

**A CASE STUDY OF CORPORATE SOCIAL INVESTMENT: EMPLOYING PEOPLE
WITH INTELLECTUAL DISABILITIES**

A dissertation submitted in partial fulfilment of the requirement for the degree of

MASTERS IN BUSINESS ADMINISTRATION
of
RHODES BUSINESS SCHOOL: RHODES UNIVERSITY

by

Mrs Jayalakshmi Pillay
(Student number: 608P6148)

DECLARATION

I, Jayalakshmi Pillay, hereby declare that this thesis is my own original work, that all reference sources have been accurately reported and acknowledged, and that this document has not previously, in its entirety or in part, been submitted to any University in order to obtain an academic qualification.

Jayalakshmi Pillay

15 February 2011

ACKNOWLEDGEMENTS

I would like to take this opportunity to thank the following people;

Firstly, I want to thank my Supervisor, Dr Noel Pearse, who with great patience and guidance has provided me with invaluable insights and support.

A special gratitude goes to Dr Riana Henning for her social consciousness and endearing commitment to the Kuyasa Rhodes Partnership.

I would like to express my deep gratitude and appreciation to my Director, Dr Iain L'Ange, my colleagues, staff, family and friends for their patience, advice, support, and encouragement during this time.

My parents Mrs Thanga Maistry, Dr Ronnie Pillay and Mrs Soundrie Pillay, thank you for your prayers, love and encouragement.

Last, but certainly not least, my husband Thana Pillay and my son Deyuran Pillay, I would like to thank you for encouraging me through these difficult times and for believing in me. Without you this achievement would not have been possible.

TABLE OF CONTENTS

DECLARATION.....	2
ACKNOWLEDGEMENTS.....	3
TABLE OF CONTENTS.....	4-5
LIST OF ABBREVIATIONS.....	6
INTEGRATIVE SUMMARY.....	7-10
1. Section One: Case Study	
1.1 Background.....	11
1.1.1 Rhodes University and Kuyasa Specialised School.....	11
1.1.2 Corporate Social Investment Integration with Rhodes Retention Challenges.....	13-14
1.2 Disabled People.....	15
1.2.1 South African Perspective.....	15
1.2.2 Eastern Cape and Grahamstown Perspective.....	15-16
1.2.3 Kuyasa Specialised School.....	16-17
1.3 Rhodes Kuyasa Partnership.....	17-21
1.4 Human Resources Selection & Placement.....	22
1.4.1 Procedure.....	22
1.4.1.1 Recruitment and Selection process.....	23-25
1.4.2 Results.....	26-28
1.5 Kuyasa Specialised School Perspective.....	28-30
1.6 Food Services Perspective.....	30-33
1.7 Conclusion and Future Challenges.....	33-34
2. Section Two: Literature Review.....	35
2.1 Context of (CSI) and (CSR).....	35-39
2.2 Context of Corporate social investment and business.....	39-41
2.3 Debates surrounding Corporate Social Investments.....	41-45
2.4 CSI and Staff Retention.....	45-49
2.5 Context of CSI and Employing People with Disabilities.....	49-53
2.6 Context of CSI and the South African business context.....	53-55
2.7 Staff Retention.....	55-58
2.8 Employing People with Mild Disabilities.....	58-60
2.9 Context of Intern and mentor.....	60-62
2.10 Conclusion.....	62
2.11 Literature Review References.....	63-67

3.	Section Three: Research Methodology	68
3.1	Description of Research Methodology.....	68
3.2	Aims and Objectives.....	68-69
3.2.1	Describing and justifying research design.....	69
3.3	Research Paradigm.....	69
3.4	Case Study Method.....	69-70
3.5	Data Collection Techniques	70-71
3.5.1	Interviews.....	71
3.5.2	Focus Group	71-72
3.6	Data analysis	72
3.7	Quality Issues	72-73
3.8	Ethical Issues	73
3.9	Research Methodology References.....	74
APPENDICES		
	Appendix One: Samples of Interview questions posed to various stakeholders.....	75-78

LIST OF ABBREVIATIONS

ADA	The Americans with Disabilities Act of 1990
CSD	Centre for Social Development
CSI	Corporate Social Investment
CSR	Corporate Social Responsibility
CSP	Corporate Social Performance
HRD	Human Resources Director
KSSP	Kuyasa Special School Principal
RUCFS	Rhodes University Campus Food Services

INTEGRATIVE SUMMARY

This research was undertaken within the broader concept of Corporate Social Investments and how this concept is integrated within the context of staff retention and what this means for business and creating employment opportunities for people with disabilities. Illustrated through the description of CSI literature and intending to explain the link between CSI and employee retention, research questions presented as part of the outcomes for the research examines notion that there is a relationship between Corporate Social Investment and Employee Retention. Reference to the case study “Rhodes / Kuyasa Partnership” illustrates how such partnerships attempt to create opportunities for the community, the organisation, people with disabilities and employees at large.

The case study was written to be used as a teaching case study in the context of Human Resources, Business Sustainability and Corporate Social Investment. The effectiveness and viability of the Kuyasa / Rhodes partnership will highlight acceptance and or non acceptance of people with disability by the non-disabled workforce. This case study will highlight CSI linkages that lead to staff retention, higher job satisfaction, lower turnover of staff, enhanced community engagement, creating opportunities that accommodate people with special needs, developing models that can be replicated in other organisations, creating additional opportunities for existing staff. Metcalf (2008:61) suggests that organisations need to ensure that the leadership and organisation culture within organisations is appropriate to engage staff with disabilities and non-disabled staff, and that their most senior managers demonstrate their commitment to develop, and help others develop, in the same way. The Kuyasa Rhodes Partnership may have started off as a Retention Strategy, however has given rise to a social initiative that can be replicated in other enabling organisations.

The case study material was acquired through one on one interviews, and a focus group session on the effectiveness with the retention of such employees with intellectual disabilities, internship and mentoring issues, and as well as issues such as affirmative action, and the benefits and shortcomings of staff retention to the

organisation. Key stakeholders interviewed for this case study expressed differing view -points, and in particular the benefits and shortcomings of this initiative. The Rhodes Kuyasa initiative appears to have achieved some success in enabling young adults / learners to work in a mainstream working environment by developing employment skills and life skills, and by improving their employment opportunities. Factors critical to the continuation of such initiatives included: the close involvement with both partners (Rhodes and the Kuyasa Special School), the sensitive treatment of the learners, and creating internal departmental partnerships within the Rhodes environment. A selected group of ten learners were mentored and provided with full time employment within the industrial Campus Food Services facility

Discussion that was highlighted in the case study must give consideration to a more investigative approach into overcoming the barriers of discrimination in the workplace and the major barriers to skills development. These have highlighted a number of relatively consistent themes around what were the successful and unsuccessful strategies. Integration of people with disabilities within the Rhodes University service areas has had positive effects for the disabled learner and employee workplace. People with disabilities indicated on how having mainstream employment allowed them to be independent, have a purpose in life and enhance their self worth in their communities and place of employment. Furthermore, being employed had positive repercussions on the person's co-workers. By demonstrating their competence, people with disabilities have had significant impact on other people's attitudes to disabled persons. Discussions held with the Principal of the Kuyasa Specialised School highlighted the need for crucial planning within special schools for disabled people in the area of transition from school to skills development and work. Skills development guidance is important in ensuring a choice of relevant interventions and obtaining the necessary information.

Some staff expressed frustration at being with co-workers who questioned their presence and placement in the kitchen environment. Even though the disabled person was suitably placed they faced stereotypical behaviour and attitudes from their co-workers on what people with disabilities can or cannot do. Staff with intellectual disabilities commented that their co-workers see them as needing

constant attention and care and not being capable of working. Some of the staff with disabilities had to work much harder to be recognised by their co-workers and supervisors. Currently few people with disabilities seem to be receiving career guidance while at school, as reflected in the case studies. One person with an intellectual disability described how the intervention of developing a comprehensive school leaving plan, which was then implemented by the school, allowed for good transition from school to Rhodes University. The role of personal factors such as life skills, personal motivation, the desire for personal achievement and a positive attitude were common themes that came out of the focus group. Initiatives to ensure that people accept themselves, their circumstances and are able to express their desires and realise their dreams are important factors. In addressing the barriers, co-worker attitudes make a big difference to how effectively the disabled person is able to participate in the training and employment.

The future focus must be enabling and in line with successes and failures in the areas of employee integration in the workplace, life-skills development for people with disabilities. A clear career guidance plan should be developed for all disabled children before they leave school. This plan should include provision of adequate information on different career options and training. The negative attitudes of co-workers and supervisors should be changed by providing training support to ensure that they feel confident to meet the needs of disabled staff. Employers should be providing support and information on how to meet the needs of disabled employees.

People with intellectual disabilities are an integral part of the South African population. Business and social enterprises need to have a focused inclusive strategy to integrate people with intellectual disabilities within the South African society to ensure equity and diversity awareness. Working with people with intellectual disabilities has been the focus of this research to ensure long term sustainable employment, CSI and Employment equity. Integrating Corporate Social Investment policies with Human Resources Equity policies are important factors in ensuring that people with intellectual disabilities are a fundamental focus in recruitment and retention strategies within business and social enterprises.

Initiatives such as the Kuyasa / Rhodes Partnership are attempting to align to the overall objectives of incorporating people with intellectual disabilities into mainstream work, in particular, with the objective of incorporating people with disabilities in some accessible sections within the organisation. This contributes to the Rhodes University Campus Food Services becoming an example of excellence in the CSI and employee retention field.

It is hoped that this teaching case study will make an important contribution to students learning about sustainable business practices, and for business focusing on employment recruitment and retention strategies to integrate people with intellectual disabilities within their organisations.

1. SECTION ONE: CASE STUDY

1.1 BACKGROUND

1.1.1 RHODES UNIVERSITY AND KUYASA SPECIALISED SCHOOL

Rhodes University is a major provider of employment within the Grahamstown region, and provided funding and support to local community based programs and services through the community outreach programmes. In 2005, one of Rhodes University Human Resource challenges was retaining staff at the Kitchen Attendant Level in Campus Food Services. Together with the HR Department, Campus Food Services was reluctantly pursuing other retention strategies that aimed at preventing staff from leaving the Food Services due to the high turnover of staff at the kitchen attendant level. Kitchen Attendants have used this opportunity as a stepping stone to higher level and other posts within the University. The turnover of staff was high enough to start of series of meetings between Food Services and Human Resources. The new approach was to focus on new recruitment and retention strategies to achieve long term retention of staff. Within the Rhodes Organisation, the thinking around retention meant better remuneration packages, better leave conditions, better accommodation, etc. The strategy to enable new thinking and approaches to retention strategies was radical and encouraging.¹

According to Mrs Fischer the Kuyasa Rhodes Partnership was funded by Rhodes Human Resource Department since 2005. The partnership gained momentum as a focused programme on employing the disabled with intellectual mental challenges at entry level unskilled positions. Other ad hoc initiatives at Rhodes University were approved on a specific needs basis within the academic sector of the University. An Academic Department was provided with teaching assistant to two academics with sight problems. For one of the academic department, Rhodes HR Director provided a teaching assistant to help the person walk around and meet people. For another academic, a research assistant was provided to assist with workload because the

¹ Information provided by Dr Riana Henning, 25 October 2010

academic struggled to read large volumes of material. In another case, specialised computer equipment has been provided.²

Dr Henning is the Rhodes University Human Resource Generalist who spearheaded this project. In her interview, she passionately explains how she came up with the strategy to employ and retain the right type of person in the Kitchen Attendant post. She initially approached the Centre for Social Development³ at Rhodes University to assist with formulating a motivation for the relevant stakeholders to address the following problem with the Food Service Department;

- The high turnover of staff - these lower level positions are often used as stepping stones into other posts;
- Staff who are normally over qualified for the post of kitchen attendant at the grade one level within food services, thus using this post as a stepping stone to other jobs at Rhodes University;
- Instability in the team – lack of team spirit or poor ‘team culture’ can develop due to high turnover of staff.

In order to retain employees in the Kitchen Attendant post there was a need to find a better ‘fit’ aimed at employing people who have a lower functioning capacity and who are less unlikely to be eligible for other/higher posts. It was argued that this low level functioning person is unlikely to be ambitious and will probably be delighted to simply have a regular job.

² Interview with Mrs Sarah Fischer, HR Director at Rhodes University, 27 October 2010.

³ [The Centre for Social Development (CSD) is a self-funded institute of Rhodes University. The area of expertise is Early Childhood and Community Development. CSD have been serving indigent communities in Grahamstown and surrounding areas since 1981]

Dr Riana Henning explained the background to the proposed project whereby Rhodes University Human Resources Department and Campus Food engaged with the staff of Kuyasa Specialised School⁴ in a discussion around possible partnerships. They showed much interest and from the discussion a new initiative emerged.

1.1.2 CORPORATE SOCIAL INVESTMENT INTEGRATION WITH RHODES RETENTION CHALLENGES

Mrs Fischer explained that the Kuyasa Rhodes Partnership programme was never positioned as Corporate Social Investment initiative. The initial idea for the programme was to deal with our staff retention difficulties and that also provided an opportunity regarding employment equity. She dismisses the claim that it was initiated as a CSI programme, however, it would fall under a Community Engagement project, which is a combination of student volunteering in the

Awareness of community engagement at Rhodes is prioritised quite high given that this is a third pillar at Rhodes, with teaching and learning and research. Staff retention has been an issue of concern at Rhodes but more of skilled African staff leaving. There are no other programmes such as the Rhodes/Kuyasa Partnership existing within the Rhodes/ Grahamstown community” Mrs Fischer

community, service learning (where students are learning through service in the community) and engaging with the community on mutually beneficial projects.

