type of deafness**

Combined conductive and nerve hearing loss in the same ear is referred to as mixed hearing loss. It can occur when a person has permanent nerve deafness and then develops temporary conductive hearing loss.

2.4.4.4 Classification of deafness according to the onset of age - Slide 11

Two types of deafness can be classified according to the onset of age, i.e. pre-lingual deafness and post-lingual deafness (The Cleveland Clinic, 2002).

➤ **Pre-lingual deafness**

Pre-lingual deafness refers to deafness at birth or in the early stages of childhood and can be divided into people who are extremely hard of hearing and people who are profoundly deaf. No spoken language has been acquired at the time of onset. These people view themselves as belonging to a linguistic minority with its own culture since they have their own language, history, shared values, social norms, customs and technology, which separates them from the general hearing community.

➤ **Post-lingual deafness**

Post-lingual deafness refers to a person who was originally able to hear but who becomes deaf at some point. This type of deafness can be divided into hard of hearing, extremely hard of hearing and profoundly deaf.

People who experience post-lingual deafness use spoken or written language as their medium of communication and are more able to deal with lip reading and text. The majority of people with hearing loss became hard of hearing/profoundly deaf later on in

their lives after having acquired a spoken language. The ratio is 9:1, which means for every nine people who are deaf, only one was born that way. They are supported by means of hearing aid systems and/or a combination of lip reading and hearing aid systems, and associate with people with hearing disabilities as well as with the hearing world.

2.4.4.5 Experiencing hearing loss - *Slide 11*

Every person experiences his/her hearing loss differently depending on various factors. These factors include (Mayo Clinic Staff, 2005; Full Time UK Based Residential and Day Care Services, 2006):

- time of onset of the hearing loss;
- cause of deafness;
- support and assistance from family;
- the person's general health condition, and
- the person's socio-economic circumstances.



Activity 3: A personal experience in being physically disabled



STEPPING IN YOUR SHOES— A SHORT EXPERIENCE (*Slide 12 & 13*)

30 min

Purpose: *The main purpose of this exercise is for learners to experience some of the aspects (thoughts, feelings, actions) that people with a disability experience in their daily lives.*

Instructions:

For this activity you will divide the learners into three groups. Each group will be given a different "disability" to act out. Although they won't be able to live 100% as a person with a disability, they will get an idea of what it feels like to have a particular disability. Go through the questions at the end of the exercise so that they know what to focus on in the particular exercise.

- Tell each group to take a notebook and a pen and to move to a certain area in the classroom, i.e.:

- *group with a visual impairment: right front of class;*
- *group with a physical impairment: left front of class; and*
- *group with a hearing impairment: middle back of class.*

- After each group has settled down in their areas, you can give them the specific material that they need to act out their specific disability, i.e.:

- group with a visual impairment: blindfold;
- group with a physical impairment: rope to tie around their feet; and
- group with a hearing impairment: earplugs to put into their ears.

- When the groups are ready, they should follow the instructions on the video slides.

Under no circumstances are you allowed to read the instructions out aloud.

The instructions are as follows:

1. people whose feet are tied up must move to the front left of the class;
2. people who are hearing impaired must move to the back right of the class; and
3. people who are blind must move to the left back of the class.

- After they are in their new areas, you should give them their next set of instructions.

These instructions are not on the video slides and you should read them to the groups.

Keep the tone of your voice down so that the learners have to concentrate to hear you.

You can give them any instruction you like, but here are a few examples.

- Write down your favourite colour;
- Write down your favourite hobby;
- Write down your favourite food etc.

Share this information with the person next to you.

After they have completed their instructions they can take off the props, i.e. the blindfold, rope and earplugs, and they can return to their seats.

You need to facilitate the discussion when learners give answers to the following questions. You can read each question and then the group can discuss it. Be especially careful to focus on their personal experience of the particular activity.

1. What were your main thoughts during this exercise?

2. What were your feelings during this exercise?

3. Why, in your opinion, did you experience these feelings?

4. How did your classmates react in their roles?

Meet in your groups and discuss your answers. Compile a summary of the group's answers and give feedback to the rest of the class.



Activity 4: Stepping in your shoes- continue: Further awareness of people without disabilities towards people with disabilities.



10 min



Instructions:

Before showing learners the video clip (**on slide 15**) you need to go through the following questions with them (**slide 14**), i.e.:

1. What is the central theme or idea in this video?
2. In your opinion, how did it make the man going for the interview feel?
3. What were the main reactions of the other people in the video clip towards the man?

4. *In your opinion, how did they perceive him?*

5. *In your opinion, is this how people without disabilities react towards people with disabilities?*

You can also ask any other questions that can assist the learners to increase their awareness of people with disabilities.

2.4.5 LEGAL STIPULATIONS THAT PROTECT PEOPLE WITH DISABILITIES IN THE WORKPLACE



Make sure you familiarise yourself with the information on pages 28-30. In this section most of the new legislation governing equal treatment of people with disabilities in the



*workplace is conveyed. The important aspect however, is to emphasise that despite the various pieces of legislation, people with disabilities are still not given a fair opportunity to experience equal employment opportunities. The legislation is summarised on **slide 16-17**.*

From 1994, after the first democratic election in South Africa, a wide range of legislation came into effect which attempted to level the economic playing field somewhat (Itano, 2002). This led to the government adopting different public policy stances in order to protect and promote the rights of a diverse group of people (in terms of gender, race, disabilities etc.) optimally, thereby integrating them as much as possible into the society and economic mainstream (Robertson, Lewis & Hiila, 2004; Piggott, Sapey & Willenius, 2005; Simkiss, 2005). This legislation was implemented through the introduction of quota systems, as well as anti-discriminatory and/or employment equity legislation, thereby making it illegal to discriminate against people on the grounds of a disability at any stage of the employment process (Sutton & Walsh, 1999). Some of the legislation that was implemented was (Clark, 2003; Ruiter, Byrne & Reynolds, 2003; Christianson, 2004; Hernandez, Balcazar & Keys, 2004; Truter, 2004):

- the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), which prohibits unfair discrimination on the grounds of disability;
- the Act on Labour Relations, 1996 (Act 66 of 1995) with the main goal of advancement of economic development, social justice, labour peace and the democratisation of the workplace;
- the Act on Equal Employment, 1998 (Act 55 of 1998) which strives towards promoting equality in the workplace by means of employers implementing affirmative action measurement to promote people in designated groups (which includes, amongst others, people with disabilities);
- A Code of Good Practice, as well as Technical Assistance Guidelines (TAG) which were published in 2000 and 2003 respectively, to provide support to employees in the executions of their responsibilities in terms of this aspect. The main principle in these two documents is based on the philosophy that the employment of people with disabilities is not only to the advantage of the society, but also to the advantage of employees. The above measures ensure that suitable, qualified people from designated groups acquire equal employment opportunities in all labour categories. The Code provides guidance to employers to avoid simply aligning disability with poor health and not to discriminate against people with disabilities, should they have the necessary capacity to comply with the inherent requirements of the position. The Code also provides guidelines in terms of recruiting, selection placement, induction, development, promotion and accommodating people with disabilities.

The South African Government's approach to an Integrated National Disability Strategy is set forth in the White Paper (November 1997). The main goal of the White Paper can be summarized as (Bhagwanjee & Stewart, 1999; Mji, 2003; Integrated National Disability Strategy White Paper, 1997):

The development of strategies that would enable the affirmation of opportunities for people with disabilities

According to the Integrated National Disability Strategy White Paper (November 1997) the government further commits itself to the design of an extensive programme for people with disabilities, with the main objective being to promote their involvement in the community by eliminating discriminatory practices, especially in the workplace.

Finally, organisations must comply with the disability quota of approximately two per cent (2%) of the workforce. This, however, is only a guideline and not legally enforceable. This is a shortcoming in the Act on Labour Relations, 1996 (Act 66 of 1995), since employers cannot be punished if they don't integrate this quota into the organisation (Integrated National Disability Strategy White Paper, 1997).

Despite the above-mentioned legislation, people with disabilities are still not integrated into organisations, and in general, there is a high level of unemployment and under-representation amongst people with disabilities in the South African labour market.

2.5 HOMEWORK



Go to **slide 18**. Learners need to complete the following exercise before the next session. Go through the questions with them to ensure that they have a clear understanding of what is expected of them.



Locate a person who has a disability and ask him/her the following questions.

1. What kind of disability do you have?

2. Have you always been disabled?

3. What aspect of your disability is the most difficult for you to handle?

4. What aspects in life do you miss the most as a result of your disability?

5. What have you learnt as a result of your disability?

6. Identify an aspect of this person that you admire.

You will be asked to give feedback in the next class session.

PS. Remember to ask permission before you start asking questions about his/her disability.

2.7 UNIT EVALUATION



Go to **slide 19**. Ask learners to complete the unit evaluation before they leave the venue since it will help you to prepare for the next session.



Directions:

Please evaluate the following statements by making a cross in the appropriate column. You can answer these questionnaires anonymously and all responses will be handled confidentially.

KEY:

- 1. Totally Disagree
- 2. Disagree
- 3. Agree
- 4. Totally Agree

	1. Totally Disagree	2.. Disagree	3. Agree	4. Totally Agree
1. General				
Can you ...				
➤ explain the concept of diversity?				
➤ define the term disability?				
➤ integrate visual disabilities within the framework of diversity?				
➤ illustrate an understanding of people with physical disabilities using a wheelchair?				
➤ describe the concept of hearing disabilities?				
➤ describe the various legislations that impact the employment of people with disabilities?				
2. The content				
The information included in this unit provided a general orientation towards diversity .				
The information included in this unit provided a general orientation towards disability .				
3. The facilitator...				
made was well prepared.				
was competent in the field presented.				
communicated effectively.				
had a professional style of delivery.				
created a safe learning environment.				
created an environment where you felt you could ask				

questions.				
4. The instruction material...				
contributed to a better understanding of diversity and people with disabilities.				
was of a high quality (workbook and workbook activities).				

5. What did you like most about this part of the unit?

6. What did you like least about this part of the unit?

7. Has your general attitude improved regarding employees with disabilities as a result of this unit?

 YES

 NO

Explain your response in Question 7.

Thank you for your co-operation



While learners are busy filling in the evaluation form you can go to **slide 20**. On this slide you will find the words of the German philosopher, Friedrich Nietzsche. You can draw students' attention to it by reading it once, but there is no need to discuss it.



Then you can go to the next slide, **slide 21**. A music video will start to play. Playing this song will familiarise students with it, as it will be used in an activity in one of the later units.

UNIT 2:

CHANGING ATTITUDES



Creating disability awareness

3.1 ORIENTATION



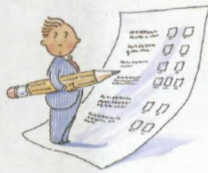
*At the beginning of this learning session, click on the button titled: “Unit 2 Awareness” on the “Main Menu”. You should show the **first slide** while learners enter the venue and take their seats. You can also play soft music to create a creative, informal learning atmosphere. While the students are taking their seats, you can wait for them on a chair that is positioned in the middle of the group.*



In this unit the focus will be mainly on the development of an increased awareness towards different issues regarding people with disabilities. In order to achieve this goal, managers and employees should become aware of the discrimination that people with disabilities experience at work. Various reasons why people with disabilities experience workplace discrimination will also be investigated as well as attitudes of managers and employees at work towards employees with disabilities. Lastly, the factors that influence managers' and employees' attitudes towards employees with disabilities will be discussed.

FIVE SENSES;
AN INCURABLY ABSTRACT INTELLECT;
A HAPHAZARDLY SELECTIVE MEMORY;
A SET OF PRECONCEPTIONS AND ASSUMPTIONS
SO NUMEROUS THAT I CAN NEVER EXAMINE MORE THAN A
MINORITY OF THEM -
NEVER BECOME CONSCIOUS OF THEM ALL.
HOW MUCH OF TOTAL REALITY
CAN SUCH AN APPARATUS LET THROUGH?

C. S. LEWIS (1898–1963), IRISH WRITER



3.2 UNIT OUTCOMES



Read through the following unit outcomes as presented on **slides 2 and 3**



After completion of this unit you should be able to:

- **name** various types of workplace discrimination that employees with disabilities experience;
- **identify** reasons why employees with disabilities experience discrimination at work;
- **describe** attitudes of managers and employees towards employees with disabilities by focusing on
 - what an attitude entails;
 - negative attitudes towards employees with disabilities;
 - positive attitudes towards employees with disabilities;
 - reactions towards employees with disabilities;
- **discuss** the factors that influence the attitudes of managers and employees towards employees with disabilities;
- **report** a general awareness towards people with disabilities.



This unit will take approximately **2 ½** hours to complete.



Go to **slide 4** before receiving the feedback on the homework activity from the learners.





Activity 1: Feedback on homework



10 min

This activity will assist you in orientating and preparing students for the new learning session. It will also help them to find a link between what they did in the previous session and today's session. Make sure you familiarise yourself with the homework activity on page 31 of your facilitator's guide. Give the learners the following instructions:

Compare the answers of the homework activity with group members. Find commonalities in the answers (i.e. certain feelings, thoughts etc.). Choose one spokesperson to give the group's answers to the rest of the learners.

Group's integrated answer:



An important aspect that you need to highlight from their answers is the fact that the individual with whom they had the interview is seen as a whole person with his/her own struggles but also his/her own strengths from which everyone can learn something, and not just as a disabled person who "deserves" to live a sub-standard life.

