

**WORKPLACE DISCRIMINATION AGAINST
DURBAN UNIVERSITY OF TECHNOLOGY (DUT)
TRAINEES WITHIN THE
HOTEL AND CATERING
INDUSTRY**

by

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APPROVAL FOR EXAMINATION

WORKPLACE DISCRIMINATION AGAINST DURBAN UNIVERSITY OF TECHNOLOGY (DUT) TRAINEES WITHIN THE HOTEL AND CATERING INDUSTRY

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DEDICATION

I dedicate this work to my late Mum, Inderwathie Bala Haricharan.

*Mum, in the depth of my concentration
I sensed your spirits hovering over me,
Your divine intervention
made this possible*

*I will always remember how much we shared, not only as
A mother and daughter, but as my best friend.*

Yours only Nisha

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Successful completion of any task magnets a percentage of doubt, hesitation and fear, like a good friend once said :”*every arrow quivers before it hits its target*” I would like to thank the following people for their contribution to my success :-

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A life changing lesson :-

"Don't dwell on things you can't change, rather concentrate on issues you can impact on"

DECLARATION

I, Sathishah Ramrathan, declare that this dissertation is my own work and has not been submitted previously for any degree in any University.

.....
S Ramrathan

ABSTRACT

The Constitution contains the Bill of Rights, one that is regarded as the corner-stone of democracy, as it enshrines the rights of all people and affirms the democratic values of human dignity, equality and freedom. Section 9(1) provides for the promotion of a society in which diversity of identity is respected and protected. The Employment Equity Act 55 of 1998, stipulates that designated employers implement affirmative action, thereby compelling organizations to eradicate all forms of discrimination in organizational processes and procedures. With such legal measures put in place (Promotion of the Equality Act) acceptance and change within organisations has to be accelerated.

The purpose of this study is to explore workplace discrimination against trainees within the Hotel and Catering industries. Workplace discrimination is against human rights and can become a legal violation of Labour laws. Although preventative policies are in place, this study would illuminate the extent to which discrimination occurs, how it has manifested itself, and how students would be affected by this discrimination.

A case study approach was used to establish the kinds of workplace discrimination experienced by trainees within the hospitality and catering industry. In using a case study methodology, two approaches of data collection were used. A survey was used, to elicit a general understanding of the kinds of workplace discrimination. Data was collected through the administration of questionnaires to students returning from in-service training, whilst the narrative enquiry approach established an impact analysis on an individual (trainee) recording personal experiences provoked by workplace discrimination. Data was collected by face-to-face semi-structured interviews with affected trainees. The analysis of data obtained by both these methods was used in a very complementary manner. Extraordinarily the marriage of the two methodologies provided very rich indepth and insightful data.

The findings of this study indicated that despite the existence of discrimination policies, workplace discrimination continues to exist. What is significant though, is that both trainees and workers experience similar forms of work place discrimination. Evidence ploughed from this study indicates that trainee students lacked knowledge in terms of their basic human rights and how to exercise them. Thus trainees preferred to be secretive about their episodes that had resulted in a severe lack of reporting of their discriminatory experiences, giving an impression that discrimination at work sites is minimal.

The recommendations for a comprehensive discrimination document, administered by an independent body governed by the introduction of a Co-operative Education Code of Good Practice document, encompassing problems encountered by all Durban University of Technology (DUT) trainees be instituted. These drastic measures are aimed at both, eradicating workplace discrimination against trainees at their worksites and protecting what should be DUT's core focus, **“The Student”**

I see the findings of this research as :-

- An initiative for further investigations into the protection of trainee students whilst completing in-service training ; and
- DUT playing a pivotal role in training highly skilled, career-orientated graduates through active participation by its Co-operative Education Department.

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CHAPTER I

INTRODUCTION AND PROBLEM STATEMENT

“A hesitant journey into breaking the silence”

1.1 BACKGROUND

Exposure of discrimination against employees in general is increasing especially through media reports and through the increasing number of legal cases that are reaching the courts (Sunday Tribune : 6 April 2003). Such exposure is largely due to the improved labour laws since apartheid. In addition, as people (workers) become aware of their rights within their workplace, and the relevant support structures (labour unions) that are in place, they are increasingly challenging their employers and line managers about discrimination in the workplace. It is becoming increasingly evident now that discrimination in the workplace is a problem that is widespread.

However, very little information is available on discrimination against trainees who enter the workplace as learners. It would be interesting to know if similar patterns of discrimination take place against trainees. This study attempts to provide insight into this field of investigation.

1.2 PURPOSE

The purpose of this study is to explore workplace discrimination against trainees within the Hotel and Catering industries.

Critical Questions :

1. What are the kinds of discrimination that exist against trainees?
2. Why does discrimination against trainees occur at the training work site?
3. How does it impact/affect the trainees?

1.3 RATIONALE

Personal : As a Faculty Officer at the Durban University of Technology (DUT) the researcher was exposed to student grievances on discrimination at the site of training. This study would provide enlightenment on the extent to which discrimination occurs and how students are affected by this discrimination, so that appropriate support mechanisms could be put in place to support the students.

Policy : Workplace discrimination is against human rights and can become a legal violation of labour laws and harassment. While policies are in place, this study will illuminate the extent to which discrimination occurs and how students are affected by it.

Literature : Current review of literature indicates that discrimination continues to exist at workplaces. This study attempts to understand why, despite education, training, advocacy and the imposition of strong regulations, discrimination continues to exist at work sites. The researcher would like to explore the challenges that managers face, so that the administration of the enterprise can strategically manage and develop its human resources to eradicate discrimination in the workplace.

1.4 METHODOLOGY

A narrative methodology would be used, using five case incidents, of trainees who claim that they have experienced discrimination at their sites of training. Brodkey (1987:98) defines narrative analysis as an analysis of a chronologically told story, focusing on the sequencing and evaluation of element, basically on how the past shapes perceptions of the present, how the present shapes perceptions of the past and finally how both shape the perceptions of the future. He confines his remarks about narrative to the work of Seymour Chatman who believes that a narrative consists of a story which is the '*what*' and discourse which is the

'*how*'. The distinction is simple, when narrators focus on the story, readers tend to forget that someone is telling it and when focus is on telling the discourse, then readers are unable to forget that someone is telling the story (Chatman, 1978). Since the 70's narrative research has gained momentum and is well established within the areas of education and medical sociology (Hardy, undated). Extending on these established fields, this study attempts to explore beliefs and practices of discrimination against trainees at work sites through narrative analysis owing to the sensitivity of allegations of discrimination as well as the legal implications that may unfold in the research process. By using narrative analysis the research participants will be protected through the told story.

The participants will be chosen from hotels, industrial catering outlets and restaurants. As part of the research design, data will be produced according to negotiated categories of analysis. These categories will be developed from the literature that has been reviewed on discrimination at work sites. In addition the research participants will contribute to the identification of the categories of analysis based on their narratives.

1.5 SIGNIFICANCE OF THIS STUDY

The findings of this research could be useful at many levels. It will be useful :-

- ❖ to trainee managers in order to recognise forms of discrimination and to deal with it;
- ❖ for trainees to understand their rights in the workplace and empower students;
- ❖ for academic staff to prepare students to anticipate and negotiate their stance in terms of discrimination;
- ❖ to improve the existing co-operative educational policies at the University of Technology; and
3333333
- ❖ to inform students/ create awareness.

1.6 LIMITATIONS

One of the limitations of this study is the legal issue regarding discrimination. Managers and other significant participants may not disclose information about discrimination. The willingness to participate in this project might be jeopardized, therefore alternate strategies will need to be explored. The narrative methodology may provide another way of representing the data, thereby limiting the legal implications of participants. However, the validity of the information may become questionable because of the lack of mechanisms to triangulate the data.

1.7 LITERATURE REVIEW

In conducting the literature review, the researcher referenced the Internet, consulted journals, textbooks and research undertaken in the area of discrimination. Due to the large amount of literature in this field, the review on workplace equity, categories of discrimination and identity has been streamlined in order to provide a conceptual understanding of discrimination in the workplace. It needs to be noted that although several studies on discrimination have been conducted throughout the world, there is limited literature within the field of Hotel and Catering. This study, through its research findings, will contribute to the limited literature in this field within South Africa.

Bulger (2002) highlights the struggle for workplace equity amongst Chinese women. According to Bulger, although numerous laws that protect women from workplace discrimination have been put in place, the ineffectiveness in securing equal employment status for women are widespread in most companies. As a result, while positive law states that the sexes is equal, actual practice demonstrates the continuing pervasiveness of inequality between men and women in society. The government structure also poses problems. Courts are at the same level as the local government and often judges are poorly trained and afraid to rule against the local governments that pay their salaries and it is evident that corruption is firmly entrenched in this society. With the takeover by the Communist

party in 1949, the Chinese government developed programmes to bring women out of the home and into the workforce. This is when equal status for women in general was addressed by the government. In 1979 new economic policies revamped the nation's centrally-planned economy by encouraging decentralization, private enterprise and foreign investment. Unfortunately this economic reform has produced high unemployment, especially for women, as a result, gender discrimination plagues Chinese women into 2000. The Chinese government includes the rights to equal pay for equal work, time off, medical care and special protection during menstruation, pregnancy, childbirth and baby nursing periods amongst a list of many guarantees for women. Therefore the dismissal of women on the grounds of marriage, pregnancy or maternity leave is prohibited. The Labour Law and the Labour Protection Regulations, which were intended to protect women in the employment sphere, have caused many employers to prefer hiring men over women because of the costs associated with providing women with the necessary leave periods.

However, outside observers report differently. In February 2000 a survey carried out by the U.S Department of State found that despite the equal rights promised by the Constitution and the Law for the Protection of Womens' Rights and Interests, Chinese women continue to report discrimination, sexual harassment, unfair dismissal, demotion and wage discrepancies in employment (Bulger, 2002).

With the introduction of the Administrative Litigation Law in 1990, courts were able to overrule unlawful administrative decisions and revise unfair administrative sanctions, thereby reducing gender discrimination to a minimum. Challenging gender discrimination in the workplace involves many intertwined issues, and providing a simple solution for a complicated problem like gender discrimination will take a long time as it involves changing tradition and belief in China.

While this social and legal change will require much time, effort, and conflict, it is likely that gender discrimination in the workplace may not be eradicated. This article is framed within the concept of employment equity. In another study, training site problems identified by Briles (1995) as Gender Traps recognised as conditions, situations or strategems that will inhibit, encumber or catch men and women in their workplace. The results of a survey carried out identified the top three categories of discrimination as follows:-

- * sexual harassment;
- * glass ceiling; and
- * workplace prejudice against women

At times the discrimination is blatant and bold and at other times they are subtle and seductive. Briles sets the tone for understanding that there are reasonable options and methods that can untangle these work site problems. The actual identification of a problem and creation of a solution rests on the individual.

In a lawsuit brought on behalf of the female employees at Seattle-based Bartell Drugs, it is alleged that the employer had excluded a gender specific product (contraceptives) in the company's prescription plan which constitutes claims of discriminatory practice. Flynn (2000:27) had undertaken extensive research in this lawsuit and illustrates some of the findings :

- that this is a relatively unique law suite that arises under Title VII of the 1964 Civil Rights Act. This means that the employer specifically maintained an insurance plan that excluded contraceptives yet covered other prescription drugs therefore that exclusion is sex discrimination;
- the issue to ascertain is whether this is an employee's right or a matter of social policy; and
- the benefit differentiates between members of only one gender and not the other.

Basically, Flynn conveys a message to all employers that the mere fact that women have been encouraged to enter a highly competitive workforce is a smart choice by the nation, therefore this brainpower should not be ignored. While Flynn encourages women to enter the workforce, Akerlof and Kranton (2000) proposed a model on how identity affects economic outcomes. Some of the findings are that :-

- occupations are associated with social categories "man" and "women", and
- occupation segregation remained virtually unchanged across industries.

It is evident that gender-job associations still persist therefore the need for a shift in social attitudes and legal intervention would be necessary for changes in employment patterns to be effective.

Sexual and gender discrimination is seen as one of the obvious areas of exposure, and as such has become an employer liability which is a constantly evolving risk for employers. The increase of sexual/gender discrimination has resulted in an increasing level of business for brokers and to the detriment of the employer. Unsworth (2000) affirms that employers will have to address this at some stage or face the prospect of employees moving to other professions.

In a comparative study between German & Britain on factors that influence the success of the Hotel Industry, it was recognised that colleges gave more attention to the theoretical elements whilst apprenticeship gave more attention to the practical side (Prais, Jarvis and Wagner, 1991). In terms of this study, although colleges emphasised theory, one of the gaps in this study is that the theory does not cover any aspects of discrimination education or how to deal with discrimination related problems. It can therefore be assumed that trainees entering the hospitality industry are not equipped with the relevant education on workplace discrimination.

1.8 DATA COLLECTION PLAN

Data has been produced using the following research instruments :-

Semi-structured interviews –The purpose of the interview, amongst others, will be to allow for the interviewer to notice and correct the respondent’s misunderstandings, to probe inadequate or vague responses and to answer questions and allay concerns that are important in obtaining complete and meaningful data, at the same time controlling the context of the interviews (Mahomed, 2002). In this study the identified participants that have been discriminated against at their workplace would be interviewed to elicit their version of their experience.

Questionnaires – Questionnaires are intended to ask questions by descriptive and explanatory purposes (Ramrathan, 1997:34). In this study questionnaires were administered to students that had returned from in-service training, in order to ask questions about their experience, and the nature and extent of discrimination at their workplace. The use of

questionnaires will avoid potential interviewer bias as well as give the respondents a greater feeling of anonymity (Judd, Smith and Kidder, 1986).

In answering the critical questions the following data collection plan was proposed :-

QUESTION FOR DEVELOPING DATA COLLECTION PLAN	A DATA COLLECTION PLAN
Why will data be collected?	To provide responses from research participants so that the above critical questions could be answered e.g. the trainees provided information on the kinds of discrimination that exists at workplaces.
What was the research strategy?	<p>Primary Data</p> <ul style="list-style-type: none"> * Questionnaires were administered to students within the two departments who completed their in-service training. * Narrative analysis methodology was used, using five case incidents of trainees that experienced severe workplace discrimination. <p>Secondary Data – Document analysis</p> <ul style="list-style-type: none"> * Policy documents on student training at their Workplace.
Who are the sources of the data?	<ul style="list-style-type: none"> * Students who have completed in-service training * Students that complete in-service training from from the hospitality and catering managements department. * Five case study students that experienced discrimination were chosen for narrative study.
Where will the data to be collected from?	At DUT, hotels and catering outlets.
How often will data be collected?	<ul style="list-style-type: none"> * Students completed a once off questionnaire. * Interviews with case study students were ongoing.

How will the data be collected?	<ul style="list-style-type: none"> * Questionnaires were provided to students when they returned from their in-service training. * Semi-structured interviews with five case study students were conducted and tape recorded.
Justification for data collection	<ul style="list-style-type: none"> * The questionnaires would provide information on the students experience. * The narrative case studies would provide actual experience of discrimination.

1.9 CHAPTER OUTLINE

1. INTRODUCTION AND PROBLEM STATEMENT

This chapter will present a background to the purpose of the study.

2. LITERATURE REVIEW

The review of literature will present a conceptual framework for the study.

3. RESEARCH METHODOLOGY

Presentation and analysis of the data collected from both primary and secondary data.

4. DATA ANALYSIS

This chapter will present the research methodology within which the data will be collected. The SPSS computer package will be used to analyse the data from the interviews and questionnaires.

5. RECOMMENDATIONS AND CONCLUSIONS

This chapter will present the conclusions and recommendations of the study.

CHAPTER 2

LITERATURE REVIEW

“Searching the Closet”

2.1 INTRODUCTION

The purpose of this chapter is to explore different findings and establish the gaps between the various studies explored in the field of discrimination and its future implications on trainees at their workplace. This chapter attempts to understand the conditions under which in-service training is undertaken by students in industry, during their experiential learning period.

The focus of this chapter attempts to present an analysis of trends, current thinking and issues of concern regarding work place discrimination against trainees. The literature review will broadly explore issues of discrimination especially in the context of a transforming society and it also intends to examine discrimination that affects skills development in the workplace. As South Africa is focusing largely on having a productive labour force, issues in the workplace that impact on skills development will provide a cause for concern. It is therefore important for issues of this nature to be addressed.

The focus of this study is to understand discrimination against trainees at their workplace and therefore will take an interpretative stance. Therefore the literature review will explore discrimination against trainees in the workplace.

2.2 PURPOSE OF IN-SERVICE TRAINING (EXPERIENTIAL LEARNING)

In-service training is conducted to teach trainees a bona fide skill or to qualify them for a particular occupation through demonstration and practice.

Through daily contact from instructors/supervisors and seniors in the workplace, these activities provide the necessary –

- ❖ knowledge,
- ❖ skills and

❖ attitudes

that promotes consistency with other practices in the management system within the Hotel and Catering Industries (Ford, LeBruto and Stephen, 1995: 1-4).

Ideas on including in-service training in the curriculum have been explored and are well documented and it is acknowledged that in-service training is a crucial component of skills development (Mohamed, 2002).

2.2.1 At the Durban University of Technology (DUT)

The training is aimed at providing education for students to develop their skills in a specific discipline or occupation. In-service training usually takes place after an individual begins work responsibilities. Most typically, in-service training is conducted during or after a theoretical work schedule. During this time trainees can draw from their work experience to acquire the necessary competencies. Ford et al (1995:2) affirms the notion that practical work provides students with an environment in which they can learn how to manage these types of situations successfully.

2.2.2 Workplace

The Catering Practice Guide specifies that trainees within the University of Technology spend a minimum of three months to 12 months in industry. Throughout this time supervision of trainees is the main responsibility of training managers who induct trainees into their in-service training programme. In industry trainees work most closely with their mentor, other department staff and their training manager.

2.2.3 Assessment

The role of the professional/supervising tutor is undertaken by a lecturer from the University of Technology who has the responsibility for managing a group of trainees' industry

experience. Students move from a theoretical environment to the practicalities of the workplace which is a more formally structured learning environment, therefore each trainee's performance is assessed entirely by the partnership with industry. It is the training manager who recommends trainees as suitable for qualified diplomate status (In-Service training guidelines 2004).

2.2.4 Problems

Each training institution assesses performance based on different criteria. In a study carried out in Japan for 'On the Job Training', it was discovered that as effective as in-service training can be, problems still exist. For example, all employees being trained don't necessarily receive the same quality of training. In some cases, supervisors and seniors in charge of instruction create disparities in implementation and effects. To prevent those differences, many Japanese companies motivate instructors by using in-service training in the appraisal process. Not only do training managers/supervisors have limited time, they don't always know how to teach (Ford et al, 1995-4)

Horton (2002:23) quotes a statement by Van Buren that endorses quality training :-

Learners' satisfaction with the organization of the content and with the instructor had the strongest influence on the extent to which they thought they would be able to apply the course material to their jobs.

In a survey conducted by the American Society for Training and Development from 1998 to 2001, courses were evaluated, including individual assessment of learning assessments which covered a wide range of subjects from basic skills to interpersonal communication to technical processes and procedures. The report suggests that trainees' self assessment of how much they learned is closely associated with their prediction of the usefulness of what they learned, therefore the new trainee orientation programme together with product knowledge courses yielded the greatest improvement in overall job performance. Horton (2002) argues strongly that such training/learning programmes are necessary to ensure future success of the company thus leading to a window of opportunities.