The Kuyasa Rhodes Partnership project falls into the latter category. Mrs Rothman’s view of social investment is the expectation on corporate bodies to plough back through initiatives which empower those less fortunate / those who are socially deprived / those from historically disadvantaged

members of our society or those from marginalised communities – like the disabled. This can occur by supporting them either financially, through bursaries and other educational / learning opportunities or through direct intervention by giving them

⁴ [Kuyasa Specialised School caters for the mentally handicapped children in the age cohort 6 to 18 years. The focus of the curriculum is literacy, numeracy and a very strong life skills component. The life skills programme includes a variety of skills e.g. cleaning, hygiene. Washing/ironing, cooking, crafts etc]

employment opportunities where the investment is based on empowerment through experiential learning or on the job training.⁵

Kuyasa initiative grew organically rather than strategically. One of the Human Resources Generalist identified difficulties with the high turnover of Level One / Kitchen Attendant staff in the Food Services kitchens and started the conversation about the Kuyasa initiative. It was then brought to the attention of the Human Resources Director for support. Resources were allocated in terms of the budget for paying these Kuyasa learners, by identifying mentors that was facilitated by Human Resources with the support from line management in the different areas.⁶ When the University first began this social investment initiative, it was because of difficulties they experienced with the retention of staff in low-level jobs in the hall kitchens. The University's approach to Kuyasa Special School was with the idea of giving opportunities to the intellectually challenged learner to engage in a learnership programme, where they could be trained specifically for these positions. It was felt that these learners would work well in these low-level posts.⁷

⁵ Interview with Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 29 October 2010

⁶ Interview with Mrs Sarah Fischer, HR Director at Rhodes University, 27 October 2010

⁷ Interview with Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 29 October 2010

1.2 DISABLED PEOPLE

1.2.1 SOUTH AFRICAN PERSPECTIVE

Currently inclusion is not the all-encompassing and complete acceptance of persons with disability within society - it is a mindset that needs to be changed. It is up to successful initiatives like the Rhodes Kuyasa partnership that will help others understand what 'inclusion' really means. Understandably in a society where unemployment is rife, the employment of the disabled person is low priority. However, inclusion within the South African context needs to be vigorously fostered and shown to work in organisations and businesses for it to take root. The value that society places on the least able in our community, will determine the level of interest or effort that is made to include them. Rhodes University have shown how inclusion can be a worthy way to value those, who despite limitations can make an important and valued contribution to the work-force.⁸

1.2.2 EASTERN CAPE AND GRAHAMSTOWN PERSPECTIVE

Dr Henning explained the following major concerns with regards to employing people with disabilities in Grahamstown were matching skills, level of supervision time associated with training, costs associated with training and safety, legal liabilities, and making the workplace accessible and safe. To address these concerns it was imperative to start the pilot phase of the project at Rhodes University to understand the benefits of hiring people with disabilities. The following opportunities were highlighted;

- Provide training opportunities which are currently limited in Grahamstown for disabled persons.
- Provide employment opportunities for disabled persons, which are also limited in Grahamstown and in the greater Eastern Cape Region.

⁸ Information provided by Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 27 October 2010

- Earning their own income will raise their status in the family and they will enjoy respect which will lead to a positive self worth.
- Research shows that many of these children turned to crime due to limited or no opportunities.
- With an unemployment rate of 75% in Grahamstown, even if they are disabled they may find themselves the sole breadwinner in the family.

According to Mrs Fischer, the underpinning principles within the Rhodes Kuyasa programme are included as part of the employment equity initiative which seeks to provide work opportunities to the most marginalised of our community, namely the disabled. The unemployment rate amongst disabled people remains the highest of all groups. The Kuyasa programme was also established as a strategic initiative to address the turnover of staff at the kitchen attendant level at RUCFS.

1.2.3 KUYASA SPECIALISED SCHOOL

During discussions between Rhodes and the Principal of Kuyasa Special School, it was decided that any programme, that would best benefit the intellectually challenged person, would need to provide enough support, regular intervention, constant guidance and personal affirmation for the participants to succeed in their training. It is because each learner was to be provided with a mentor to guide, train and support them throughout their training, those selected for a learnership at the university have succeeded. Another aspect emphasised in discussion, was the importance of an empathetic and caring attitude required by the general staff with whom the learners would work. In order to accomplish this, the Food Service Management and Human Resources held orientation sessions to educate the general staff about the support needs of the intellectual challenged person, with whom they would be working. The response and understanding of the staff has been very positive.⁹

⁹ Interview with Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 29 October 2010

Mrs Rothman indicated that the school had commenced with a Skills training programme and were implementing these at the school. For several years, the school had trained learners as Child Minders in the pre-school and as Kitchen Attendants in the school's kitchen. Two past learners had been successfully employed in local pre-schools, so these experiences proved a positive motivation for the placement of learners in an external training programme like the one that Rhodes University was wanting to implement.

1.3 RHODES KUYASA PARTNERSHIP

The Kuyasa Rhodes programme started with a focus on recruiting and retaining people with disabilities. The benefits arising from such initiative was expected to give rise to self confidence, self awareness and dignity of people with disabilities as indicated in the results of the interviews. The programme incorporated informal skills training in basic cleaning, and hygiene maintenance. The self-fulfilment and employment aspects are something that has developed more recently. This is reflected in the documented quotations recorded during the focus group sessions with the disabled workforce.¹⁰

With the Kuyasa Rhodes initiative, mild intellectual impairments are catered for except persons with severe mental disability. Criteria used included the following requirements; students should either have mild intellectual disability, be independent in self-care and in activities of daily living, and must be 18 years of age or older. Recruiting the Learners was not an issue as the learners were referred directly from the Kuyasa Specialised School for disabled children. The assessment and selection usually took place in March before starting their internship training in June. If the person did not succeed after one year, they are given consideration into the second year. Only people with intellectual disabilities who are trainable are accepted for training. The on job training provided included, gardening, sewing, mechanic workshop assistant and on a popular larger scale, cleaning of dining halls, setting of tables, washing of dishes and basic food and beverage preparation.¹¹

¹⁰ Discussion held with Dr Riana Henning, and Ms Nonthutu Faku - HR Generalist at Rhodes University, 15 November 2010

¹¹ Interview with Dr Riana Henning, HR Generalist at Rhodes University, 25 October 2010.

There were some barriers that were noted with the focus group which included negative and biased attitudes from non-disabled co-workers and supervisors. This was highlighted within the focus group session where the disabled learners were promised confidentiality. The facilitator reported their willingness to talk about these incidences in the focus group discussion.¹²

Dr Henning explained the possible benefits to the University were highlighted in the pilot stage of the partnership;

- Retention strategy by creating stability in the kitchen staff/teams (leading to a happier staff)
- Lower turnover of staff.
- Employment equity (inclusion of disabled)
- Tax benefits
- Rhodes University will be seen to be caring and creating opportunities that accommodate people with special needs.
- CSI - Enhance community engagement.
- Developing models to be replicated at other Universities/Companies.
- In the long run it will save time and money lost in the recruitment process.
- Creating additional opportunities for existing staff – in term of; the mentor who will learn new skills and have another opportunity to prove themselves.
- Centre for Social Development will undertake the training of the kitchen staff to understand the intellectually disabled staff at no cost.
- If this pilot project worked out it could then be considered for other jobs in areas such as bedroom attendants, cleaning staff and, gardening staff.

According to Dr Henning, the young people with disabilities selected at Rhodes did not possess the skills and qualifications necessary to compete with non-disabled people for similar jobs. This problem was consistent with other young people with similar disabilities nationally.

¹² Ms Nonthutu Faku – Focus Group Facilitator, HR Generalist at Rhodes University, 13 November 2010

These disabled individuals that was targeted were young people with intellectual disabilities and most will not be eligible in the mainstream employment sector.

The executive champions are the Deputy Vice Chancellor for Academic and Student Affairs who has taken a particular interest in the Kuyasa programme. The Policy for Staff with Disabilities and the Equity Policy is driven by the Human Resource Director.¹³ When Rhodes University embarked on this Programme in 2005, the first two learners were selected for the Learner-ship Programme. At preliminary meetings between the Rhodes HR department and the Principal of KSSP, standards and skills for this initiative were established and reasons why both institutions would benefit were identified. Initially, it was decided that the choice of the first two Kuyasa School interns should be carefully chosen, so that the programme was successful from the beginning. As mentioned the necessity for a mentor programme were identified as a priority, as was the orientation of general staff members about understanding intellectually challenged persons.¹⁴

A major challenge for people with intellectual disabilities is to be given the opportunity to be contributing members of the community. Many people with intellectual disability don't have relevant work based skills, but have enthusiasm and dedication to offer. Without the opportunity to work these young adults could become disconnected from community life. Managers outside the strategic planning and execution of the Rhodes Kuyasa programme admitted to that they were not aware of this initiative in its pilot phase. Once the message got out addressing their participation, they have embraced the fact that they will be contributing significantly to a worthy initiative.¹⁵

¹³ Interview with Mrs Sarah Fischer, HR Director at Rhodes University, 27 October 2010.

¹⁴ Interview with Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 29 October 2010

¹⁵ Interview with Mr Dave Martin, Manager of the Engineering Section, Rhodes University,

Mrs Jill Rothman responded to being a stakeholder whereby Rhodes University involves the school in the identification of prospective candidates for the next intake of learners each year. The school has an understanding of the requirements of the learner-ship programme and the demands expected of the learners. The school has

[“I started my internship at the Drostdy kitchen and then at the Mandela kitchen as a kitchen attendant. I am excited now that I am working at Rhodes University otherwise I think I would be involved in all the wrong things in the township, might have be a drunkard] **Employee B**

ensured carefully selection of learners each year that will cope and benefit from the training. The University staff often communicated both good news and difficulties experienced with the interns. They draw on the school’s knowledge and expertise to guide and advise them on matters of concern when needed. The relationship

between the University and the school is positive. There were occasions when learners’ personal circumstances needed intervention whereby a intellectually disabled young male had anger management issues. Sometimes requests to be advised on intervention and thus an improvement of situations. The staff at the university had supported and disciplined the interns with the necessary skills taking their limitations into consideration in most situations. The mentoring that took place

[There was one occasion when a problem occurred with a learner who was unable to cope in the learner-ship, work environment, due to his personality constraints. This matter, was dealt with empathy and understanding. The university immediately communicated the problem and the learner was referred for psychiatric intervention] **Mrs Rothman**

was not only about the training in the work environment, but about life in general therefore understanding the intern is of great importance. Whenever the University held a special occasion for the Interns, they have invited the school and their parents. There is tangible evidence of a special bond that was built between the mentors and the interns in their care. Collaboration

between the school and the mentors had taken place when matters need to be addressed.¹⁶

¹⁶ Interview with Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 29 October 2010

The Grahamstown Township has influenced some of our learners to conform to the township poor social habits. This was to be more challenging for those with intellectual limitations because they will not be naturally discerning or careful and are too trusting of others. Therefore, a caring, mentoring and supportive approach like the one provided to the interns at the University will assist them positively.¹⁷

It is acknowledged that the Social Investment programme by Rhodes University is a ground-breaking initiative that could be used as an example to others who would like to start similar CSI projects. At other special schools such as Kuyasa, a variety of different opportunities to include learners with intellectual disability within the mainstream of society are constantly promoted. Because of the failure of the wider community to understand that intellectually challenged members of our society can make a meaningful contribution, it is often left to parents to make a future for their children. Unfortunately the employment of people with intellectual disabilities is not being promoted, despite laws encouraging equity in the work-place.¹⁸

¹⁷ Interview with Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 29 October 2010

¹⁸ Email from Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 27 October 2010

1.4 HUMAN RESOURCES SELECTION & PLACEMENT

1.4.1 PROCEDURE

A Learnership Type Model for the Kuyasa Learners was proposed and adopted, which incorporated mentorship for the duration of one year. This was similar to the 'apprentice' system. The learners had to work full time and have the training component completed at RUCFS by the Kuyasa teaching staff trained to work with special needs. The assessment of the learners was part of pre-determined outcomes that were clearly explained and agreed upon. Regular meetings were to be held

*[I am very excited; I would have felt very bad seeing my friends working and me being unemployed. This opportunity has brought me respect and dignity. I buy my own clothes and financially support my family] **Employee C***

between the Mentor, Kuyasa and the Head of Food Services to determine gaps and training needs.¹⁹

Dr Henning explained how the process initially commenced with the Kuyasa Special School Principal identifying five of their top students in 2006. These students

underwent a "Functional Capacity Evaluation" to determine if they met with the basic criteria of the job profile. The test was comprehensive and covered a variety of areas for example, daily functioning, safety factors and basic budgeting. The test analysed the job content and what the person was capable of. Two individuals were selected from Kuyasa in the pilot stage as well as two mentors were identified from the existing RUCFS staff. The kitchen staff underwent training that provided the necessary information on the management of disabled persons. These students already earned a State Disability Grant (R780) in 2006, and if they earned an additional income of over R600 they would have lost their disability grant. It was suggested that until the University was sure that the proposed project could work and that the Kuyasa intern was able to hold down a permanent job, then only a stipend of R500 per month was to be paid which would cover their transport costs.

¹⁹ Notes presented by Mrs Di Hornby – Head of Centre Social Development – June 2005

1.4.1.1 RECRUITMENT AND SELECTION PROCESS

In keeping with all applications presented by the Kuyasa School for the internship posts, the learners are invited to an interview, to ascertain work skills levels and communication skills and suitability for placement. The questions that were posed to the learners were selected and refined over the last five years. The following areas

[Rhodes is eager to continue this programme into the future. It is dependant however on the number of interns available. At this point in time, we have not considered looking at other centres, outside of Grahamstown. I am not sure how viable this is because the Kuyasa learners need a good support system] Mrs Fischer

of life orientation were covered with each individual by a small selection committee that consisted of the Head of Food Services as Chairperson, HR Generalist, Dr Henning and one of the Senior Food Service Supervisors who spoke fluent Isixhosa. The selection committee remained the same over the last five years and was strategically kept small so

that these vulnerable young learners (aged 18-23) will not be intimidated. Many of these learners had limited family support, low level of education, were unemployed, and had low self esteem.²⁰

Interview

Dr Henning explains that consideration and sensitivity had to be adhered to during the interview session due to prior information received from the school.

- The learners were asked to introduce themselves and speak about their family. They were asked specifics with regards to their relationship with each member of their family. Questions were posed in English and if there was difficulty in understanding the question, a translator was available to translate into Isi-xhosa.
- They were asked about their school, friends and their favourite subjects.
- Questions with regards their hobbies and favourite past times were posed to the interns.

²⁰ Information provided by Dr Riana Henning, HR Generalist at Rhodes University, 25 October 2010.

- Questions regarding the skills gained in school and their affinity to those skills were put forward.

According to Dr Henning (2010), the learners were then given a written test, assessing their writing skills and comprehension. The one aspect that the Kuyasa Learners have found extremely difficult was the English comprehension test that they had to complete in writing. As learners who are intellectually challenged, and more skilled at verbal interaction, rather than writing, this was a challenge. English is not their mother-tongue, so they experienced difficulties in understanding written English instructions, writing answers in English and expressing themselves adequately in English. These tests were invaluable because it allowed Recruitment and Selection to determine the learners' functional abilities.

Practical Test Process

The learners were put through a series of practical oriented tests. Learners were given a series of instructions within the kitchen context and asked to follow the instructions accordingly in sequence;

- 1- fill sink with warm water;
- 2- add 1tablespoon of dishwashing liquid;
- 3- soak the crockery and cutlery and wash dishes;
- 4- dry dishes;
- 5- wipe counter top;
- 6- place all the crockery and cutlery on a tray as it was when you started.

The exposure to a practical test process, gave insight into the learner's ability to follow instructions, to implement actions, to complete tasks unassisted, to ascertain organisational skills and the ability to plan and execute tasks. The success of these outcomes was the deciding factor with regards to the capabilities of the applicant.