3.3 WORKPLACE DISCRIMINATION DIRECTED TOWARDS PEOPLE WITH DISABILITIES



*Make sure you are familiar with the information on pages 38 and 39 of this guide. Be prepared to convey the information in an informal manner to the learners and not as a lecture. On **slide 5** is a summary of the information that you can use as a guideline in your discussion.*



In spite of various forms of legislation promulgated over the past few years, people with disabilities are still not integrated into organisations. There are high levels of unemployment and under-representation in the South African work environment with regard to people with disabilities (Dibben, James & Cunningham, 2001).

From the above information we find that there is doubt in terms of the extent to which organisations really strive towards addressing the needs of people with disabilities in a proactive and integrated manner. This is even clearer when there is a realisation that

since the introduction of the Act on Equal Employment, 1998 (Act 55 of 1998), the number of people with disabilities who were employed, has declined (Bradshaw, 2004).

Opinions, attitudes and convictions of people without disabilities influence the way in which the community interprets disabilities and interacts with people who are disabled. When employing people with disabilities, the main stumbling block is more sociological than one of individual reasoning.

People with disabilities experience work-related discrimination and unfair treatment, which includes reduced benefits and opportunities for overtime work, unrealistic expectations with regard to their outputs, as well as the marginalisation of these people in society. Even when they are employed, they are often placed in underprivileged positions (including lower-status and less-paid positions) in the labour market. Blind or weak-sighted people experience even higher levels of discrimination than people with other types of disabilities. This is evidenced by the fact that a smaller percentage of people with these types of disabilities are employed in comparison to the generally disabled population (Jagoe, n.d.; Integrated National Disability Strategy White Paper, 1997; Thomas 2000; Kubicek, 2003; Turner, 2003).



Activity 2: Investigating the practical application of the Act on Equal Employment



Closer to home: Applying the Act on Equal Employment



Go to the next slide (**slide 6**) for this activity. The goal of this activity is to investigate the learners' organisations to discover whether they confirm what the literature says or not. Go through the questions with the learners and make sure they understand what is expected of them. Give them five minutes to do the activity on their own. In the next five minutes they must discuss it with their group. Use the last ten minutes for group feedback.

20 min



Please answer the following questions on your own and compare your answers in your groups. Choose a spokesperson to provide feedback on the group's answers to the rest of the class.

1. Has your company employed more people with disabilities since the introduction of the Act on Equal Employment, 1998 (Act 55 of 1998)?

YES NO

2. If yes, in your opinion, what were their main reasons for employing more people with disabilities?

3. If no, in your opinion, why was this the case?

4. Do you think there are different degrees of discrimination, and if so, (in your opinion) does the effect of the discrimination on other people differ?



It is important to identify the motives for organisations' actions in employing people with disabilities or not, from the learners' answers. Try to identify any prejudices, biases etc. in organisations' behaviour whether they employ people with disabilities or not. The answers must come from the students themselves.

3.4 REASONS WHY PEOPLE WITH DISABILITIES EXPERIENCE WORKPLACE DISCRIMINATION



Make sure you are familiar with the information on pages 40 to 44 of this guide. Be prepared to convey the information in an informal manner to the learners and not as a lecture. The information is presented on slides 7-10.



People with disabilities are not easily accepted by society. A large number of employers assume that it is difficult, if not impossible, to integrate these people into the workforce and tend rather to appoint people more like themselves. Often people without a

disability keep their distance from a person with a disability by assuming that this person cannot be “one of us” (Jagoe, n.d; Human 1996).

Some of the main reasons for this discrimination can be attributed to negative attitudes, prejudice, ignorance and the fear that people without disabilities have with regard to people with disabilities, as well as not being aware of the true abilities of people with disabilities. These negative attitudes can be perceived in stereotyping, preconceived notions and the negative labelling of people with disabilities, as portrayed in various forms of media (Schur, Kruse & Blanck, 2005).

The main prerequisite for positive interaction between people with and without disabilities is the attitude of all the parties involved.

3.5 ATTITUDES OF PEOPLE AT WORK TOWARDS EMPLOYEES WITH DISABILITIES

3.5.1 DEFINITION AND EXPLANATION OF AN ATTITUDE

An attitude can be defined as (Tervo, Palmer & Redinius, 2004):

... a certain disposition that a person has towards a certain object that consists of a complex structure, i.e. a cognitive, affective and behavioural component.

The three components can be illustrated through the following two examples, i.e.:

When the word soccer (the object) is mentioned you may experience certain feelings (the affective component), certain thoughts (i.e. the last game you watched) and behaviour (planning your next trip to the soccer stadium). These three components come together to form a particular attitude towards soccer (the object).

The same formula can be implemented to evaluate your attitude towards another object, namely people with disabilities. The moment the object was mentioned you immediately had certain feelings (good or bad), certain thoughts (maybe about your last encounter with a person with a disability) and certain behaviour (to ignore the person as if he/she doesn't exist) that accompanied this object.

The following focus will be on attitudes that are generally experienced towards people with disabilities in the workplace.

3.5.2 NEGATIVE ATTITUDES TOWARDS EMPLOYEES WITH DISABILITIES

People with disabilities represent a large percentage of individuals who would like to work, but remain unemployed because employers often don't utilise their potential. Even after the Act on Equal Employment, 1998 (Act 55 of 1998) was approved, only 0,9% of the country's total workforce consisted of people with disabilities. Furthermore, only 0,25% of people in the public sector consist of people with disabilities (Commission for Employment Equity, Annual Report, 2002; Public Service Commission, 2005).

These negative attitudes pose stumbling blocks for people with disabilities in fulfilling their roles, attaining their life goals, as well as being integrated into the workplace. This is clear when one takes into account that 99% of people with disabilities are excluded from employment in the open labour market.

When organisations do appoint people with disabilities, only certain types of positions, such as switchboard operator, are reserved for these people, although they possess other qualifications. The main focus is on the person with a disability meeting the needs of the employer, and the needs of the person with a disability are not taken into account (Integrated National Disability Strategy White Paper, 1997; England, 2003; Simkiss, 2005).

3.5.3 POSITIVE ATTITUDES TOWARDS EMPLOYEES WITH DISABILITIES

When employers do however, employ people with disabilities they display an overall satisfaction with the work performance of these employees. In a study conducted by Hagner and Cooney (2003), one supervisor, for example, pointed out that the understanding of, patience with, and respect for a person who differs from others are the most essential requirements for interaction between people with and without disabilities.

3.5.4 REACTIONS TOWARDS PEOPLE WITH DISABILITIES

From the above it is clear that two opposing attitudes exist with regard to people with physical disabilities. At the one end of the continuum there is no tolerance for people with disabilities, while at the other end of the continuum an all-encompassing tolerance and appreciation exists for people with disabilities. This is shown in Figure 3.1.

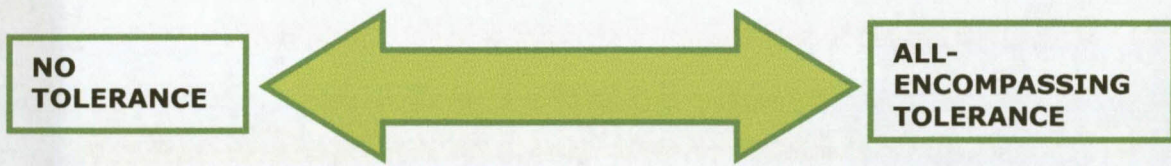


Figure 3.1: The different attitudes and reactions towards people with a disability.

Roosevelt (1995) and Kreitner and Kinicki (2001) identified different reactions that people without disabilities have towards people with disabilities in an organisation. These reactions are tabulated in Table 3.1

Table 3.1 Reactions towards people with disabilities (Roosevelt, 1995; Kreitner & Kinicki, 2001).

REACTIONS TOWARDS PEOPLE WITH DISABILITIES	EXPLANATION OF REACTION
Exclusion	People with disabilities are rejected and marginalised after they have joined the organisation.
Denial	People in the organisation ignore the differences between the

	different groups as if they were non-existent. This leads to people in the organisation being seen as a homogenous group, and not as a heterogeneous group with different needs.
Suppression	Individuals are encouraged to suppress differences as if they don't exist.
Isolation	This refers to the grouping of people without physical disabilities in certain departments or occupations, whilst people with physical disabilities must function on their own without the support and inputs of the rest of the group.
Assimilation	The attempt to change members with physical disabilities into an exact replica of people without disabilities. Differences between people with and without physical disabilities are therefore minimised.
Tolerance	In this situation the groups, with or without disabilities, acknowledge the right of existence for different groups, but steps are taken to limit the interaction between the groups to a minimum.
Building Relationships	This approach takes the view that building good relationships will overcome the differences between people with and without physical disabilities.
Nurturing Mutual Adaptation	This includes the acceptance and understanding of differences between the parties involved.

Activity 3: Determining your position on the reaction towards people with disabilities continuum.



Where are you on the reaction continuum?

As we have seen from the information provided above, each person reacts differently towards diversity.



30 min



Go to slide 11 as a starting point for this exercise. Go through the exercise and questions with the learners before they start. Make sure they understand the difference between the different reactions. Give each group a flipchart/white paper on which they can answer question one. Give learners 10 minutes to answer questions one, three and four.



Each group must choose a spokesperson to explain their responses to these questions. This will take about another 10 minutes. You must use the last ten minutes to tally the different groups' responses and to provide a short summary of the group's answers.

1. Classify each group member according to his/her reaction towards people with disabilities in the workplace on the reaction continuum. Tally each member's reaction in the table.

GROUP MEMBERS' REACTION	MEMBERS	TOTAL
Exclusion		
Denial		
Suppression		
Isolation		
Assimilation		
Tolerance		
Building Relationships		
Nurturing Mutual Adaptation		

2. Each group should provide their totals which will be included in a table to determine the average reaction of the class towards people with disabilities.

CLASS MEMBERS' REACTION	MEMBERS	TOTAL
Exclusion		
Denial		
Suppression		
Isolation		
Assimilation		
Tolerance		
Building Relationships		
Nurturing Mutual Adaptation		

3. What would you suggest as a possible solution to integrate employees with disabilities into the organization without showing the above reactions towards them?

4. What have you learnt or realized after doing this exercise?

3.6 ORGANISATIONAL FACTORS THAT INFLUENCE ATTITUDES TOWARDS EMPLOYEES WITH DISABILITIES



*Make sure you are familiar with the information on pages 46 to 49 of this guide. This information is summarised on **slide 12**. Different organisational factors that influence managers' and employees' attitudes towards employees with disabilities are summarised in this section. Encourage learners to give their own responses to factors that they think would influence managers' and employees' attitudes, before giving them the "correct" answers. Remember to be open to their responses. They could give new insights as well as other factors that could have an impact on people's attitudes towards people with disabilities.*



Different research indicates that certain factors exist which influence employers' attitude towards employees with disabilities. These factors will be discussed briefly (Graffam, Shinkfield, Smith & Polzin, 2002; Barcus & Targett, 2003; Bricout, 2003; Clarke, 2003; Gilbride, Stensrud, Vandergoot & Golden, 2003; Human, 2003; Kubicek, 2003; Turner, 2003; Burke & Sutherland, 2004; Hernandez et al., 2004; Tervo et al., 2004).

➤ **Managerial factors**

People with disabilities are usually low on management's priority list. Financial and operational considerations are regarded as being more important for the organisation's productivity and survival, and they therefore receive more attention. Managerial factors such as values, norms and respect for people with disabilities are however, becoming increasingly more important for the success of any organisation.

➤ **Productivity**

The maximisation of productivity can be regarded as an important managerial issue for employers. Employers' attitudes towards people with disabilities are to a large extent determined by how productive the employee is (disabled or not).

➤ **Size of the organisation**

Employers of larger companies (more than 45 employees) display a more positive attitude towards people with disabilities than employers of smaller companies. A possible reason for this is the fact that individuals at larger organisations have more opportunities to interact with people with disabilities and this increased exposure to people with disabilities leads to a more favourable attitude towards these people.

➤ **Cost factors**

Organisations sometimes hesitate and have a negative attitude towards appointing people with disabilities because of the perception of increased costs and the inconveniences involved. In reality however, the costs involved in accommodating people with disabilities are minimal.

➤ **Training and development of people with disabilities**

Employers are cost-aware and therefore show some resistance in general to making long-term investments such as training and developing their manpower. Consequently, training and development costs are usually the first to be cut in the light of short-term results, goals and rewards, causing a gap between the rehabilitation practices supporting workers with disabilities and the demands of the workplace.

Organisations often feel that the primary responsibility for training and development lies with the person with the disability, and a person with some disability should enter the organisation with the necessary skills, without the organisation having to go out of its way to train and support these people.

➤ **Training and developing managers and employees without disabilities to improve their awareness towards employees with disabilities**

The more knowledge and training people without disabilities receive from people with disabilities, the more positive their general attitude becomes towards these people.

➤ **Ability of employees with a disability to perform the job**

The attitude of employers is influenced by the person with the disability's real abilities to perform the functions of the position at a certain level. Employment relations are therefore influenced by the individual achievement of the person with the disability.

➤ **Employer experience and support issues**

The more exposure people without a disability have to people with disabilities, the more positive their attitude becomes towards these people. When employers focus on the positive qualities and skills which these people bring to the workforce, the person with a disability is regarded as an employee and not only as belonging to a stereotypical group.

➤ **Personal factors of people with and without disabilities**

Personal factors such as hygiene and personal care of the person with a disability are some of the most important stipulators that influence the employer's attitude towards these people. Personal factors of people without disabilities, such as high levels of aggression, anxiety, dogmatism, ethnocentrism, a limited degree of tolerance regarding ambiguity and a low self-esteem regarding their appearance, negatively influences their attitude towards and interaction with people with disabilities.