Having put forth the various interpretations of in-service training, the (DUT) Hotel School's concept of in-service training is best explained by Harris, Simons and Carden (2004) :-

The perspective of in-service training is underpinned by :-

the philosophy that learning for work is a career-long task one which is embedded in the place and process of work rather than confined to an educational institution for a set period of time. The use of in-service training as a legitimate learning environment aims to develop members who are "competent in the workplace" as distinct from "work ready", and recognizes that the former takes time and experience and the opportunity to learn in real life work situations.

A wide variety of in-service training methods are available, which offers the student a progressively more intensive integration of classroom theory with the practical experience desired.

2.2.4 Role of Department (Hotel School)

In terms of the Student Guidelines for in-service training (2004:4)

Many of the programmes offered through the University of Technology system incorporates a compulsory element of Experiential/in-service Training which forms an important part of what is commonly known in educational circles as 'Co-operative Education'. Experiential/in-service Training refers to the formal and supervised exposure in industry where opportunities to gain skills and hands-on experience are provided. 'Co-operative Education', in this instance, indicates a partnership based on co-operation between the educational institution and industry for the purpose of providing a dimension of learning through experience which cannot be simulated in the class room.

The co-operative education component of the National Diploma Hospitality/Catering Management is referred to as Hospitality & Catering Practice.

In terms of the Student Guidelines for in-service training (2004:4) Hospitality/Catering Practice is authentic as it is based on a progressive programme of exposure covering the main operational and administrative areas of the hotel or similar facility, therefore the Department ensures that the necessary co-ordination, preparation and forward planning with industry

takes place. During the course of in-service training each student, and the responsible person from industry in respect of each student, is visited at least once by the Supervising Tutor or in his absence, the Head of Department of the School. On each occasion the representative from the School will interview the General Manager or his/her designated representative in order to draw up a formal evaluation/progress report on the student.

2.2.5 Historical Context

The Department of Education (DoE) was the controlling education body prior to the establishment of democracy in South Africa, which provided the programme structures and programme curriculum for Technikons as per the National Policy Documents, Report Nated 02-150 and Nated 02-151 respectively.

However, in the absence of a new policy determining programme development and revision at the Institution (DUT), Report Nated 02-151 was still in use at the time of the survey. Such policy documents ensure that qualifications issued by all Universities of Technology represent that same standard of education and examination.

Mohamed (2002:15) reaffirms that:-

Policies/mechanisms must be developed whereby the Technikon's researches educational needs, curriculum development and revision/recirculation of established curriculum. The success of the Technikon programme lies in sound interaction between the Technikon and industry; and the programme should be structured according to the needs of all partners.

2.3 RIGHT TO EQUALITY AND EQUAL TREATMENT

2.3.1 Synopsis

Although the removal of apartheid and the creation of a society based on democratic values, the perpetuation of divisions and inequality has become a way of life in our society. In one decade of democracy it is impossible to erase centuries of discrimination. Change will be a long drawn out process, and only suggestions can initiate drastic changes and implementation. This being the case the post apartheid Government, in addition to the Bill of Rights, has introduced the Employment Equity Act and the Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000 (referred to as the Equality Act) with the aim of addressing the past inequalities experienced by the previously disadvantaged groups from obtaining equality in the labour market. This section of the report will examine the various grounds of discrimination.

2.3.2 Equality

De Waal, Curry and Erasmus (2005:230) sees equality as a difficult and deeply controversial social idea. The idea of equality is a moral idea that people who are similarly situated in relevant ways should be treated similarly. Kentridge (1999:14/3) quotes Aristotle's description that equality is a matter of treating like cases alike and unlike cases differently in proportion to their likeness or difference. The preamble of the Constitution emphasizes the notion of sovereignty and a democratic society, founded on democratic values, justice and basic human rights where every person is equally protected by law. Gonin (2000:8) reaffirms that the interim and final constitutions envisioned a democratic society with equality as a core value therefore section (9) of the constitution includes an equality clause to achieve and realize this commitment.

Section 9 of the Constitution Act of 108 of 1996 states the following :-

- (1) everyone is equal before the law and has the right to equal protection and benefit of the law.
Simply meaning that everyone is equal before the law;

- (2) equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken. {This clause provides for affirmative action};
- (3) the state may not unfairly, discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture and language. This subsection contains a prohibition of unfair discrimination against certain groups;
- (4) no person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection 3. National legislation must be enacted to prevent or prohibit unfair discrimination. This section extends the prohibition of unfair discrimination to the horizontal level; and
- (5) discrimination on one or more of the grounds listed in subsection 3 is unfair unless it is established that the discrimination is fair.

The constitution commits the state to the goal of achieving equality, it further tells us that the type of society that it wishes to create is based on equality, dignity and freedom. Section 9, protects the right to equality and prohibits unfair discrimination.

2.3.3 Substantive Equality

A distinction can be drawn between formal equality and substantive equality, Gonin (2000:15) explains formal equality to address the demand of equal treatment of individuals regardless of their actual circumstances, assuming all persons are equal bearers of rights within a just social order.

In terms of section 9(1) of the Constitution everyone is “equal before the law and has the right to equal benefit and protection of the law”, Vogt (2001:198) argues that

Substantive equality allows for differential treatment as long as it promotes previously disadvantaged groups of people who you have the right to be treated as equals but do not receive equal treatment. Vogt (2001:198) further argues the inappropriateness of the concept “equality” which provides dual

aims i.e. “equality of result” and “equality of opportunity” and therefore supports the notion of equality of opportunity, whereby all are allowed to stand on an equal footing when they set off for some goal or benefit.

Reddy (2002:677) emphasizes that the adoption of the substantive approach would imply that those who were deprived of resources in the past would be entitled to an ‘unequal’ share of resources at present. This would aim to redress the inequalities created by the apartheid government. Section 9(2) of the Constitution expressly states :-

Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.

The Constitution aims at promoting the substantive conception of equality by application. Reddy (2002:678) supports the contention that wording of section 9(2) of the constitution clearly implies substantive rather than formal equality.

2.3.4 Differentiation and Unfair Discrimination

Section 9 of the Constitution does not prohibit any differentiation. It prohibits “discrimination” which is unfair. De Waal et al (2005:243) defines discrimination as a particular form of differentiation on illegitimate grounds. “Differentiation” in terms of Section 9 of the Constitution seems simply to mean “distinction” or “difference in treatment” while “discrimination” as defined in the act means a distinction that leads to a disadvantage. De Waal et al (2005:239) note that differentiation is permissible if it does not amount to unfair discrimination.

Section 9(4) of the Constitution is a horizontally-applicable right to non-discrimination, which simply means that people have a right not to be unfairly discriminated against by other people.

The Equality Act has its origin in Section 9(4) of the Constitution, which requires national legislation to prevent and prohibit unfair discrimination. The objectives of Section 9(4) inter

alia, are to eliminate unfair discrimination and to promote equality. Gonin (2000:17) notes that the equality guarantee protects individuals' human dignity, which is further unanimously embraced by the judges of the Constitutional Courts.

In the case of *Harksen v Lane* (1997), the Constitutional Court explicitly stated that to determine whether a differentiation amounted to unfair discrimination in term of Section 9(3) required a two stage enquiry into the violation of the equality clause as follows :-

- (a) does the provision differentiate between people or categories of people? If so, does the differentiation bear a rational connection to a legitimate government purpose? If not then there is a violation of ss(1). Even if it does bear rational connection, it might nevertheless amount to discrimination;
- (b) does the differentiation amount to unfair "discrimination"? This requires a two-stage analysis :-
 - (i) if it is on a specified ground, then discrimination will have been established. If it is not on a specific ground, then whether or not there is discrimination will depend upon whether, objectively, the ground is based on attributes and characteristics which have potential to impair the fundamental human dignity of persons as human beings or to affect them adversely in a comparable, serious manner, and
 - (ii) if the differentiation in question amounts to "discrimination", does it amount to "unfair discrimination"? If it has been found to have been on a specified ground, then unfairness will be presumed. If on an unspecified ground, unfairness will have to be established by the complainant. The test of unfairness focuses primarily on the impact of the discrimination on the complainant and others in his or her situation. If, at the end of this stage of the enquiry, the differentiation is found not to be unfair, then there will be no violation of Section 8(2).
- (c) if the discrimination is found to be unfair, then a determination will have to be made as to whether the provisions can be justified under the limitations clause Section 33 of the interim Constitution.

Section 9(3) of the Constitution lists the grounds of differentiation to include race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

Where discrimination is on some other ground it must be shown that it impairs human dignity to be regarded as unfair (Harsken v Lane, 1998).

Fair discrimination refers to differentiation which is legitimate. President of the Republic of South Africa v Hugo (1997:6) best describes this form of discrimination. In 1994, President Nelson Mandela granted a remission of sentence to all mothers who have children under the age of 12. The respondent, Hugo who was a prisoner and a father argued that the act discriminated against fathers and favoured mothers. The court used a stereotypical response about the woman's image as a mother, nurturer, caregiver and thus he afforded an opportunity to mothers and denied fathers. However that court found that such discrimination amounted to fair discrimination.

Gonin (2000:20) concluded that in terms of establishing discrimination one would need to focus on the outcome or effect of employment practices and whether, in fact, the practices have a differential effect on people of different status.

2.3.5 Direct and Indirect Discrimination

Kentridge (1999:24B) views direct and indirect discrimination as :-

- ❖ Direct discrimination - occurs where a person is disadvantaged simply on the grounds of his or her race, sex, ethnicity, religion, or whatever the distinguishing feature(s) may be, or the basis of some characteristic(s) specific to members of that group.
- ❖ Indirect discrimination – occurs when policies are applied which appear to be neutral, but which adversely affects a disproportionate number of a certain group. Both forms of discrimination are prohibited by law.

Gonin (2000-19) expresses the following view :-

- ❖ Direct discrimination occurs when the reason or motivation for discrimination is explicit, for example the refusal to employ a job applicant because he is over twenty years of age.
- ❖ Indirect unfair discrimination – although the basis of the differentiation may be innocent, the impact or effect thereof is adversarial.

In terms of section 10(2) of the Equity Act, discrimination can consist of an act or omission. Although discrimination is prohibited by law, De Waal et al (2005:260-3) draws a distinction between direct and indirect discrimination. This is intended to cover all possible forms of discrimination on the listed or analogous grounds. The US case of *Griggs v Duke Power Co* (1971) speaks of black employment in which black employees challenged the power company's hiring and promotion requirements, which required a high school diploma. The requirement was not discriminating directly, but there was evidence of indirect discrimination, as it had the effect of keeping black people out of the job, as few were able to meet the eligibility requirements.

De Waal et al (2005:263) expressly states that when proving discrimination, intent is not necessary unless it is used to determine unfair discrimination.

2.3.6 Affirmative Action

Affirmative action programmes are based on a principle of reverse discrimination and regarded as being justified and warranted to overcome the deficiencies of the past, to compensate for injuries suffered and to achieve equity and equality in the workplace (Levy, Emdin Stemmet, 1993:19).

De Waal et al (2005:264) explained that Affirmative Action or preferential treatment for previously disadvantaged groups as being put in place to establish equality in the workplace, etc. The grounds are usually based on race or gender. Programmes of affirmative action are seen as an integral role to the goal of equality and not as limitations of or exceptions to the right to equality, therefore when a violation of the equality right is challenged, the following measures must be made known if/whether :-

- it promotes the achievement of equality and;
- is designed to protect and advance persons disadvantaged by unfair discrimination

The principle of equality does not require everyone to be treated the same, but simply that people in the same position should be treated the same (De Waal et al 2005:264).

The Promotion of Equality and Prevention of Unfair Discrimination Act is aimed at the “progressive” eradication of current systemic discrimination which is a legacy of previously legalized discrimination, transforming South Africa to a country based on respect for the dignity and equal worth of all human beings by :-

- preventing and prohibiting unfair discrimination;
- providing remedies for the victims of unfair discrimination and persons whose rights have been infringed; and
- addressing and eliminating the imbalances of and inequalities in respect of race and gender.

2.3.7 The Employment Equity Act and the Equality Act

Vogues (2001) argues that the Employment Equity Act is aimed at removing unfair discrimination and promoting equality and fair treatment of all employees in the workplace, and achieve equity in employment through promoting equal opportunities and implementing affirmative action to redress disadvantages experienced by people from designated groups (black people, women and people with disabilities).

2.3.8 Listed Grounds

In terms of the Equality Act three grounds are given special prominence; race, gender and disability. However the prohibited grounds in terms of Section 9 of the Constitution and the Equality Act, are race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

Kentridge in Chaskalson et al (1999:14/26B) mentioned that the listed grounds upon which unfair discrimination is prohibited is extensive but not exhaustive.

2.3.8.1 Race

An explanatory summary arising out of the South African Bill of Rights, where “racial discrimination” means any distinction, exclusion, restriction or preference based on race, colour, descent, national or ethnic origin, which is aimed at or has the effect of nullifying, impeding or impairing the recognition, enjoyment or exercise on an equal footing of human rights and fundamental freedoms in the political, economic, social, cultural or any other sphere of life.

Race as the first ground of discrimination, has been a defining feature of apartheid. The courts observed in the *City Council of Pretoria v Walker* that racial discrimination created deep divisions in apartheid society and was a source of grave assaults on the dignity of black people in particular. Kentridge (1999:14/26C) highlights that the legacy of racial discrimination which is evident in many aspects of South African life including :-

- its urban geography;
- differential provisions of infrastructure; and
- services to residential areas previously divided along racial lines.

Subject to Section 6 of the Equality Act, no person may unfairly discriminate against any person on the grounds of race, including:-

- (a) the dissemination of any propaganda or idea, which propounds the racial superiority or inferiority of any person, including incitement to, or participation in, any form of racial violence;
- (b) the engagement in any activity which is intended to promote or has the effect of promoting, exclusively, based on race;

- (c) the exclusion of persons of a particular race group under any rule or practice that appears to be legitimate but which is actually aimed at maintaining exclusive control by a particular race group;
- (d) the provision or continued provision of inferior services to any racial group, compared to those of another racial group; and
- (e) the denial of access to opportunities, including access to services or contractual opportunities for rendering services for consideration, or failing to take steps to reasonably accommodate the needs of such persons.

Albertyn, Goldblatt and Roederer (2001:56) describe race as being the primary source of inequality and subordination in South Africa, which further entrenched racial inequality in every aspect of political, economic and social life.

Sankwasa (2000) highlights the introduction of a performance appraisal system within the public service of Namibia that was implemented with the aim of introducing affirmative action policies in the workplace. It was aimed at resisting indiscriminate malpractices or racial discrimination (job reservations for whites and women were perceived as inherently weak, and irresponsible to qualify for management positions) that was perceived as a sign of bad character and unbecoming work behaviour and vice-versa. This system was later found to be defective and subsequently abolished due to the small increments received by civil servants on the basis of their performance. This study has not attempted to employ a substitute system, therefore employees would still be discriminated against in terms of salary increases, as opposed to a study by Manchu (2002) who has instituted the Employment Equity Act to eliminate unfair discrimination and appoint people who were previously denied opportunities to compete in the corporate world. Philip, Serumaga and Willem (2001) support 'affirmative action' as being necessary to undo damages caused by racial and gender discrimination.

Richards (1995:15) affirms that Equal Opportunities Policies (EOPs)

Appear to be a common element in all debates, which is valuable and should be promoted, regardless of the merit or effectiveness of individual policies. Having simply fostered this policy,

some organisations, have taken it for granted that it is sufficient evidence of their commitment to equal opportunities. There is a danger that it will, in the end, be little more than window-dressing.

Richards argues that more emphasis should be placed on evaluating the effectiveness of EOP's. A more influential and valuable contribution has been made by Jewson and Mason (1986) whereby two quite separate concepts, liberal and the radical approach be incorporated to measure the success of EOP's.

I think management is constantly aware that people are discriminated against, without becoming paranoid about it. We've developed an ethics and an ideology which the people who work here (have to accept). It's transmitted to them as part and parcel of being here. It's my ideology. Gibbon (1992 : 246-7)

In a recent article in the Sunday Tribune (October : 2004) President Mbeki launched an attack on comments made by a journalist, Charlene Smith, alleging them to be racist comments. Charlene Smith's retort to the President's attack was not to use the term "racist" loosely as this could degrade a profound abuse on human rights.

2.3.8.2 Gender

Although a distinction is drawn in feminist writing between sex and gender, where 'sex' is a biological term and 'gender' is a psychological and cultural one, Kentridge (1999:14-26D) argues that not all the differences between men and women are reducible to biological differences between them.

Section 9 (3) of the 1996 Constitution covers both sex and gender, therefore it is impermissible/unfair to discriminate against men and women be it on the basis of biological features or patterns of behaviour.

When the Afrikaner nationalist government imposed apartheid, the education system, housing and healthcare were affected by segregation. Black people were denied opportunities of better education. The Government of National Unity in 1994 resulted in South African emerging from a position of isolation, to a position where it now has to compete in the global

marketplace. Many South African companies did not appreciate the talents of black women and the disabled who were then overlooked for senior positions in organisations. It was against this backdrop that the Employment Equity Act (EEA) was legislated, in an attempt to address the legacy of inequity and discrimination in the labour market. Philip et al (2001:671) support 'affirmative action' and suggest that

Policies that aim to alter the occupational distribution should also target educational decisions prior to labour market entry. Developing countries, particularly SA, are faced with fundamental differences in earnings among population groups classified by gender, race and ethnicity. Due to apartheid, biases have been in favour of whites and against women partly for social and cultural reasons. Even after the apartheid regime, it is generally believed that whites not only still earn more than blacks but the white men occupy a big part of the management and highly skilled positions, whereas most of the unskilled workers are black men and women in the same job earn less than men.

Philip et al (2001) reaffirm that Affirmative Action enacted as law in South Africa, is necessary to undo the damage caused by racial and gender discrimination.

Subject to Section 6, no person may unfairly discriminate against any person on the grounds of gender, including :-

- (a) gender-based violence;
- (b) female genital mutilation;
- (c) the system of preventing women from inheriting family property;
- (d) any practice, including traditional, customary or religious practice, which impairs the dignity of women and undermines equality between women and men, including the undermining of the dignity and well-being of the girl child;
- (e) any policy or conduct that unfairly limits access of women to land rights, finance and other resources;
- (f) discrimination on the ground of pregnancy;

- (g) limiting women's access to social services or benefits, such as health, education and social security;
- (h) the denial of access to opportunities, including access to services or contractual opportunities for rendering services for consideration, or failing to take steps to reasonably accommodate the needs of such persons; and
- (i) systemic inequality of access to opportunities by women as a result of the sexual division of labour.

Kentridge (1999:14/26D) suggests that rigid distinctions should not be drawn between these grounds in order not to exclude anyone from the protection offered by the Constitution's equality right.

Naidu (1997:98) acknowledges that although this country is committed to democracy and preservation of human rights, the protection and advancement of a woman's rights based on the principles of equality and fairness, however the stereotyping of women and biasness shown towards women continues to exist and flourish in society. It is hoped that the disadvantages facing women in employment will be addressed and conditions that foster equity in the workplace encourage a change in social attitudes.