Observation & Comment

Dr Henning stated that because learners are more skilled in practical activities, it was suggested that the English test should be linked to the practical activity. In this way

their grasp and understanding of spoken English instructions would be more fairly tested at the site where the application is needed. Reading simple instructions on daily schedules duty list, instructions for use of appliances or asking appropriate questions which they can answer about practical duties.

After each selection process, suggestions were provided for the Kuyasa School for links / support for future learners. Indicating the skills required for particular job requirements the school could prepare learners for the kind of work skills needed in a particular setting. Preparing learners to read and comprehend was needed in order to understand what they will encounter in the work- place was beneficial to keeping this programme sustainable.

The learners were then placed with suitable mentors, initially within Food Services kitchen with suitable supervisors. Suitability of the mentors and supervisors was determined by the Head of Food Services due to her close working relationship with her staff.²¹

According to some of the literature and the Kuyasa School perspectives, people with mild cognitive limitations need support at various stages of employment. First, they need assistance to fit in and to understand the work situation, to develop realistic job expectations and to focus on jobs consistent with their interests and talents. Second, they needed assistance in securing a job (interview skills, etc.). Further, employers and co-workers may need support during the early phases once employment is secured. Employers within communities such as Rhodes University, Grahamstown should be approached to assess their employment needs and to reinforce the value of recruiting people with disabilities.²²

²¹ Information provided by Dr Riana Henning, HR Generalist at Rhodes University, 25 October 2010.

²² Information provided by Mrs Jay Pillay, Researcher - Head of Food Services. Rhodes University, December 2011

1.4.2 RESULTS

Dr Henning proposed that at the end of the Learnership year, their suitability would be discussed. If they have been able to meet the basic requirement, they could apply for permanent positions as kitchen attendants, if not they would have gained valuable experience. Rhodes was not obligated to employ the students and no unrealistic expectation was to be created about permanent employment and this was to be seen as a training opportunity.

The Kuyasa intern selection was facilitated by Human Resources with strong involvement by the Kuyasa teachers and principal. The ongoing monitoring was facilitated by Human Resource together with the managers and mentors. The programme was managed and internally and externally with a perfect partnership between Kuyasa and Rhodes. The Kuyasa School Principal advised on which students were suitable and ready. When one of the mentors experience behavioural problems with a Kuyasa interns (once he was employed), the Kuyasa School Principal was involved in resolving the issue with the parents and management at Rhodes. Rhodes Human Resource department provided the budget, and was instrumental in managing the programme internally, and with the placement of the interns once the internship was completed at the end of twelve months.²³

[I started at the Kuyasa School at Grade 5. After completing at Kuyasa we had to find out what we will do afterwards. Mrs Rothman told us about this Rhodes University intern initiative, which excited me]
Intern D

According to Mrs Fischer, the line management at Rhodes University provided on the job skills training and support for interns and motivated for filling of vacant posts with the Kuyasa interns. The mentors provided guidance and ongoing development and training to the interns during the internship. All the

stakeholders are intimately involved with the Kuyasa programme. Without the Kuyasa Specialised School, they would have no programme. The basis of measuring the effectiveness of the Rhodes/ Kuyasa programme and its impact was measured by the successful placement of interns into permanent jobs at Rhodes and the

²³ Interview with Mrs Sarah Fischer, HR Director at Rhodes University, 27 October 2010.

subsequent ongoing employment. As this was an Employment Equity initiative for the disabled, it was about employing staff with intellectual disabilities. The performance indicators are reflected in the Employment Equity targets and the actual number of disabled staff employed through this program. Human Resource Generalists worked closely with mentors in terms of their running of the programme. These individuals were key to the success of this initiative. Current starting salary structure for a permanent employee at the Kitchen attendant level is R4200.00, inclusive of housing and transport allowance.

Mentor A, recalls proudly of the first Kuyasa learner she mentored as part of the pilot programme, Learner A, was taught to fill the sauce bottles, portion butter into cubes and decant peanut butter. She indicated that he was a very good dining hall staff. After successfully completing his twelve month learner-ship, the learner went on permanent employment at the same place of work. According to one of the Supervisors, this was motivating for the general work force in the kitchen. The staff who had initially resisted having a disabled person working with them indicated their pride and excitement when a Kuyasa learner was given permanent employment.

The Section Managers (Housekeeping and Grounds and Gardens) have indicated that if given the opportunity to host more Kuyasa Interns, they will with take the opportunity with open arms and are prepared to assist again to incorporate people with intellectual disabilities within their areas, because of the huge difference this has made to each disabled staff. They also indicated that by integrating workers with intellectual disabilities—presently among the most excluded from the workforce the managers and employers can learn lessons that will enable them to keep better hold of this traditionally excluded group. Thus, by embracing the most marginalised, the managers and employers may also benefit from by being seen as doing good and the payoffs may be great in the sense of contributing the greater benefit to society, and to equity policies. One of middle managers, Mr Martin claimed to have fewer challenges than expected due to the fact that Human Resources have provided adequate information and support for his Engineering work area that was different from Food Services. One of the challenges was related to language barriers and having the mentor to translate.

1.5 KUYASA SPECIALISED SCHOOL PERSPECTIVE

Young people with disabilities are often excluded from formal employment. Mrs Rothman described the Kuyasa Rhodes partnership as ground breaking. The pilot project was implemented in 2005 at Rhodes University Campus Food Services to provide employment training and support for vulnerable young adults with mild disabilities. With Food Services diversifying their staff as part of an effort to make the kitchens an ideal place to work by developing connections between the Kuyasa Special School system and Rhodes Food Services. This meant including young people with intellectual disabilities. Mrs Rothman felt that certain students with mild intellectual disabilities would benefit from the proposed learner-ship that included workplace learning for a period of twelve months.²⁴

Mrs Rothman recalls the learners that were placed from schools Placement Record. The first two Kuyasa learners accepted for the Internship programme commenced their year's learner-ship in June 2005 and were employed as Kitchen Attendants in July, 2006. In June, 2007, another group of three learners started their learner-ship and were appointed as Kitchen Attendants in 2008. After completing their learnership from June 2008, three young learners were employed in three different areas involved in service delivery within the University. In 2009, a young male

began his internship in a department involved with mechanical work and one as a Kitchen attendant. A total of nine learners from Kuyasa Special School are now in full time

[There are many learners who will never be employed in any form of work environment because they require such high or intensive levels of support, guidance and intervention. Those learners who are trainable, have a level of independence, can follow instructions, respond appropriately to correction and discipline when given the opportunity, will cope with a learner-ship. Commonly, many intellectually challenged learners have an unrealistic understanding of their own limitations, so need support and guidance] **Mrs Rothman**

[As a new comer I had to prove that I am capable of doing things and working hard. I had to prove to them to be a hard worker and a good cook. Their attitude to me changed, and they treated me well and taught me to make salads] **Employee A**

²⁴ Interview with Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 29 October 2010

employment at Rhodes University. In 2011 it is expected that four learners will be taken in as interns.

This social outreach programme and the placement of learners for a year's internship programme had completely changed the attitude of the school towards the prospects of employment for school leavers. Previously, very few learners had

[I found the staff to have an attitude towards me. I was in a new kitchen working with new people. If I had a personal problem and you would request to be allowed time off to go and sort it out. Other staff members would always assume that you making stories, but that you want a long weekend or an extra day to go and enjoy yourself. Other staff members would ask you what kind of a school is Kuyasa and I would explain that Kuyasa is a good school, especially for learners with learning disabilities. Learners at Kuyasa are not mentally handicapped but just that they have learning difficulties like me I can't read or write but if I am shown to do something I can do it and this programme has proved that. Some workers tend to judge you as being mentally handicapped and would isolate themselves from you]

Employee D

positive outcomes for employment after leaving school. Many spend years at the school, the school invests a great deal in their education, but few find opportunities for gainful employment. The school uses the prospect of learners being given the opportunity of a learnership at Rhodes as a motivation throughout their final year at school. The programme is used to promote the personal qualities and general skills necessary for employment and to identify realistic work opportunities for learners with intellectual challenges. The interns employed at Rhodes University often return to school and share their work experiences with the

older learners. They have spoken of their achievements and happiness in their jobs which motivates our learners positively.²⁵

According to Mrs Rothman, the learners at the school aspire to work at Rhodes University and talk about the possibility of being given the opportunity. The outreach initiative is a motivation for the learners and gives them a hope that such opportunities are worth striving for. It also means that learners begin to realise that not everybody will get the opportunity to do a learnership. Sometimes there are

²⁵ Interview with Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 29 October 2010

disappointments when they do not get chosen. The Rhodes outreach initiative has helped learners to identify qualities in themselves that are required to be able to work. The impact on them has been mostly positive and motivational. They are

*[In my community things have changed, because I am a different person now that I am working at Rhodes University and no more a Kuyasa. People ask one another how I got employed at Rhodes University when it is difficult to secure permanent employment at Rhodes. Even the girls challenge us; they are willing to have a relationship with us, because we have an income. To try and avoid getting into township problems, we socialise together either at my place or one of my friends place. Our parents know that wherever we are we are together, and this assist our parents to be our witnesses when we are accused of doing something wrong]. **Employee F***

inspired when those working at Rhodes return to school and speak to them about their work. The school used past pupils to explain the values, skills and expectations of the working environment. They highlight the importance of punctuality, hard work and contribution to their family's finances. It is realised that Rhodes University cannot facilitate opportunities for all the school leavers, so currently other similar employment opportunities are being identified in the community. The learnership programme at Rhodes University and the school's internal skills programme are cited as examples of how these young people can make a contribution to society and to motivate and

to create an understanding of such initiatives for other organisations to be adopted in their Corporate Social Investment initiatives future outlook.

1.6 FOOD SERVICES PERSPECTIVE

The Food Service staff had been supportive of activities at the school and understanding of the kind of learner that have proceeded to the internship programme. Staff had been aware of the type of learner that attends Kuyasa and the limitations they experienced. The learners were well-liked by staff and were complimented on their dedication and hard work. The interns were made to feel worthy and valued. This approach was about serving the best interests of the interns. As they always required a level of intervention, support and guidance, this approach makes allowances for their limitations. Many of these young adults are

easily influenced by peers and other adults, so intervening and giving guidance will always be important pillars for their growth.²⁶

Food Service Management identified a need to create a culture of accepting people with disabilities through various interventions, namely;

- Regular meetings with non-disabled staff to prepare them as mentors and supervisors to ensure that we have an enabling environment for the disabled people.
- Workshops were held to ensure that the non-disabled staff who never interacted with disabled people be given the opportunity to learn. The workshops covered general attitudes and negativity to working with non-disabled people.
- Team meeting were also held within each kitchen unity to dispel any negative attitudes towards hiring and work with people with intellectual challenges.

During these discussion sessions, there appeared to be negative opinions of the

[People out there have got their own explanation of what Kuyasa stands for. They would remark sideways that these are Cwentsis (mentally handicapped) kids from Kuyasa and yet that is not the case, because Kuyasa is perceived as a school for Cwentsis. My friends went through normal schooling, got matric and are unemployed. They ask how I managed to secure a job at Rhodes University having being at Kuyasa and whether I bribed someone from HR in order to be employed]

Employee D

disabled learners. The most accepting were the mentors and supervisors. The varying opinions from non-disabled staff regarding the intellectually disabled staff included, they have a lower performance level and that may lead to lower productivity and poor quality. The acceptance of the initiative was initially challenging, even though Food Services was the first division in Rhodes University to adopt this strategy.

The acceptance by Food Service management initially was primarily due to the challenges experienced with high

²⁶ Information provided by Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 29 October 2010

staff turnover at the Kitchen attendant level. It was the aim to ensure that the turnover of staff at this level was limited due the high costs of recruitment and selection and team management within Food Services. Human Resources and Food Services met the quota of taking in two learners on average annually since 2005 and furthermore employing the learners that have completed their one year internship. The transition to real employment was easier than was expected. This was probably due to a rigorous internship programme that prepared the learners for mainstream employment. The mentorship arrangement involved the learner partnering with the mentor to enable on the job training and work based skill development. They participated in all the complexities within a permanent job by following the shift work systems, clocking in and out, payment for overtime, strict adherence to the disciplinary code.

Interviews held with family members and key stakeholders indicated that there were important benefits for the intellectually disabled staff, in terms of their future, confidence and self esteem. The close involvement of all the stakeholders encouraged these intellectually challenged employees to see their full potential. The perceptions of Food Service Staff, Grounds and Gardens Staff, and Housekeeping Staff appears to have changed over time. They were initially not aware of the capabilities of intellectually challenged people and had stereotypical perceptions. From being termed as a Strategic Retention Strategy, has now turned into a social outreach initiative that has changed perceptions and lives. This initiative maybe positioned as a CSI opportunity for Rhodes University, because of all the characteristics and feedback from stakeholders highlighted in the narratives in this case study.²⁷

The notes below are recorded from the Focus Groups that suggests Intellectually Challenged Learners and Employees need to be part of a social group and are showing ambition;

²⁷ Mrs Jay Pillay Head of Food Services, Rhodes University, December 2010

Life Changing moments for the Intellectually Challenged Staff

Many of them indicated that they do have relationships, would like to get married some day. Most of them indicated that they would like to get married at least at the age of thirty years, now that they have the financial means. The focus group spoke about the assessment at the selection process and whether they found the assessment to be fair. Some staff indicated that they were happy with the assessment because it was a way of proving that you can do the job and as an individual you know that you can do the job. The others indicated that they struggled with the assessment and preferred the practical one, that proved their abilities more than the theory which was a challenge. It was explained to the Kuyasa candidates they are meant to stay and work in the same jobs in the kitchens. Employee F indicated that he would like to get an opportunity to work in the Engineering Section, knowing very well that his challenge is to read and write. He believes that if he is shown what to do he will be able to do it.²⁸

1.7 Conclusion and Future Challenges

This social investment programme initiated by Rhodes University had a mutually beneficial outcome for both members of the partnership, and is the reason for the project's success. Rhodes University identified the 'need' that could be filled through

[I worked well with other staff members, they treated me with respect and we even share a joke. I am a member of the soccer club and play as a striker. I have scored 4 goals.

My teammates treat me with respect. People would ask me about Kuyasa and I would explain to them that Kuyasa is a good school that cares for learners with learning disabilities].

a partnership with Kuyasa Special School and the school identified a 'need' that could be supported by the University where learners could get opportunities for placement after leaving school.²⁹

Mrs Rothman explained that Rhodes has considered many suitable placement opportunities for the Kuyasa learners, but maybe further placement possibilities

²⁸ Ms Nonhutu Faku – Focus Group Facilitator, HR Generalist at Rhodes University, 13 November 2010

²⁹ Interview with Mrs Jill Rothman, Principal of the Kuyasa Specialised School, 29 October 2010

within other sections of the university could be considered in the future. It is hoped that other departments would be open to giving person's with mild intellectual limitations an opportunity to be trained.