➤ **Social factors**

The employment success and employment satisfaction of people with disabilities does not correspond with the degree to which these people are physically and

socially included in the work environment, as well as with the demands made on a person with a disability. A positive attitude towards people with disabilities is therefore influenced by the organisation's social and cultural acceptance of co-agents, as well as an employer's ability to work with this person.

➤ **Communication problems between the parties involved which leads to integration problems**

Communication between people with and people without disabilities is often influenced by the physical disability of the person concerned, such as impaired hearing or speech, which can delay the communication process and can lead to tension and problems with communication. In turn, this state of affairs contributes towards the negative attitudes that people without disabilities display towards people with disabilities. The person without a disability would therefore rather avoid the person with some form of disability. Furthermore, negative attitudes from employers and fellow employees affect the communication and socialising process of new employees with disabilities. Consequently, their ability to be accepted by the organisation is unconditionally impaired.

➤ **The accommodation of people with disabilities**

Accommodating people with disabilities can result in negative reactions and attitudes of collaborators, because they feel that the person with a disability should be treated in a special manner. This accommodation is regarded as unfair if it should transpire that it facilitates the person's work, is seen as a reward or spin-off, or that scarce resources are used and co-employees lose their bonus as a result of this accommodation being seen as competing for rewards.



Activity 4: Determining factors that influence attitudes towards people with disabilities



Go to **slide 13** for this activity. The goal of this activity is for the group to apply the factors that they feel have the biggest impact on their attitude towards people with disabilities. Go through the activity with them and then give them five minutes to complete it. The next five minutes can be used to get feedback from the different groups. Write their answers on a flipchart/white paper. In the last five minutes you can give a summary of their answers.

15 min



Classify three factors that would influence the group's attitude most towards employees with disabilities. Provide reasons for the group's choices.

1. _____
2. _____
3. _____

Reasons:



The most important aspect that needs to be highlighted in the feedback is the factors that influence learners' attitudes towards people with disabilities.



Provide a summary by including some of the aspects that were covered in this unit. This could include aspects of workplace discrimination directed towards people with disabilities as well as various reasons why people with disabilities experience workplace discrimination. Lay emphasis on the various attitudes (positive and negative) of people at work towards employees with disabilities. You could conclude your discussion by referring to the various organisational factors that influence people's attitudes towards employees with disabilities.

3.9 UNIT EVALUATION



Go to **slide 15**. Ask learners to complete the unit evaluation before they leave the venue since it will help you to prepare for the next session.



Directions:

Please evaluate the following statements by making a cross in the appropriate column. You can answer these questionnaires anonymously and all responses will be handled confidentially.

KEY:

1. Totally Disagree
2. Disagree
3. Agree
4. Totally Agree

	1. Totally Disagree	2. Disagree	3. Agree	4. Totally Agree
1. General				
I can ...				
➤ name various types of workplace discrimination that employees with disabilities experience.				
➤ identify reasons why people with disabilities experience discrimination at work.				
➤ describe attitudes of managers and employees towards employees with disabilities by focusing on what an attitude entails, negative and positive attitudes towards employees with disabilities as well as actions towards employees with disabilities.				
➤ discuss the factors that influence the attitude of managers and employees towards employees with disabilities				
➤ report a general awareness towards people with disabilities				
2. The facilitator...				
made an effort and was well prepared.				
was competent in the field presented.				
communicated effectively.				
had a professional style of delivery.				
created a safe learning environment.				
created an environment where you felt you could ask questions.				
created an environment where you felt you were actively involved in the learning process.				
3. The instruction material...				
contributed to a better understanding of diversity and people with				

disabilities.				
was of a high quality (workbook and workbook activities).				

4. What did you like most about this part of the unit?

5. What did you like least about this part of the unit?

6. Has your general attitude improved regarding employees with disabilities as a result of this unit?

 YES

 NO

Give reasons for your response in Question 6.

Thank you for your co-operation



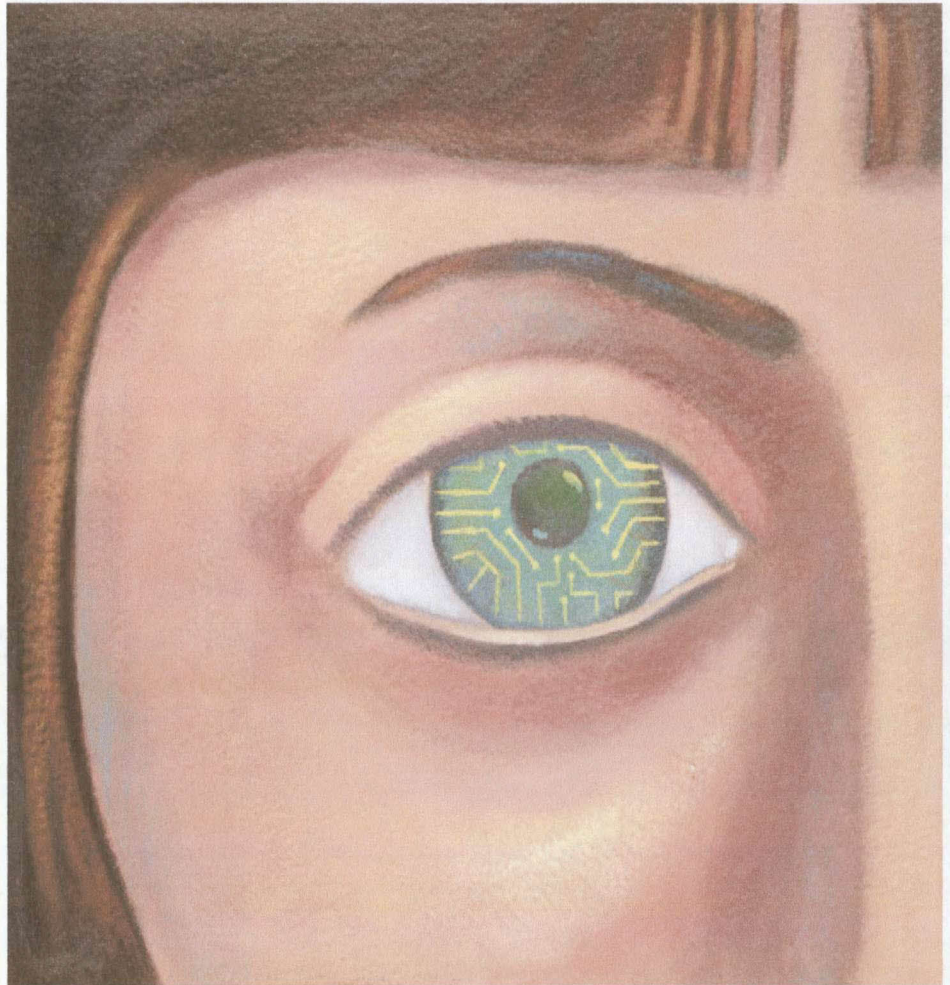
While learners are filling in the unit evaluation you can go to **slide 16**. On this slide you will find the words of C.S. Lewis. You can draw students' attention to it by reading it once, but there is no need to discuss it.



Then you can go to the next slide, **slide 17**. A music video will start to play. Playing this song will familiarise students with it, as it will be used in an activity at a later stage.

UNIT 3:

CHANGING ATTITUDES



Changing attitudes: Part 1:

People with Visual Disabilities in the Workplace

4.1 ORIENTATION



At the beginning of the learning session click on the button titled “Unit 3: Visual Disabilities” on the “Main Menu”. You should show the **first slide** while learners enter the venue and take their seats. You can also play soft music to create a creative, informal learning atmosphere. While the learners are taking their seats, you can wait for them on a chair that is positioned in the middle of the group.

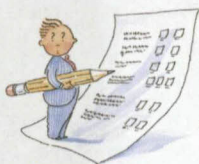


PS: Remember that you need to practice the interactive drama with the actors before the session starts.

In this unit the focus will be on changing attitudes towards people with disabilities, with the main focus on people with visual impairments. To achieve this, creating an awareness of the nature and implications of specific disabilities is essential. Furthermore an awareness of the issues and challenges that people with visual disabilities face in the workplace will also be created.

**THE ONLY PERSON WHO IS EDUCATED IS THE ONE WHO HAS
LEARNED HOW TO LEARN AND CHANGE.**

C. ROGERS



4.2 UNIT OUTCOMES



Read through the following unit outcomes as presented on **slide 2**.



After completion of this unit you should be able to:

- **relate** to the nature and implications of three specific disabilities, namely visual, paraplegia and hearing;
- **identify** with the issues and challenges people with visual disabilities face in the workplace;
- **describe** negative attitudes (in terms of thinking, feelings and behaviour) and stereotypes that people without disabilities have towards people with visual disabilities.
- **express** a general awareness towards people with visual disabilities.



This unit will take approximately **1 ½ hour** to complete.



Activity 1: Revisiting your homework



Go to **slide 3**. Read through the instructions with the learners to prepare them for the activity.



You had to reflect on an aspect (Unit 2) that you were made most aware of in terms of people with disabilities. Please share this aspect, as well as your thoughts and feelings regarding this aspect with the rest of the class. Were there any situations where you noticed this aspect in your daily life?



15 min

Thoughts _____

Feelings _____

Did you identify this aspect in your daily life? _____



At this stage of the programme the learners will feel more comfortable with each other and with the learning situation. Through this activity you need to guide students into a deeper understanding of their attitudes towards people with disabilities. It is important that they are able to start identifying their own negative attitudes, prejudices etc. towards people with disabilities. You must deduce this from the answers they give you.

4.3 CREATING AN AWARENESS OF THE NATURE AND IMPLICATIONS OF SPECIFIC DISABILITIES



First of all you need to go to **slide 4** for this activity. Read through the following section with the learners.



Before any real change towards people with disabilities can take place, one needs to become more familiar with their daily lives as well as the challenges they face. The next exercise will help you with this.



Activity 2: A Music video

LIVING IN THEIR SHOES



Instructions:



30 min



* Familiarise yourself with the following section and explain it to the students:

- The music video that you will be watching depicts the typical day of three people with three different disabilities. Firstly, there is David who has a visual impairment. Secondly, Tshidisho who is paralysed and thirdly, Natalie who has a hearing impairment. The words of the song were written specifically from the perspective of a person with a disability.
- Familiarise yourself with the song by reading the words. (Go to **slides 5 and 6** for the words. Give students five minutes to do this).
- Ask the learners if there are any questions or perspectives that they would like to share with the rest of the group. You could start the discussion by providing an example of an aspect that caught your attention when you read the words of the song.

* Read through the questions at the end of the song with the learners. These questions will guide learners regarding which aspects to focus on while they are watching the music video.

* Feel free to add questions or tasks that you feel students need to pay attention to.

* Switch off the lights.

* The moment you go to **slide 7** the music video will start playing.

BROKEN PERFECTION...

1. A broken vessel is all that is seen
A limp, a crutch or a gleaming wheel,
Pushed aside without a thought,
Prejudice and stereotypes in that they are caught.
2. In light of perfection the only thing that's seen
Is brokenness, and suddenly they're not so keen
To consider what might be.
No time, no love for the unseen.
3. Not thinking about our potential or giving us a chance
Even though we're different, we could enhance
Life and love and victory in the human race
Come on and touch some lives, with that loving grace.
4. Differences and diversity entraps all of us with fear
But please do look deeper, go to a higher gear
For there is a deeper meaning, and this we will celebrate
Life and love and differences and that is what's so great!!!

CHORUS:

Celebrate our differences, enjoying every day
Come on and enjoy the sameness -what do you really say?
Brokenness looks bad and sad, but please do stop and ask
'cause only then can we work together and accomplish any task.

5. In a mirror of reflection we see a perfect dream,
A dream to become worthy, and reflect the sunlight's beams.
Fulfilling our very purpose, vessels of the light
For only then can we surface and everything put right.

Group Activity: Answering questions on the song “Broken Perfection”

Questions:

1. What is the central theme regarding the song?

2. Write down your general perspectives/feelings/thoughts of the song or characters in the song.



You can ask whether there is a learner who would like to share his/her answer to question 2. Focus on the authenticity of their answers.

3. According to the music video, what are some of the issues, that people with physical disabilities face?

4. According to the song, what are people with disabilities' expectations of people without disabilities towards them? Do you agree with this point of view or not? Give reasons for your answer.



Focus on new perspectives/thoughts/feelings that learners discovered in this process. Remember to share some of your own experiences as well. This usually provides a platform that learners can identify with and on which they can build their answers. When learners give a response, you can facilitate the process by asking “why?”, “how?” and “when?” questions.

4.4 CREATING AN AWARENESS OF THE ISSUES AND CHALLENGES PEOPLE WITH VISUAL DISABILITIES FACE IN THE WORKPLACE



Go to **slide 8**. If time allows you can read the following with the learners.

From the above activity it is clear that people who are visually disabled have different challenges in their daily lives. This is even truer when they are in the work environment. The following activity will focus specifically on some of the typical issues and challenges people who are visually disabled experience in the workplace, or should one rather say, experience in trying to get into the workplace.



INTERACTIVE DRAMA 1: CREATING AN AWARENESS TOWARDS VISUAL DISABILITIES IN THE WORKPLACE

DAVID'S BIG BREAK...OR IS IT?



Preparation for interactive drama one:

Watch *interactive drama 1* on the DVD to get a better idea of how to plot the drama. You can also use Figure 4.1 as an outline, but feel free to adapt it according to the venue. Ensure that the three actors are familiar with their roles. Leave enough time for the actors to practise the drama.