Naidu (1997:7) discusses equity in terms of male dominance,

Whereby it was discovered that women who wish to gain some measure of recognition, success and security in employment must take on the attributes of male employees. This would mean that women pretend that the additional responsibilities they face in terms of childbearing/rearing, domestic duties outside the place of employment would become non-existent. This has directly impacted on women often entering the labour market at a much later age than men, after they have fulfilled their child care responsibilities. Women then find that they are competing with males of the same age and often with more years of experience, education and training. This limits the women in attaining employment positions that offer high salaries and good prospects for advancement. Age discrimination is both pervasive and dynamic, in the actual sense that it is likely to affect everyone at some point or another during one's life. We tend to take age for granted not realizing it is dynamic because ageism, just as sexism or racism is an ongoing practice.

The barrier to women's progress has been labeled the 'glass ceiling' – this has prevented some women from advancing in their careers is hardly a controversial assertion. However, even with policies aimed at women, for example, there still exist difficulties. Hansard Society (1990:2) identified the glass ceiling as :-

Blocking their aspirations, allowing them to see where they might go, but preventing them from arriving there.

While these policies have, to some extent, addressed the glass ceiling problems pertaining to middle and junior managers, executive directors, professors and so on, it still ignores the stone floor problem, that exists in the ranks of low-paid and low-status work i.e. clerical/administrative, ancillary workers and trainees. Therefore the chosen policy approach must be directed at achieving genuinely transformative change and reducing workplace discrimination and in so doing it will secure the commitment of the majority members of the organisation to that change.

2.3.8.3 Disability

After many pleas from people with disabilities during the oppressive apartheid regime, there emerged the inclusion of disability in the equality section of the Constitution. It was these cries that achieved such victory. The introduction of the Integrated National Disability Strategy Policy (1997) was introduced after interactive communication and consultation with people with disabilities throughout the country. This policy document provides for integration and inclusion of disability into every aspect of governance, therefore deals with disability related issues as solely health and welfare issues to a rights-based integrated approach. This document emphasises that

Disabled people should not be pitied instead are as capable individuals who can largely contribute to the development of society, simultaneously underlining the importance of transformation of attitudes, perceptions and behaviour towards people with disabilities.

The Employment Equity Act outlaws discrimination on the basis of disability during the recruitment process and also within the workplace. Furthermore, the public service is bound by statutory provisions to employ a minimum of 2% of people with disabilities by 2005.

Albertyn et al (2001:85) emphasises that inequality and discrimination continues to plague disabled people which has led to exclusion and the denial of rights and freedoms. In many communities in South Africa disability is viewed as an illness, a curse or a shame. The Equality Act 4 of 2000 aims at embracing the full and equal inclusion of all disabled people within the society through the removal of barriers and the development of positive measures.

Subject to Section 6, no person may unfairly discriminate against any person on the grounds of disability including :-

- (a) denying or removing from any person who has a disability, any supporting or enabling facility necessary for their functioning in society;
- (b) contravening the code of practice or regulations of the South African Bureau of Standards that govern environmental accessibility; and
- (c) failing to eliminate obstacles that unfairly limit or restrict persons with disabilities from enjoying equal opportunities or failing to take steps to reasonably accommodate the needs of such persons.

Disability discrimination means treating individuals differently in employment because of their disability, perceived disability or association with an individual with a disability.

According to the American Disability Act, disability is seen as a physical or mental impairment that substantially limits a major life activity of an individual. Howard (1997:5) defines disability as

The impairment of major life activities include learning, thinking, concentrating, interacting with others caring for oneself, speaking sleeping or working. Whether a major life activity is substantially limited by a disability depends on the severity and length of time of the limitations. Basically mental disability includes any emotional or mental disorder, including depression, bipolar disorder, anxiety disorders, post-traumatic stress syndrome, schizophrenia and personality disorders.

As cited by Saucedo-Gardia and Kleiner (1995) Title I of the Americans with Disability Act prohibits employment discrimination based upon a disability. More specifically as defined in Section 101(8), this legislation protects “all qualified individuals with a disability” that can perform the essential functions of the job being sought with or without reasonable accommodation. The definition of a disability has three criteria as follows :-

- (1) any physical or mental impairment that substantially limits a person from performing activities of normal persons, to include deafness, cancer, heart disease, alcoholism, mental disorders etc;
- (2) a record of such impairment; and
- (3) being perceived or regarded as having such impairment.

Individuals who do not have a disability that satisfied one of the three criteria does not qualify for protection under the ADA.

2.3.8.4 Sexual Orientation

Sexual orientation is not defined in the Act. As cited by Albertyn et al (2001:71) the Constitutional court has accepted the following definition :-

Sexual orientation is defined by reference to erotic attraction: in the case of heterosexuals, to members of the opposite sex; in the case of gays and lesbians, to members of the same sex. Potentially a homosexual or gay or lesbian person can therefore be anyone who is erotically attracted to members of his or her own sex

A similar definition was endorsed by Ackermann in the National Coalition for Gay and Lesbian Equality v Minister of Justice (1998). Gonin (2000:6) discovered that

The court’s interpretation of the term sexual orientation, referred to the sexual identity being adopted by individuals themselves and to cases where individuals might identify themselves as ‘heterosexual’ but might actually experience emotional and physical attraction towards a person of the same gender.

The term 'Gay' especially to men who are homosexual and but does include a women and predates the term homosexual by a few centuries as cited by Gonin (2000:6). Unfair discrimination on the basis of sexual orientation has caused deep psychological harm to gay and lesbian people in our society.

2.3.8.5 Sexual Harassment

The Employment Equity Act 55 of 1998 (cited by Albertyn et al, 2001:99) defines harassment for the first time in South African Legislation and has outlawed workplace harassment as a form of unfair discrimination based on its listed grounds. The definition is broad and encompassing :-

- it refers to unwanted conduct which places the emphasis on the experience of the person being harassed rather than on the intention of the harasser;
- it refers to conduct that is persistent or serious, which may arise from a number of small acts but together constitute harassment;
- can be any unwanted conduct that negatively affects a person or constitutes 'quid pro quo'; and
- harassment must relate to one of the prohibited grounds or a characteristic associated with such group.

Stanko (1988:91) broadly defines sexual harassment as :-

Unwanted sexual attention. Its behavioural forms are many and include visual (leering); verbal (sexual teasing, jokes, comments or questions); unwanted pressure for sexual favours or dates; unwanted touching or pinching; unwanted pressure for sexual favours with implied threats of job-related consequences for non co-operation; physical assault; sexual assault; rape. The behaviour manifestation may be a singular event or a continuous series of events.

Generally women, both in and out of employment, have become victims of sexual harassment. It remains and is more prevalent amongst the experience of working women.

The issues of sexual harassment continue to be debated, therefore women need to figure out how to combat it.

2.3.8.6 Discrimination On Unlisted Grounds

Where differentiation takes place on grounds that are not listed in Section 9(3) of the Constitution, in the Equality Act or Employment Equity Act, it may still amount to unfair discrimination especially if it impairs human dignity (Harksen v Lane, 1998).

In the case of Hoffman v South African Airways (2001) for instance, differentiation on the grounds of a person's HIV status amounted to unfair discrimination. Even the use of physical characteristics, such as height and build, to differentiate between persons or groups could amount to a violation of the provision against unfair discrimination (Albertyn et al, 2001:55).

2.4. POLICIES ON DISCRIMINATION

Manchu (2002) believes that the introduction of the Employment Equity Act (EEA) in organisations promoted the implementation of affirmative action measures in the workplace. A time frame was allocated with specific numerical targets, defined to respective line managers, would determine the success of such implementation.

Managers face a challenge in terms of correcting the imbalances of the past, in so doing attention must be focused on remaining competitive, therefore managers should consider hiring and retaining highly qualified employees. De Klerk (2002) discovered through a research carried out in the Network Operations Division in a Company, that organisations were dealing with employment equity the wrong way and making mistakes which negatively impacted on the effectiveness of their strategies with regard to the transformation of their human resources. His research findings indicated a lack of effective communication between management and employees and limitations in the holistic approach to managing employment equity.

The introduction of the Americans with Disabilities Act (ADA) that was enacted in 1990 to protect the disabled from discrimination also included physical and mental impairments. Howard (1997) acknowledges that the ADA resulted in more focus on physical disabilities resulting in employers providing building ramps, bigger bathrooms, ergonomic chairs and assistance with heavy lifting, however, Equal Employment Opportunities Commission (EEOC) have indicated that companies have ignored their employee's mental disabilities. EEOC issued an "Enforcement Guide" which assists in analyzing psychiatric disability claims under the ADA. Managers are advised to learn fast to deal effectively with claims of mental disability or expect increased legal complaints.

Australia ratified the "International Labour Organisation, 1995" which was designed to protect the right of the older workers to equality of treatment, and have gone further to legislate against discrimination in employment based on age (Bennington, 2001).

In a study carried out by Philip et al (2001:671) it was found that Labour Market discrimination in the North West province of South Africa was rife. Gender discrimination exists against women in North West's labour market. *"It is believed that South African, earnings disparities have been biased in favour of whites over a number of years due to apartheid and against women partly for social and cultural reasons"* He further emphasizes that: "these disparities seem to be systematic, persistent and are considered to be highly inequitable, thereby supporting the affirmative action policies that are necessary to :-

- undo the damage caused by race and gender ;
- alter the occupational distributions; and
- target educational decisions made prior to labour market entry.

In another study, Bennington (2001:65) examines the initial part of the recruitment and selection process, where evidence was found on employer preference for younger workers whereby recruitment consultants directly asked the age of applicants. The challenge in terms of obtaining an accurate picture of whether in fact age discrimination does occur in the employment process will require a study of actual situations. In so doing the researcher will need to unobtrusively conduct investigations with the managers of respective companies. Bennington further highlights the many difficulties that were experienced in terms of measuring discrimination, therefore she is of the opinion that more field-orientated

experimental approaches need to be used. On the basis of this study there seems to be clear evidence of the continuing existence of age discrimination in recruitment and selection on the grounds of career status.

What is apparent however, is that the dawn of the 21 century has led to prominence being given to the increased occurrence of sexual harassment in the workplace. In a Malaysian Law Conference, it was identified that in 1999, 20 cases of sexual harassment were reported to the Labour Department and in 2000, 61 cases. Sivabala (2001:1) identifies that one of the reasons why women experienced sexual harassment in the workplace was :

Because of the perception that women “intruding” into the male domain of work forfeit their right to be treated as subjects with agency and become objects which may be abused.

Sivabala (2001-2) categorises sexual harassment as follows :-

- Often “sexual coercion” is more explicit in nature whereby the victim’s security of tenure and future advancement prospects in his/her career becomes a threat e.g. a superior employee who has the authority to determine promotions or increases of his subordinates. In this case the superior abuses his power in turn requests for sexual favours in return for benefits. The difficulty in this type of sexual harassment, is that there would be an absence of witnesses to the incident in question. This is evident in the case of Lam Soon (M) Bhd v Cik Chong Siew Yoon where the claimant was retrenched on the pretext of her position being redundant. She contended that her dismissal was without just cause and excuse and that she had been the victim due to her rejection of her immediate superior’s attentions. Caution needs to be exercised, as the courts observed that as in the nature of these allegations, it is one person’s word against another.
- The more common form of occurrence is “Sexual annoyance” which is more explicit in nature. The mere conduct of another at the workplace creates a working environment that is not conducive to all. The courts observed in a case of Western Excavating v Shan (1978:1) where the obligation on the employer became evident as persistent and unwanted amorous advances by an employer to a female member of his staff, would for example, clearly be such conduct.

Once again the legacy of sexual harassment is highlighted, which impacts on the dignity of women.

2.5 CONCLUSION

In reviewing the literature on discrimination within the Hotel and Catering Industries, the following issues emerged as crucial for interrogation as we established the need for policies and practices on discriminatory issues at workplaces. These pertinent issues include :-

- the criteria for assessment, in terms of how it is applied is absolutely crucial;
- the preparedness of students becomes a common denominator in the study;
- equality is of paramount importance and needs to be encouraged in keeping with the emphasis of the Constitution;
- substantive equality supports the notion of equality of opportunity;
- what kinds of mechanisms are used to resolve and minimize gender equality? and
- listed grounds of discrimination - employment equity act and promotion of equality and prevention of unfair discrimination act protects existing discriminatory practices in the workplace and prevent discrimination by transforming the nature of the workplace so that discriminatory employment practices are non-existent.

All the above can possibly be achieved by promoting conditions that foster employment equity to all and by encouraging cultural and institutional change in the workplace.

After having carried out an intensive review of literature, the questions that constantly arose in the researcher's thoughts were :-

- Are trainees aware of their rights?
- How informed are they about the discrimination policies?

In order to gain a broad understanding of the purpose of in-service training it was important to review literature on both the Techikon's and Industry (training workplace) interpretation of a trainee/apprentice. The role of the Hotel School in terms of its historical context and policies governing in-service training provided grounds for the protection of trainees in the workplace. Within this context, employers are expected to and required by law to treat all their employees equally and fairly. Therefore it necessitated a review of legislation and literature on discrimination and discriminatory practices. This is followed by examining related literature on the listed grounds of discrimination. This chapter ends with policies on discrimination.

The next chapter outlines the research methodology employed in the data collection and data analysis of the study.

CHAPTER 3

RESEARCH METHODOLOGY

“Questioning my Integrity”

3.1 INTRODUCTION

This chapter focuses on the research methodology employed in this study. In the previous chapter an exploration of literature on discrimination was done. Various methodologies were used in the exploration of discrimination present in the literature review. In this chapter a case for a multi-modal methodological approach will be made. In the first level analysis a survey approach was used to illicit information on work place discrimination. In the second level analysis a narrative methodology was used to record personal experiences of individuals affected by workplace discrimination. This chapter presents arguments for the multi-modal approach to the research methodology and outlines the design for data collection. Multi-modal research strategies are useful as explained by Merriam (1998:79) as cited in Mahomed (2002:41) :-

The rationale for this strategy is that the flaws of one method are often the strength of another, and by combining methods, observers can achieve the best of each while overcoming their unique deficiencies.

3.2 RESEARCH METHODOLOGIES : CASE STUDY USING SURVEY AND NARRATIVE APPROACHES

Research methodology underpins the philosophy within which the data is collected. A case study is one example of a research methodology that is underpinned by a philosophy of obtaining in-depth understanding of a single phenomenon highlighting particular nuances within a particular context . Yin (1989:40) defines the case study

as an empirical inquiry that investigates a contemporary phenomenon within its real life context, when the boundaries between phenomena and context are not clearly evident, and multiple sources of evidence are used.

This definition distinguishes it from other research strategies. In this study a case study of a single department within a single Higher Education Institution was used to explore workplace discrimination on trainees. Mouton (2001:150) states that case studies allow for in-depth analysis of a single event or institution in order to illuminate particularities of this event or institution. It is not intended for generalization, rather through its illumination, issues could be conceptualized, interrogated and further researched to explore its impact on a wider scale. Robson (1993:44) states that the case study approach also has considerable ability to generate answers to the question ‘Why?’, as well as ‘What?’ and ‘How?’. Saunders, Lewis and Thornhill (1997:77) emphasized that not only can a case study be a very worthwhile way of exploring existing theory, it can also enable the researcher to challenge an existing theory and provide a source for a new hypothesis, in respect of hypothesis generating purposes.

In this study, it was appropriate to use a case study approach to understand the kinds of workplace discrimination experienced by the trainees within the hospitality and catering programmes. The rationale for limiting this study to the hospitality and catering programmes was to explore particular discrimination practices related to a particular field of operations (hospitality and catering industry) and the nuances associated with this industry will help understand the contexts that lead to discriminatory practices. Case studies allow one to explore issues deeply rooted in the culture/context of the case under scrutiny. Hence a case study approach was the most appropriate methodology for this study.

In using a case study methodology, two approaches of data collection were used. A survey was used to obtain a general understanding of the kinds of workplace discrimination that exist while a narrative approach presented an impact analysis on an individual (trainee). These two approaches are further elaborated in the next section.

3.3 RATIONALE FOR USING THIS CASE STUDY

The researcher worked at the Durban University of Technology for many years, the past 12 years as a Faculty Officer at the DUT in the Hotel School. During this time duties included administration of in-service training which included designing of policy & procedures as well as preparing training manuals and guides for in-service training and the responsibility for

placement of trainees. During this time there was exposure to many student grievances on discrimination at the training site. Being familiar with the programmes i.e. National Diploma in Hospitality and Catering Management, was Hotel School chosen by the researcher for the case study. The researcher was further convinced that there would be support from both, the supervisor and in-service training students in conducting this study. The researcher also had easy access to both the students and the relevant documentation pertaining to in-service training.

At the end of the apartheid era in South Africa in 1994 Government introduced the legislation intent on redressing past discriminatory practices at workplace. Thus the Employment Equity Act (No. 55 of 1998) was introduced, wherein it is stipulated that employers implement affirmative action in order to provide equal employment opportunities to all. Being aware that discrimination still existed, the Hospitality industry battled in addressing the deficiencies that had emanated from the apartheid system.

There was a need to understand how students are affected by this form of discrimination and therefore this research was undertaken so that proper support mechanisms could be introduced by the institution and employers to support the students during in-service training. Due to the nature of integration of the two programmes, both the Hospitality Management and Catering Management programmes were selected in order to raise the issues around workplace discrimination.

3.3.1 Survey

A survey is used to elicit responses from a large group of respondents. A survey is used to ask questions by descriptive and explanatory purposes (Ramrathan, 1997:34). This statement is further supported by Leedy (1987:135) affirming that a common place instrument for observing data beyond the physical reach of the observer is the questionnaire. In this study questionnaires were administered to a cohort of students that had recently returned from in-service training to the institution, in order to find out about their experience and the nature and extent of discrimination practices at their workplace, if any.

Survey is a procedure used to collect primary data from individuals, and the data sought can range from biographical details (e.g. age, gender, education), to opinions, attitudes, lifestyles. Surveys are used when the research project involves collecting information from a large sample of individuals (Hair, Babin, Money and Samouel 2003:130).

Mouton (2001:152) affirms that surveys provide a broad overview of a representative sample of a large population. Hence the self completion method of questionnaires was used to collect quantitative data from larger numbers of individuals in a relatively shorter time. This self-completion method was instituted so that it could be completed without the presence of the researcher. This was done to avoid researcher bias.

A questionnaire is a predetermined set of questions to capture data from respondents (Hair et al, 2003:130).

The questionnaires were designed to elicit information from trainees on the various grounds of discrimination at the workplace.

As far as this study is concerned, it is historically sensitive because focus is on the alignment of the Constitution, Employment Equity Act (1998), Promotion of Equality and Prevention of Unfair Discrimination Act (2000), which has been prompted to correct errors made during the apartheid era, with regard to workplace discrimination.