When reading about the kind of opportunities granted to learners with special needs in other countries, the possibilities are endless as long as the abilities and skills of the learner can be used optimally to cope. Although it is also realised that Rhodes cannot be expected to provide the opportunities for everyone. Planning of the on the job training to work transition is a strategy that needs careful consideration. The strategy of integrating on the job training with life skills to manage money, budgets, social relationships awareness, sexual relationships awareness, alcohol and drug awareness within internship by making sure that the people have good life skills in self sufficiency and confidence are strategies that focus on employment of people with disabilities.³⁰

[My life has improved a great deal. It was my wish to be independent and earn a salary, and be able to support my family. If I was not given this opportunity to be in the internship I would possibly be a hawker in the street selling fruit and vegetables. My family was also excited and told me that our prayers were answered] **Employee A**

³⁰ Interview with Dr Riana Henning, HR Generalist at Rhodes University, 25 October 2010

2. SECTION TWO: LITERATURE REVIEW

The literature review explored the following key areas relevant to this research: Corporate Social Responsibility and Corporate Social Investment, Debates surrounding Corporate Social Investment, CSI and Staff Retention, Intern/mentor training (co-worker training), and CSI and Employing People with Disabilities. Some of the literature reviewed was specific to South Africa, but the world experience such as the Sullivan Principles has a slightly longer history than that of South Africa was also explored.

The research was undertaken within the context of integrating Corporate Social Investment initiatives that take the form of creating employment opportunities for people with disabilities, with reference to the Staff Retention Strategies of Rhodes University, and what this would mean for business and creating employment opportunities for people with disabilities. According to DPSA (2009:18) the consequence is that disabled people are oppressed and discriminated against in all aspects of life, resulting in shorter life-span, poverty and dependence, and society does not realise its fullest possible return on its socio-economic investment in disabled people. Many change agents, despite having identified the need to target people with disabilities, do not realise the need for systematic efforts to prepare disabled persons adequately for participation in skills development and other poverty alleviation programmes. Mere enrolment of disabled persons in those programmes often results in failure. Such failure, due to lack of adequate preparation, further reinforces negative stereotyping of disabled persons.

2.1 CONTEXT OF (CSI) AND (CSR)

The notions of Corporate Social Investment and Corporate Social Responsibility are compelling. Business need for maintaining competitive advantage has always been in the forefront, which is why social and business ethics must prevail in tandem. According to Carrol (1991:226) the focus on social performance emphasises the concern for corporate action and accomplishment in the social sphere. Reviewing the development of CSI, Sparks and Cowton (2004:45) suggest that not only has it grown significantly but it has also matured, in the sense that it has become more complex and begun to enter the mainstream of investment practice. This maturation of Socially Responsible Investments has important implications for its relationship with corporate social responsibility. According to Pascall and Hendey (2004:181), within the context of Corporate Social Investment businesses are compelled to comply with legislation regarding employment equity and to respond to the community and employee expectations. The key question for many companies is whether their corporate social investment is simply a mandatory obligation or a strategic opportunity. According to Carrol (1991:3), the term corporate social performance has emerged as an inclusive and global concept to embrace corporate social responsibility, responsiveness, and the entire spectrum of socially beneficial activities of businesses. The focus on social performance emphasises the concern for corporate social investment action and accomplishment in the social sphere

The World Business Council for Sustainable Development (2008:6) defines CSR as the commitment of business to contribute to sustainable economic development, while simultaneously working with employees, their families and the local communities. Emerson and Twersky (1996:12) explain that CSR ventures have been used to reduce poverty through job creation for the chronically unemployed, help impoverished communities produce their own products rather than importing them, created markets for products produced by impoverished communities, and provided job training to help the chronically unemployed acquire employable skills.

World Business Council for Sustainable Development (2008:7) suggests that when used effectively, innovative Corporate Social Investment projects within a business and social context will have a positive effect on staff retention and create employment opportunities for the previously disadvantaged. According to Coetzee and Stewart (2008:1), corporate social investment is the investment of corporate funds, or other assets, for the primary purpose of achieving social outcomes because there is a business case for corporate social investment. The primary intention of this CSI is to achieve social outcomes. The expectation is of a “social return on investment”, which may not always be measurable in economic terms. While focused on a social return on investment, CSI is intended to enhance a company’s reputation, its strategy and possibly lead to preservation or an increase in long-term shareholder value. Katers (2010:1) suggests that having a CSI policy can enhance the goodwill between the company and the community. It showcases the values and ethical standards of company leaders, which in turn can improve profit margins and secure loyalty to the corporation. Companies with a social-investment policy are more trusted and considered better places to work. Communities in which corporations are very socially responsible often have higher rates of literacy and lower rates of crime and unemployment.

Davis (1960, cited in Carroll, 1991:225) writes of the evolution of Corporate Social Responsibility and what it means for a corporation to be socially responsible. Academics and practitioners have been striving to establish an agreed-upon definition of this concept for more than thirty years ago. In 1960, Davis suggested that social responsibility refers to businesses decisions and actions taken for reasons at least partially beyond the firm’s direct economic or technical interest (Carroll, 1991:225). At about the same time, Eells and Walton (1961, cited in Carroll, 1991:225) argued that CSR refers to the problems that arise when corporate enterprise casts its shadow on the social scene, and the ethical principles that ought to govern the relationship between the corporation and society.

Bowen (1953, cited in Maignan, 2001) has been acknowledged as the first scholar to have written a manuscript on the topic of corporate responsibilities, Bowen (1953) claimed that businesses have the obligation to "pursue those policies, to make those

decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society". This seminal contribution was the starting point of an abundant literature on the nature of corporate social responsibilities (e.g., Ackerman and Bauer, 1976; Davis, 1973; Eells and Walton, 1961; Mason, 1960; McGuire, 1963); Maignan (2001). Some of these seminal and new paradigms will be included to create a foundation for the research.

Lantos (2001:02) suggests that the concept of corporate social responsibility as a fuzzy one with unclear boundaries and debatable legitimacy. He argues that for any organization ethical CSR (avoiding societal harms) is obligatory, for a publicly-held business altruistic CSR (doing good works at possible expense to stockholders) is *not* legitimate, and that companies should limit their philanthropy to strategic CSR (good works that are also good for the business). Lantos (2001:2) explains that the legitimacy of CSR relates to a set of fundamental and crucial questions: Why do corporations exist? Should enterprises also be concerned with their social performance as well as economic results? If so, what does it mean to be "socially responsible"? WBCSD (2002:6) argues after working with stakeholders around the world by defining Corporate Social Responsibility as the commitment of business to contribute to sustainable economic development, working with employees, their families, the local community and society at large to improve their quality of life. Thus environmental concerns are part of a company's CSR. It is suggested that CSR is a fundamental concept like liberty or equality that is always being redefined to serve changing needs and times. The social responsibilities of a food company are different than those of a transport company. Companies' social responsibilities will be viewed very differently in a decade's time as society's expectations change. Despite areas for ongoing debate coherent CSR strategy, based on integrity, sound values, and a long-term approach, offers clear business benefits to companies and a positive contribution to the well-being of society..

According to Lantos (2001:8) and conflicting pressures for CSR, social responsibility is a balancing act and business must balance economic performance, ethical performance, and social performance, and the balance must be achieved among various stakeholders. This suggests a dual bottom line with economic criteria and

non-economic criteria. In fact, many companies have multiple objectives. Lantos (2001) uses the example of how Ben & Jerry's employees in the United States are evaluated on both financial contribution and social contribution to the community.

Blowfield (2005:173) explains the significance of CSR as corporate social responsibility that is concerned with the relationship between business and society. It is emerging as a new discipline that examines the nature of that relationship and how it can be managed. As well as informing business practice, it is influencing the debate about corporate and public governance, making the discipline not only important in its own right but also relevant for international relations and other disciplines wanting to understand the role of the private sector in the global political economy. Blowfield (2005: 174) refers to CSR as a failing discipline when it should be taken seriously. However he proposes an alternative analytical framework for use by CSR and as an entry point for international relations and other disciplines wanting to understand the ways in which business shapes and responds to globalisation and influences the possibilities of contemporary society and governance.

2.2 CONTEXT OF CORPORATE SOCIAL INVESTMENT AND BUSINESS

Coetzee and Stewart (2008:5) suggest that corporate social investment is the investment of corporate funds, or other assets, for the primary purpose of achieving social outcomes because there is a business case for the investment. The primary intention of this investment is to achieve social outcomes. The expectation is of a "social return on investment", which may not always be measurable in economic terms. While focused on a social return on investment, CSI is intended to enhance a company's reputation, its strategy and possibly lead to preservation or an increase in long-term shareholder value.

There is also some confusion with regard the two terminologies used "Corporate Social Investment" and "Corporate Social Responsibility". The following useful view by Metcalfe (2003:1) may shed some clarification: "*Responsibility*" could be construed as the "*intent*" while "*Investment*" could be construed as the "*act*". The phrase "Corporate Social Investment" or "Corporate Social Responsibility" is often construed or interpreted as a social issue to be addressed by "Big Business".

The perception that the word “corporate” refers to “big business” or ‘big organisations and/or corporations’ is a misconception as Metcalfe (2003:1) explains the ambiguous topic of CSI - Corporate Social Investment has been “*around*” since the beginning of time - Community Development dates back many, many centuries and have always been part of our lives.

According to The Sullivan Foundation (2010), the Sullivan Code was introduced by Reverend Leon Sullivan (1977) and consisted of a list of six principles 1977 with one addition in 1984 whereby corporations to demand for its employees as a condition for doing business. In general, the principles demanded the equal treatment of employees regardless of their race both within and outside of the workplace, demands which directly conflicted with the official South African policies of racial segregation and unequal rights. According to Metcalf (2003:1) there is a strong perception that CSI was developed out of necessity shortly after democracy in South Africa in 1994. CSI was not something established to subdue a “guilt trip” the main purpose “*to contribute back into the community*” remains a sentiment very evident today.

According an article published by Katers (2010), South Africa has faced myriad political and cultural issues over the last two decades. The end of apartheid in 1990 led to the freedom of black South Africans to pursue educational and economic opportunities outside of segregated townships. While these freedoms are invaluable for the success of the majority of South Africans, the threats of AIDs, regional instability and economic dependence are looming large for the country's 48 million residents. The solutions to these problems may be brought about quicker with corporate social investments by companies throughout the world. The struggle by black South Africans against apartheid in the mid-1970s led to the birth of corporate social investment in the country. The Urban Foundation was established in 1976 by black-owned businesses interested in funding urban development projects in black communities. The foundation's work has been continued in recent history by the Business Trust, established in 1999 by the national government and domestic businesses. Corporate social investment evolved under the Business Trust to focus

on educational endeavours and business start-ups, the two engines for economic prosperity in South Africa.

The Foundation for the Development of Africa defines Sustainable Development as follows: "Sustainable Development is the action and/or act of bringing people and/or processes into position for the effective use in the support and/or delivery of efforts, conducts and cause" (FDA, 1999).

Metcalfe's (2003:1) approach to CSI and the Partnership is explained "Finding common ground in various CSI activities (*Local Community Development*) from the Public Sector (*Local Government*) and the Private Sector (*Local Business and the People*) remains problematic. Often the ultimate objectives of the Private Sector differ broadly from the objectives of Public Sector – branding versus votes.

Gale (2008:2) explains corporate social responsibility as actions and activities undertaken by private profit-making enterprises with the ostensible objective of demonstrating that they are good citizens of the communities in which they operate and that they pursue objectives other than maximizing their profits.

Firms engage in CSR activities in response to demand from the public that the firms be responsible to all stakeholders, not just the investors who are interested only in profits. A broadened definition of stakeholders can include employees, suppliers, customers, and the society at large. According to Waddock (2008:89), corporate responsibility infrastructure as a whole does not just aim to get companies to "do good" for society while pursuing business as usual, but recognizes the fundamental role that businesses play in building healthy societies through the impact of their business models. While the dominant market logic of free trade and shareholder wealth maximization remains a powerful motivating force, these CSR institutions are collectively framing a different kind of logic, one in which attention to the stakeholder, society, and the environment is necessary in order to retain what some executives call their "license to operate".

2.3 DEBATES SURROUNDING CORPORATE SOCIAL INVESTMENTS

Early literature of Garriga and Mele' (2004) acknowledge the seminal debates of Bowen (1953) and Votow (1972:25) "Since the second half of the 20th century a

long debate on corporate social responsibility has been taking place. Additionally, this field has grown significantly and today contains a great proliferation of theories, approaches and terminologies. Society and business, social issues management, public policy and business, stakeholder management, corporate accountability are just some of the terms used to describe the phenomena related to corporate responsibility in society. Recently renewed interest in corporate social responsibility and alternative concepts, have been proposed including corporate citizenship and corporate sustainability.

Votaw (1972:25, cited in Garriga and Mele', 2004:52) suggest that corporate social responsibility means something, but not always the same thing to everybody. To some it conveys the idea of legal responsibility or liability; to others, it means socially responsible behaviour in the ethical sense; to still others, the meaning transmitted is that of 'responsible for' in a causal mode; many simply equate it with a charitable contribution; some take it to mean socially conscious; many of those who embrace it most fervently see it as a mere synonym for legitimacy in the context of belonging or being proper or valid; a few see a sort of fiduciary duty imposing higher standards of behaviour on businessmen than on citizens at large.

According to Carroll (1991:11) on CSR and CSI, philanthropy encompasses those corporate actions that are in response to society's expectation that businesses be good corporate citizens. This includes actively engaging in acts or programmes to promote human welfare or goodwill. Examples of philanthropy include business contributions to financial resources or executive time, such as contributions to the arts, education, or the community. The distinguishing feature between philanthropy and ethical responsibilities is that the former are not expected in an ethical or moral sense. Communities desire firms to contribute their money, facilities, and employee time to humanitarian programs or purposes, but they do not regard the firms as unethical if they do not provide the desired level. Therefore, philanthropy is more discretionary or voluntary on the part of businesses even though there is always the societal expectation that businesses provide it. One notable reason for making the distinction between philanthropic and ethical responsibilities is that some firms feel they are being socially responsible if they are just good citizens in the community. This distinction brings home the vital point that CSR includes philanthropic

contributions but is not limited to them. In fact, it would be argued here that philanthropy is highly desired and prized but actually less important than the other three categories of social responsibility. In a sense, philanthropy is icing on the cake—or on the pyramid, using our metaphor. Despite the recognition and overlapping explanation of CSI and CSR theories, there is little consensus on substantive content and the differences. Analysis of CSI and CSR indicate that these concepts are interlinked in similar definitions and academic illustrations. The overarching paradigm is in the application of both CSI and CSR principles in context of staff retention. For the purpose of the research, the concept CSI will be used.