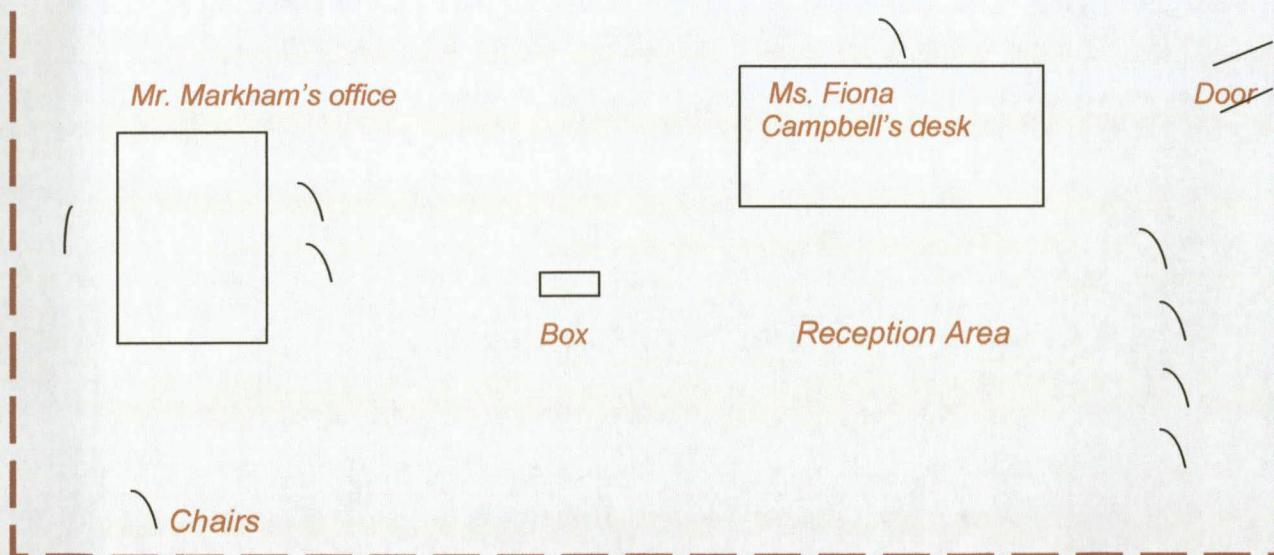


Figure 4.1: Plotting interactive drama 1

PROPS:

Reception area:

- Desk, chair, telephone, paperwork, files etc.
- Chairs in waiting room

Mr. Markham's office:

- Desk
- Chairs
- Papers on desk

Clothes that suit each person's character.

A box in the middle of the floor between the reception area and Mr. Markham's office.

It is important that you don't rush through this activity, but have enough time to get the most from the drama.

Read through the background, setting and characters on page 62 and 63 and the questions at the end of the activity on pages 67 and 68 with the learners before starting interactive drama 1.



40 min

Background:

The following activity consists of a drama with three actors who present different roles in the workplace. In this drama the focus is on a person with a visual disability, going for his first job interview after he has completed his studies. Please focus on the behaviour (reactions) of all the role players as well as their interaction with each other. Try to focus on what you would have felt and thought and how you would have reacted if you were in Mr. Nkwenkwezi's shoes. You also need to focus on the questions asked at the end of the activity. You will be given the opportunity to suggest alternative actions that could have been taken by the different characters in the drama. If you feel comfortable enough you will be able to demonstrate this alternative action "on stage". Lastly, you will also be given the opportunity to ask Mr. Nkwenkwezi questions regarding his experience of his disability.

Setting:

Mr. David Nkwenkwezi is attending a job interview at the offices of the Department of Disaster Management. The vacancy is for a "Public Policy Adviser Assistant". The one side of the stage will represent the reception area where Ms Fiona Campbell sits, while the other side will represent Mr. Markham's office.

Characters:**Mr. David Nkwenkwezi**

David graduated last year from the University of the Free State, where he received his degree in Public Administration, cum laude. He was also very involved in various campus activities and worked at "The Unit for Students with Disabilities", teaching students different computer programs. David has been visually impaired since birth. He is very nervous about his first "real" job interview and is not sure what to expect and how people will react towards him, especially because he is visually impaired. David mentioned nothing of this in his Curriculum Vitae.

Mr. Lyle Markham

Mr. Markham is head of the department of Disaster Management at the local municipality. He is very task orientated, authoritative and needs to develop his interpersonal skills. Currently his main concern is to fill the vacancy of "Public Policy Adviser Assistant" in his department as soon as possible, as this position has been open for almost a month. This means he has a lot of extra work that costs him his week-ends and evenings trying to get everything done. He is tired and agitated and just wants to get the position filled.

Ms. Fiona Campbell

Ms. Fiona Campbell is Mr. Markham's secretary. She is a perfectionist and becomes very upset when things don't go according to plan. Mr. Markham makes her nervous and she feels nothing she does is good enough for him.

SCRIPT FOR INTERACTIVE DRAMA 1:

Mr. David Nkwenkwezi walks into the reception area. He bumps against a chair but hears Ms. Campbell speaking on the phone and walks towards her to introduce himself.

Ms. Campbell is speaking on the phone, and in an agitated voice says, *"Oh all right, I'll double-check those figures. Bye"*. She is totally absorbed in her work and does not even notice Mr. Nkwenkwezi standing right in front of her.

Mr. Nkwenkwezi speaks in a very professional voice, *"Good day. I'm here for my appointment with Mr. Markham...Lyle Markham. It is for a job interview."*

Ms. Campbell doesn't look up, just gives a quick wave with her hand towards a chair and in an agitated and frustrated manner, brushes David off by saying, *"Yes, yes, he'll be with you in a moment. Just take a seat"*. She continues with her work, speaking in an audible voice to herself, *"now I wonder what is going on with all these figures."*

"Thank you very much", Mr. Nkwenkwezi answers in a polite voice, turns around and starts tapping with his walking cane on the floor.

When Ms. Campbell hears the tapping, she looks up with a deep frown on her face to see what is disturbing her peace. She jerks her head and narrows her eyes searching for the guilty party, when she realises that it is Mr. Nkwenkwezi tapping with his cane on the floor.

"Oh no", she mutters and jumps out of her seat and rushes toward David. *"I'm so very, very sorry. I didn't realise you're uh...uh...uh"* - not knowing what to say. *"Let me help you. Come...come sit here"*, she says, grabbing the cane at the bottom trying to pull Mr. Nkwenkwezi towards a chair.

Mr. Nkwenkwezi, resists her pulling him and in a calm, firm voice says, *"Excuse me lady, you can let go of my cane now. I'll be fine, thank you"*.

Mr. Nkwenkwezi gives a smile, finds a chair and sits down confidently, waiting for his appointment.

Ms. Campbell slowly walks back to her desk looking at David. Back at her desk she says in an almost audible voice, *"I wonder if I should offer him something to drink –some tea or coffee maybe...but how will he put in the sugar or milk? I'd better not"*.

"Excuse me, did you say something?" Mr. Nkwenkwezi asks.

Ms. Campbell answers in an embarrassed voice, *"Um, no...yes... not really."* She stands up, walks around her desk towards Mr. Nkwenkwezi and leans against it, asking Mr. Nkwenkwezi, *"Um...so, where did you hear about the vacancy?"* trying to find something to say to break the ice.

Mr. Nkwenkwezi gently smiles and answers, *"Oh, I found it on the Internet"*.

Ms. Campbell, in an astonished tone of voice, asks: *"You go onto the Internet?"*

Mr. David Nkwenkwezi, ignores her surprise and playfully answers, *"Yes, It is one of my favourite pastimes, that's when I don't go to the movies"*.

Ms. Campbell cannot believe her ears and with even more astonishment asks: *"You go to the movies....but why...?"*

Before Mr. David Nkwenkwezi can answer Mr. Markham enters the reception area extends his hand for a handshake towards Mr.Nkwenkwezi and introduces himself, *"Mr. David Nkwenkwezi? I am Mr. Markham and will be doing the interview with you. Welcome"*.

Ms. Campbell stands behind Mr. Nkwenkwezi and tries to show Mr. Markham that Mr. Nkwenkwezi is blind, by pointing to her eyes and closing her hands over her eyes, but he just ignores her.

Mr. Nkwenkwezi doesn't extend his hand for the greeting, but only replies in a friendly "*Hello, pleased to meet you*".

A frown appears on Mr. Markham's face and with much uncertainty he lowers his hand while searching for answers from Ms. Campbell, who is still trying to show him that Mr Nkwenkwezi is blind. Mr. Markham clearly shows his discontent with the situation and with a nod of his head, turns around and almost rudely says over his shoulder, "*Follow me*".

Mr. Nkwenkwezi follows Mr. Markham, but nearly falls over a box standing in the middle of the floor on his way to Mr. Markham's office.

Ms. Campbell rushes over to where the box is standing and takes it out of the way, apologising as she does so, "*Oh I'm so sorry, so very, very sorry*" and she disappears as quickly as possible.

Mr. Markham looks at the situation, shakes his head and throws his hands up in the air out of frustration.

Both men are seated and a very uncomfortable Mr. Markham starts shifting some papers around, not quite knowing how to start the interview. After what seems like an eternity Mr. Markham starts: "*Uh, Mr. David Nkwenkwezi...*"

Mr. Nkwenkwezi answers with a confident: "*Yes?*" and waits patiently for what is to follow.

Mr. Markham continues in a very formal manner, "*I must say, you have a very impressive C.V. I see here, I...I...mean...um...it has come to my attention that you have finished your Public Administrative degree with distinctions all the way*".

Mr. Nkwenkwezi answers very energetically and enthusiastically, "*I really enjoyed my studies and worked hard at achieving good marks. I had good lecturers and the Unit for students with disabilities helped and encouraged me to make the most of my studies.*"

Mr. Markham, in a more relaxed tone asks, "You also did various part-time jobs and according to the references here, you did a really good job at each and every place you worked. Could you tell me a bit more?"

Mr. Nkwenkwezi answers humbly but with confidence, "Well, Mr. Markham, I know that new jobs aren't always easy to find and that is why I try to stick to the one I have and do a really good job at that. Then there will be no reason for them to fire me, or for me to want to quit – except if a wonderful, not to be missed opportunity comes along, like this one, of course. This type of job is the reason I studied – it's perfect for me!"

Mr. Markham stands up from his chair and moves around to the front of the table. He sits on the one corner and in a very discouraged voice, says, "You are the perfect candidate for this job. I just don't know how you are going to fit in, into the organisation, the people...all of it...I mean with you being, oh..., you know what..." and with that he puts his head in his hands and his body slouches.

At this point all the characters freeze until you as the facilitator start facilitating, by focusing on the following questions.

Questions:

Please answer the following questions on your own.

Give learners enough time to respond thoroughly to the questions.

1. What were your thoughts and feelings when you attended your first job interview?

Thoughts: _____

Feelings: _____

2. What, in your opinion, were the thoughts and feelings of Mr. Nkwenkwezi at his first job interview? Give reasons for your answer.

3. What were your general thoughts and feelings while watching the drama?

4. Why, in your opinion, did Ms. Fiona Campbell and Mr. Lyle Markham react as they did?

5. In your opinion, how do reactions like those of Ms. Campbell and Mr. Markham make David feel?

6. Can you identify any stereotypes or biases that any of the characters have towards David?

7. Explain or demonstrate a different response from Ms. Fiona Campbell.

8. Explain or demonstrate a different response from Mr. Lyle Markham.

9. Would you hire Mr. Nkwenkwezi for the position or not? Please give reasons for your answer.

Compare all your answers in your group. Please provide a summary of the general attitude of the group with regard to questions 4-9.

If learners do not respond immediately, you can start by asking a general question, i.e. "How did he really experience his first job interview?" Prepare actors to respond to any suggestions that the learners might give.



Compare all your answers in your group. Please provide a summary of the general attitude of the group with regard to questions 4-9.



The most important goal that learners need to achieve in this activity is to identify their own stereotypes, biases etc. towards people with a visual impairment. They also need to identify with some aspects of Mr.Nkwenkwezi's personal experience of his disability.



4.5 HOMEWORK



Go to **slide 9**. Learners need to do this homework activity before the next session.



Search the Internet for a successful or well-known person who has a visual disability.

The person can be successful in any sphere of life, e.g. business, science, the arts.

Identify an aspect or aspects which you think contributed to that person's success. In

what type of job would such a person be an advantage to your company? Give reasons for your answer.

The following are a few sites that can serve as starting points in your search.

<http://www.afb.org/Section.asp?SectionID=7&TopicID=267&DocumentID=2818>

<http://www.raggededgemagazine.com/reviews/kellernielsenlotempio0805.html>

<http://www.iowa-braille.k12.ia.us/autobiography.html>

<http://nadc.ucla.edu/webtour.cfm>

<http://www.answers.com/topic/list-of-people-with-visual-disabilities>

<http://www.hillsboroughcounty.org/alliance/disabilities/famouspersons.cfm>



Feel free to look up other links that can assist the learners with the homework.

4.7 UNIT EVALUATION



Go to **slide 10** and ask learners to complete the unit evaluation before they leave the venue.



Directions:

Please evaluate the following statements by making a cross in the appropriate column. You can answer these questionnaires anonymously and all responses will be handled confidentially.

KEY:

1. Totally Disagree
2. Disagree
3. Agree
4. Totally Agree

	1. Totally Disagree	2..Disagree	3. Agree	4. Totally Agree
1. General				
Can you ...				
➤ Relate to the nature and implications of the three specific disabilities as mentioned in this unit?				
➤ identify with the issues and challenges people with visual disabilities face in the workplace?				
➤ describe negative attitudes (in terms of thinking, feeling and behaviour) and stereotypes that people without disabilities have towards people with visual disabilities?				
➤ express a general awareness towards people with visual disabilities?				
2. The facilitator...				
made an effort and was well prepared.				
was competent in the field presented.				
communicated effectively.				
had a professional style of delivery.				
created a safe learning environment.				
created an environment where you felt you could ask questions.				
created an environment where you felt you were actively involved in the learning process.				
3. The instruction material...				
contributed to a better understanding of diversity and people with disabilities.				
was of a high quality (workbook and workbook activities).				