The survey method was used quite extensively in obtaining different people's views of issues like curriculum, opinions about problems, for example, Mahomed (2002) used the survey to elicit various stake holders' views on the University of Technology's understanding and use of Co-operative Education in its curriculum design of programmes offered. His study focused on presenting the University of Technology's understanding of co-operative education and the relationship between the curriculum plans and the student's experiences of the curriculum at the University of Technology and in industry, thereby getting an understanding of student's experience of co-operative education and the curriculum. With the use of different sources of information Mahomed was able to identify whether the University of Technology students were sufficiently prepared prior to undergoing experiential learning in this environment. Similarly in this study the survey was used to elicit information about workplace discrimination so that the findings could be used to inform curriculum

development, to take cognizance of managing and addressing issues of discrimination at workplaces.

Harris et al (2004:4) in his study on Police acceptance, In-service Training in Australia explained the view of respondents on the shift from a centralized, academic-based system of training towards a more integrated model of professional development. Through this study the probationary constables reduced academic training time in the police academy before moving into the workplace for experiential training. The programme has increased its work-based learning from 12 to 18 months. This allowed the trainees sufficient time to cover all aspects of training, thereby giving them better exposure. Harris et al used various data gathering methods including questionnaires at three points in time, interviews at two points in time, focus groups and personal journals to understand how probationary constables were viewed and accepted into the workforce. This demonstrates how surveys can be used in promoting the collection of well-balanced data, thus giving strength to the research findings which if managed and addressed, could make a difference in the workplace. This is another example of how surveys could be used to influence curriculum changes in institutions/organizations.

In this study, the survey in the form of questionnaires was distributed to hospitality students who had returned from in-service training to elicit information on their experience of workplace discrimination. Five students, who indicated that they were intensely discriminated against were selected for in-depth narrative analysis to explain the implication of such workplace experiences. Only three students of the five were located for the narrative interview. Two relocated, with no forwarding address. An attempt was made to interview the fifth student but due to a very busy work schedule the researcher was not able to complete the interview.

3.3.2 Narrative Methodology

The researcher used this methodology to establish the extent of discrimination at workplaces and to gain a deeper understanding of the impact workplace discrimination had on trainees. A narrative analysis strategy was deemed appropriate. As it is seen as an “empowering”

social science methodology insofar as it gives respondents the venue to articulate their own viewpoints and evaluative standards. This approach is further described by Hardy (undated):-

First the initial situation is outlined ('how everything started'), then the events relevant to the narrative are selected from the whole host of experiences and presented as a coherent progression of events ('how things developed'), and finally the situation at the end of the development is presented ('what became')...

Dhunpath (2005:2) elaborates that the use of narratives is not only

A powerful means of inspiring illuminative experiences, but also facilitates the reconstruction and interpretation of subjectively meaningful features and critical episodes of an individual and organisation's life, allowing us to see the unities, continuities and discontinuities, images and rhythms of experience.

These actual lived experiences will assist in assessing the impacts on past, present and future decisions.

This study attempts to explore the perceptions and practices of discrimination on trainees at workplaces through narrative analysis due to the sensitivity of discrimination both on individuals and the legal implications that will unfold in the research process. The narrative technique protects the research participants through their told stories. More specifically this study looks at discrimination on trainees specifically at their workplaces, thereby focusing on the various listed grounds of discrimination. It also builds on the legal aspects of the Constitution, Employment Equity Act, Promotion of Equality and 'Prevention of Unfair Discrimination Act. The Hotel School of the Durban University of Technology is used as a case study through which discrimination on trainees is explored within the National Diploma: Hospitality and Catering Management programmes.

3.4 RESEARCH DESIGN

In order to get an in-depth understanding of workplace discrimination on trainees, empirical data was gathered. The data gathering methods included questionnaires and narrative

interviews. The use of different methods was intended to promote the collection of a well balanced and credible set of data, thereby giving strength to the research findings.

3.4.1 Questionnaires

A case study approach was used to elicit information on discrimination from students in the Hospitality and Catering Management programmes at the Hotel School at the Durban University of Technology. The researcher administered the structured questionnaires to third year students, mainly because they had already completed their in-service training and returned to the University of Technology for completion of their Diploma. The questionnaire was designed to provide the researcher with an understanding of the kinds of discrimination that was experienced and its impact on trainees in the hospitality and catering industry. A copy of the interview instrument is attached (see Appendix A). The questionnaire was divided into 5 sections namely :

- Section A - Biographical Information (information on gender, age, etc is requested.
- Section B – In-Service Training – details pertaining to in-service training e.g. placement within the training institution and particulars of supervisor/supervision
- Section C - Types of Discrimination (as per the literature) or areas of concern surrounding workplace discrimination on trainees. This questionnaire was aimed at getting an understanding of the types of discrimination students experienced during the course of their in-service training
- Section D : Impact of Discrimination on Trainees – the aim of this section was to determine how discrimination impacted on students in terms of their career.
- Section E : Discrimination Education – role of the institution in terms of preparing students for industry.

3.4.2 The Narrative Interview

In this study questionnaires were issued to all 60 students that had completed in-service training. The researcher was of the view that the findings of this study would provide an in-depth analysis of the students' actual experience. 45 completed questionnaires were received, from which a purposeful sampling method was adopted to identify the students most affected by discrimination in order to make a selection for the narrative interviews. Five respondents were identified from the questionnaires. The idea was to interview students that had experienced severe discrimination. Of the five students two emigrated and three eagerly agreed to be interviewed. The emigration of the two students did not affect the outcome of the interview, because adequate data was received from the three students. The researcher successfully conducted the narrative (face to face) interviews using a semi-structured questionnaire. Due to the third student's hectic schedule, the researcher attempted to interview him telephonically. Some of his responses overlapped with one of the other interviewees. However, the researcher established that both students were trainees at the same training institution. The semi-structured interview (see Appendix B) focused on four categories namely :-

- General - this section is aimed at providing the students feelings/emotions before the discrimination experience;
- Actual experience - determining the nature of discrimination and establishing the institution's policy and its implications of workplace discrimination;
- Implications - this section provides an understanding of the impact of the discrimination on the student and its impact in terms of career decisions; and
- Best way forward - students provide insight on eradicating such practices.

A narrative interview is suitable for this study as it deals with people's actual experience and it aims to understand the perspective of the interviewee and the personal meanings they attach to different situations (White :1992). This type of interview allows the interviewer to arouse the respondent's interest and thus encourage a better response. It encourages the respondent

to supply more accurate and complete information. There is also the opportunity to clarify points for both the respondent and researcher and to put the respondent's mind at ease about aspects of the interview, to clarify ambiguities/concerns rose that they were unable to expand upon during the completion of the questionnaire (Gordon, 1980:33). Flick (1998:101) emphasises that this technique provides data that other forms of interviewing cannot provide for the following reasons :-

- narratives takes on a certain independence during its recounting;
- people "know" and are able to present a lot more of their lives than they have integrated in their theories of themselves and of their lives; and
- finally an analogous relationship between the narrative presentation and the narrated experience is assumed.

This technique also provides the researcher with good quality, actual experienced information. Jansen (cited in Dhunpath 2005:1) argues that

one way of resolving the dilemma of unreliable evaluation reports is to set a new standard for evaluation studies e.g. producing the richly contextualized narratives which to light powerful findings on impact – beyond statistical summaries.

Jansen (2005:2) emphasises that a powerful means of inspiring illuminative experiences is by the use of narratives.

3.5 DATA COLLECTION PLAN

Question for developing data collection plan	Plan
Why is the data being collected?	To provide response from research participants so that the above critical questions can be answered e.g. the trainees can provide information on the kinds of discrimination that exist at workplaces.
What is the research strategy?	<p>Primary Data</p> <ul style="list-style-type: none"> *Questionnaires will be administered to students within the two departments who have completed their in-service training. *Narrative analysis methodology will be used, using five case incidents, which is deemed by the trainees, who have experienced discrimination in their sites of training. <p>Secondary Data – Document analysis</p> <ul style="list-style-type: none"> *Policy documents on student training at their work sites.
Who will be the sources of the data?	<ul style="list-style-type: none"> *Students who have completed in-service . *30 students from each of the two departments namely Hospitality and Catering Management. *Purposefully chosen five case study students for the narrative study.
Where is the data to be collected?	At Durban University of Technology, Hotels and Catering outlets
How often will data be collected?	Students will be required to complete a once off questionnaire Interviews with case study students will be ongoing until sufficient information for this study is obtained.
How will the data be collected?	Questionnaires will be provided to students when they return from their in-service training. Face to face narrative approach interviews with five students that will be semi-structured and will be tape recorded and then transcribed.

3.6 RELIABILITY AND VALIDITY

This narrative analysis presents lived experiences of workplace discrimination by trainees. Validity through stories has been established by Reddy (2000) who established validity through life histories of black African scientists in the way psychologists, social scientists,

neurologists and authors have used and are still using stories as a way of knowing. She indicates that narrative analysis leads to the statement of a sequence in which the outcome is known (Reddy 2000:50). Through this, validity of the stories (narratives) was established through a member check process. This process requires that the stories constructed be referred back to the respondents to check for correctness.

Reliability was established through pilot testing of questionnaires with a group of Hospitality Management students. The questionnaires were pilot tested to get a sense of whether there is consistency and reliability. On completion of the pilot testing, the questionnaire was further refined and administered to 60 students that completed their in-service training within the Hospitality and Catering Management programmes.

3.7 ANALYTICAL FRAMEWORK

Apriori categories were used in the initial analysis. These categories were elicited from the questionnaires relating to the following :-

- kinds of discrimination;
- why does discrimination occur at work sites; and
- its impact/affect on trainees.

The structured questionnaire is divided into 5 distinct sections that were indicated by the literature as areas of concern for students during in-service training.

- The **first section** dealt with biographical data. An analysis of biographical data indicates a broad profile of the respondents as a group, thereby allowing the researcher to make comparisons. Notions about gender, age, prior work experience and language give some indication of inequalities that exist in the workplace.

- The **second section** pertains to the location in terms of training organization, details of supervision/supervisor. This section aims at establishing the general attitudes towards trainees.
- The **third section** details the various listed grounds of discrimination at the trainee's workplace namely, race discrimination, sexual harassment, gender/sex discrimination, language discrimination, disability discrimination and discrimination against physical attributes. These issues will gauge the extent to which discrimination occurs at workplaces and the commitment of the organization to equality.
- The **fourth section** deals with impact of discrimination and relationships at work, giving a good indication of how real the work place discrimination and its long term impact on trainees.
- Finally the **fifth section** referred to as discrimination education, is basically creating an awareness of an individual's rights. The information obtained here is specifically aimed at recommendations for the training institution.

In addition the data introduced further categories of analysis through the narratives and qualitative section of the questionnaire. The narrative survey is based on told stories by student's about the actual experience during in-service training and the categories of the survey are as follows :-

- emotions before the discrimination experience;
- discrimination during in-service;
- policy; and
- implications.

This section examines actual experience and relationships in the workplace as a means of ascertaining the type of discrimination experienced by the student.

3.8 LIMITATIONS

Limitation of the research methodology in this study is as follows :-

The questionnaires were administered to students whilst the academic programme was still in progress at the University of Technology. Therefore the respondents might have felt intimidated or afraid of being victimized, if they answered in a manner that tainted the reputation of management staff within the Hotel School, so the answer to the last question could remain incomplete. This could result in incomplete data documentation in surveys which may result in coding errors, insufficient information about response rates and the inability to identify interviewer effects (Mouton, 2001:108)

Although the threat is reduced by the interviewer assuring the respondents of anonymity, the interviewees feel less secure when being interviewed face to face as compared to information being obtained in an anonymous questionnaire. However, interviewees talked at length to expand on their actual experience of discrimination and the researcher felt compelled to move on to the next question.

3.9 CONCLUSION

Although there are limitations to this chapter, it is important to provide a theoretical understanding of discrimination practices on in-service trainees at their workplace. In this chapter a case was developed for the use of the case study approach to understand discriminatory practice in the workplace. In order to get an in-depth understanding of this phenomena two approaches were used to collect data. A survey was used to elicit the kinds of discrimination that exist while the narrative approach provided an impact analysis on individuals affected by workplace discrimination.

In the next chapter the data produced through the survey and narrative approach will be explored to present the extent of work place discrimination experienced by trainees at their work sites. The impact of such discrimination will also be determined.

CHAPTER 4

DATA ANALYSIS

“The Moment of Disclosure”

4.1 INTRODUCTION

This chapter presents the analysis of the data produced through the research design developed in the previous chapter. A survey was carried out to explore the levels and frequencies of discrimination experienced by trainees in the workplace. In addition, a narrative analysis was conducted to explore more indepth and insightful evidence of the effects or impact of discrimination on trainees. Both these methodologies were used in a complementary manner to illuminate delicate issues of workplace discrimination and its associated personal trauma experienced by the trainee. There are two views to discrimination. One view states that it is wrong to differentiate on the grounds listed e.g., race. The other view, which is followed in the Equality Act, is that differentiation e.g. on the basis of race, is prohibited only if it results in harm, especially impairment of dignity. The interviews are especially significant as a method of revealing such impairment of dignity or harm generally. The analysis was conducted on two levels. The first level of analysis reports on findings related to what happened to students during in-service training. The second level of analysis explores more complex relationships between various factors and its implications and its impact on respondents' future careers.

The purpose of this study is to explore discrimination against trainees in the Hotel and Catering industries in order to get a sense of the following pertinent issues: -

- What are the kinds of discrimination that exist against trainees?
- Why does discrimination against trainees occur at the training work site?
- How does it impact on or affect the trainees?

The analysis has been executed in two parts. The first part (Part I) analyses the types and forms of discrimination at the workplace. Supporting evidence for this section of analysis is gleaned from the completed questionnaires of 45 students who participated in this study.

Where appropriate, information obtained from the interviews during the narrative enquiry were used as additional evidence to highlight the issues under discussion. The second part of the analysis attempts to present a narrative of students' actual experiences and how it affected them. This section of the report relies on the evidence gathered through the semi-structured narrative interviews with five (5) students.

4.2 PART I: PRESENTATION OF QUANTITATIVE DATA & DISCUSSION

Summary of Results

Self reported data was collected from 45 respondents of a sample of 60 who participated in this study, to collect information regarding attitudes, perceived awareness of discrimination and discriminatory practices in the workplace. The questionnaire consisted of 5 sections relating to biographical information, in-service training, types of discrimination (7 specific grounds), impact of discrimination on trainees and discrimination education. The respondents answered each question based on their experience during in-service training. The questionnaire is attached as Appendix A. The schedule of semi-structured interview with five students who were asked to recount and comment on their personal experiences of discrimination, is attached as Appendix B.

In presenting the quantitative data the researcher made use of both descriptive and inferential statistics. In order to make the data more comprehensible the data is organized and summarized using frequency distributions and bar graphs followed by factual data.

4.2.1 Biographical details of respondents

Table 4.1: Distribution of respondents per programme

	Percent
HM (Hospitality Management)	68.9
CM (Catering Management)	31.1
Total	100

Table 4.1 shows that from the trainees that responded to the questionnaire 68.9% of the respondents were pursuing the Hospitality Management course and 31.1% of the respondents were registered for the Catering Management course.

Table 4.2: Gender distribution of respondents

	Percent
Female	77.78
Male	22.22
Total	100.00

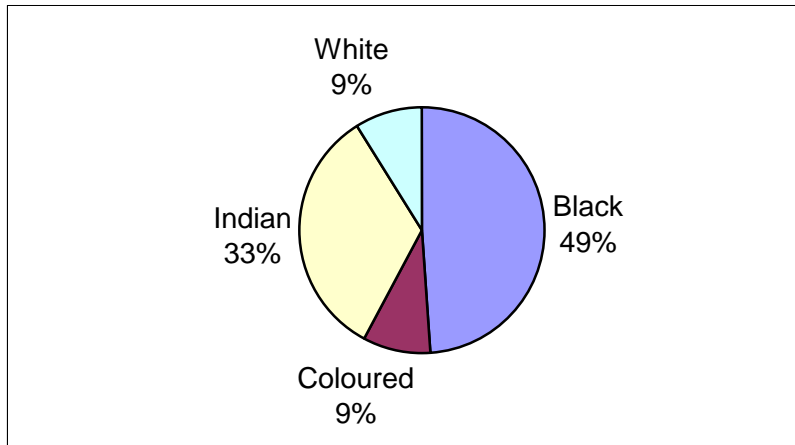


Figure 4.1: Pie chart depicting race categories of respondents

Table 4.2 indicates that the majority of the respondents were females (77.78%), 22.22% were males, with 49% (see Fig 4.1) being black Africans, 9% Coloureds, 9% Whites and 33% Indians. This demographic profile is important to keep in mind as we begin to explore discrimination against trainees in the workplace especially on the basis of gender and race. Does the analysis support the general feeling/knowledge/intuition of discrimination against

these groupings? The values as stated in our constitution support the notion of redress, equity and social justice, amongst others, mainly targeting disadvantaged groups. Black Africans and especially females were generally considered as being most disadvantaged during the apartheid era and are therefore considered in our current context as being groups most targeted for redress.

Table 4.3: Age distribution of the respondents

	Percent
Under 20	22.73
21 to 25	75.00
26 to 30	2.27
Total	100.00

Table 4.3 indicates that 22% of the respondents were under 20 years, 2.27% were in the category of 26-30 years and 75% of the respondents are in the age group of 21-25 years. There is support for the assumption that the respondents would have come into the programme directly after matric. This assumption is also supported by the fact that under 10% of the respondents had work experience before enrolling at DIT (see table 4.4).

Table 4.4: Activities of respondents before enrolling at University of Technology (DUT)

	Percent
School	77.27
Employed	9.09
Another Educational Institution	13.64
Total	100.00

Table 4.5: Work experience of those employed before enrolling at DIT

	Percent
None	66.67
Under 2 years	28.21
3 to 5 years	2.56
6 years and more	2.56
Total	100.00

Before enrolling in the department of Hospitality and Catering Management, at Durban University of Technology, 77% of the respondents were at school, whilst 13.64% had previously studied at other Educational Institutions (see table 4.4).

An attempt was made to establish a relationship between the status of the respondents before enrolling at DIT and the levels of discrimination experienced. This was done to see whether students with work experience prior to enrolling at DIT could cope better at their places of training. Since a small percentage (under 10%) of the respondents had work experience prior to enrolling at DIT it was difficult to make any conclusive statements in this regard due to the low numbers in this category.

Table 4.6: First language of respondents

	Percent
English	52.27
Zulu	34.09
Xhosa	6.82
Other	6.82
Total	100.00

Approximately 52% of the respondents use English at their first language, 34% of the respondents indicated that their first language was Zulu, while 7% of the respondents were Xhosa speaking and 7% had other languages as their first language. Does language influence levels of discrimination? Section on language discrimination, Figure 4.6 will explore language discrimination in detail.

4.2.2 In-service Training

Table 4.7: Hotel ratings where In-service trainees are placed

	Percent
Luxury (3 to 5 star rating)	83.33
Midrange (1 to 2 star rating)	16.67
Total	100.00

The majority of the respondents (83.3%) were placed at luxury hotels (rated between 3 to 5 star), and 16.67% were at mid-range hotels (rated 1 to 2 star). It is expected that luxury hotels would have in place more structures to satisfy the requirement of their rating according to the Grading Council of South Africa and therefore by inference it would have more competent personnel, especially personnel that are knowledgeable about discriminatory practices and in

dealing with issues that arise from discrimination. In addition, it could be inferred that such hotels have well articulated policies on discrimination.