According to Laszlo (2003: 52-53) sustainability requires an investment approach to community partnerships, whether they are local or global communities, and values the investment in terms of its future returns, both tangible and intangible. It requires a deeper interest in and understanding of the issues and concerns of the community as a whole- that is a systemic approach. A creative method of partnering is needed that addresses community concerns and their root causes. The WBCSD (2008) public discussion on CSR focus of *what* corporations should do in the name of responsibility. Corporations should safeguard employment, raise working and social standards, they should engage in social projects and fight against poverty. Newell (2005:544) argues that the general lack of attention to poorer communities outside the regions and sectors in which the CSR debate is grounded continues in spite of growing claims on the part of firms about their corporate responsibilities to the communities in which they invest.

In his discussions regarding Corporate Social Responsibility as an Investment in Social Cooperation for Mutual Advantage, Lin-Hi (2009:2) explains in general, CSR can be formulated that corporations exist in society, due to the fact that they contribute to social cooperation for mutual benefit. When corporations fulfil this condition, they likewise fulfil the condition of their license-to-operate. The management of the preconditions for the license-to-operate can be understood as the corporations “CSR” task. Darby & Jenkins (2006, cited in Easterly & Miesing, 2009:539) explain that social ventures are often described as businesses that

operate with a social purpose to provide a service to disadvantaged individuals or the community.

Handy (2005, cited in Dunne, 2007:376) argues that we cannot escape the fundamental question, whom and what is a business for. The answer once seemed clear, but no longer. The terms of business have changed. Ownership has been replaced by corporate investment, and a company's assets are increasingly found in its people, not in its buildings and machinery. In light of this transformation, we need to rethink our assumptions about the purpose of business.

Easterly & Miesing (2009: 539), suggest that social ventures have been used to reduce poverty through job creation for the chronically unemployed, help impoverished communities produce their own products rather than importing them, create markets for products produced by impoverished communities, and provide job training to help the chronically unemployed acquire employable . One important aim of the HRD-SA (2009) is to provide a framework for the multitude of skills development activities in the country and, in so doing, to render them more purposeful and to improve their impact on the skills challenges in the country. It is hoped that this strategy will promote the skills development agenda that will take us into the next two decades of development for the country. HRD-SA (2009) suggests that their strategy represents a key lever for accelerating economic growth and development in South Africa. The responsibilities of government arising from this strategy are significant. However, the strategy is not solely related to the responsibilities of government. It is a call to all stakeholders and agents that have a role to play in HRD: workers, employers, the non-governmental sector, educators, learners, parents, individuals and the community. It is a call to create a better life for all South Africans.

According to Waddock's (2008:88) research regarding the new demands for corporate social responsibility and corporate social investment, highlight how corporations have come under significant fire in recent years around their (lack of) responsibility. Anti-corporate activists criticize the growing gap between rich and poor in the U.S., and between developed and developing nations, and between

northern and southern countries. Examples of globalization-generated issues include labour and human rights abuses, sweatshops, child labour, abusive managers, and generally poor working conditions still rampant in many companies' global supply chains. Some studies report that all major ecosystems are in decline (Condition and Trends Working Group, 2005), and climate change has recently been attributed to human (industrial) activity (Intergovernmental Panel on Climate Change, 2007). Combined, these critiques imply that companies acting with solely economic interests in mind often overlook the impacts of their strategies and practices on stakeholders, societies, and nature.

Katers (2010:1) suggests that Corporations can also invest in better primary education and loans for business start ups to help South Africa become more economically independent. Obstacles to Corporate Social Investment in recent political developments have put a damper on corporate citizenship from international businesses. The ongoing AIDS epidemic may be a pull factor for social investment funds and personnel but the government was denying its causes and effects until recently. The AIDS epidemic has also killed experienced workers and talented young people who would have been the future leaders of the country. For socially responsible corporations, Corporations usually volunteer to create a social-investment program, as it can improve the reputation of the firm, as well as increase customer loyalty and overall profits. The Corporate Social Investment policy details the plans of a corporate social-investment program. It includes the goals and objectives of the program, its mission statement and a strategy to measure its levels of success. The policy informs all corporate stakeholders about the social-investment program, and describes the limitations (as well as standards and constraints) of the CSI policy.

2.4 CSI AND STAFF RETENTION

Rupp *et al.* (2006:537) suggest that CSR effort is likely to foster relationships between the organisation, its employees, and the various members of society, while the quality of those relationships may depend on how well employees understand and agree with the rationale behind their organisation's CSR-related decisions. Marriot (2001, cited in Munsamy & Bosch Venter, 2009:187) advocate that a key challenge facing organisations today is employee retention. Organisations face

intense competition with almost all strategies being easily replicable by competitors. Furthermore, Bell (2005, cited in Munsamy & Bosch Venter, 2009:187) suggests they are increasingly realising that people are perhaps the only real differentiator that can gain the organisation competitive advantage.

HRD-SA (2009:5) explain human resources development (HRD) as being critically important in South Africa's development agenda. The importance of HRD demands a response that has a sense of urgency. It demands a comprehensive and determined response from government. However, the scope and importance of the HRD project extends beyond government because it demands collective will and purposeful action from *all* stakeholders in society, demands the determination, commitment and accountability of individuals to invest time and effort in their own development, demands the commitment of all enterprises and organisations to invest time and resources in HRD toward public good. It is only through concerted efforts in HRD throughout the country as a whole that we can create suitable foundations for institutional and corporate missions. The urgency of the challenges and priorities, and the importance of the outcomes we seek to achieve, is imperative for South Africans to forge a social compact which will promote demand-driven HRD in the country. According to Jenkins (2005: 14) positive employment relations lead to a more effective workforce, greater efficiency and increased sustainability. Good working conditions contribute to the social responsibility of a business by improving people's work- life balance, bettering education and providing job stability.

According to Mitchell *et al.* (2001: 96) the competition to retain key employees is intense. Top-level executives and HR departments spend large amounts of time, effort, and money trying to figure out how to keep their people from leaving. He discusses the implications for managing turnover and retention as well the ideas that challenge the conventional wisdom that dissatisfied people leave and money makes them stay. He goes on to explain that people often leave for reasons unrelated to their jobs. In many cases, unexpected events or shocks are the cause. Employees also often stay because of attachments and their sense of fit, both on the job and in their community.

Albinger & Freeman's (2000:245) research explored the many potential reasons to believe that different job seeking populations will consider an organisation's corporate social performance differently when making job choice decisions. Work values developed through education and life circumstances are likely to differ across different job seeking populations; therefore, values may or may not demonstrate congruence with job seekers' values. With tightening labour markets, many firms face increasing difficulty in recruiting employees for lower echelon jobs and for jobs with relatively low skill requirements. An ability to recruit such employees in locations where the firm is already established, rather than move to other markets, can also confer a competitive advantage. At the same time, knowledge of the different recruitment strategies required for different groups of target employees is also valuable. If it is shown that organizations' corporate social values contributes differentially to their attractiveness as employers to different groups of job-seekers, it can both provide instrumental incentives for addressing corporate social performance and valuable information for employee recruitment.

Lantos (2001:31) suggests that leaders of corporations should discover and communicate a few simple shared values and visions that form a common ground on which all ethical and strategic CSR activities can stand, proclaiming them continuously, and demonstrating devotion to these values and visions by actions (not just words), encouraging groups and teams to invent and innovate new CSR ideas that conform to these values and visions, listening to everyone's ideas, rewarding every attempt to advance these values and visions and making everyone feel like a winner in these efforts. According to strategic CSR thinking Lantos(2001:32) explains that these values and visions and the business' commitment to strategic CSR should be embodied in a corporate credo – a succinct statement of the organization's philosophy of business and core values (e.g. respect for people, focus on the customer, continuous improvement, etc.) and ethical and social responsibilities to its stakeholders. These should be sincere, not just for public relations but to look good in employees' and the public's eyes, and must be made clear in some sort of a public forum.

According to Albinger & Freeman (2000:243), meeting social responsibilities not only allows organizations to display high levels of moral or ethical conduct but also has been shown to provide instrumental benefits and various types of competitive advantage. These benefits include things such as superior financial performance, enhanced reputation, more motivated work forces, and the ability to attract desired employees. Rupp *et al.* (2006:537) on corporate engagement with society, also termed corporate social responsibility (CSR), refers to one process by which an organisation expresses and develops its 'corporate culture' and social consciousness. Specifically, they argue that employees make distinct judgments about their employing organisation's CSR efforts, these perceptions provide evidence regarding the fulfilment of psychological needs, and acts of social responsibility or irresponsibility on the part of the organisation can trickle down to affect employees' subsequent attitudes and behaviours.

In the employee realm, Bhattacharya *et al.* (2008:258) found that individuals derive benefits from CSR which can vary widely based on personal characteristics and needs. Employees who work in remote locations, far away from corporate headquarters, feel that participating in the company's CSR initiatives helps them feel connected to fellow employees; meanwhile, other employees benefit from the same initiatives because the CSR activity reduces the stress in transitioning between their home and work lives, thereby providing work-life integration. Thus, it is important to recognize that CSR may provide benefits that differ substantially from individual to individual even within a single stakeholder group.

Research by Albinger and Freeman (2000:253) suggest that job seeker values may be different across groups, especially if the job seeker is responding to different needs. Many job seekers who would be considered low-choice find themselves seeking employment to meet urgent, basic needs. Values of these job seekers may simply focus upon money and the survival a pay-check. These job seekers do not have the luxury of caring about an organization's CSP in areas outside of pay. Thus, if an employer can provide a pay-check, there is congruence in values for the low choice group. The other higher choice groups, comprising individuals who are already employed and have numerous options for receiving a simple pay-check, may

also value other, less material benefits such as employee participation in the workplace and benefits.

Mitchell *et al.* (2001:103) points out that off-the-job links can influence the employee as well. The number of family, relatives, friends, and other types of links established through hobbies, church, or community activities can embed a person. Organizations can facilitate such links, thus a variety of organizational strategies are available to increase links. Rupp *et al.*, (2006:540) explain that the instrumental motives and control needed is important to individuals because having control over situations can help maximize the favourability of outcomes. Consistently fair processes allow employees to more accurately foretell an organisation's actions, hence giving them a sense of control. Applied to CSR, employees may have instrumental motives for caring that an organization is concerned about the effect of its activities on people and communities outside the organization and has established mechanisms to address these issues. In other words, an organisation's CSR actions may indicate to employees that their organisation also has concern for them and they may therefore be able to have their interests met, thus satisfying their need for control.

2.5 CONTEXT OF CSI AND EMPLOYING PEOPLE WITH DISABILITIES

According to Census 2001, the figures show about 19% of disabled persons were employed compared to 35% of non-disabled persons. Persons aged between 35 years and 44 years for both groups reported the highest percentage of the employed. The disadvantaged position of disabled persons could be due to diverse socio-economic and social cultural factors, particularly their low levels of education, discrimination in the labour market and negative attitudes of those they live amongst. These low levels of employment for the disabled population underscore their continued marginalisation and lack of independence within society.

According to the SA Integrated National Disability Strategy (1997) the Integrated National Disability Strategy – the South African Government's official policy framework for disability equity – has adopted a socio-political approach to disability, whereby disability is located in the social environment. This takes cognisance of disabled people's viewpoint that disability is a social construct and most of its effects are inflicted upon people with disabilities by their social environment. People with

disabilities can therefore actively contribute to changing the social construct by fighting for improvements in their material and legal situation and, at the same time, taking pride in who they are and what they are fighting for, proudly identifying themselves with their human rights struggle. The SA Integrated National Disability Strategy (1997) defines people with intellectual disabilities find it difficult to learn and retain new information, and often to adapt to new situations. Communication tools for people with moderate or severe intellectual disabilities, and include special communication boards, adapted computers, etcetera.

According to ILO, (2006:5) the Constitution of the Republic of South Africa No. 108 of 1996, specifically Section 9(3), provides a strong basis for new policies and legislation aimed at reducing unemployment and poverty, especially amongst groups such as people with disabilities. This Section of the Constitution states that *“the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth”* (emphasis added). While the Constitution prohibits unfair discrimination, policies and legislation to ensure implementation are needed.

Pascal & Hendey (2004:165) have questioned what enables young people with significant impairments to make the transition to adulthood? Becoming householders, finding work, becoming parents, feeling included as citizens: these are all more challenging in the context of housing needs, a discriminatory labour market, the need for personal assistance and transport. This is relevant to the research and the case of the Rhodes / Kuyasa Partnership, where an investment approach to partnerships within the community addresses CSI and Staff Retention.

According to DOL (2002:6) the Code of Good Practice on the Employment of People with Disabilities is thus part of a broader equality agenda for people with disabilities to have their rights recognised in the labour market where they experience high levels of unemployment and often remaining in low status jobs or earn lower than average remuneration. This is particularly important since disability is a natural part of the human experience and in no way diminishes the rights of individuals to belong and contribute to the labour market. When opportunities and reasonable

accommodation is provided, people with disabilities can contribute valuable skills and abilities to every workplace, and contribute to the economy and society. South African businesses are compelled to comply with legislation regarding employment equity and respond to the community and employee expectations within the context of CSI. The key question for many companies is whether their corporate social investment is simply a mandatory obligation or a strategic opportunity. Pascall and Hendey's (2004:183) research suggests that if young disabled adults in general – rather than those with exceptional and exceptionally resourced parents – are to be able to reach their potential for employment and independent living, significant social investment is needed in and beyond the family.

According to Stats-SA and Census (2001) there are 2 255 982 people with disabilities in the total population of South Africa (44 819 769) which constitutes 5.03% of the SA population. The census also indicates that 702 011 individuals between the ages 15 and 65 are unemployed due to illness and disability. It also indicates that a significantly high 99.28% of people with disabilities that are employable are unemployed. These figures include 160 000 people that have a secondary level qualification and 65 000 people with disabilities that have a tertiary qualification. A comparison of the demographic and socio-economic characteristics of disabled and nondisabled persons shows that disabled persons were on average older. About 30% of disabled people had no education while only 13% of the non-disabled population fell in this category. However, the most affected population group in this regard were African.

Statistics SA (2006:37) research suggest that only 23.32% of people identified as having 'Some difficulty' on the revised set were identified as disabled using the Census 2001 question. Likewise, of those who experienced 'A lot of difficulty', 46.8% were also identified as being disabled using the Census 2001 question. Of the people for whom it was indicated that they were 'Unable to do' one or more activities (revised set), 60.63% were identified as disabled using the Census 2001 question. The major differences between the revised set and the Census 2001 are at the mild end of the continuum of severity. These findings reinforce the conclusion that the Census 2001 question counted primarily people who had moderate to severe

difficulties and who self-identified or were identified as 'disabled'. People with intellectual disabilities fit into the moderate group.