4. What did you like most about this part of the unit?

5. What did you like least about this part of the unit?

6. Has your general attitude regarding employees with disabilities improved as a result of this unit?

 YES NO

Give reasons for your response in Question 6.

Thank you for your co-operation

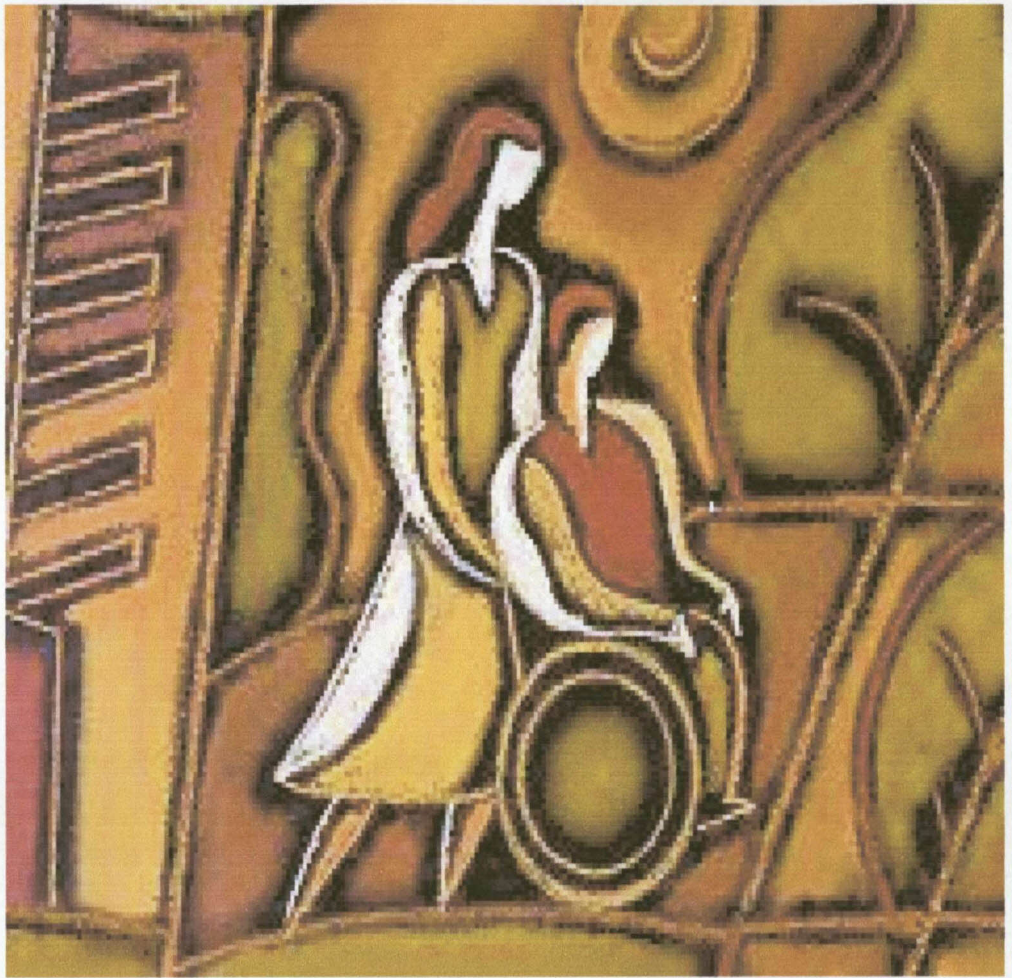


*While learners are filling in the unit evaluation you can go to **slide 11**. On this slide you will find the words of a well-known psychologist, C. Rogers. You can draw students' attention to it by reading it once, but there is no need to discuss it.*



UNIT 4:

CHANGING ATTITUDES



Changing attitudes: Part 2:

Paraplegics in the workplace.

5.1 ORIENTATION



At the beginning of the learning session click on the button titled "**Unit 4: Paraplegics**" on the "**Main Menu**". You should show the **first slide** while learners enter the venue and take their seats. You can also play soft music to create a creative, informal learning atmosphere. While the learners are settling down, you can wait for them on a chair that is positioned in the middle of the group.



***PS:** Remember that you need to practise the interactive drama with the actors before the session starts.*

In this unit the focus will be on changing attitudes towards people who are paralysed, i.e. paraplegic, by creating an increased awareness towards some of the practical issues that they experience. Negative attitudes and stereotypes towards these people will also be identified which will lead to a better general awareness.

DO ORDINARY THINGS WITH EXTRAORDINARY LOVE

MOTHER TERESA



5.2 UNIT OUTCOMES



Read through the following unit outcomes as presented on **slide 2**.



After completion of this unit you should be able to:

- **indicate** an improved awareness of some of the practical issues that a person who is paralysed experiences;
- **identify** different stereotypes and negative attitudes (in terms of thinking, feelings and behaviour) that people without disabilities have towards people with paralyses (i.e. paraplegics) and
- **express** a general awareness towards people who are paralysed, i.e. paraplegics.



This unit will take approximately 1 ½ hours to complete.



Activity 1: Revisiting your homework

Go to **slide 3**. Read through the instructions with the learners to orientate them towards the activity that they had to do for homework.



For your homework activity you had to locate a successful person with a visual disability. Please provide the rest of your group with feedback regarding the following questions:

20 min

1. Who is the person?

2. Why is he/she a success?

3. Identify an aspect(s) which you think contributed to the person's success.

4. In what type of job in your company would a person with the specific strong point you identified, be an advantage for the company? Give reasons for your answer.



When facilitating students' responses, you need to focus on the following aspects regarding people with disabilities:

- they can be successful in life;
- they can make a contribution to society;
- they don't need to be institutionalised; and
- they should have an equal position in society.

5.3 BEING PHYSICALLY DISABLED: A REALITY



Go to **slide 4**. If time allows, you can read the following with the learners.



As already mentioned in a previous section, one of the major causes of being paralysed is accidents. This means it could happen to any person at any given time, which makes it much more of a reality to any person without a disability. In the following drama, this is exactly what happened.



INTERACTIVE DRAMA 2: CREATING AN AWARENESS TOWARDS PEOPLE WITH PHYSICAL DISABILITIES I.E. PARAPLEGICS IN THE WORKPLACE

STUCK IN THE MUD - OR IS IT THE WHEELCHAIR?



40 min

Preparation for interactive drama 2:

Watch **interactive drama 2** on the DVD to get a better idea of how to plot the drama.

You can also use Figure 5.1 as an outline, but feel free to adapt it according to the venue.

Make sure the three actors are familiar with their roles.

Leave enough time for the actors to practice the drama.

PROPS:

- Ramp used for getting up stairs;
- Desk.

- Door
- Something that could be used as an elevator, i.e. putting chairs together.
- The DVD has a simulation of an alarm on it.
- A bell that could signal the opening and closing of the lift door.
- Professional work clothes for the different characters

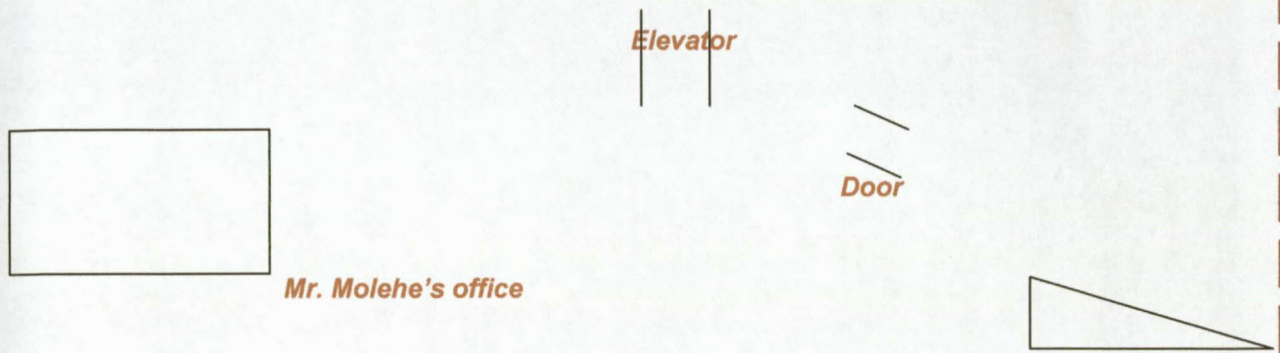


Figure 5.1: Plotting interactive drama 2

Read through the background, setting and, characters and the questions at the end of the activity on page 82 with the learners before starting interactive drama 2.

Background:

The following drama consists of three actors presenting different roles in the workplace. The main focus of the drama is on one person's first day back on the job, after having been in a car accident in which he was paralysed and ended up in a wheelchair.

Please focus on the behaviour (reactions) of all the role players as well as their interaction with each other. Try to focus on what you would have felt, thought and how you would have reacted if you were in the same position as Mr. Molehe. You also need to focus on the questions asked at the end of the activity, since these will be discussed after the drama has been presented. You will also be given the opportunity to suggest alternative actions that could have been taken by the different characters in the drama. If you feel comfortable enough you will be able to demonstrate this alternative action "on stage". Lastly you will be given the opportunity to ask Mr. Molehe questions regarding his experience of his disability, if you wish.

SETTING:

Mr. Thidisho Molehe has been in a major car accident in which he was paralysed from his waist down. After six months of rehabilitation he is returning to his job at the Offices of the Provincial Government in the budget department.

THE CHARACTERS:

Mr. Tshidisho Molehe

Mr. Molehe is an accountant in the budget department of the provincial government. Six months ago he was in a serious motor vehicle accident, which left him paralysed from his waist down. After intense rehabilitation he can return to work. He is looking forward to returning to his work and getting his life back to normal...he hopes.

Ms. Kate Modisakeng


Ms. Modisakeng is the general secretary at the budget department. Kate is very good-natured, always friendly, professional and helpful.

Mr. Cobus van Wyk

Mr. van Wyk is also an accountant in the same department as Mr. Molehe. Before the accident they were not only colleagues but also very good friends and visited each other frequently over week-ends and in the evenings. After the accident things have never been the same. Cobus never visited his friend in the rehabilitation centre or at home, while Tshidisho was recuperating. He is uncomfortable with the new situation and his behaviour shows it, which is very sad for Tshidisho.

SIT BACK AND ENJOY!

SCRIPT FOR INTERACTIVE DRAMA 2:



Thsidisho takes a deep breath while he stares at the building. *"My first day back on the job...now everything can get back to normal ... I hope"* he says in an uncertain voice, while slowly breathing out.

"I guess this is how a new kid must feel on his first day at a new school... I might as well get started", and with these words he starts rolling towards the ramp of the building. *"Never thought that I would need one of these"*, he says looking at the ramp.

He pushes himself up the ramp, but rolls down and ends right where he started. He tries several times, but each time he just ends up at the bottom of the ramp.

"I cannot understand this", he says out of breath. "I was fine with the ramp at the rehab," and starts investigating the ramp.

"Oh", he says in realization, "this one is much steeper".

He moves to the bottom of the ramp to try again and in a determined voice says to himself, *"I'll just have to push much harder and hope I don't push so hard that I fall on the back of my head,"* and he chuckles thinking about it.

With a great effort he pushes himself up the ramp, putting all his energy into reaching the top. At the top he takes out a handkerchief and presses it against his damp forehead. He looks back at the ramp, and says, *"I'll really have to talk to somebody about this ramp. I cannot go through this every morning".*

After he has caught his breath he starts moving towards the front door of the building. He reaches for the handle to open the door but the door pushes against the wheel of his chair, as it opens to the outside. He tries to move to the side, but then he cannot reach the handle.

He gives a loud sigh and mutters a frustrated, *"Oh no..."* He leans back in his chair and feels very despondent towards the whole situation, while speaking to himself in a down-hearted manner, *"What am I going to do now?"*, pressing with his fingers against his temples. He feels a headache coming.

At that moment the door swings open and Ms. Kate Modisakeng appears in the doorway. Tshidisho makes use of the opportunity and goes inside the building. *"Good morning, Kate. Thanks for keeping the door open. I was wondering how I was going to get into the building".*

"Good morning Mr. Molehe. No problem. I'm so glad you're back! I heard you were coming to the office today. How are you?" Kate answers in her usual friendly voice.

Thsidisho answers in a relieved voice, *"I'm fine thanks, but maybe you would know. Who is the person I should talk to about changing a ramp and maybe making this door more accessible for me?"*

Kate answers with some uncertainty in her voice, *"Well, I guess that would be Ms. Naidoo, but I don't know about that. Don't you remember that last employee on the 5th floor? She also wanted to change some things around here, but after trying for two years..."*

Thsidisho doesn't even let her finish her sentence and just interrupts with frustration, *"Well, I don't have two years. It'll have to happen sooner"*.

Kate gives an understanding smile and answers *"I know you don't have two years. Please just let me know if there is anything I can do to help you"*

Thsidisho just utters a faint, *"Thanks, Kate"*, and pushes himself towards the reception area.

Kate stares at Thsidisho as he moves away and shakes her head from side to side while uttering softly, *"Poor Mr. Molehe"*.

In the reception area, Thsidisho looks around as if it is the first time he has ever seen the place. Speaking to himself he says, *"Everything looks much higher than I remember it. Well... I am a bit lower than when I was here last"* he chuckles, joking with himself. *"It's a good thing I still have a sense of humor left..."* he says and moves towards the lift.