Table 4.8: Shows the person responsible for the trainees’ work schedules

	Percent
Immediate Supervisor	59.52
Training Manager	19.05
General Manager	14.29
Self (Trainee)	7.14
Total	100.00

Although 19.05% of the respondents indicated that the Training manager was responsible for work schedules and 7.14% were self administered, it is noted that 59.52% of the respondents indicated that their immediate Supervisor was responsible for their work schedules while the General Manager (GM) had the least (14.29%) responsibility in terms of work schedule. The General Manager having the least amount of immediate responsibilities for the training is expected because the majority of placement of students were in hotels with 3-5 star ratings (see table 4.7), where the GM’s responsibilities are generally much wider. It would be the primary concern of the GM in these luxury hotels to maintain the hotel’s rating rather than assuming training responsibilities.

Table 4.9: Cross Tabulation of Supervisor Gender and Race

		Supervisor Race					Total
		Indian	Black	White	Coloured	Other	
Supervisor Gender	Female	17.78	5.45	22.22	4.44		48.89
	Male	6.67	11.11	28.89		4.44	51.11
Total		24.44	16.56	51.11	4.44	4.44	100.00

Although the analysis for the Supervisor category depicts 48.89% for female and 51.11% male, there is a distinct difference in terms of race. It shows that Black African Supervisors (16.56%) is low in comparison to the two other dominant race groups, i.e. Indians and Whites. Through the semi-structured interview with Rose (not her real name), the issue of race emerged as a major factor in terms of discrimination, whereby management was comprised of whites only. “Dragon Hotel’s (not its real name) management was white and

the supervisors and staff were Black, I (Rose) was the only Indian staff /trainee”. This is an area of concern as Rose alluded to Supervisors not being well versed in diversity management and therefore trainees experience blatant bias and discrimination. This issue was recognised by Briles (1995) as a training site problem that needs to be given priority.

In table 4.9 majority of supervisors are white (51.11%) while the profile of the students (see Figure 4.1) indicates that majority are Black female. These findings raise the question : Is the racial difference between supervisors and students a matter of concern regarding discrimination?

4.2.3 Types of discrimination

This section will explore in greater depth the issues around the following categories of discrimination :-

- Race
- Sexual Harassment
- Gender
- Language
- Sexual Orientation
- Disability
- Physical Attributes

The survey indicates that racial discrimination is the most common form of discrimination in the workplace as summarised below :-

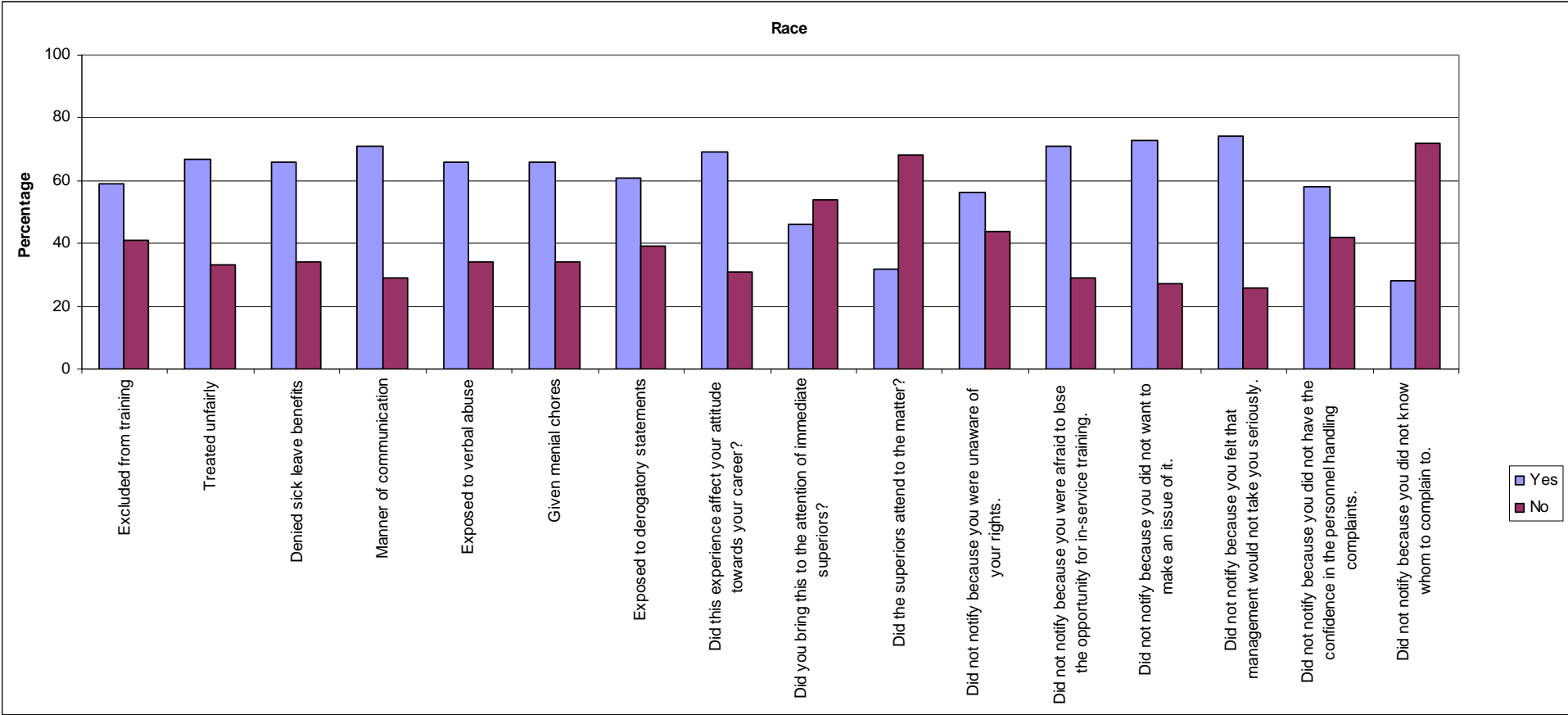
Table 4.10: Depiction of discrimination as per the above categories

Grounds of Discrimination	%
Race	66%
Gender	48%
Sexual harassment	60%
Language	47%
Sexual orientation	3.3%
Disability	5%
Physical attributes	4%

An overall finding is presented per category in terms of discrimination experienced by the respondents as follows :-

4.2.3.1 RACE - The analysis of this category is based on the respondents who indicated that they have been exposed to racial discrimination.

Figure 4.2: Histogram depicting race discrimination whereby individuals are treated differently in their employment because of their race, colour or ethnic origin



RACE - The results (see Figure 4.2) graphically displayed for race discrimination indicates the following perceptions by respondents:-

Because of race :

- 59% were excluded from training
- 67% were treated unfairly
- 66% were denied sick leave benefits
- 71% were communicated with in a harsh/shabby manner
- 66% were exposed to verbal abuse
- 65% were given menial chores
- 61% were exposed to derogatory statements
- 69% indicated that their experience affected their attitude towards their career

Of those respondents that were affected by discrimination based on race, there was a tendency not to do anything about it possibly because respondents chose to imagine how they would be affected by this, e.g. more than 60% of the students indicated that they did not want to make an issue out of it and 74% thought that management would not take them seriously (see Figure 4.12). 56% of the students were not aware of how to exercise their rights and therefore they (71%) were afraid that by reporting their discriminatory experiences they would lose the opportunity for in-service training. This suggests that trainees are reluctant to take up issues of racial discrimination because they are concerned about how they would be affected by this rather than how the matter could be resolved. This has major implications because it suggested an under-reporting of racial discrimination in the workplace. This under-reporting has serious consequences namely :-

- it gives the impression that racial discrimination at workplaces is minimal
- that workers are terrified to complain for fear of victimisation after the complaint has been lodged (one of the reasons cited under question 14.5.7 in the survey questionnaire)
- it allows for the perpetrators to continue practising racial discrimination on prospective trainees.

Of the 28% of the respondents that did not know to whom they could complain, 58% of the respondents had no confidence in the personnel handling complaints. 50% of the respondents indicated that they brought their discriminatory experiences to the attention of the supervisor, yet only 31% of the respondents were attended to.

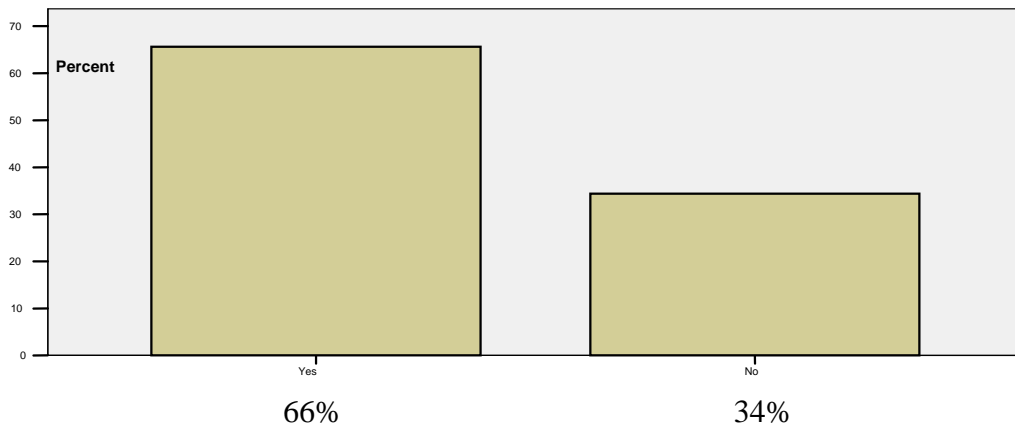
This is further supported by the semi-structured interview with Rose (an Indian student) who states that she was given more menial chores whilst Nicole (White student) was scheduled with supervisory duties.

This trainee (Nicole) studied that same course as I did, but during her in-service she never waited a table nor bar tendered. She duty managed, supervised and was stationed in an office, basically did work that did not require an effort. This was really unfair to me. The highlight of my training was that Nicole was employed on a permanent basis as a Duty Manager, that's a 'clear cut' case of RACISM. I strongly feel that Indian and Black students should not be placed at that resort for in-service training.

Discrimination of this nature is described by Albertyn (2001:56) as being the primary source of inequality. It is especially interesting to note that apart from students being accused of making an issue of the said discrimination, they were also afraid of losing the opportunity for in-service training. Arising out of the narrative interview and from the arguments presented above it appears that a certain level of hesitation is present in confirming that equal opportunities and fair treatment exists for all employees.

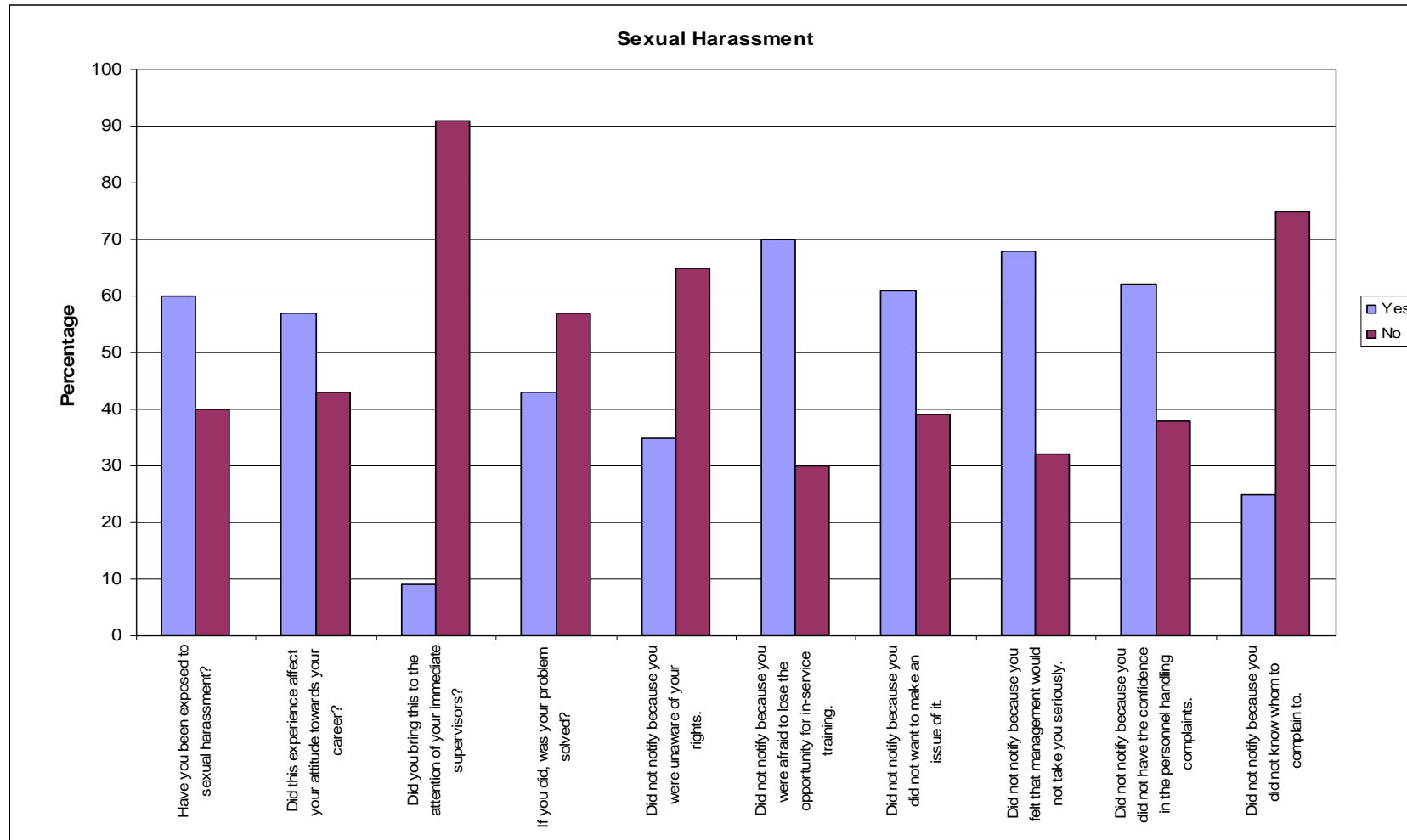
Figure 4.3 suggests that the trainees were educated about discrimination because two thirds (66%) indicated that they had sufficient knowledge. It would be interesting to know why the other third (34%) did not have sufficient knowledge on how to handle discrimination. Perhaps they had treated this issue as insignificant with no expectation of this happening at their training workplaces.

Figure 4.3: Bar Graph depicting trainees knowledge in terms of workplace discrimination



4.2.3.2 SEXUAL HARASSMENT – the analysis of this category establishes the respondents’ experience of sexual harassment.

Figure 4.4: Histogram depicting unwelcome behaviour that happens to the In-service trainee student because of their Gender



SEXUAL HARASSMENT (as a form of gender discrimination) - The results (see Figure 4.4) indicate the following:-

This aspect of the survey established that sexual harassment is rife within this industry. 61% of the respondents indicated that they had been exposed to sexual harassment. Of those that were discriminated against on the basis of sexual harassment, 70% feared losing the opportunity for training and consequently 61% did not make an issue of their experience. As a result, respondents did not report the matter to a higher authority. In addition, a high percentage (63%) of respondents indicated that they had no confidence in the personnel handling complaints relating to sexual harassment. 68% of the respondents had not reported their experiences because they felt that management would not take them seriously. Having no faith in personnel handling such matters and knowing that management would not take this reporting seriously, 25% of the respondents did not know whom to complain to. This lack of knowledge or fear of reporting is confirmed in a study by Stanko (1998:57) where students tolerated unwanted pressure as non-co-operation could result in negative job related implications.

It is further established that sexual harassment has affected the respondents' (58%) attitude towards their career, yet only a small minority (9%) brought this to the attention of the Supervisor, of which 43% indicated that their problem was solved. Not being aware (35%) of their human rights compounds their problems.

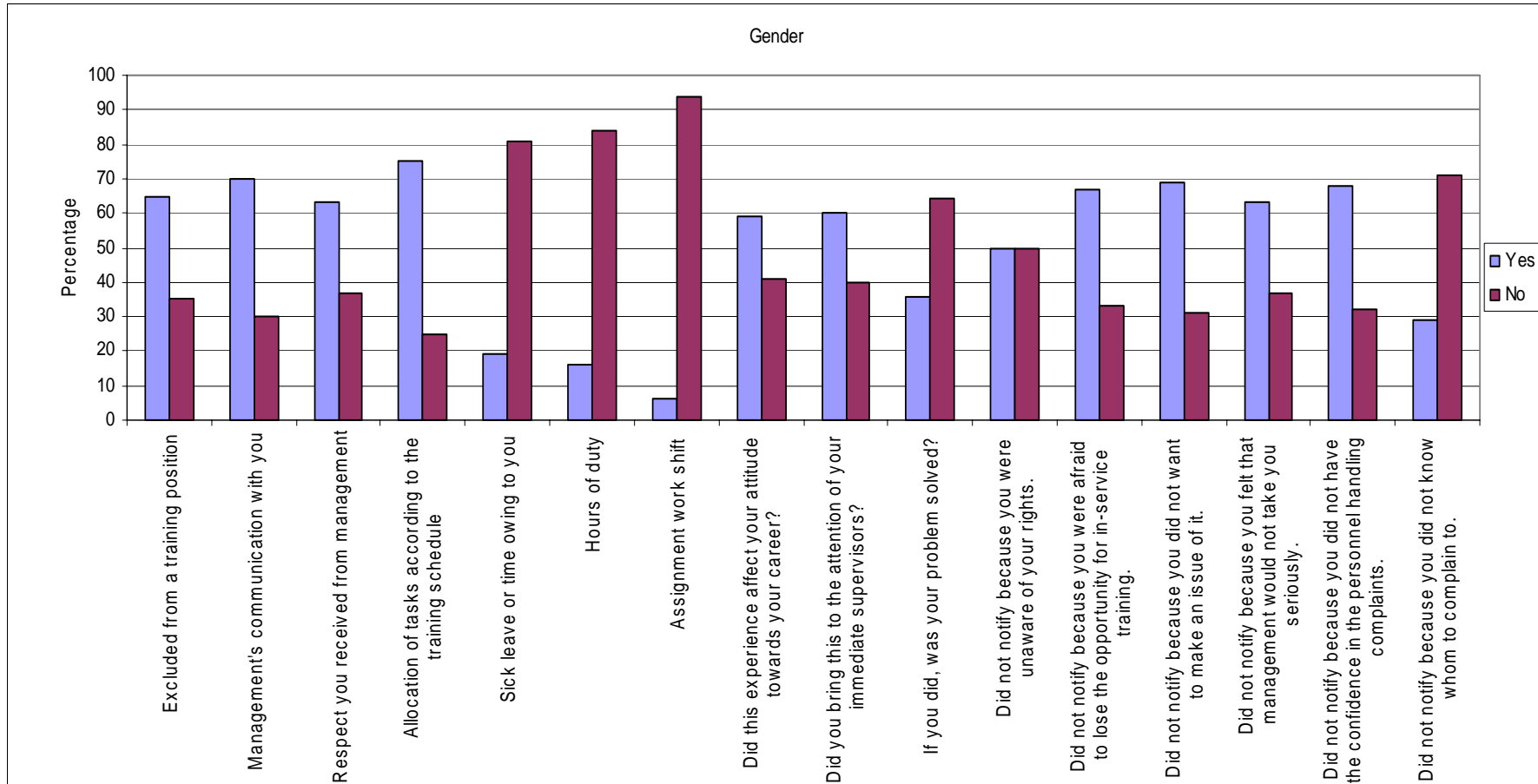
During the semi-structured interview with Zama (not her real name), the researcher established that sexual harassment persists more strongly in the attitude and behaviour of the Supervisor. "Indecent proposal made to me.... A male staff (supervisor) persisted, despite me telling them that I am not interested. It made training very depressing. I felt dirty and sick". Determined to do the right thing irrespective of the consequences, she reported the matter, positive that reporting this issue to management would bring about some relief. However, she indicated, that "nothing was done about this. It is of concern that this Supervisor did not even recognise his behaviour as sexual harassment, instead he could have considered this as *macho male attitude*".