The ILO (2006:9) in 1998, state that the Employment Equity Act (EEA) was passed by the South African Government. This Act aimed to redress the disadvantages in employment experienced by those groups previously disadvantaged by the apartheid system, namely, Black people, women and people with disabilities. In the EEA, people with disabilities are defined as "people who have a long-term or recurring physical or mental impairment, which substantially limits their prospects of entry into, or advancement in, employment".

Metcalf (2008:8) explains measures designed to increase employment equity, such as quotas and anti-discrimination legislation are not sufficient to address the barrier of negative attitudes that are frequently found towards the capabilities of people with disabilities. Research suggests that increasing contact with people with disabilities helps to reduce stereotypes and fears, and that knowing someone at work who has a disability is likely to lead to more inclusive attitudes towards disability and greater awareness of disability legislation. Therefore, organisations will benefit from a culture that is open to develop what may be new and innovative approaches to inclusion, such as work placements, work-shadowing and mentoring schemes.

According to DPSA (2009:18) poverty levels among people with disabilities - even in the more urban areas of the province - have remained unacceptably high compared to the average population. This has mainly been due to the uncoordinated implementation of poverty alleviation programmes in the past. Poverty alleviation programmes failing to specifically identify disabled persons as a target group, resulting in total or partial exclusion of people with disabilities. People with disabilities, where they have been explicitly targeted for poverty alleviation, still face tremendous difficulties in being recognized as a group with entitlements, and a group whose needs should be addressed on their terms, and not on terms dictated by others. This means, *inter alia*, that the physical and information arrangements related to rural poverty alleviation in particular are still not conducive to the freedom of movement and communication by disabled persons.

2.6 CONTEXT OF CSI AND THE SOUTH AFRICAN BUSINESS CONTEXT

South African businesses are often compelled to comply with legislation regarding employment equity and respond to the community and employee expectations within the context of CSI. According to Worden (2009:1), the skills shortage in South Africa is a very real concern. Worden (2009:2) explains the one such source that has been untapped is the pool of disabled people ready, willing and able to perform certain skilled functions in the workplace. The employment of disabled people should not only be seen as merely a social responsibility exercise but as a genuine avenue of sourcing qualified and hard –working people in South Africa’s skilled starved environment.

Statistics SA (2006:20) report shows the different prevalence rates for disability by population group. Black Africans have the highest prevalence of ‘A lot of difficulty’ (10.95%) and ‘Unable to do’ (2.64%). Indian/Asians have the lowest rate of ‘Some difficulty’ (12.27%) and almost the same levels of ‘A lot of difficulty’ (11.20%), indicating that with this population group a problem is probably more likely to be seen as resulting in ‘A lot of difficulty’ than in only ‘Some difficulty’. As for other results, the effect of low education and low income levels are probably confounding factors in these results for population group, with Black Africans being most likely to have low education and low income levels.

According to HRD-SA (2009:06), the most important strategic priority for South Africa leading up to the government term of 2010 to 2030 relates, on the one hand, to the challenge of reconciling the immense opportunities that flow from the successes and, on the other hand, to the immense challenges arising from our country’s development agenda. Some of the most intractable and urgent challenges that remain include poverty, income inequality, threats to social cohesion, ongoing demographic (race, gender, age, class and geographic) inequities; and the impact of globalisation. HRD strategy is as important today as it was at the outset of South Africa’s democracy in 1994. The importance of HRD is recognised by government and shared by business, labour, non-governmental organisations (NGOs) and the academic sectors of South African society. It also resonates with the significance attached to HRD in the international development discourse.

CSI ventures have been used to reduce poverty through job creation for the chronically unemployed, help impoverished communities produce their own products rather than importing them, create markets for products produced by impoverished communities, and provide job training to help the chronically unemployed acquire employable skills (Emerson & Twersky,1996).

Metcalf (2008:9) explains what recruiting staff with disabilities could mean for the organisation, the recruitment of people with disabilities relies on the ability of the organisation to regularly reach people with disabilities in the community. This means that a policy should be introduced and monitored which states that vacant posts are advertised widely in line with best practice in accessibility. It is increasingly argued that the nature of job analysis has changed since jobs themselves are no longer necessarily clusters of similar tasks, but often collections of activities and that selection should focus more on what people *could* do rather than what they can demonstrate having done in the past. Given that people with disabilities tend to have had less opportunity than non-disabled candidates to demonstrate their capability through a clear job history, it seems that such an approach to recruitment and selection, as well as benefiting the organisation as a whole, would increase the chances of recruiting people with disabilities, and thus enabling them to harness their capabilities in a meaningful way.

HRD-SA (2009:14) focus on a national scale is an enterprise of considerable scope. It embraces the work of a number of line departments within all spheres of government, public entities, NGOs and a multitude of private enterprises. Almost the entire population is the target of HRD, and the outcomes of the strategy will shape the conditions we create for future generations. One of the key challenges that has shaped the new strategy addresses the many important initiatives undertaken by government, capacity to deal effectively with priorities that transcend current and traditional departmental boundaries remains a serious challenge. In particular, the effectiveness in dealing with the conditions and barriers that confront the youth, women, and children who should be receiving early childhood development funds and people with disabilities remains unsatisfactory.

ILO, (2006:7) explain that policy frameworks such as the Preferential Procurement Policy Framework Act No. 5 of 200014 is a key piece of legislation that aims to enhance the participation of disadvantaged individuals and small-, medium- and micro-enterprises in the public tendering system. This works by using a points system and specific goals to give tender contracts to people or categories of people historically disadvantaged by unfair discrimination. Under this system, a contract will be awarded to the bidder with the highest number of points. Revision to the regulations contained within the Act in 2001 provide for points to be awarded on the basis of percentage HDI ownership, percentage HDI management, skills transfer to HDI employees and other initiatives within the organization aimed at supporting HDIs.

2.7 STAFF RETENTION

Mitchell *et al.* (2001:97) discuss the implications for managing turnover and retention. These ideas challenge the conventional wisdom that dissatisfied people leave and money makes them stay. Mitchell *et al.* (2001:99) explains “People often leave for reasons unrelated to their jobs. In many cases, unexpected events or shocks are the cause. Employees also often stay because of attachments and their sense of fit, both on the job and in their community. When used effectively within a business and social context, Corporate Social Investment in the form of employing people with mild disabilities, may have a positive effect on staff retention and may create employment opportunities for this segment of previously disadvantaged people. According to Copeland *et al.* (2009:2), it is important in order to examine employers’ attitudes toward individuals with disabilities in the workplace, it is necessary to have a basic understanding of the trends revealed through previous research. A review of empirical studies in this topical research area concludes that there is not a universal definition of attitude. Although attitude is not clearly defined in the literature, it is apparent that global attitudes of individuals with disabilities in the workplace are favourable, however, when asked more specifically about employing workers with disabilities participants were less likely to recommend hiring or promotion when compared to employees without disabilities.

HRD-SA (2009:18) focus on the goals to address human resources development strategy for SA, shows that the HRD-SA is explicitly intended to contribute to the attainment of the following national goals in order to urgently and substantively reduce the scourges of poverty and unemployment in South Africa, to promote justice and social cohesion through improved equity in the provision and outcomes of education and skills development programmes, and to substantively improve national economic growth and development through improved competitiveness of the South African economy. In pursuance of the above goals, this HRD strategy was designed to complement a range of purposeful development interventions to achieve the an improvement in South Africa's HDI and the country's global HDI ranking, an improvement in the measure and ranking of South Africa's economic competitiveness, a reduction in the Gini coefficient (corresponding to a reduction in the inequality of wealth in the country), and an improvement in the measure of social cohesion as measured through specific social surveys.

Metcalf's (2008:19) research into why organisations will benefit from the representation of people with disabilities among their workforce, has highlighted some reasons why having staff with disabilities makes good business sense for organisations. The general premise is recruiting and retaining only non-disabled people means restricting the talent pool available to an organisation, people with disabilities have a great many skills that are not necessarily distributed as widely among the general population, and having experience of having a disability can increase creativity and problem-solving skills within an organisation and brings a whole other set of life experiences, organisations need to mirror those they serve in order to provide the best service, many people acquire disabilities during their working lives and thus organisations can avoid the substantial cost of losing talent and skills by retaining/redeploying them, and the ageing workforce is likely to include many more people with disabilities in future.

According to Mitchell *et al.* (2001:104) the competition to retain key employees is intense. Top-level executives and HR departments spend large amounts of time, effort, and money trying to figure out how to keep their people from leaving. HRD-SA (2009:30) research suggests that the indicators and targets enumerated in the

strategy address human resources development for South Africa are critical to South Africa's path toward reduced levels of poverty, unemployment and inequality. They are critical in improving social justice and to achieving sustainable reconstruction and development. The targets are not just numbers; they represent opportunities for changing the living conditions of people for the better. They will also play a fundamental part in improving community and social cohesion.

The ILO, (2006:7-8), describes the Code of Good Practice on the Employment of People with Disabilities that was produced in 2002 to assist employers and workers in understanding both their rights and obligations towards people with disabilities. The Code provides a guide to be used by employers, workers and organizations in the development, refinement and implementation of disability equity policies designed to meet the needs of their particular workplaces. It expands upon the EEA by interpreting the definition of disability as given by the EEA and explaining each of the three criteria which must be fulfilled in order for a person to qualify as disabled. These three criteria comprise of; the person must have a physical or mental impairment, the impairment must be long-term or recurring, and the impairment must substantially limit their entry into, or advancement in employment. The Code further spells out measures to be taken by employers to ensure equitable representation and fair treatment of people with disabilities in the workplace. Such measures include reasonable accommodation (without unjustifiable hardship) for people with disabilities, recruitment and selection processes, the retention of employees who become disabled during employment; and confidentiality and disclosure of disability.

The Technical Assistance Guidelines on the Employment of People with Disabilities (TAG) that was introduced in 2004, the ILO (2006) explains that it was intended to complement the Code of Good Practice and to assist employers further in the practical implementation of their obligations towards people with disabilities as set out by the EEA. The TAG explains and provides a practical step-by-step guide to implementing the measures for employment equity contained in the Code. In addition to international experience and good practice, the TAG was developed with specific reference to the experiences of employers, workers, trade unions and people with disabilities across South Africa. Thus, the TAG includes numerous examples of

situations that employers may be confronted with and provides potential solutions to these scenarios. The TAG also explains the affirmative action measures to which people with disabilities can have access, and provides practical ways in which they can prepare for and access any employment opportunities that may exist.

2.8 EMPLOYING PEOPLE WITH MILD DISABILITIES

The importance of employment creation within the disability sector through paid work is central to this research. According to Pascall and Hendey (2004:179) work offers the surest way for families to provide for themselves. Young disabled adults may benefit from improving opportunities for paid work, but they will need much more social investment in sustaining their transition to work and sustaining them in it.

According to DPSA (2009:18) People with disabilities are faced with a unique set of inter-connected barriers to economic self-reliance. These include, most importantly, fears, myths and stereotypes about the inabilities of disabled people that compound the lack of access to routine supports and resources of daily life available to able-bodied people. People with disabilities tend to lack influence, information, power, resources, access and fulfilment of basic needs more than other people. Others tend to take decisions about the lives of people with disabilities and decide even very basic things for them. Poor people tend to become disabled because of their living conditions. This makes them even poorer. They do not eat enough food or well-balanced food, they live in unhealthy houses or shelters, and they are more exposed to violence.

Statistics SA (2006:19) survey, show a higher number of people with difficulties among the population with lower education. People with Grade 12 have the lowest rate of difficulties. The reason for the slight increase in difficulties for the group with tertiary education is not clear, but could be associated with these people also being older. The high number of people with difficulties in the group with no or less than primary school education can be attributed to two main reasons. The first is *about low education levels being an outcome of disability, whilst the second sees disability as an outcome of low education*. In terms of the former, people with disabilities tend to have lower educational achievement and so more severe disability is associated with low education levels. In terms of the latter, low education levels are associated

with higher levels of poverty, poor access to services and lower levels of health. These all in turn can lead to disability (e.g. untreated injury can lead to permanent disability; lack of treatment for a chronic condition can lead to disability).

According to DPSA (2009:11) People with intellectual disabilities find it difficult to learn and retain new information, and often to adapt to new situations. Children with intellectual disabilities often develop slower than their peers and require additional support to develop. One example of intellectual disability is Down Syndrome. Augmentative and Alternative communication (AAC) strategies are essential communication tools for people with moderate or severe intellectual disabilities, and include special communication boards, adapted computers, and etcetera.

According to HRD-SA's (2009:19) important strategy number seven, the focus was to ensure that education and training outcomes are equitable in terms of race, gender, disability and geographic location. It is vital that the HRD-SA is recognised as one that transcends the boundaries of government endeavour. Community, labour and business are engaged in numerous significant activities which shape both the policy environment and the development of human resources in the country.

According to Metcalf (2008:10), one crucial issue that needs to be addressed is the control of bias in the interviewers' expectations of the candidate. Everyone involved in the recruitment and selection process should be trained in disability awareness. An open mind is required as to the characteristics of the best person for the job, as well as an appreciation that optimal performers achieve outcomes in different ways. Additionally, the presence of a well-trained chair of any assessment panel can help ensure that best practice is exercised by assessors at all times.

Copeland *et al.* (2009:6-7) explain that their research results suggest that having a high level of experience working with employees with disabilities can result in positive employers' attitudes and influence their perspective about people with disabilities as productive workers. Positive attitudes toward accommodations and equal treatment of people with disabilities also lead to a stronger belief about reasonableness of accommodations in the workplace. Kregel and Unger (1993:17-25 cited in Copeland *et al.* 2009:2) suggest that although employers' global attitudes

appear favourable, barriers to hire and promote people with disabilities still appears to be influenced by negative attitudes found positive ratings for supported employment programs with positive reactions specifically related to job coaching services, ability of programs to capitalize on workers' strengths, and the ease of integration into the workplace.

2.9 CONTEXT OF INTERN AND MENTOR

According to the ILO, (2006) report, the Apprenticeship is a system of training which usually combines on-the-job training and work experience with institution-based training. It can be regulated by law (formal apprenticeship, normally providing a remuneration to apprentices) or by custom (traditional or informal apprenticeship) where remuneration and/or institution-based training are not always envisaged. Apprenticeships are usually targeted at young people starting off on their work careers. Research has shown that Apprenticeship is what describes the Kuyasa Rhodes Intern / Mentor training programme.

The term Learner-ship according to ILO, (2006), the Skills Development Act (No. 97 of 1998) amendment of 2003 defines learner-ships as comprising a structured learning component that includes practical work experience of a specified nature and duration. Learner-ships often lead to qualifications registered by the South African Qualifications Authority (SAQA) and are related to an occupation. Learner-ships are registered with the Director-General of the Department of Labour in a prescribed manner. Within learner-ships, the practical and theoretical components are run in an integrated manner with continuous.

Research presented by Copeland *et al.* (2009:2) suggest that increased attention is required to promoting awareness of negative attitudes toward individuals with disabilities in the workplace is critical to eliminating barriers to employment, and efforts to educate and inform employers regarding the ease and benefits of workplace accommodations may increase this rating providing increased opportunities for individuals with disabilities.