At the lift he presses the button. With a ringing sound the lift indicates that it is there and the doors open. Thsidisho turns around and reverses himself into the elevator. He reaches towards the numbers on the side and presses number 2 on the wall. *"I'm lucky to be working on the second floor and not the 20th. I would never have been able to reach that"*, he says with some relief in his voice. He waits as the lift goes up and softly mutters, *"Ground, one, ah two. Here we are."* and with that the door makes the same ringing sound which indicates that it has reached its destination.

Tshidisho pushes himself out of the lift when suddenly someone comes around the corner and bumps into his wheelchair so that he falls right over him, nearly knocking over his chair. When Tshidisho has regained his composure he sees it's his colleague and long-time friend, Cobus van Wyk.

Cobus was just busy speaking to somebody else moving with his back towards the elevator, *"All right Jakes, I'll take a look at that..."* when he bumps into Tshidisho's chair. Cobus swings around aggressively and in an irritated voice says: *"Hey, look where you're go..."* when he suddenly realises his opponent is none other than his friend Tshidisho. Shock spreads over his face as he frantically searches for something to say, but cannot find the right words. He starts speaking in a hurried, anxious way: *"Uh, oh, hi. You look ...uh...good. Sorry I didn't come to see you in, you know the hospital and rehab. It's been a bit hectic around here, especially with you not being here. Not that I blame you- you needed to recover, but you know how it is, meetings and things. Well, I better be off- things to do, people to see. Will see you around"*, and with those words he tries to get away as quickly as possible without even giving Tshidisho a chance to respond.

With astonishment, but also sadness, Tshidisho looks at Cobus as his old friend disappears around the corner and mutters to himself, *"Unbelievable...it looked as if he just wanted to get away from me – as if I have some sort of disease. I'm still the same person...What is going on here? Let me just get to my office where I can have some peace and quiet."* and with that he tries to get to his office as quickly as he can.

In his office he moves towards his desk, but his wheelchair bumps against the desk and he is unable to get his chair underneath the desk. He mutters a frustrated *"Oh no- not this too"* and puts his hands on his head. Sitting like that for a few seconds he suddenly hears a siren and looks up.

The ladies' voice on the intercom gives a clear message, "*Ladies and gentlemen, this is an alarm situation. There is a fire in the building. Everyone needs to leave the building immediately. I repeat, everyone should leave the building immediately. DO not use the elevators, but the stairs for all evacuation!!! Do not use the elevator, but the stairs! Thank you.*" (You will find this alarm and voice over at **slide 5**).

Tshidisho has an expression of total amazement on his face....

At this point all the characters freeze until you as the facilitator starts facilitating, by focusing on the following questions.

Please answer the following questions on your own.

1. What thoughts and feelings did you experience while watching the drama?
Why, do you think, you experienced those particular thoughts and feelings?

2. What thoughts and feelings did you have on your first day at your new job?

3. Do you think that Mr. Tshidisho Molehe experienced his first day back on the job any differently? Give reasons for your answer.

4. Why, in your opinion, did Mr. Cobus van Wyk react the way he did?

5. In your opinion, how did the reaction of Mr. van Wyk make Mr. Molehe feel?

6. Can you explain or demonstrate (whichever makes you feel more comfortable) a different response from Mr. Cobus van Wyk towards Mr. Molehe?

7. Identify the most important workplace accommodation that would enhance the quality of life of Mr. Molehe.

8. Identify a practical aspect that you have noticed in the drama that you've never noticed or thought of before.

You will now be given an opportunity to ask Mr. Molehe questions regarding his disability.



If learners do not respond immediately, you can start by asking a general question, i.e. "How did he really experience the first few months after his accident?" Prepare actors to respond to any suggestions that the learners might give.

Compare all your answers in your group. Different groups will provide feedback on different questions. All groups should however be prepared to give feedback on questions 4-8.



The reasons why the interactive dramas are repeated in different situations is to strengthen some of the same aspects of people with disabilities i.e. that they can be part of the normal daily life of society. Another reason, however, is to create an increased awareness from the learners of the everyday struggles that people with disabilities experience as can be seen, for example, in this interactive drama. You need to emphasise these ideas from the responses that learners give. You are also free to add your own questions or tasks to this activity.

5.4 A REAL-LIFE EXAMPLE OF A PARAPLEGIC IN THE WORKPLACE



First of all you need to go to **slide 6** for this activity. Read through the following section with the learners.



One always tends to think of people with disabilities as being “out there” or “not one of us”. This leads to alienation or exclusion of these members when they are encountered in a workplace or any other area, as was seen in the previous activity. In the next activity the goal is to study a person who is a paraplegic in his daily work environment – where we spend most of our time.



Activity 2: Reflecting on your own stereotypes and prejudice.

HOW I EXPERIENCE MY DISABILITY



Read the following part with the learners.

15 min

In this activity an ‘on the job’ interview is held with a person who became paralysed. The interview focuses on different aspects regarding his disability at work. Please focus on the person’s general experiences of the attitudes of people without disabilities towards him. Also focus on your own attitudes (including thoughts, feelings and attitudes) towards him. Try to identify your own stereotypes and prejudices from these attitudes.

You will be expected to give feedback on the above aspects or any aspects that caught your attention while watching the interview.



Play the interview by going to the next slide, i.e. **slide 7**.

The most important aspect that you need to focus on in the different responses that learners give is:

- the reality that anyone can be in a situation where he/she ends up being paralysed;
- the challenges of being paralysed in the workplace;
- the attitude of the person with and without a disability makes all the difference.

5.5 HOMEWORK



Go to **slide 8**. Learners need to do this homework activity before the next session.



Identify aspects in the physical environment of your company that are not suited for a person using a wheelchair. What has to change to make the environment more wheelchair-friendly to thus accommodate a person using a wheelchair? If at all possible, try to make a rough calculation of what this will cost the company.

5.7 UNIT EVALUATION



Go to **slide 9**. Ask learners to complete the unit evaluation before they leave the venue since it will help you to prepare for the next session.



Directions:

Please evaluate the following statements by making a cross in the appropriate column. You can answer these questionnaires anonymously and all responses will be handled confidentially.

KEY:

1. Totally Disagree
2. Disagree
3. Agree
4. Totally Agree

	1. Totally Disagree	2..Disagree	3. Agree	4. Totally Agree
1. General				
I can ...				
➤ indicate an improved awareness of some of the practical issues that a person with a paralysis, i.e. a paraplegic experiences;				
➤ identify different stereotypes and negative attitudes that people without disabilities have towards people with paralysis, i.e. paraplegics				
➤ express a general awareness towards people with paralysis, i.e. paraplegics.				
2. The facilitator...				
made an effort and was well prepared.				
was competent in the field presented.				
communicated effectively.				
had a professional style of delivery.				
created a safe learning environment.				
created an environment where you felt you could ask questions.				
created an environment where you felt you were actively involved in the learning process.				
3. The instruction material...				
contributed to a better understanding of diversity and people with disabilities.				
was of a high quality (workbook and workbook activities).				

4. What did you like most about this part of the unit?

5. What did you like least about this part of the unit?

6. Has your general attitude regarding employees with disabilities improved as a result of this unit?

 YES NO

Explain your response in Question 6.

Thank you for your co-operation



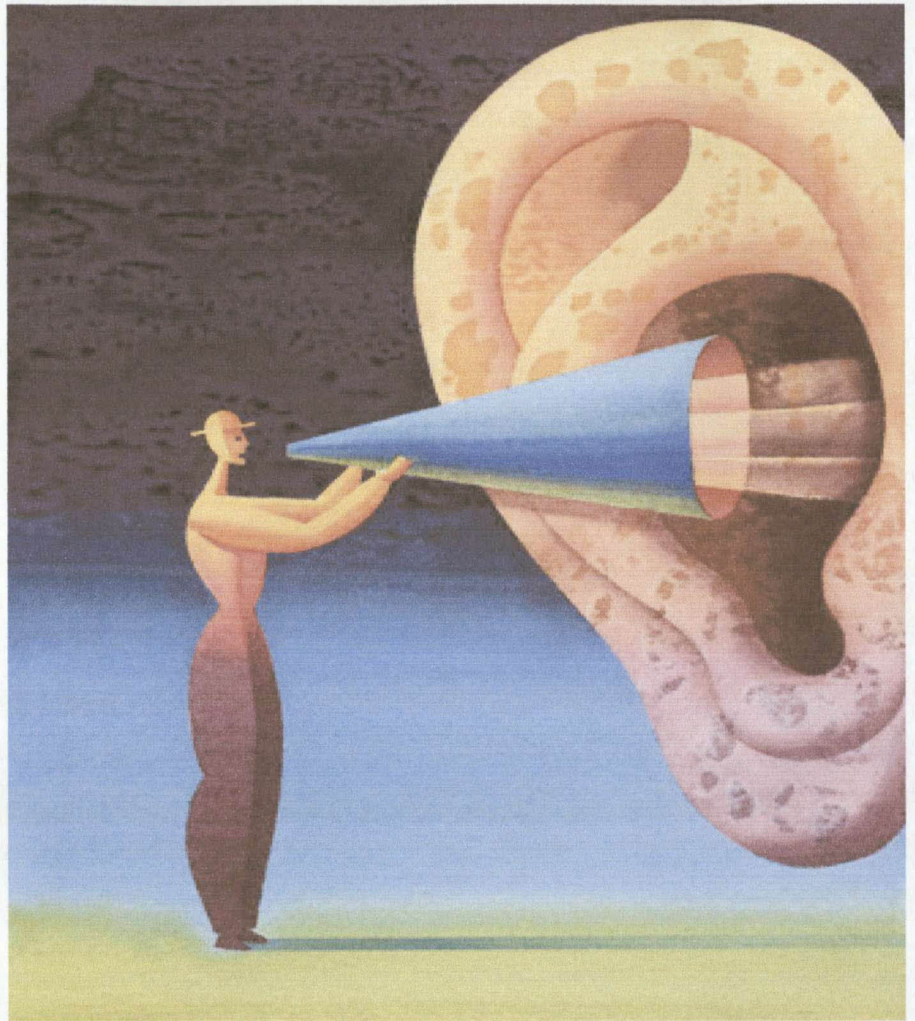
*While learners are filling in the unit evaluation you can go to **slide 10**. On this slide you will find the words of Mother Teresa. You can draw students' attention to it by reading it once, but there is no need to discuss it.*



*While students are packing up and leaving the venue, you can go to **slide 11** which will again play the music video.*

UNIT 5:

CHANGING ATTITUDES



Changing attitudes: Part 3:
People with hearing disabilities
in the workplace

6.1 ORIENTATION



At the beginning of the learning session click on the button titled “Unit 5: Hearing Disabilities” on the “Main Menu”.. You should show the **first slide** while learners enter the venue and take their seats. You



can also play soft music to create a creative, informal learning atmosphere. While the learners are settling down, you can wait for them on a chair that is positioned in the middle of the group.

The focus of this unit will be mainly on people who are hearing impaired. One of the most important aspects is communicating with a person who has a hearing disability. Furthermore, different stereotypes, biases or negative attitudes that colleagues without disabilities have towards people with disabilities need to be distinguished. One also needs to practise self-reflection in identifying stereotypes, biases or any other negative attitudes that one may personally have towards people with hearing disabilities. One of the goals of this unit and programme is to express a general awareness towards people with hearing disabilities as well as towards people with other physical disabilities.

PS: Remember that you need to practise the interactive drama with the actors before the session starts.

THE KEY TO RELATING TO OTHERS IS PUTTING
YOURSELF IN SOMEONE ELSE'S PLACE INSTEAD OF
PUTTING THEM IN THEIR PLACE.

JOHN C. MAXWELL



6.2 UNIT OUTCOMES



Read through the following unit outcomes as presented on **slide 2**.



After completion of this unit you should be able to:

- **indicate** aspects that could improve communication with a person that has a hearing disability;
- **distinguish** stereotypes, biases or any other negative attitudes (in terms of feeling, thinking and behaviour) that colleagues without disabilities may have towards people with disabilities;
- **give examples** of stereotypes, biases or any other negative attitudes (in terms of feeling, thinking and behaviour) that you have identified in your own behaviour towards people with hearing disabilities;
- **express** a general awareness towards people with hearing disabilities;
- **demonstrate** an improved attitude towards people with other physical disabilities.



This unit will take approximately **1 ½ hours** to complete.



Activity 1: Revisiting your Homework

Go to **slide 3**. Read through the instructions with the learners to prepare them for discussing the activity that they had to do for homework.



15 min

In the previous unit the focus was on people with paralysis i.e. paraplegics. For your homework activity you needed to identify aspects in the physical environment of your company that are not suited for a person using a wheelchair. What conclusion did you come to after investigating the physical environment of your company? Could you make a rough calculation of the cost to the company when accommodating a person using a wheelchair? Give feedback in your groups.



The most important aspect that you need to emphasise from learners' answers is the fact that it is not as costly to accommodate people with disabilities in the workplace as the common perception holds.

6.3 HEARING DISABILITIES IN THE WORKPLACE



Go to **slide 4**. If time allows you can read the following with the learners.



For an enhanced awareness which will result in a changed attitude it is important to have an understanding of some of the practical issues that will improve communication between people with a hearing disability and people without any disability. It is also important to practise self-reflection to identify any possible negative attitudes that one might have towards people with hearing disabilities. Hopefully a changed attitude towards people with hearing disabilities will lead to a more positive attitude towards people with disabilities in general. The next activity will attempt to do just that.



INTERACTIVE DRAMA 3: CREATING AN AWARENESS TOWARDS PEOPLE WITH VISUAL DISABILITIES IN THE WORKPLACE

GO GIRL GO!!!