Although sexual harassment was reported to the necessary authorities, according to data from the semi-structured interviews, the behaviour persisted.. Zama believed that “her endurance and tolerance was put to a test both by industry and the Hotel School for not quitting, as her actions could result in a loss of placement for future trainees from the Hotel School”.

The non-parametric tests and correlation coefficients indicate that students were exposed to sexual harassment. The racial profiles of the students were not a contributing factor.

4.2.3.3 GENDER – the analysis of this category establishes the respondents’ experience of gender discrimination

Figure 4.5: Histogram depicting discrimination on the basis of gender/sex, showing how trainee students are treated differently in their work place because of an individual’s sex (a woman or man)



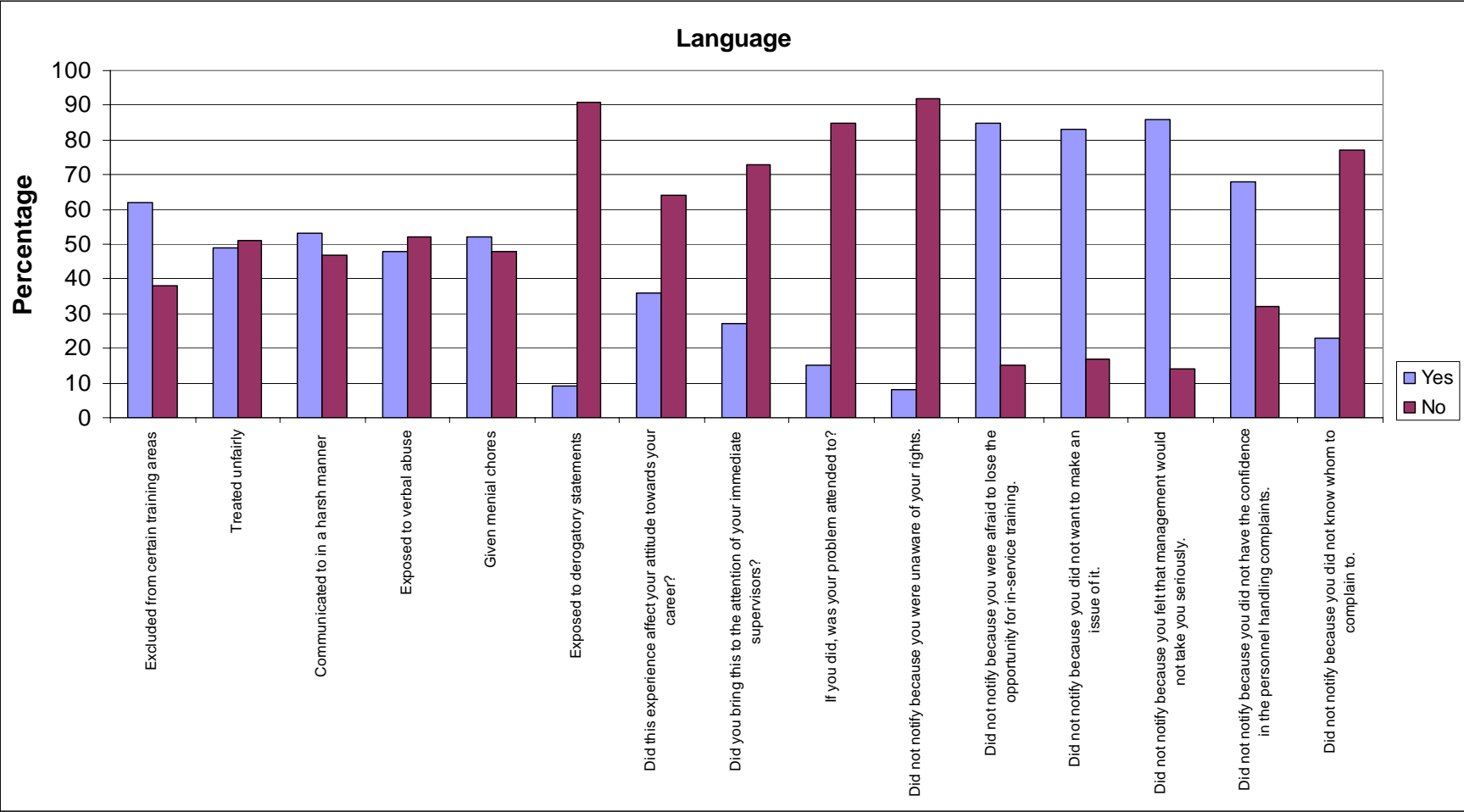
GENDER - The results (see Figure 4.5) graphically displayed for gender discrimination shows similar trends to discrimination based on race. In summary :

- 65% of the respondents who indicated that they were excluded from training,
- 70% felt they were treated unfairly in term of management's communication with them
- 63% viewed the respect received from management was not fair
- 60% of the respondents indicated that their gender discrimination affected their attitude towards their career
- 60% chose not to inform their immediate supervisor, as 36% were of the opinion that reporting would not solve their problems
- approximately 68% did not notify management because they were afraid to lose the opportunity for in-service training.
- between 68% - 69% of the respondents did not want to make an issue of it and they did not have confidence in the personnel handling complaints.
- over 60% of the respondents did not notify because they felt that management would not take them seriously and 29% did not know whom to complain to.
- trainees have been treated unfairly especially in terms of hours of duty (16%) and in lieu of sick leave or time owing (19%) to them
- assignment of work shifts (6%) did not pose a major problem to trainees

Interestingly the majority (95%) of the respondents have emphasised that no gender discrimination existed in terms of assignment of work shifts, yet there exists an alarming (75%) disparity of discrimination in allocation of tasks according to the training.

4.2.3.4 LANGUAGE-The analysis of this category is based on the respondents who indicated that they have been exposed to language discrimination.

Figure 4.6: Histogram depicting how trainee students are treated differently for the way he/she speaks



LANGUAGE DISCRIMINATION – The results (see Figure 4.6) graphically displayed indicates the following :-

Students experienced some form of discrimination relating to language. 49% of the respondents indicated that they were being treated unfairly (see Figure 4.6). Language discrimination manifested itself in the following categories :-

- Of the 62% of respondents that were being excluded from certain training areas, 36% indicated how this experience affected their attitude towards their career
- 53% were communicated to in a harsh manner
- 47% were exposed to verbal abuse
- 52% were given menial chores and
- 9% were exposed to derogatory statements

Of the 92% of respondents that were aware of their rights, 68% lacked confidence in personnel handling complaints and therefore did not see fit to report the discrimination. Of the 86% of respondents indicated that they did not report the discrimination because management would not take them seriously, 83% also did not want to make an issue of it, as losing an opportunity for in-service training appeared to be of major concern to 85% of the respondents. Consequently 27% of the respondents brought this to the attention of the supervisor, of which only 15% of the respondents' complaints were attended to. Suggestions of trainees being exposed to humiliation and dehumanising treatment on a daily basis by their superiors is rife as supported by the semi-structured interview (see Part II) with Zama. "Taking a breather in the staff canteen during lunch breaks turned out disastrous and to add insult to the injury" she claimed that "the Xhosas publicly undermine the Zulus as being stupid. ... the Xhosa staff would indicate that we were not as intelligent as they are ...". This was a result of the language she spoke.

Table 4.11: Cross tabulation of Race-based analysis of language discrimination

Item	Response	Blacks	Coloured	Indians	White	Overall
1. Language: Exposed to verbal abuse	Yes	27.50%	2.50%	17.50%		47.50%
	No	27.50%	7.50%	12.50%	5.00%	52.50%
2. Language: Exposed to derogatory Statements	Yes		2.94%	5.88%		8.82%
	No	50.00%	8.82%	26.47%	5.88%	91.18%
3. Language: Did you bring this to the attention of your immediate supervisors?	Yes	13.33%	3.33%	10.00%		26.67%
	No	43.33%	10.00%	13.33%	6.67%	73.33%
4. Language: If you did, was your problem attended to?	Yes		3.85%	11.54%		15.38%
	No	38.46%	11.54%	26.92%	7.69%	84.62%
5. Language: Did not notify because you were afraid to lose the opportunity for in-service training.	Yes	38.46%	7.69%	30.77%	7.69%	84.62%
	No	7.69%	7.69%			15.38%
6. Language: Did not notify because you did not want to make an issue of it.	Yes	39.13%	8.70%	30.43%	4.35%	82.61%
	No	4.35%	8.70%		4.35%	17.39%
7. Language: Did not notify because you felt that management would not take you seriously.	Yes	40.91%	4.55%	36.36%	4.55%	86.36%
	No	4.55%	9.09%			13.64%
8. Language: Did not notify because you did not have the confidence in the personnel handling complaints.	Yes	27.27%		36.36%	4.55%	68.18%
	No	22.73%	9.09%			31.82%

The cross tabulations table for correlations indicates that black students were more prone to experience language discrimination than their other racial counterparts. Looking at the percentages, as well as, each factor, it can be seen that the Black students were more discriminated against than the other students. Indian students also felt that they were being discriminated against. According to Anstey (1997:3)

Changing a culture of discrimination should form an integral part of the business plan, demanding revision of recruitment and promotion practices to eliminate all discriminatory processes.

In so doing the actual culture of discrimination has to be changed, however it could take years to change past practices and attitudes for a fair number of these factors.

Most of the other factors show a marked one-sided response. For example, less than 10% of students were exposed to derogatory language. However, approximately 75% of students did not report abuse as a result of the following fear factors :-

- losing in-service training opportunities

- being further victimized
- not wanting to make an issue of abuse

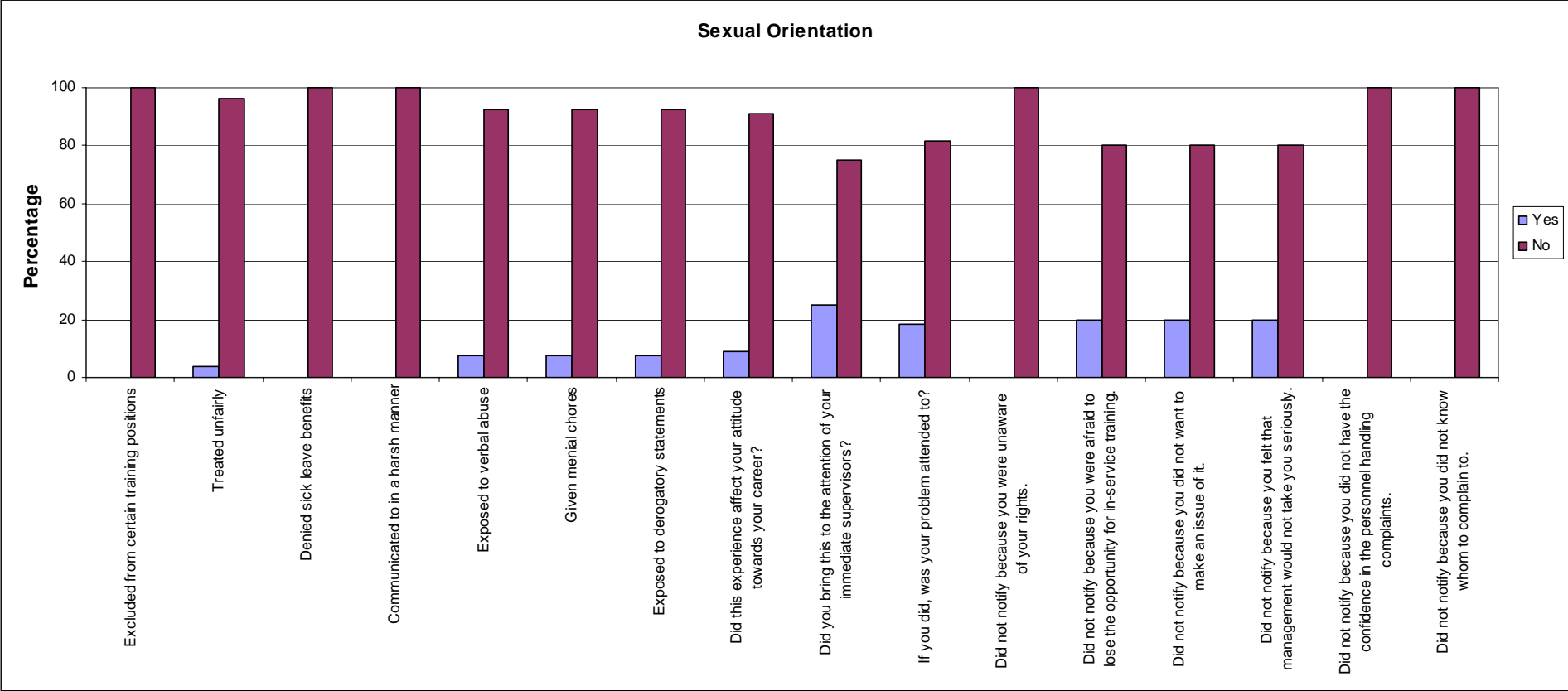
In-depth analysis of these factors by race indicate that negative factors experienced by the non-white students far out-weighed the experiences by the white students, as follows :-

- all Blacks (27.50%) were exposed to verbal abuse, yet no Whites were discriminated against
- Black (27.27%) and Indian (36.36%) as compared to a low 4.55% of White respondents indicated they had no confidence in personnel handling complaints
- alarmingly majority of the respondents, being Black (40.91%) and Indian (36.36%), felt that management would not take them seriously, therefore their experiences of discrimination were not reported
- Of those that did report 38.46% (Black), 26.92% (Indian), 11.54% (Coloured) as compared to 7.69% White respondents indicated that their problems were not attended to.

However, in terms of reporting the abuse (and incorporating the fear factors), approximately 90% of black students supported the given statements. A lower percentage of responses from the other race groups resulted in a slight drop in the average of the overall score (per statement).

4.2.3.5 SEXUAL ORIENTATION – the analysis of this category establishes the respondents experience of Sexual Orientation.

Figure 4.7: Histogram depicting discrimination against trainee students on the basis of lesbian, gay/homosexual, bisexual or Heterosexual orientation.



SEXUAL ORIENTATION - The results (see figure 4.18) graphically displayed for sexual orientation showed minimal discrimination on the basis of sexual discrimination.

3% (see table 4.10) of the respondents indicated that they were treated unfairly on the basis of sexual orientation, of which only

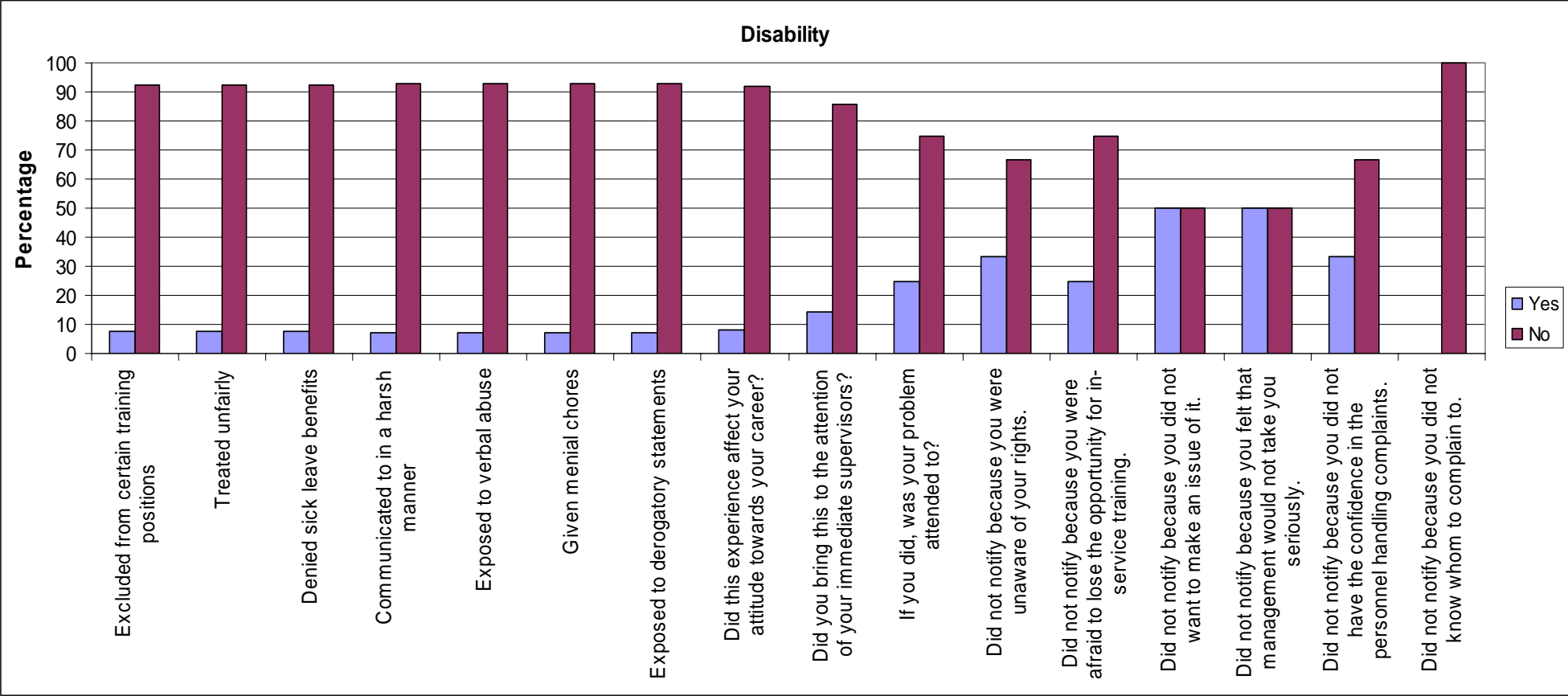
- 7.7% were exposed to verbal abuse, derogatory statements and given menial chores
- 9.1% indicated that this experience affected their attitude towards their career
- Although 25% brought this to the attention of the supervisor, only 18% of the respondents' problems were attended to
- 20% did not make an issue of their experience, because they believed management would not take them seriously and feared losing an opportunity for in-service training

No responses were recorded in respect of the other categories. This did not appear to be a major problem with trainees at their workplaces.