According to ILO, (2006:6) the more common skills formally acquired by people with disabilities were reported as being that for boiler-making, carpentry, welding,

woodwork, cleaning, caring for disabled and older people, sewing and cooking, secretarial, administration and general office skills, call centre skills, computer skills, weaving, environmental health, leadership, counselling and ministry, public management, sign language instruction, hairdressing, Community-Based Rehabilitation (CBR), graphic designing and photography. Skills acquired informally by people with disabilities were reported as being life skills and counselling, arts and craft, sewing, cooking, cleaning, communication, computer skills, working in a business context (for example, running a flea market stall), gardening and planting, repairing cars, radios and cell phones, community, involvement and participation, sports and singing. The following important barriers to formal skills acquisition were reported as being that of lack of funds, lack of information, lack of awareness of providers, transport (frequently mentioned by physically-impaired respondents, lack of basic education and poor quality education, lack of teacher availability, lack of sign language interpreters, a person being sick often and not being able to attend. Metcalf (2008:11) suggest, that for all employees, being provided with a 'buddy' or a mentor, or being a member of a specialist network group can have very beneficial effects on their integration into the organisation, as well as provide a key social support for them to help them to adjust to their new role. What all of these social supports rely on, however, is a culture in which they are encouraged and supported, and a leadership approach which perpetuates them.

When asked how service providers can help adults with mild cognitive limitations gain control of their own lives, Bradley (2001:1) indicated that supporting people with mild cognitive limitations is many times more difficult for providers than supporting people with more complex disabilities. This is usually because people with less severe disabilities are more active in making decisions about their lives and becoming engaged in their communities — and like all the rest of us, the more freedom and engagement, the more potential to encounter risks. The primary approach to serving and supporting people with mild cognitive disabilities is to support their choices and preferences through person-centred planning (defined as a process where the participants are chosen by the individual) coupled with support to identify and make important life choices. The role of the public system, especially for

people with mild disabilities, is to provide the supports necessary to ensure that such individuals are armed with the resources necessary to shape their own lives.

2.10 CONCLUSION

The literature review encapsulates a macroscopic view of CSI and CSR and what this means for staff retention and employing young adults with intellectual disabilities. The relevant literature sources support the link between CSI and staff retention. The research will be of great relevance in the field of employing and retaining people with disabilities. A study on how CSI partnership programmes has lead to attracting and retaining staff may be more than a philanthropic model for business in South Africa.

The literature review highlights some of the literature of importance for the creation of employment for people with disabilities which in turn has highlighted sustainable benefits to organisations, individuals and society, resulting in an improved quality of life for persons with disabilities, and a reduced reliance on disability grants.

2.11 LITERATURE REVIEW REFERENCES

- ALBINGER, H.S., FREEMAN, S.J., 2000. *Corporate Social Performance and Attractiveness as an Employer to Different Job Seeking Populations*, Journal of Business Ethics 28: 243-253, 2000. Kluwer Academic - Publishers. Netherlands.
- BRADLEY, V., 2001. *The Forgotten Generation: The Status and Challenges of Adults with Mild Cognitive Limitations*; Support for Adults with Mild Cognitive Limitations – Interview - Disabilities Newsletter; Human Services Research Institute; [Online]. Available: <http://www.brookespublishing.com/email/archive/june01/june01DD1.html>
- BHATTACHARYA, C. B., KORSCHUN, D., SEN, S., 2008. *Strengthening Stakeholder–Company Relationships Through Mutually Beneficial Corporate Social Responsibility Initiatives*, Journal of Business Ethics. Volume 85:257–272 [Online]. Available: <http://www.springerlink.com/content/w223265537m6nl77/fulltext.pdf>
- BLOWFIELD, M., 2005. *Corporate Social Responsibility -The Failing Discipline and Why it Matters for International Relations Corporate*, International Relations,19;173, Massachusetts, USA, [Online]. Available: <http://ire.sagepub.com/cgi/content/abstract/19/2/173>
- CARROL, A.B., 1991. *The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders*, Business Horizons [Online]. Available: <http://www.jstor.org/stable>, PDF-File [Accessed on 15 December 2009]
- COETZEE, M., STEWART, R., 2008. *Corporate Social Investment: How to turn Responsibility into Opportunity*, Business Sculptors, Article [Online]. Available: www.businesssculptors.com/social-enterprise-folder/csi [Accessed on 04 January 2010]
- COPELAND, J., CHAN, F., BEZYAK, J., FRASER, R. T., 2009. *Assessing Cognitive and Affective Reactions of Employers toward People with Disabilities in the Workplace*. Journal: Occupational Rehabilitation, DOI 10.1007/s10926-009-9207, Springer Science, Colorado, Springs, USA.
- DARBY, L., & JENKINS, H., 2006. *Applying sustainability indicators to the social venture business model*. International Journal of Social Economics, 33(5/6), 411-431

DEPARTMENT OF LABOUR, (DOL), 2002. *Government Gazette*, 2002, Republic of South Africa Vol. 446, No. 23718, Pretoria

DPSA, 2000. *Disabled People of South Africa: Pocket Guide on Disability Equity*, DPSA. Parliamentary Office, (1e.), [Online]. Available: <http://www.dpsa.org.za/documents/pocketguide>. [Accessed on 20 September 2010]

DUNNE, S., 2007. What is Corporate Social Responsibility Now?, *Theory & Politics in Organization*, Ephemera volume 7(2): 372-380, www.ephemeraweb.org

EASTERLEY, L., & MIESING, P., 2009. *NGOs, Social Venturing, and Community Citizenship Behaviour*, *Business & Society*, Volume 48 Number 4, Sage Publications. [Online]. Available: <http://bas.sagepub.com>, PDF-File

EMERSON, J., TWERSKY, F., 1996. *New social entrepreneurs: The success, challenge and lessons of non-profit enterprise creation*. San Francisco: Roberts Foundation

FDA, 1999. The Foundation for the development of Africa [Online]. Available: <http://www.foundation-development-africa.org/> [Accessed on 5 January 2010]

GALE, T., 2008. *Corporate Social Responsibility*. International Encyclopaedia of the Social Sciences. [Online]. Available: <http://www.encyclopedia.com> PDF-File

GARRIGA, E., & MELE', D., 2004. *Corporate Social Responsibility Theories: Mapping the Territory*, *Journal of Business Ethics* Volume 53: 51–71, Netherlands: Kluwer. [Online]. Available: <http://www.jstor.org/stable> PDF-File

GRI, 2003. *Global Reporting Initiative*; [Online]. Available: www.globalreporting.org

HIRST, M., & BALDWIN, S., 1994. *Unequal Opportunities: Growing up Disabled*. London: HMSO

HRD SA., 2010. Human Resource Development, Strategy for South Africa (HRD-SA) 2010 – 2030

ILO, 2006. *Strategies for skills acquisition and work for people with disabilities* : A report submitted to the International Labour Organization, Geneva, December 2006 / by Thabo Mbeki Development Trust for Disabled People, Disabled People South Africa, and Human Sciences Research Council; International Labour Office – Geneva: ILO, 2007 – ca. 96 p.

- JENKINS, H., 2005. *Small Businesses and Stakeholders: Towards Successful, Sustainable companies*, Centre for Business Relations, Accountability, Sustainability & Society, Series No.24, Cardiff, UK
<http://www.brass.cf.ac.uk>
- KATERS, N., 2010. Corporate Social Investment in South Africa, no: 4728443
http://www.ehow.com/about-Article_4728443
- LANTOS, G.P., 2001. *The Boundaries of Strategic Corporate Responsibility*. Journal of Consumer Marketing, Vol. 18, No. 7, pp: 595-632, Massachusetts, USA. [Online]. Available: <http://www.emeraldinsight.com/FullTextArticle/0770180703.html> [Accessed: 17 July 2009]
- LASZLO, C., 2003. *The Sustainable Company: How to Create Lasting Value Through Social and Environmental Performance*. Washington, DC: Island Press.
- LIN-HI, N., 2009. *Corporate Social Responsibility: An Investment in Social Cooperation for Mutual Advantage*. Discussion paper No.2008-6. Leipzig Graduate School of Management.
[Online]. Available: http://www.wcge.org/DP2008-6_NickLin-CorporateSocialResponsibility.pdf [Accessed on 15 July 2009]
- MAIGNAN, I., 2001. *Consumers' Perceptions of Corporate Social Responsibilities: A Cross-Cultural Comparison*, Journal of Business Ethics, Vol. 30, No. 1, Special Issue on International Management pp. 57-72 Springer. [Online]. Available: <http://www.ijstor.org/stable/25074480>, PDF-File [Accessed: 05 January 2010]
- MATLHAPE, L., 2009. IDC, Divisional. [Online]. Available: www.idc.co.za/Annual%20Reports/Sustainability%20Report%202009/investing.html [Accessed on 8 January 2010]
- METCALF, J. A., 2008. *Effective Leadership and Organisational Culture for the Recruitment and Retention of People with Disabilities in the Irish Public Sector*, Disability Research Series 10, National Disability Authority, Real World Group, Ireland
- METCALFE, P., 2003. *An Introduction to Corporate Social Investments*, CSI Conference. [Online]. Available: <http://www.foundation-development-africa.org/> [Accessed on 5 January 2010]

- MITCHELL, T.R., HOLTOM, B.C., LEE, T.W., GRASKE, T., 2001. *How to Keep Your Best Employees: Developing an Effective Retention Policy*, Academy of Management Review. Vol. 15, (14): 96-109 [Online]. Available: <http://www.jstor.org/stable/4165789> PDF-File [Accessed on 4 January 2010]
- MUNSAMY, M., & BOSCH VENTER, A., 2009. *Retention factors of management staff in the maintenance phase of their careers in local government*. SA Journal of Human Resource Management . [Online]. Available: www.hsrc.ac.za/Document-2083.phtml PDF-File [Accessed on 6 January 2010]
- NEWELL, P., 2005. *Citizenship, accountability and community: The limits of the CSR Agenda*, Journal of International Affairs, Vol. 81, (3): 541 -557, Blackwell Publishing
- PASCALL, G., HENDEY, N., 2004. *Disability and Transition to Adulthood: The Politics of Parenting*, Critical Social Policy; 24-165
- RUPP, D.E., GANAPATHI, J., AGUILERA, R.V., WILLIAMS, C.A., 2006. *Employee reactions to corporate social responsibility: an organizational justice framework*, Journal of Organizational Behaviour, 27, 537–543, Wiley Inter-Science, Illinois, USA www.interscience.wiley.com
- SHARMA, S., SHARMA, J., DEVI, A., 2009. *Corporate Social Responsibility: The Key Role of Human Resource Management*. Business Intelligence Journal. [Online]. Available: www.saycocorporativo.com/saycoUK/BIJ/journal/article9.pdf [Accessed: 22 November 2009]
- STATSSA, 2001. *Statistics South Africa Prevalence of disability in South Africa* [Online]. Available: www.statssa.gov.za PDF-File [Accessed: 22 November 2009]
- SPARKES, R., & COWTON, C. J., 2004. *The Maturing Of Socially Responsible Investment: A Review of the Developing Link with Corporate Social Responsibility* Journal of Business Ethics 52: 45–57, Netherlands: Kluwer. [Online]. Available: www.jstor.org/stable/25075231 PDF-File [Accessed: 18 November 2009]
- STATS-SA, 2001. *Statistics South Africa Prevalence of Disability in South Africa* [Online]. Available: www.statssa.gov.za PDF-File [Accessed: 22 November 2009]

STATS SA, 2006. *Report on Census Content research Study Disability Schedule*; 2006, Statistics South Africa: www.statssa.gov.za PDF-File

THE SULLIVAN FOUNDATION, 2010. *The Global Sullivan Principles of Social Responsibility* [Online]. Available: http://www.thesullivanfoundation.org/about/global_sullivan_principles [Accessed on 6 December 2010]

TERENCE, R., MITCHEL, C., HOLTOM, T.L., GRASKE, T., 2001. *Business Strategies and Employee Development*, Academy of Management. [Online]. Available: <http://www.jstor.org/stable/4165789> PDF-File [Accessed: 05 January 2010]

WADDOCK, S., 2008. *Building a New Institutional Infrastructure for Corporate Responsibility*, Academy of Management Perspectives, August 2008 87-198

WBCSD 2002. *Making a difference toward the Johannesburg Summit and Beyond*, The World Business Council for Sustainable Development, Switzerland <http://www.wbcsd.org> PDF-File

WINDSOR, D., 2006. *Corporate Social Responsibility: Three Key Approaches* Journal of Management Studies 43, Texas: Blackwell. [Online]. Available: www.csb.uncw.edu/CSR PDF-File [Accessed: 04 January 2010]

WORLD BUSINESS COUNCIL FOR SUSTAINABLE DEVELOPMENT, 2008. *Business Role Focus Area*. Chapter 1:1-9sundiqhela kakubi. [Online]. Available: www.wbcsd.org PDF-File [Accessed: 4 January 2010]

WORDEN, L., 2009. *Employing people with disabilities can help you thrive in a skills starved economy - Light in the Talent Tunnel*, HR Future, Volume One

3. SECTION THREE: RESEARCH METHODOLOGY

3.1 DESCRIPTION OF RESEARCH METHODOLOGY

The Case study that is the product of this research presents and describes an innovative Corporate Social Investment project that was used effectively to retain staff and simultaneously create opportunities for previously disadvantaged individuals within the local community. The Rhodes Kuyasa initiative appears to have achieved some success in enabling young adults / learners with intellectual disabilities to work in a mainstream working environment by developing employment skills and life skills, and by improving their employment opportunities.

In examining the Kuyasa Rhodes Partnership case study, the research design used two data collection methods; namely focus groups and interviews. The focus group included eight of Kuyasa Interns and intellectually challenged staff given employment opportunities at Rhodes University. This focus group discussed their experience as interns as well as their experience in permanent employment. Additionally a series of semi-structured interviews were conducted with other stakeholders. These interviews were designed to validate some of the critical themes that emerged from the literature review and the focus groups.

3.2 AIMS AND OBJECTIVES

The aim of the study is to assess, highlight and document the impact of the social and human resource initiatives of the Kuyasa Rhodes Partnership and to specifically examine the extent to which it has led to the retention of staff, training and development opportunities for previously disadvantaged people, and the creation of inclusive working community partnerships. According to Babbie (2008: 326), case studies are the in-depth examination of a single instance of some social phenomenon (such as a village, a family, or a juvenile gang). In this instance the focus was on a group of disabled interns and employees and the opportunities afforded to them.

The research examines Corporate Social Investments and integration with staff retention strategies. This was undertaken within the broader context of Corporate Social Investment and investigating how these concepts are inextricably linked.