Preparation for interactive drama three:

- Watch **interactive drama three** on the DVD to get a better idea of how to plot the drama.
- You can also use Figure 4.1 as an outline, but feel free to adapt it according to the venue.
- Make sure that the seven actors are familiar with their roles.
- Leave enough time for the actors to practise the drama.

Props:

- Chairs;
- Mugs;
- Tables and chairs;
- Computers;
- Books etc.

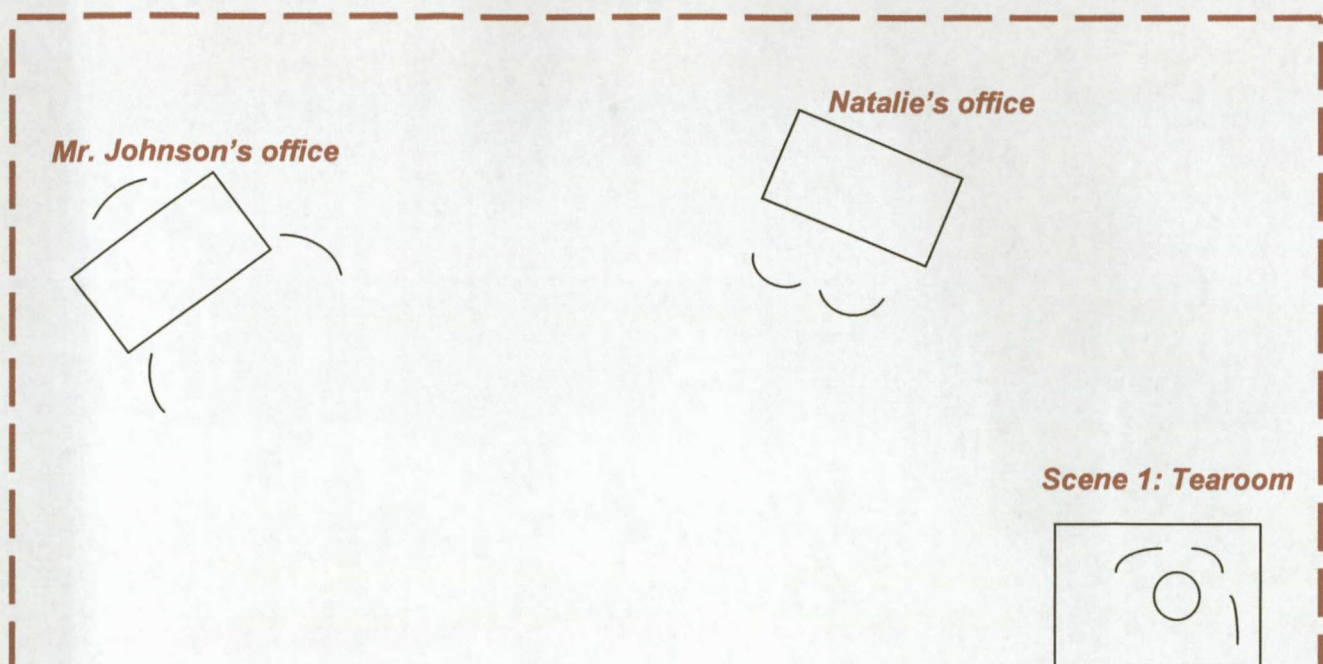


Figure 6.1: Plotting interactive drama 3



40 min

Read through the background, setting and characters on pages 93 to 95 and the questions at the end of the activity on pages 99 and 100 with the learners before starting interactive drama 3.

Background:

The following activity consists of a drama with seven actors who present different roles in the workplace. In this drama the focus is on a person with a hearing disability attending her annual performance appraisal with her supervisor.

Please focus on the behaviour (reactions) of all the role players as well as their interaction with each other. Try to focus on what you would have felt, thought and how you would have reacted if you were in the same position as Ms. Natalie Jordaan. You also need to focus on the questions asked at the end of the activity, since these will be discussed after the drama has been presented. You will also be given the opportunity to suggest alternative actions that could have been taken by the different characters in the drama. If you feel comfortable enough, you will be given the opportunity to demonstrate this alternative action “on stage”. Lastly you will be given the opportunity to ask Ms. Jordaan questions regarding her experience of her disability, if you wish.

SETTING:

Ms. Natalie Jordaan was born deaf. She is currently working as an IT assistant at the offices of the Health Department for the Provincial Government of the Free State. It is time for the department's annual performance appraisal interviews and Natalie is next in line.

CHARACTERS**Ms. Natalie Jordaan**

Ms. Natalie Jordaan is a very dynamic person with an enjoyable and loving personality. She did very well in academics as well as sport at school and university level. For the last year she has been working as an assistant in the IT department, doing all the odd jobs while trying to work her way up the corporate ladder.

Ananda:

She is Natalie's interpreter. She assists her only when there are monthly meetings or important interviews, such as the annual performance appraisals.

Yvonne

Yvonne's only focus in life is the latest fashion trends. She is also very gullible and believes everything that Michelle, her colleague, says.

Michelle

Michelle is very pessimistic and sarcastic and almost always has something to complain about. She is jealous of anyone who does better than herself but will hardly ever do anything to improve her own performance.

Pulani

Pulani is a humble and soft-spoken person. She avoids conflict and always tries to be the peacemaker in any situation even if it means pushing her own feelings and ideas aside.

Mr. Johnson

Mr. Johnson is the general head of the Department and has proved to be a reliable and fair businessman. He seeks to be fair and unbiased in all situations.

Joan

Joan is Mr. Johnson's secretary. She is very unfriendly and is agitated and annoyed with life in general.

SCRIPT FOR INTERACTIVE DRAMA:

Scene 1:

Three employees, Yvonne, Michelle and Pulani sit around a coffee table with mugs in their hands taking a coffee break.

Yvonne starts speaking with an excitement in her voice, *"Today is the big day...our performance appraisal interviews. I can't believe a year has gone by so quickly"*.

"Oh, whoopee, I'm looking forward to it", Michelle says in a sarcastic and monotonous voice and rolls her eyes from side to side.

"Oh, I really do hope I get a big bonus! I want to buy the pair of pink boots with the fur on top that I saw on sale yesterday – they're perfect!" Yvonne says excitedly.

"Let me see who's first on the list", Pulani says, and with that stretches herself to take a look at the list on the table. She looks at the names and at her watch and then says, *"They have already started. Joseph was in first, and Carlien is there at the moment and next is Natalie"*.

"There goes our bonuses...and Yvonne's boots", Michelle replies in her usual pessimistic way crossing her arms and leaning even lower back in the chair.

Yvonne sits up straight and with a worried expression asks, *"Why do you say that?"*

"You know Mr. Johnson. He thinks Natalie is the best thing that happened to this company, since the invention of electricity" Michelle answers, barely looking at Yvonne and pulling the corners of her mouth downwards.

With a confused look on her face Pulani replies, " But *I thought you said he appointed her only because of the new laws of equal employment...you know that approximately 2% of the workforce must be disabled and that it would improve the company's image... for better investments.*"

"Well, initially it was like that, but then she impressed him with her "hard work" and "diligence"... Michelle answers putting extra emphasis on those words with her hands, while giving a sarcastic sniff.

Yvonne, very close to tears, responds in a high-pitched voice, "*Am I going to lose my boots? I've already bought the outfit to go with it*". Suddenly Yvonne becomes more aggressive and with a look of revenge between the tears says, "*I'm going to strangle Natalie if I lose my boots because of her!*"

Pulani tries to defend Natalie but doesn't want to get anyone upset and says in a soft voice: "*Oh, come on you two – don't be like that. Natalie is a nice girl and she has really done her part around here...more than her part. Especially you Michelle, you should know that. Don't you remember how she put herself on the line for you a few times?*"

Michelle suddenly straightens up and looks Pulani straight in the eyes with fire flashing from them and ready for a fight replies, "*Oh well, if you are on her side you can give her your bonus, because I'm certainly not planning to give up mine!*"

"Yes, nor am I," Yvonne says as an afterthought.

Pulani looks down, heat flushing her cheeks, and, filled with embarrassment softly answers, "*Come on you guys, you know I didn't mean it like that*". Silence fills the room charged with emotions. Then Pulani, in a very uncertain manner, asks, "*Still friends...?*"

Everyone in the scene freezes.

Scene 2:

Natalie is sitting at her desk busy with work on her computer, her back facing the door. The interpreter she arranged for the interview, Ananda, sits at her side reading a book. Ananda's cellphone rings and she stands up and walks a few metres away to take the call with her back to Natalie.

Joan, Mr. Johnson's PA, enters the office to call Natalie for her interview. In her typically rude way, she says, "*Natalie, you're next!*" Obviously Natalie is not responding to Joan's call, but just goes on with her work. *Natalie...*" she says again, in an even louder voice. Still Natalie doesn't respond. Joan looks around and grabs a piece of paper, presses it into a ball and lifts her hand to throw it at Natalie to get her attention.

Fortunately Ananda turns around at that moment and sees what is going on, and with a friendly, loud voice calls to Joan, "*Joan, it's OK, I'll call her.*" Annoyed, Joan turns around and disappears out of sight.

Ananda gently taps Natalie on the shoulder and, using sign language, tells to her that it is time to go for her interview. Natalie responds with her usual friendly and confident smile.

When they enter Mr. Johnson's office, he hardly looks up from the papers in front of him. With his hand in front of his mouth, mumbles, "*Natalie, please take a seat*".

Natalie frowns and looks at Ananda who signs to her that they can sit. Ananda also takes a seat so that she can sign comfortably to Natalie.

(It is important that the interpreter and Natalie sit in such a way that there are no obstructions between them. What usually works best is for the two of them facing each other at the front of the table or the interpreter can sit at the front corner of the table where she can see all the parties involved).

Mr. Johnson lifts his head from his paperwork and looks in a confused way from Ananda to Natalie. He is not very sure who to look at when he speaks.

Then he starts speaking, every word carefully chosen, *"Natalie, since you've only been with the company a year, this is your first performance appraisal interview. I have looked through the report you have written on the achievement of your different goals as well as the report from your immediate supervisor and all I can say is, excellent work! I need to confess, however – initially I hired you for all the wrong reasons, but I was wrong. You have outperformed all of my expectations!"*

Natalie speaks with enthusiasm, *"Well sir, I must admit, I was really scared when I started working here. Even though I did very well at university, this was the real thing and I was uncertain if I could make a real success of this job."*

Mr. Johnson speaks again, but this time with a smile playing around the corners of his mouth, *"So, if you're interested I would like to promote you to the head of the IT department. That is, if you want it of course."*

Natalie can hardly contain her enthusiasm when she answers with a smile stretching across her face, *"That sir, will most certainly be the biggest honour. I'll do the job to the very best of my ability!"*

Mr. Johnson finishes off the interview with a big smile and says: *"Your direct supervisor will give you all the details."* With these words he stands up from his chair and moves across the table, extending a hand towards Natalie saying, *"Congratulations! I hope you will experience many more happy years here with us"*

Natalie shakes his hands and then signs with a big smile on her face: *"Thank you, I'm sure I will."* Ananda interprets it and the scene freezes.

You will now be given an opportunity to ask Natalie questions regarding her disability.

If learners do not respond immediately, you can start by asking a general question, i.e. "How do people who do not know sign language communicate with you in the workplace?"

Prepare actors to respond to any suggestions that the learners might have.

Please answer the following questions on your own:

1. What thoughts and feelings did you experience while watching the drama?

2. Why, in your opinion, did you experience those particular thoughts and feelings?

3. How do each of the following people perceive Natalie?

Michelle: _____

Yvonne: _____

Pulani: _____

4. How do you perceive Natalie? Do you identify any biases in your view?

5. Can you explain or demonstrate (whichever is more comfortable for you) a more efficient way of attracting a person with a hearing impairment's attention than that which Joan used?

6. Can you identify from Mr. Johnson's behaviour aspects that could have a negative impact on communicating with someone who has a hearing impairment?

7. Identify what you have learnt in terms of people with hearing impairments.

8. Identify possible prejudice, biases or any other type of discrimination that you identified in your own thinking patterns, feelings or behaviours towards people with disabilities in general.

Compare all your answers in your group. Different groups will provide feedback on different questions. All groups should however be prepared to give feedback on questions 4-8.



In scene one the equity theory has a very strong presence in the discussion between Yvonne, Michelle and Pulani. People are willing to “endure” other people as long as it is perceived that everyone is handled equally. In this scene, the three actors unfortunately do not see this and are very unhappy. You can explore this aspect further in their answers. Investigate whether this perception is based on truth or not.

Emphasise practical aspects of interacting with people with a hearing disability. This can be deduced from the way Joan tries to get Natalie’s attention. Ask learners how they would try to get Natalie’s reaction.

Thirdly, it is important that you are very attentive to any biases and stereotypes that are present in learner’s answers.

It is important to emphasise that Natalie is very successful in her job despite her disability.

Lastly you should be very open to any other remarks or suggestions that learners might have after seeing the drama. You also need to give enough opportunity, should they have the need to demonstrate their new proposed course of action.

6.4 A SELF-REFLECTION EXERCISE



First of all you need to go to **slide 5** for this activity. Read through the following section with the learners.



We are nearing the end of the programme in changing attitudes towards people with physical disabilities. It is therefore important to fulfil the cycle by ending with something that we started with – the music video. In the next activity you will watch the same music video and then answer a few questions regarding the song. This will help you to reflect and evaluate your own changing attitude regarding people with disabilities.

Activity 2: Revisiting the music video



30 min

LIVING IN THEIR SHOES

The DVD that you will be shown now is the same music DVD that you were shown in Unit 3, portraying the daily life of our three actors, David, Tshisho and Natalie.