The very sensitive issues around sexual orientation, and its impact on individuals, could be the reason why the respondents did not answer this section adequately

4.2.3.6 DISABILITY – the analysis of this category is based on the respondents who indicated that they have been exposed to discrimination based on their disability

Figure 4.8: Histogram depicting discrimination against trainee students on the basis of their disability



DISABILITY - The results (see Figure 4.8) graphically displayed for discrimination on the grounds of disability indicates, in comparison to race and gender a lower percentage of discrimination occurring against trainees at their workplaces as follows:

The responses to the above category followed similar trends to language, race and gender discrimination as highlighted earlier. Less than 5% (see table 4.10) of the respondents have indicated positively that discrimination on the grounds of disability exists. The results are as follows :-

- approximately 7.7% of these respondents were
 - excluded from training,
 - treated unfairly,
 - denied sick leave benefits

- approximately 7.1% of these were :
 - communicated to in a harsh manner,
 - exposed to verbal abuse, given menial chores,
 - exposed to derogatory statements

- 7.1% of the respondents indicated that their experiences affected their attitude towards their careers.

- of the 14% that brought their experiences to the attention of the supervisor, only 25% indicated that their problems were attended to.

- 33.3% of these respondents indicated that they did not notify management because they were unaware of their rights and they did not have confidence in the personnel handling complaints.

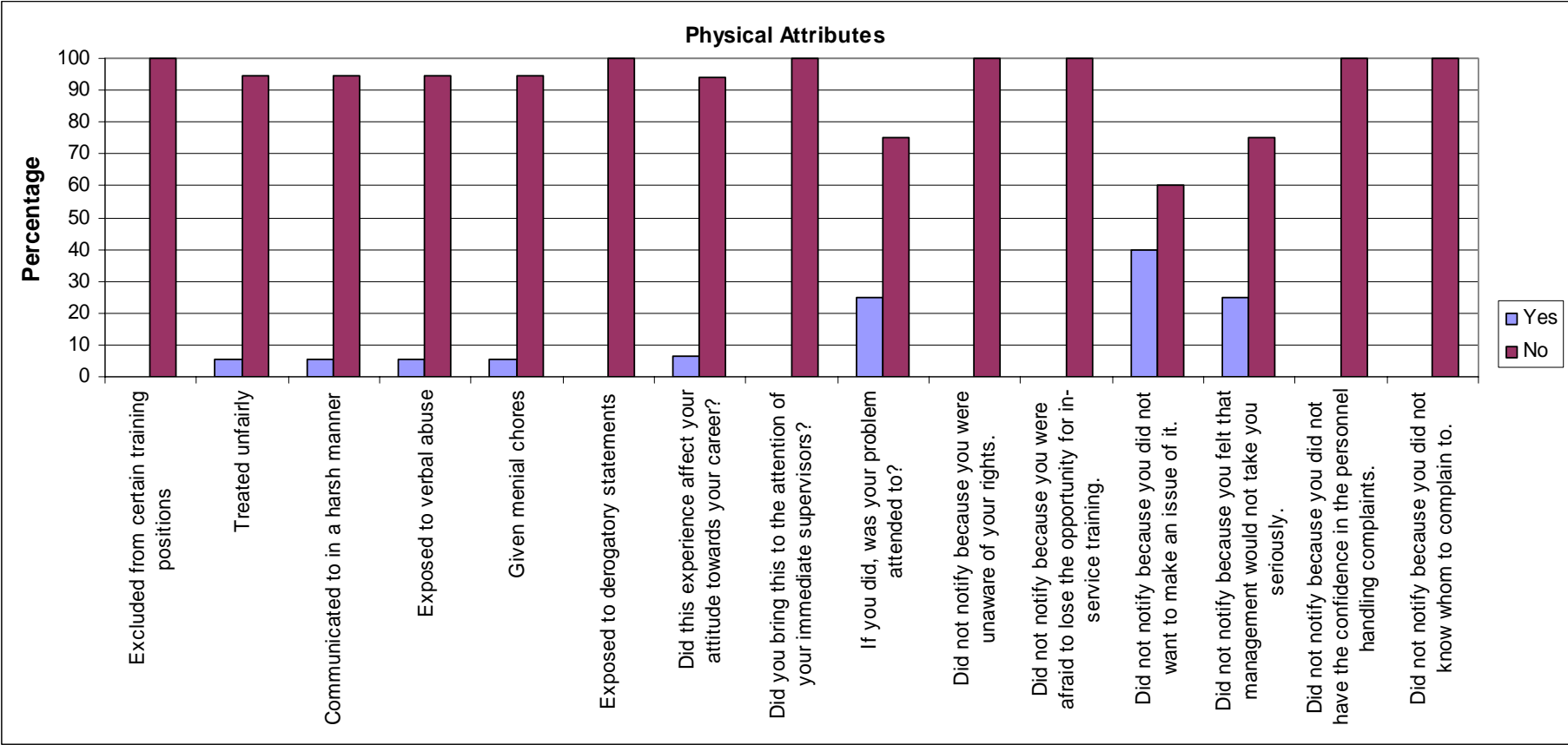
- 50% of these respondents did not want to make an issue of their experience and therefore did not notify higher authorities

- 50% felt that management would not take them seriously. More importantly 25% were afraid to lose the opportunity of in-service training.

The researcher assumes the low responses in this category are expected largely because of low enrolments of disabled students in the programme.

4.2.3.7 PHYSICAL ATTRIBUTES - the analysis of this category establishes the respondents who were discriminated against on the basis of their physical attributes

Figure 4.9: Histogram depicting discrimination against trainee students on the basis of physical appearance.



PHYSICAL ATTRIBUTES - As per Figure 4.9 analysis of physical attributes showed very little discrimination occurring against trainees at their workplace

This study indicated a 4% record on discrimination based on physical attributes. Of this the following is in summary :-

- 4% of the respondents indicated that:
 - they were treated unfairly,
 - communicated to in a harsh manner,
 - exposed to verbal abuse and given menial chores

- 6% indicated that this experience affected their attitude to their careers.

- 40% did not want to make an issue of their experiences and 25% felt that management would not take them seriously.

No responses were recorded on the other categories. This category of discrimination did not appear to be a major problem with trainees at their training work site.

4.2.3.8 Frequency of discrimination

Respondents, according to the questionnaire had to indicate how often they experienced a particular type of discrimination.

Figure 4.10: Bar Graph showing the frequency of various categories of discrimination

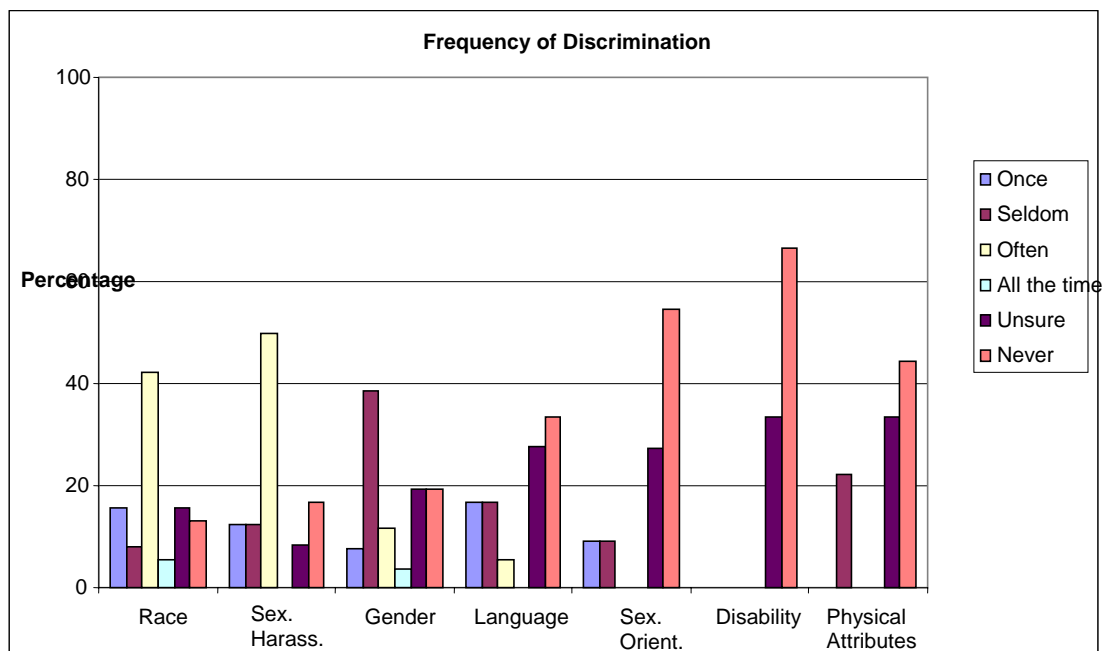


Figure 4.10 indicates that students experienced some form of discrimination with regard to race, sexual harassment, gender and language. A higher percentage of respondents indicated that they were often exposed to racial discrimination (43%) and sexual harassment (50%) rather than gender (11%) and language discrimination (4%).

Figure 4.10 further indicates between 7%-17% of the respondents established that they had experienced discrimination only **once** for race, sexual harassment, gender and language discrimination. Of serious concern is the revelation that discrimination occurred **all the time** on the basis of race (5%) and gender (4%), implying that race and gender discrimination persisted almost on a daily basis.

4.2.4 Impact of discrimination

Figure 4.11: Histogram depicting how discrimination has impacted on the trainees' career

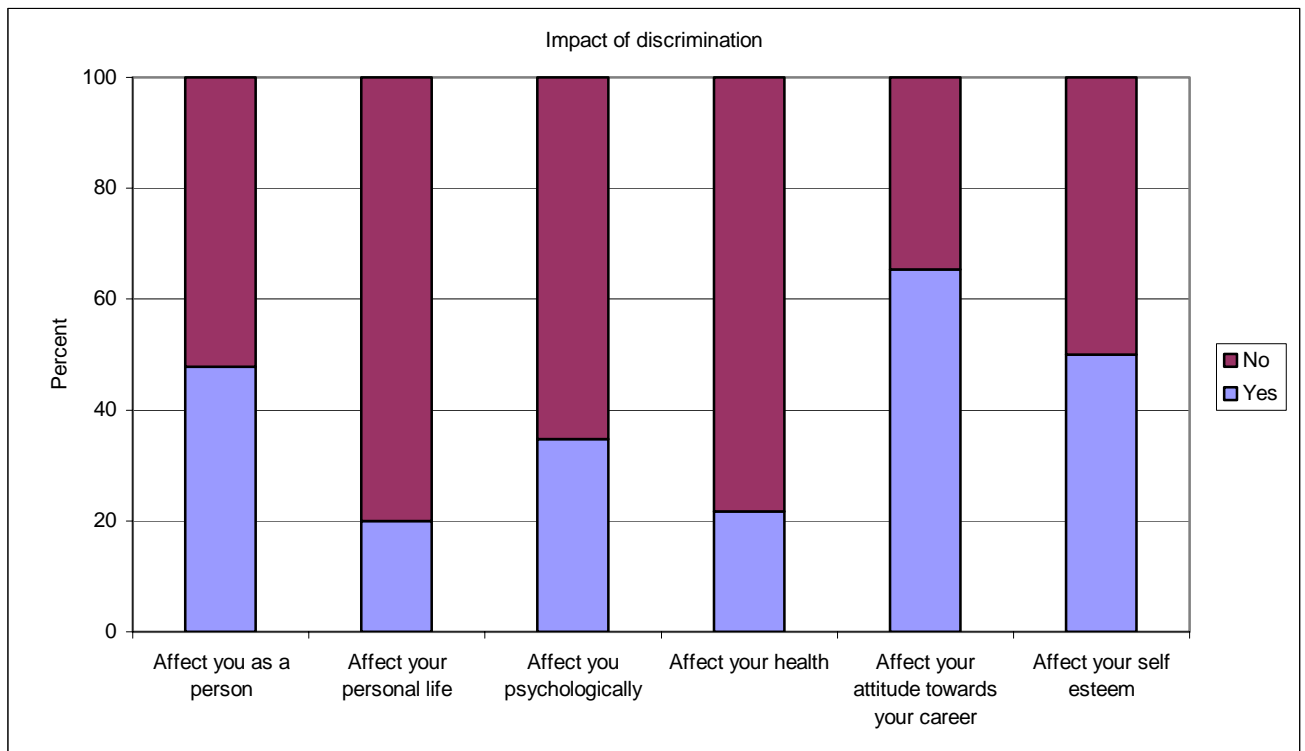


Figure 4.11 indicates that on average 40% of the respondents were affected in some way because of their experience of discrimination. In summary :-

- 20% of the respondents were personally affected by their experience of workplace discrimination, resulting in low self esteem (50%) amongst the respondents
- Discrimination had psychological effects on 33% of the respondents
- 22% claimed that the discriminatory practices at workplaces affected their health.

The most profound effect was on the attitude of the respondents to their careers (65%). It is clear that many had become indifferent, with most considering a change in career if this type of behaviour was a practice normally accepted in the industry. This is supported by Zama's semi-structured interview (see Part II). Although she was passionate about working in the

hospitality industry, her experiences of workplace discrimination have forced her to change her career path.

Certainly I was not aware of the kinds of discrimination practices at the Hospitality Industry. This was an eye opener, but still such behaviour must be addressed and is definitely not acceptable. Although the supervisor mentioned that it is not easy in industry, reality is not discussed, students have fairy tale notions of industry.

I think the Institution should introduce a component or modify a subject, specifically looking at this type of situations and teach students ways of addressing these issues should they encounter such problems. Although some lecturers mentioned that we should expect problems but no such details were provided. If we were given this type of academic training we would be able to handle them even more amicably.

Although her experiences have prepared her for the real world, she definitely will not tolerate such practices in future. Deterred by unfairness and discrimination she has changed her career path from the Hospitality Industry to Tourism. Although her passion still lies with the Hospitality Industry, a recuperating Zama believes that she is not ready to cope with practices of unfairness and discrimination. These experiences necessitated a change. Now employed as a Flight Attendant for South African Airways she is still passionate about working in this industry but the extent of her experiences of discrimination has left her scarred.

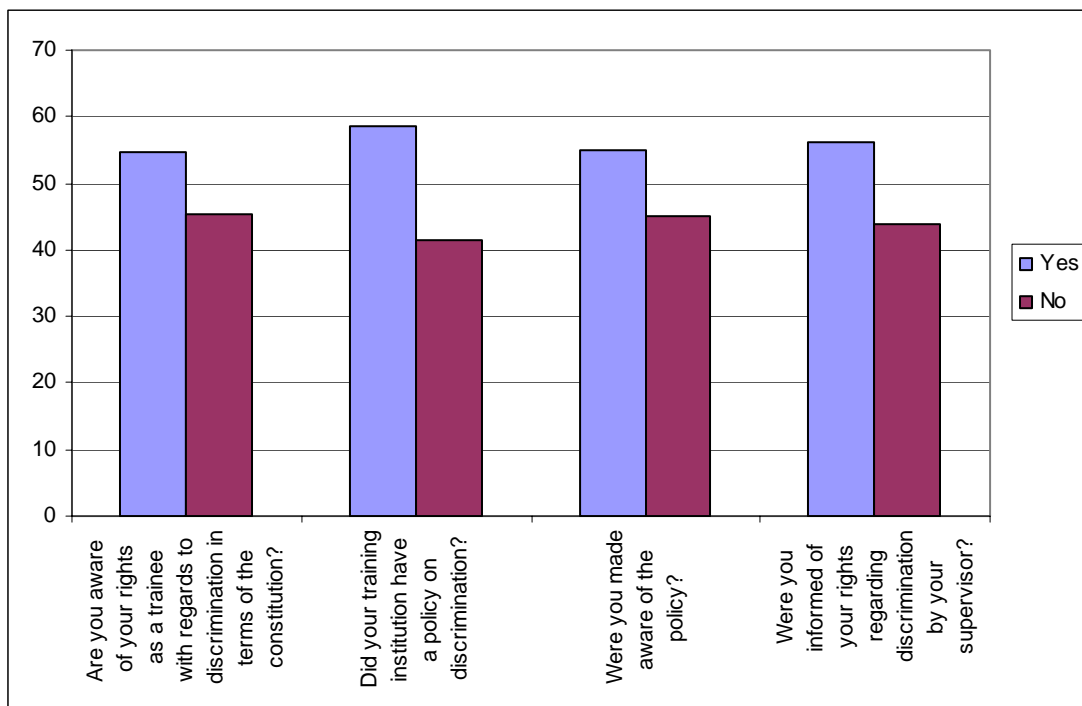
Table 4.12: Frequency distribution showing how trainee students dealt with their discrimination experience

	Frequency	Percent
Just took it day by day	8	38.1
Look to continuously improve oneself	3	14.3
Talked to family, colleagues and lecturers	3	14.3
Was difficult due to being away from home	3	14.3
Complaint was dealt with by management	1	4.8
Profound negative effect - depression	3	14.3

Table 4.12 indicates that 38.1% of the respondents handled discrimination as part of the day-to-day reality of their work, whilst 14.3% continuously attempted to improve themselves. Although 14.3% of the respondents indicated that the negative effects of discrimination resulted in depression and how difficult it was being away from home, yet (14.3%) of the respondents sought support from family and friends as another significant way of dealing with exposure to discrimination.

4.2.5 Discrimination education

Figure 4.12 : Histogram showing the trainee’s knowledge relating to their rights regarding discrimination



According to Figure 4.12, on average 45% of the respondents were unaware of their basic rights in terms of the constitution (55% were aware), neither were they (44%) informed by the Supervisor. Of the 42% of the respondents that indicated that the training institution did not have a policy on discrimination, 45% of the respondents claimed that they were not made aware of the training institution’s policy on discrimination. These findings raise questions: Why is it that approximately half these respondents have no knowledge about issues of discrimination? Is this a curriculum issue?

Table 4.13 : Indication of awareness of Human Rights

	Percent
Yes	54.55
No	45.45
Total	100.00

Table 4.13 indicates that 45.45% of the respondents were unaware of their Human Rights as espoused in the Constitution and Legislation. The current curriculum in Higher Education places emphasis on critical outcomes and therefore it is of concern that a large percentage of respondents were unaware of their basic Human Rights while undergoing in-service training.

Table 4.14: Indication as to whether the Curriculum covers all aspects of discrimination

	Percent
Yes	18.52
No	81.48
Total	100.00

Table 4.14 indicates that the majority of the respondents (81.48%) felt no aspect of their curriculum was lacking. However this is in contradiction to the results established in Fig 4.12.

Table 4.15 : Prevention of Discrimination by Employers

	Percent
Prevention is better than cure	3.85
Communicate to staff via a body that handles such matters	15.38
Create more awareness and help employees	26.92
Must employ all races	3.85
Employers must be educated on discrimination	26.92
Make trainees feel part of the organization	19.23
Only use a language common to all employees	3.85
Total	100.00

In table 4.14 almost 82% of the respondents established that the curriculum has provided sufficient knowledge about discrimination. Having been provided with discrimination education at a Higher Education Institution, 26.92% of the respondents have suggested that employers need to be educated on discrimination. The suggestions of the respondents show

that students are in favour of exercising their rights when it comes to discrimination, as follows :-

- Approximately 3.85% indicated that prevention is better than cure and that a language common to all employees be used.
- 26.92% have suggested that more awareness needs to be created and help should be rendered to employees to do so.
- 19.23% felt that trainees must be made to feel part of the organization.
- 15.38% preferred communication to staff via a body that handles matters pertaining to discriminatory practices.