Through the case study, the research describes the integration of Corporate Social Investment with employment retention strategies.

3.2.1 DESCRIBING AND JUSTIFYING RESEARCH DESIGN

According to Glaser & Strauss (1999), the motivation for undertaking qualitative research is the richness of data that may be obtained by asking pertinent questions through interviews and the focus group. This accommodates the exploratory nature of the study.

3.3 RESEARCH PARADIGM

A paradigm according to Babbie (2008:34) is one of the fundamental models or frames of reference we use to organise our observations and reasoning. The research has adopted the relativist ontology with a view which posits that realities are captured in the form of multiple constructions which are experientially and socially based and dependent on the individual or groups holding the constructions (Guba and Lincoln, 1994:110). The research took on a phenomenological study according to Fouche and Delport (2002:267) whereby a study attempts to understand people's perceptions, perspectives and understanding of a particular situation. In applying the functionalist paradigm, Babbie (2008:40) states, when social researchers look for the "functions" served by poverty, discrimination, or the oppression of woman, they are not justifying such things, rather they seek to understand the roles such things play in the larger society as a way of understanding why they persist and how they could be eliminated.

3.4 CASE STUDY METHOD

Yin (1994:13) defines the case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. The Rhodes Kuyasa case study attempted to highlight the current real life issues and possible trends in an exploratory way. The researcher adopted a case study method and based on the need to understand a real-life phenomenon, providing rich experiences (Riege, 2003:81). According to Gray (2004:123) the case study method can be used for a wide variety of issues, including the evaluation of training programmes, organisational performance, project design and implementation, policy analysis and

relationships between different sectors of an organisation or between organisations. Stake (2000, cited in Gray, 2004:123), confirms that case studies can prove invaluable in adding to our understanding, extending experience and increasing conviction about a subject.

The use of a single case study is sometimes limiting because of subjectivity, but in this instance, it provided a unique opportunity to come to a better understanding of the rich data derived out of the case study. According to Riege (2003:80), case study research generally is perceived to be more subjective than qualitative research methodologies because researchers usually have a close and direct personal contact with organisations and people examined. Hence, researchers need to make efforts to refrain from subjective judgements during the periods of research design and data collection to enhance construct validity. The discussions can only be provisional as the nature of the case study participants is such that statistical information or representative findings are not possible.

3.5 DATA COLLECTION TECHNIQUES

For this case study, the research was carried out through unstructured and structured interviews and focus group. The topics that were covered in the interviews were distributed to the relevant stakeholders beforehand and a date was set to conduct and record the interviews. This enabled the researcher to gauge each stakeholder's viewpoint and attitude towards the Rhodes Kuyasa Partnership. To maintain neutrality, confidentiality and anonymity, the focus groups with the disabled staff was carried out by an independent Human Resources Generalist not involved in the Kuyasa Rhodes initiative. The responses to the questions are documented in the case study and rich quotations arising out of the focus group are included as well. The information gathered was based on each individual stakeholder's perspective, which allowed the researcher to provide a detailed rich picture in the case study.

The case study questions examined the Kuyasa and Rhodes Partnership, focusing on the processes and consequences of employing of people with disabilities in mainstream employment. Themes covered included CSI linkages to staff retention, higher job satisfaction, lower turnover of staff, enhanced community engagement,

creating opportunities that accommodate people intellectual disabilities, creating additional opportunities for existing staff.

The following stakeholders participated:

1. Principal and staff of the Kuyasa School: One on one interview with preset questions regarding the outcomes and perceptions of the partnership. The teaching staff members at the School were not available to be interviewed.
2. Disabled Employees and Interns: Focus group interviews explored the motivation, outcomes and perceptions of the Rhodes and Kuyasa Partnership. One of the challenges faced in conducting this research was the small number of learners.
3. Rhodes University Human Resources Director and HR staff. Interview questions related to staff retention strategies and the outcomes of the Rhodes and Kuyasa Partnership.
4. Rhodes University's Managers and staff who participated in the Kuyasa and Rhodes Partnership. Questions in the interviews focused on the motivation, process, outcomes and perceptions of the Rhodes and Kuyasa Partnership.

3.5.1 INTERVIEWS

According to Babbie (2008:335), qualitative interviewing can be contrasted with survey interviewing. Qualitative interviewing is based on a set of topics to be discussed in depth, rather than the use of standardised questions. Three interviews were conducted one on one and this provided some rich data that was invaluable to this research. The respondents were asked a series of questions on employing someone with intellectual disabilities. Opinions were also sought on recruiting and retaining people with disabilities.

3.5.2 FOCUS GROUP

Babbie (2008:338) explains the focus group as a group of subjects interviewed together, thereby prompting a discussion amongst them. The respondents in the focus group consisted of the disabled workforce and interns. Ten people arrived to participate. The facilitator of focus group was done by a Human Resource Generalist –not involved in the project and someone that would be a suitably to conduct the interview in English and Isixhosa. The emphasis was to engage with the intellectually disabled staff that were employed and had positive and negative

experiences of skills training and employment. Some of the discussions reflected on some particularly negative experiences. The aim of the focus group was to provide detailed information on the experiences of those who were intellectually-impaired.

3.6 DATA ANALYSIS

Data analysis techniques such as pattern matching and logic models were used to analyse the information collected (Yin, 1994:120-128). Themes and insights presented themselves as the data was collected. That is, the researcher has considered the information collected and presented them according to themes in the case study. The data was analysed according to the research design that used two data collection methods, namely focus groups and interviews. The following key areas relevant to this research; Corporate Social Investment, Debates surrounding CSI, CSI and Staff Retention, Intern/mentor training model (co-worker training), and CSI and Employing People with Disabilities were the key focus areas.

3.7 QUALITY ISSUES

The emphasis on quality in case studies is validity and reliability for case studies. Yin (1994, cited in Gray 2004:135) points out that the construct for validity is problematic for case studies, because of the difficulty of defining the constructs being investigated. According to Gray (2004:135), these quality issues are of importance for the case study method because of the reliance on data that is generated from either limited or particular samples or situations.

Yin (1994, cited in Gray 2004:136) has identified the following criteria with regards to validity and reliability;

- Construct validity – the extent to which a measure operationally defines the concepts being studied.
- Internal validity – the extent to which the researcher attempts to show whether an event x has led to an outcome y, by showing that the other plausible factors could not explain the relationship.
- External validity – the extent to whether the findings can be generalised beyond the study itself.

- Reliability – the extent to which the conditions for reliability are met if the findings and conclusions of one researcher can be replicated by another doing the same study.

3.8 ETHICAL ISSUES

In conducting the case study, the researcher has ensured ethical and confidentiality considerations with interviews and data collection. The case study is dependent on integrity of the researcher, being the primary individual gathering and presenting the data for the case study.

The researcher declares close involvement in the case due to fact that the researcher is the Head of Food Services at Rhodes University and was one of the individuals closely aligned to the Kuyasa/Rhodes Partnership. The case study is based on an internal Human Resources situation and approval was given by the Director of Human Resources and Director of Residential Operations.

Each disabled participant was made fully aware of the nature and purpose of the research and that their confidentiality and anonymity would be ensured. The Director of Human Resources and the Principal of Kuyasa School, were also informed of the confidentiality clause, but chose to give consent for use of the information and names. The final research will be made available to all stakeholders that have shown interest in this research. According to Babbie (2008:346), conducting field research responsibly involves confronting several ethical issues that arise from the researcher's direct contact with subjects. The identity of the learners employed at the university has been withheld to ensure confidentiality and privacy. Focus Group discussions were held with individuals permanently employed and interns serving a one year internship period at Rhodes University. The focus group facilitator was a neutral person, who spoke Isixhosa to ensure that the group understood the reasons for the focus group sessions, and to create an environment where the participants felt comfortable to participate in the discussion.

3.9 RESEARCH METHODOLOGY REFERENCES

BABBIE, E., 2008. *The Basics of Social Research (4th Edition)*. Belmont, CA: Thompson Wadsworth

FOUCHE, C.B., DELPORT, C.S. L., 2002. *The place of theory and the literature review in the qualitative approach to research*. In A.S. de Vos (Ed.) *Research at grassroots: For the social sciences and human service professions (2nd Edition)*, (pp. 265-269). Pretoria: Van Schaik Publishers

GLASER, B., STRAUSS, A., 1999. *The discovery of grounded theory: Strategies for qualitative research*. New York: Aldine De Gruyter

GRAY, D. 2004. *Doing research in the real world*. 123-151, London: Sage Publications

GUBA, E. G., LINCOLN, Y.S., 1994. Competing paradigms in qualitative research. In Denzin, N.K and Lincoln Y.S. *Handbook of Qualitative Research*. London: Sage Publications

RIEGE, A., 2003. Validity and reliability tests in case study research: a literature review with hands-on application for each phase. *Qualitative Market Research: An International Journal*, 6(2):75-86

YIN, R. K., 1994. *Case Study Research: Design and Methods*. (2nd Edition). California: Sage Publications

APPENDICES

APPENDIX ONE:

SAMPLES OF INTERVIEW QUESTIONS POSED TO VARIOUS STAKEHOLDERS

Dear _____

RE: RIBS MBA - Research for Masters in Business Administration –2010

I am currently doing my final year Masters in Business Administration (MBA at Rhodes University Business School). My research topic is:

“A CASE STUDY OF CORPORATE SOCIAL INVESTMENT: EMPLOYING PEOPLE WITH MILD DISABILITIES”

The goals of the research will be to examine Corporate Social Investment and staff retention. This will be undertaken within the broader concept of Corporate Social Investment and Corporate Social Responsibility and investigation on how these concepts are inextricably linked. The research will describe through the Rhodes University Case Study of CSI intending to explain the link between CSI and employee retention strategies

I would appreciate an hour and a half of your time to explore attitudes, perception, mentoring and approaches regarding the Rhodes/Kuyasa partnership

Your participation is voluntary and you can withdraw at any time. Any information you provide will be kept confidential and your anonymity will be maintained. Please confirm consent, in a letter.

Should you have any concerns please contact me. My details are as follows:

Mrs Jay Pillay
jay.pillay@ru.ac.za
0828012389

Signature of participant _____
Date _____

Signature of researcher _____
Date _____

Please sign above and forward this letter back to me by 25 October 2010, as an indication of your consent to interview you. I will subsequently contact you to secure a meeting or if you prefer, your email feed-back will be acceptable.

Thanking you in advance for your participation.

Regards,

Mrs Jay Pillay

Dear _____

Thank you for consenting to participate in this research.

You were specifically selected as a potential participant given your intimate knowledge and experience with the Kuyasa and Rhodes Partnership and employing of people with disabilities from the Kuyasa Specialised School for intellectually challenged Children. The interview session will take an hour of your time, at your offices; the interview will be based on the following questions.

Questionnaire

Situational Analysis- application to Rhodes: (Director of HR, Managers and HR Generalists)

- Your knowledge of social investment / retention strategy initiative or focus in the company? (RU/Kuyasa Partnership and Employing people with Mild disabilities)
- When did Rhodes University embark in this CSI / Staff Retention programme?
- At what level is the programme being fostered? Is there an executive champion?
- What principles underpin the CSI – Rhodes Kuyasa programme? Have those changed over time?
- What does CSI mean to Rhodes University? Why?

Implementation

- How does Rhodes decide on which CSI initiatives it should get involved in? – (such as the RU/Kuyasa Partnership)
- Is the programme being managed and internally or externally? Any shortcomings with current approach?

Stakeholder involvement

- To what extent does Rhodes involve and communicate its social investment programme to its external stakeholders? (Kuyasa School)
- To what extent does Rhodes collaborate with its external stakeholders, especially the target group for this programme?

Measuring and reporting impact

- Basis of measuring the CSI (Rhodes/ Kuyasa) programme and its impact. Why?
- What performance indicators are applied? Why?
- What tools or techniques are applied to conduct impact assessment? Any shortcomings of that approach?
- What kinds of reports are produced?
- **Exploration of CSI and Staff Retention**
- What is the extent of knowledge, understanding and awareness of CSI and staff retention at Rhodes University?
- Do any other programmes such as the Rhodes/Kuyasa Partnership exist in the Rhodes / Grahamstown community?
- Have any approached Rhodes University, and what were the company's approach, results and impressions of that interface?

Outlook

- Any futuristic outlook on the Rhodes CSI and Staff Retention programme? What are the estimated timelines? Any other insight you would like to share?

Dear Ms Faku

RE: RIBS MBA - Research for Masters in Business Administration –2010

I am currently doing my final year Masters in Business Administration (MBA) at the ribs). My research topic is:

“A CASE STUDY OF CORPORATE SOCIAL INVESTMENT: EMPLOYING PEOPLE WITH MILD DISABILITIES”

The goals of the research will be to examine Corporate Social Investment and staff retention. This will be undertaken within the broader concept of Corporate Social Investment and Corporate Social Responsibility and investigation on how these concepts are inextricably linked. The research will describe through the Rhodes University Case Study of CSI intending to explain the link between CSI and employee retention strategies

I would appreciate about two hours your time to explore attitudes, perception, mentoring and approaches from the Mentors and Mentees who participated in the Kuyasa / Rhodes partnership – learner-ship programme. This session is to be recorded using an audio tape recorder.

Your participation to conduct the focus group with these individuals will be greatly appreciated to ensure that my research is unbiased due to my personal involvement with this programme. Any information provide will be kept confidential and the participants anonymity will be maintained. Please confirm consent, in a letter.

Should you have any concerns please contact me. My details are as follows:

Mrs Jay Pillay
jay.pillay@ru.ac.za
0828012389

Signature of interviewer / facilitator _____
Date_____

Signature of researcher _____
Date_____

Please sign above and forward this letter back to me by 25 October 2010, as an indication of your consent to conduct the interview with these individuals as a focus group. I will subsequently contact you to secure the meeting and venue at your convenience.

Thanking you in advance for your willingness to conduct this interview as a focus group.

Regards,

Mrs Jay Pillay

Dear Ms Faku

Thank you for consenting to facilitate the focus group with the following individuals (Mentors and Mentees) as a focus group as part of in this research.

Focus Group session must be recorded.

The Focus Group session will take up to two hours of your time, at the VC dining room at Eden Grove. The Focus Group should explore the following through facilitation;

Application to Mentees / Previously Kuyasa delegates

Explore attitudes, perception, mentoring and approaches from the mentees who were previously on the Kuyasa/ Rhodes learner-ship programme.

1. Any other insights and stories they would like to share?
2. How have their lives changed for the better or worse?
3. Perceptions around careers and where they see themselves in 5years, and in 10years.
4. Shortcomings of this social initiative.

Application to Mentors / Rhodes delegates

Explore attitudes, perception, mentoring and approaches from the mentors.

1. Any other insights and stories they would like to share?
2. What has this done for them personally and how have their lives changes for the better or worse?
3. Shortcomings of this social initiative.