Instructions:

- Read through the questions on page 103 in your facilitator's guide with the learners so that they know what to focus on while watching the music video.
- Play the music video by going to the next slide, i.e. **slide 6**.
- The lyrics are included again for your convenience.

BROKEN PERFECTION...

1. A broken vessel is all that is seen
A limp, a crutch or a gleaming wheel,
Pushed aside without a thought,
Prejudice and stereotypes in that they are caught.
2. In light of perfection the only thing that's seen
Is brokenness, and suddenly they're not so keen
To consider what might be.
No time, no love for the unseen.
3. Not thinking about our potential or giving us a chance
Even though we're different, we could enhance
Life and love and victory in the human race
Come on and touch some lives, with that loving grace.
4. Differences and diversity entraps all of us with fear
But please do look deeper, go to a higher gear
For there is a deeper meaning, and this we will celebrate
Life and love and differences and that is what's so great!!!

CHORUS:

Celebrate our differences, enjoying every day
Come on and enjoy the sameness –what do you really say?
Brokenness looks bad and sad, but please do stop and ask
'cause only then can we work together and accomplish any task.

5. In a mirror of reflection we see a perfect dream,
A dream to become worthy, and reflect the sunlight's beams.
Fulfilling our very purpose, vessels of the light
For only then can we surface and everything put right.

Please answer the following questions:

Please answer the following questions

1. Watch the music video and focus on the different issues of people with different disabilities. What are the specific issues that people with a disability have to deal with in their daily lives?

2. Write down your general perspectives of the message of the song.

3. What, according to the song, is the person with a disability's expectations of people without disabilities towards them? Do you agree with this point of view or not? Give reasons for your answer.

4. Are there any differences in your attitude or perspective now from the first time you started the programme or watched the music video? Give reasons for your answer.

Please be prepared to provide feedback on question 4.



It is important to respond to any response that indicates any change (no matter how small) that might have occurred in learners' attitudes towards people with a disability.

6.6 CONCLUSION



Read through the following part to conclude the programme.

The main goal of the programme was to change managers' and employees' attitudes towards employees who are physically disabled. Firstly, two terms, i.e. diversity and disability, were explored. A theoretical background on three disabilities, i.e. visual, paralysis and hearing disabilities, was also presented. The purpose of this was to orientate you, the learner, towards the concept of people with disabilities. In Unit two the focus was mainly on creating awareness towards people with disabilities. This was achieved by focusing on workplace discrimination towards employees with disabilities, reasons why employees with disabilities experience workplace discrimination, attitudes of managers and employees towards employees with disabilities, and lastly, different factors that influence managers' and employees' attitudes towards employees with disabilities.

The purpose of Units three to five was to change attitudes towards employees with disabilities by creating an awareness of the challenges and everyday lives of people with physical disabilities. This was done by becoming more practical in the training approach and integrating various interactive dramas as an experiential training method. The focus in Unit three was on people with a visual disability, Unit four covered people with a type of paralysis, namely paraplegia, and Unit five discussed hearing disabilities. Unit five ended with an overview of the three disabilities as presented in the DVD and provided a chance for self-evaluation and reflection of any attitude changes that have taken place during this process.

6.7 EVALUATION



Go to *slide 7*. Ask learners to complete the unit evaluation before they leave the venue since it will help you to make any changes to the programme before it is presented again.



Directions:

Please evaluate the following statements by making a cross in the appropriate column. You can answer these questionnaires anonymously and all responses will be handled confidentially.

KEY:

1. Totally Disagree
2. Disagree
3. Agree
4. Totally Agree

	Totally Disagree	Disagree	Agree	Totally Agree
	1.	2.	3.	4.
1. General – After completing the training program, I am able to..				
➤ indicate aspects that could improve communication with a person who has a physical disability.				
➤ distinguish stereotypes, biases or negative attitudes that managers and employees without physical disabilities may have towards employees with physical disabilities.				
➤ give examples of stereotypes, biases or negative attitudes that you have identified in your own behaviour towards people with physical disabilities.				
➤ express a general awareness towards people with physical disabilities.				
➤ demonstrate an improved attitude towards people with a physical disability.				
2. The facilitator...				
was well prepared.				
was competent in the field presented.				
communicated effectively.				
had a professional style of delivery.				
created a safe learning environment.				
created an environment where you felt comfortable enough to ask questions.				
created an environment where you felt you were actively involved in the learning process.				
3. The instruction material...				
contributed to a better understanding of diversity and people with physical disabilities.				
was of a high quality (workbook; activities and PowerPoint slides).				

4. What did you like most about the program?

5. What did you like least about the program?

6. Has your general attitude regarding employees with physical disabilities improved as a result of the program?

 YES NO

Give reasons for your response in Question 6.

Thank you for your co-operation



*While learners are filling in the last unit evaluation you can go to **slide 8**. On this slide you will find the words of John C. Maxwell. You can draw students' attention to it by reading it once, but there is no need to discuss it.*



*While students are packing up and leaving the venue, you can go to **slide 9** which will play the music video for one last time.*

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OPSOMMING

Suid-Afrika is 'n land wat die afgelope twee dekades ingrypende veranderinge in die politieke arena ondergaan het. Hierdie veranderinge het aanleiding gegee tot verbeterde bestuur van die diverse Suid-Afrikaanse bevolking, wat die effektiewe bestuur van persone met gestremdhede noodsaak. Gestremdheid is 'n internasionale fenomeen wat plaaslike, nasionale en internasionale kommentaar ontlok. Persone met gestremdhede verteenwoordig 'n groot proporsie persone wat graag wil werk, maar werkloos bly aangesien bestuurders nie hulle potensiaal erken nie. Die hoofrede vir die uitsluiting van persone met gestremdhede van die hoofstroom is negatiewe houdings en vooroordele van persone sonder gestremdheid teenoor persone met gestremdheid, asook 'n gebrek aan bewustheid van die vermoë van persone met gestremdheid.

Die verandering van houdings is egter 'n komplekse proses wat kognitiewe, affektiewe en gedragskomponente insluit. Leer staan sentraal in hierdie proses aangesien die verandering van houding noodwendig een of ander vorm van leerervaring insluit. Hierdie leerervaring, asook die reflektoring daarop, staan as ervaringsleer bekend. Interaktiewe drama is so 'n ervaringsleermetode wat deelnemers binne 'n bepaalde situasie en denkwysse uitdaging deur hul ervaring as basis te gebruik. Al hoe meer organisasies wend hulle tot drama as opleidingsmetode aangesien interaktiewe drama verder aan organisasies die geleentheid vir buigbare leerervaringe bied en dit 'n sinvolle instrument is om menslike interaksies binne 'n veilige en gekontroleerde leeromgewing te ondersoek, te hersien of in te oefen.

Daar is verskeie studies wat verskillende aspekte, naamlik diversiteit en fisieke gestremdheid as vorm van diversiteit, asook houdingsveranderinge, ondersoek. Ander studies ondersoek weer houdingsveranderinge deur gebruik te maak van interaktiewe drama. Daar is egter 'n gebrek aan studies wat die verskeie komponente in die toepassing van interaktiewe drama in

die verandering van houdings teenoor persone met fisieke gestremdhede integreer.

Hierdie studie het ten doel om interaktiewe drama as 'n ervaringsleermetode te ondersoek, 'n houdingsveranderingsprogram te ontwikkel en te implementeer en die program te evalueer in 'n poging om bestuurders en werknemers se houdings teenoor persone met fisieke gestremdhede te verander. Verskeie teoretiese beginsels en strategieë is in die ontwikkeling van die program geïnkorporeer.

Vir die doel van die studie bestaan die navorsingspopulasie uit bestuurders en werknemers van verskillende groot en klein maatskappye in die Vrystaat wat tans 'n Bestuursleierskapsgraad by die Bestuurskool van die Universiteit van die Vrystaat studeer. Die studie maak van 'n kwasi-eksperimentele ontwerp gebruik aangesien deelname aan die studie vrywillig was. Die "Scale of Attitudes toward Disabled Persons" (SADP) is gebruik om bestuurders en werknemers se houdingsveranderinge teenoor persone met fisieke gestremdhede te ondersoek.

Die totale aantal respondente was aan die studie deelgeneem het, is 133. Die totale getal proefpersone wat aan die ingreep blootgestel was, het uit 33 bestuurders en 30 werknemers bestaan. Die kontrolegroepe het uit 30 bestuurders en 40 werknemers bestaan. Die t-toets vir afhanklike groepe is gebruik om enige verskille binne groepe te ondersoek.

Die volgende resultate is vanuit die studie verkry:

- Daar is geen statisties beduidende verskille tussen die voor- en nameting van die eksperimentele groep bestuurders ten opsigte van die houdingstellings teenoor persone met fisieke gestremdhede nie.

- Daar is geen statisties beduidende verskille tussen die voor- en nameting van die eksperimentele groep werknemers ten opsigte van die houdingsstellings teenoor persone met fisieke gestremdhede nie.

Hieruit blyk dit dat die program nie 'n beduidende statistiese verandering in houdings ten opsigte van fisieke gestremdhede meegebring het nie. Proefpersone het egter ook aan die einde van die program 'n algemene evaluasievraelys voltooi wat ten doel gehad het om hul ervaringe van die program, asook hulle eie persepsie van hulle houdingsveranderinge teenoor persone met fisieke gestremdhede, te evalueer.

Volgens die evaluasievraelyste het die program daartoe aanleiding gegee dat respondente hul eie vooroordele en negatiewe houdings teenoor werknemers met gestremdhede kon identifiseer, verander en verbeter. Verder het die program tot 'n verhoogde bewustheid van werknemers met gestremdhede in die algemeen, asook hul vaardighede, take en uitdagings aanleiding gegee. Laastens het leerders aangetoon dat hulle na bywoning van die program aan werknemers met gestremdhede regverdige kanse tot indiensneming verskaf. In die lig van hierdie resultate was die program wel suksesvol in die verandering van werknemers en bestuurders se houding teenoor werknemers met fisieke gestremdhede.

Sleutelwoorde:

Diversiteit, Gestremdheid; Vooroordele; Houdings, Leer; Ervaringsleer; Kolb se leerstyle; Drama, Interaktiewe drama; Programontwikkeling; Program-implementering; Bestuurders en Werknemers

SUMMARY

South Africa is a country which has experienced far-reaching changes in the political arena during the past two decades. These changes resulted in the improved management of the diverse South African population, which necessitates the effective management of people with disabilities. Disability is an international phenomenon that elicits local, national and international comment. People with disabilities represent a large proportion of people who want to work, but remain unemployed seeing that managers do not acknowledge their potential. The main reason for the exclusion of people with disabilities from the main stream is negative attitudes and prejudice of people without disabilities toward people with disabilities, as well as a lack of awareness of their capabilities.

The changing of attitudes is, however, a complex process that includes cognitive, affective and behavioural components. Learning is central to this process since the changing of attitudes includes inevitably some or other form of learning. This learning experience, as well as the reflection on the experience, is known as experiential learning. Interactive drama is a method of experiential learning that challenges learners within a certain situation and with a certain mentality by using their experience as a foundation. More and more organisations turn to drama as training method since interactive drama provides organisations with the opportunity for flexible learning experiences and proves a meaningful instrument to investigate, review or practise human interactions within a secure and controlled learning environment.

Several studies have investigated different aspects, namely diversity and physical disabilities as a form of diversity, as well as attitude changes. Other studies focused on attitude changes by using interactive drama. There is, however, a lack of studies that integrate the different components in the application of interactive drama in the changing of attitudes toward people with physical disabilities.

The purpose of this study is to investigate interactive drama as a method of experiential learning, to develop a programme for attitude change and to implement and evaluate the programme in an attempt to change the attitudes of managers and employees toward people with physical disabilities. Several theoretical principles and strategies have been incorporated in the development of the programme.

For the purpose of this study, the research population consisted of managers and employees from different big and small companies in the Free State who are currently studying a Business Leadership Degree at the School of Management at the University of the Free State. The study made use of a quasi-experimental design since participation in the study was voluntary. The Scale of Attitudes toward Disabled Persons (SADP) was used to investigate the attitude changes of managers and employees toward people with physical disabilities.

The total number of respondents who participated in the study were 133. The total numbers of subjects, who were exposed to the intervention, consisted of 33 managers and 30 employees. The control group consisted of 30 managers and 40 employees. The t-test for dependent groups was used to investigate any differences within the groups.

The following results were obtained from the study:

- There is no statistically meaningful difference between the pre- and post-measurement of the experimental group of managers regarding the attitude scores toward people with physical disabilities.
- There is no statistically meaningful difference between the pre- and post-measurement of the experimental group of employees regarding the attitude scores toward people with physical disabilities.

It is evident that this programme has not caused a statistically meaningful change in the attitudes regarding physical disability. At the end of the

programme, subjects have, however, completed a general evaluation questionnaire with the purpose of evaluating their experience of the programme, as well as their own perception of their attitude change toward people with physical disabilities.

It is clear from this evaluation questionnaire that the programme resulted in respondents identifying, changing and improving their own prejudice and negative attitudes toward employees with disabilities. Furthermore, this programme gave rise to an increased awareness toward employees with disabilities in general, as well as their skills, duties and challenges. Finally, learners indicated that their attendance of the programme provided employees with disabilities with fair chances of employment. In the light of these results the programme was indeed successful in changing the attitudes of employees and managers toward employees with physical disabilities.

Key words:

Diversity, Disability; Prejudice; Attitude, Learning; Experiential Learning; Kolb's learning styles; Drama, Interactive Drama; Programme Development; Programme Implementation; Managers and Employees