Table 4.16 : Response on how prospective trainees could be advised on issues of discrimination at workplaces

	Percent
Speak to someone regarding problems experienced	30.77
Know your rights	50.00
Take the matter up to highest authority	15.38
Have a positive attitude	3.85
Total	100.00

Respondents established concerns on reporting their experience of discrimination to their immediate supervisor, mainly to safeguard training opportunities, yet 30.77% of the respondents would advise prospective trainees to speak to someone regarding problems experienced. Although training opportunities are limited within recognized training sites and respondents did not report the discriminatory incidents for fear of jeopardizing their chances of completing their diploma within the prescribed period, 3.85% of the respondents maintain that a positive attitude is necessary. 15.38% of the respondents suggested that the matter be pursued to the highest authority, while 50% of the respondents believed it is imperative that trainees know their rights before the commencement of their in-service training.

In Part I of the analysis, quantitative data from the questionnaires was presented. This will be followed by the presentation of data obtained from semi-structured interviews with trainee students in Part II of the analysis.

4.3 **PART II : NARRATIVE ANALYSIS**

This section focused on indepth interviews with two respondents selected from the 45 respondents in the earlier survey. It aims to explore the implications of the actual experience of the respondents and give insight into how industry has responded to the process of transformation in terms of the Constitution.

The use of semi-structured interviews allowed the researcher to probe the interviewees to access in-depth information. In this process the actual lived experience, inclusive of emotions, memories and desires are illuminated. Information captured during this actual experience, will assist in assessing the impacts on past, present and future decisions.

The qualitative data presented below was gathered from the semi-structured interviews conducted with 3rd year Hospitality and Catering Students. The interviews were used as a secondary data gathering tool in order to triangulate the data generated by means of the questionnaire as well as to provide actual indepth lived experiences.

The data generated from the interviews is presented thematically using verbatim quotations in order to ensure that the informants voice and not just that of the researcher is heard. Fictitious names of both the informants and training institutions are used to protect the identity of the informant and the work site. Participants identified for the narrative interview was selected from the completed questionnaires (see section 3.4.2).

This methodological lens interrogated data in the following areas:

- emotions before the discrimination;
- actual experience of discrimination;
- implications of discrimination; and
- best ways to address this issue

4.3.1 Interviewee: Rose Paul (student 1)

“A Journey through life-changing experiences”

4.3.1.1 Background

Rose is an Indian, Hindi speaking lady of 21 years. She grew up in one of the first Indian township settlements established under the Group Areas Act commonly known as Chatsworth situated in Durban. This township is currently dominantly populated by Indians. Being the older of two sisters and since the parents' divorce, Rose takes on more responsibility than teenagers usually do. Her inspiration is derived from her mum, “my mum is my confidant, my best friend and without a doubt she is my life”. Having experienced a very difficult divorce by her parents, one of the lessons learnt was “always listen to what others say, analyse the statement looking for the best solution, thereafter make known your thoughts”. Evidence of a close family bond and togetherness has created an atmosphere of confidence. Her religion dictates a strong emphasis on Hindu dharma, values, norms and principles. Family is the source from which she draws energy.

Religion as well as determination, high spirits and commitment helped her to conquer the in-service training world, one that came so highly recommended by the supervising tutor. Embracing change and working proactively with all staff in order to gain both in terms of training and to grow as an individual were Rose's core focus. This enthusiasm was indicative of her passion towards her career and turning negatives into positive remained her third eye.

4.3.1.2 Emotions before the discrimination

Anxious to begin her training, Rose was greeted by the trainee manageress at the Dragons Hotel. This Hotel is situated at the foot of the Mountain Range amongst untamed nature. The scenic views and therapeutic serenity is a major draw card for both national and international guests. Anticipation of snowfall in winter is also a draw card for this hotelier.

Rose described the staffs' welcome as an excellent start to a healthy working environment. She described the scene as a "calm in the sea". Rose experienced mixed feelings, one of excitement as this was the culmination of the course, the very component of the course that every student eagerly awaits, and the other was the sadness of staying away from family for the first time. The bitter taste of independence was now a reality. Nevertheless she quickly settled into the thought of a new environment. Induction was more of an introduction to all staff. "Wow!! The welcome coupled with the gorgeous interior, stunning views and the fire place created a feeling of warmth! I felt so special, I thought this is what it was going to be like... I loved it"

4.3.1.3 Actual Experience

Dragon Hotel's management was white and the supervisors and staff were Black. Rose was the only Indian staff/trainee. This being the case she was looking forward to finding a friend, in the new white trainee (Nicole) from Varsity College. Indeed a bitter surprise awaited her. She was disappointed. Social ethics lost its meaning. The first signs of racism surfaced when in-house accommodation was provided to this trainee while Rose was expected to find her own accommodation. Some time after hospitality was extended to Nicole, Rose was offered inhouse accommodation. "Having a strong sense of culture and values I put this aside and remembered my focus". A complete metamorphosis had transpired in the life of this young trainee. Away from home for the first time, life had to be modified to accommodate the harshness of reality. After the new white trainee commenced training, slowly the winds changed direction. "The Training Manageress purposefully would ignore me, my greetings fell on deaf ears". In terms of the Hospitality Management In-Service Training Manual, trainees are expected to have a structured format for training in the different sections. She spent three months in the kitchen and one month in the restaurant waitering. Four months lapsed on Food Control. This was when she requested a proper roster to ensure that Bartending, Supervising and Front Office were included. Having had no response, she called her Supervising Tutor informing him of the circumstances. After the Supervisor discussed the issue with the manageress, Rose was given split shifts one from 6am to 3pm and other 5pm to 11pm (15 hours in total). The hostility towards Rose grew aggressively.

Nicole was receiving favourable treatment which led to Rose being aggrieved. The discrimination and unfair treatment made her sad.

Nicole was privileged with weekends off so that she could drive home to visit family in Durban, while Rose was given mid-week breaks, not even Diwali (a Hindu festival which is revered amongst Indians and spent with family and friends) was considered for a week-end break (“are you aware that the Hospitality Industry does not consider cultural days??? This reminds me of the apartheid era”). Throughout the interview Rose emphasised the unfair treatment she received and consistently displayed evidence of such unpleasant experiences.

Finally she had a taste of Banqueting which entailed setting up and moving of partitions. She continued to work split shifts while Nicole worked straight shifts.

This trainee (Nicole) studied the same course as I did, but during her in-service she neither waited a table nor bar tendered. She duty managed, supervised and was stationed in a office, basically did work that did not require an effort. This was really unfair to me.

Her training was virtually littered with experiences of unfair treatment.

On Christmas day I was asked to do bartending, as the bar-tender did not pitch for work. Having no assistance, all other staff members had been for breakfast and lunch and I hadn't because there was no relief for me, this to me is clearly unfair treatment” At the end of the day I politely asked the bar manager (black) to check on my banking, his actual words were “F... ..”. This type of revolting verbal abuse is totally unacceptable. I wanted to drop my training and take a job elsewhere, certainly not in this industry.

Being exposed to such humiliation and dehumanizing treatment was the culmination of her in-service training, at which point in the interview no smile was able to hog wash the tears.

➤ Race discrimination

From peer support received, she gathered that racism and unfair treatment was rife in Dragons Hotel. She was informed that other black trainees had similar experiences. Employees complain amongst their colleagues, yet no official reports have been lodged because they fear job security, as some of the employees are employed on a casual basis for as much as 10 to 15 years. Seemingly, nobody was prepared to break this cycle of unfairness.

“The highlight of my training was that Nicole was employed on a permanent basis as a duty manager, that’s a clear cut case of RACISM. I strongly feel that Indian and Black students should not be placed at that resort for in-service training”. Back at the University of Technology is where she learned about Zwane’s (black student) volcanic experiences at the Dragons Hotel.

➤ Discrimination Policy/ Rights

Rose was adamant that she was unaware of any discriminatory policy that could protect one as a student. Actually she didn’t think that she had rights during in-service training. According to the training manual, should the trainee experience any problems during the training period, they are supposed to inform the Supervising Tutor of the Hotel School. “I think the Supervising Tutor has no authority and power to control such situations in industry. I firmly believe that students be told of their rights so that perpetrators of such practice can be brought to book”.

Some of the suggestions made by Rose are as follows :-

- “This matter must not be treated lightly therefore a thorough investigation be conducted
- Management must be addressed about such discrimination issues
- Southern Sun provide a training course and implement policies to avoid such occurrences
- Training institution protect trainees from exploitation and abuse, because people of power and authority do not have the right to discriminate against any one.
- Hospitality industry must institute and abide by the Constitution.”

4.3.1.4 Implications

“I have learned and was taught that this is the hospitality industry, therefore you need to be warm, accommodating, friendly and outspoken. Basically you dictate hospitality in your actions. Sadly this is not so”. Describing this situation as unfair is an understatement. Her self esteem was low and this led to her becoming disillusioned. Her attitude towards white people changed drastically. Her tone depicted resentment and contempt towards whites.

Inferior feelings prison me, when I look at White people. I never was a racist, but I am slowly turning to be so. I don't want to hate myself, therefore I cannot be what I am not..... **definitely not a racist, it goes against what I believe and what I was taught.** At this point my self esteem is low and damning.

Throughout the interview I was convinced that the implications of such hurt are irreparable .

4.3.1.5 Best ways of addressing the issue

After a long silence she reiterated her passion for her chosen career. Eager to develop herself professionally, she indicated that she would like to use transformation as a strategic tool :

I still want to go back into this industry, I love my job but, moreover someday I wish to go back into the Dragons Hotel as a permanent employee and make known that Indians are not racist. I want to remove this stigma, whereby Blacks believe that Indians and Whites are racist.

The researcher was impressed at her passion, she had envisioned herself as an agent of transformation to persevere and make her presence known in the Hospitality Industry. Hoping to be an instrumental tool in embracing change, she acknowledges that it would be a mammoth task for persons marred by apartheid. Against all odds she is more determined and has her mind set on correcting the imbalances created by the apartheid system (at least in the workplace). However, she claims that transformation in the industry can be achieved by good communication and participative decision making. Inculcating the idea of involvement

by all staff, will definitely constrict a pathway whereby each person takes ownership of the task at hand.

4.3.2 Interviewee: Zama Msomi (student 2)

“ The day would never begin and end without A TEAR”

4.3.2.1 Background

Zama a Black African, Zulu speaking woman of 24 years was raised in a humble home in Hammersdale situated in Mpumalanga township, which is largely populated by African people coming from poor economic and disadvantaged backgrounds. DISCIPLINE was the order of the day in the Msomi family. The Msomi family has provided total support for Zama. Inspired by this support, Zama undoubtedly wished to achieve her goals thereby elevating the Msomi name within this small township. Their spiritual faith allows them to persevere in every facet of life. Guided by this very spiritual faith, Zama conveys “thanks to my family, especially my parents. I am where I am..... I definitely owe it to my parents”. Due to the apartheid system, her parents were not privileged to obtain tertiary education. This became the very fuel that propelled her to success. “Studies, studies and education...Dad, himself struggled to gain access to education but managed to becoming a Policeman, a law abiding person who believes that education is my PASS to achieving my dreams and breaking the cycle of poverty amongst the less fortunate.....”. This mantra was chanted repeatedly in the Msomi household. She realized that any obstacle could be overcome by finding simple solutions through perseverance. “My upbringing taught me the meaning of endurance and tolerance”. Fully equipped for the tertiary world, she began her journey into the Hospitality Industry.

4.3.2.2 Emotions before the discrimination

Prepared as it may sound, Zama was apprehensive, as this was her first time in Cape Town. She arrived at Cape Town a day earlier , just so that she could familiarise herself with the

surroundings. Zama was welcomed warmly by the Training Manager of Bunkers Lodge. This hotel is ideally situated on a University campus, which was originally a student's residence that was converted into a gorgeous splendor. She was introduced to staff in various departments and given a brief background of the hotel. "This hotel was awesome! magnificent in the true sense and off course the people add to the splendor". In keeping with the popularity and the Hotel's rating, my first day was exactly what I expected it to be. A feeling of comfort overcame me, especially being so far away from home". That was an opportune moment to express her desire of spending the next six months completing her in-service training at the Bunkers Lodge. A new day dawned on Zama and morning prayer was a must. Remembering her Dad's words she embraced herself to developing professionally. With this positive attitude she believed that she could overcome any hurdle. Alas! the fairytale ended just as it began. Never judge a book by its title, as the contents dictate otherwise and sometimes mysteriously. Bunkers Lodge hosts a very small staff complement creating an image of a family. Zama indicated that this pretence is disguised for a disaster unknown. The story unfolded differently.

4.3.2.3 Actual Experience

On the first day in training, staff were feeling intimidated by her presence "they thought that we were going to take their jobs. After explanations were afforded to them, were they at ease". Zama was horrified at the disgusting language which the Senior Functions Supervisor used.

He addressed us as bitches. As a student I cannot see fit for any person addressing me or using such foul languages. When I personally questioned him about his communication, other staff within this section would say : OH! Don't take notice of it. So unbecoming and unprofessional of Senior Staff, it became more evident that such practice was a norm and nobody was able to rectify such a situation.

As the term dictates "in-service training" simply means gaining on the job experience and she believes it is the responsibility of senior staff to guide, teach or correct respectively. Hoping to put this experience past her she took consolation from the fact that older staff were feeling threatened by young and educated trainees. Hard enough as it may seem, dealing with this

unnerving verbal abuse, a greater surprise awaited Zama. An indecent proposal made to Zama, sent shivers down her spine. “This is sexual harassment, the male staff persisted, despite my telling them that I am not interested. It made training very depressing. I felt dirty and sick”. Determined to do the right thing irrespective of its consequences, she reported the matter. Positive that reporting this issue to management would bring about some relief. Unfortunately nothing was done about this. “Doesn’t this sound like exploitation of trainees. I wanted to quit”. During the interview I was convinced that Zama was feeling uncomfortable and expressing this experience was painful for her. We took a short break from the interview and shared a cup of tea.

Exposure to Ethnic Discrimination

Taking a breather in the staff canteen during lunch breaks turned out disastrous and to add insult to the injury she claimed that “the Xhosas publicly undermine the Zulus as being stupid. ... the Xhosa staff would indicate that we were not as intelligent as they are ...

It was difficult enough being treated unfairly and as an outcast by other race groups but to be ridiculed and sexually harassed by your own race is difficult. Zama’s endurance and tolerance was put to a harsh test both by industry and by the Hotel School for not quitting, as her actions could result in a loss of placement for future trainees from the Hotel School.

A Coloured Assistant at Front Office charmingly welcomed Zama with a racial comment. “There are so many Indians in Durban, how do you deal with those people”. In my Bible this, I regard as an unintelligent remark, I wondered if this was the height of ignorance in this ambit,” said Zama. Seemingly Zama did not agree on many issues, yet she rigorously attempted to work through differences. She was determined to maintain the peace in the Front Office and just then tragedy struck her on the home front. “The final blow.....my dad had suffered a severe stroke, immediately by instinct I informed my Front Office Manager, but received no support or comfort instead they commented on my attitude”. Consumed with remorse for not being home to lend support, Zama distanced herself from the comments made by staff and focused on successfully completing her tasks.

I would go to the toilet and have a good cry because there was nobody to talk to, nobody understood where I was coming from. Lonely and feeling depressed, I was once again reminded by my Dad's lessons. I motivated myself positively and no matter how the staff treated me, I was sure not to sulk and give them the benefit of doubt. Despite their opinions I kept my head up and gracefully worked to the end of the day. Emotionally my self esteem was dead, nobody comforted me and said its okay". I did not receive any support. My feelings were totally ignored.

4.3.2.4 Implications

Zama's feelings and emotions were mutilated with life long scars.

It was stressful emotionally. Although I came to work with a positive mind, when I entered a negative environment, I wondered why I bothered getting up in the morning to such a place. No attempt is made by the staff to make it a better day, instead they made it unbearable. With all this turmoil, how can one possibly falsely put a smile on ones face to guests? It was killing me emotionally. How does one expect trainees to perform in an uncondusive working environment?

At this point Zama indicated that not only was her self esteem low, but she felt hopeless and wanted to leave the hospitality industry. Certainly, this feeling had not changed.

4.3.2.4 Best ways of addressing the issue

"Certainly I was not aware of the kinds of discrimination practices in the Hospitality Industry. This was an eye opener, but still such behaviour must be addressed and is definitely not acceptable". Although the supervisor mentioned that it is not easy in industry, reality is not discussed, students have fairy tale notions of the Hospitality and Catering Industry.

Some suggestions made by Zama Msomi:-

- the Institution should introduce a component or modify a subject, specifically looking at this type of situations, thereby teaching student's ways of addressing these issues should they encounter such problems;

- provide real life examples of discrimination - although some lecturers mentioned that we should expect problems but no such details were provided; and
- if we were given this type of academic training we would be able to handle them even more amicably.

Although her experiences have prepared her for the real world, she definitely will not tolerate such practices in future. Deterred by unfairness and discrimination she has changed her career path from the Hospitality Industry to Tourism. Although her passion lies with the Hospitality Industry she still recuperating Zama believes that she is not ready to cope with practices of unfairness and discrimination. “Having tasted the bitter fruit of discrimination, I definitely prefer abstention.” These actions necessitated a change. She is now employed as a Flight Attendant with South African Airways. The atmosphere at work (SAA) is complemented by the staff members’ personality, friendliness and treatment of fellow colleagues. Her facial expressions convinced me that she enjoys her job.

4.4 EMERGING ISSUES FROM THE NARRATIVE INTERVIEW

- ❖ What emerged as a glorified in-service training experience developed into a life changing, traumatic experience.
- ❖ Respondents wanted to emphasise in detail their unfair treatment whilst in in-service training.
- ❖ The respondents readily agreed to tell their stories and at the same time requested that they remain anonymous to avoid being victimized.
- ❖ Against all odds, they did not want to be the reason for the Institution (DUT) losing a future placement, yet reiterated how uncondusive these types of training institutions are for future students.

- ❖ The respondents were hopeful and most appreciative that their told stories would speed up and enhance change in the Hospitality Industry. Perhaps it could even alert the Labour Relations Department of the gross exploitation and discrimination experienced by trainees especially in terms of the extra long hours worked.
- ❖ Trainees should not be saddled with the notion of not tainting the reputation of the Hotel School in the Hospitality Industry, at the expense of the Trainee.
- ❖ The Institution should provide protective measures for trainees from the damaging long term emotional effects discrimination has on trainees and their careers.

Concerns	Substantiating data
<p>Common forms of discrimination</p> <p>The data identifies the 2 most common categories of discrimination experienced by trainees viz :-</p> <ul style="list-style-type: none"> • Race discrimination • Sexual harassment 	<p>Rose stated that although racial discrimination existed in the workplace, evidence was provided when a white trainee was being groomed for a permanent job. Zama points out that there is no distinction between races when it comes to discrimination, in her case a black discriminated against her on the basis of her Zulu culture. She aggressively complained about senior staff member's unprofessional behaviour as they feel entitled to harass trainees.</p>
<p>Who are more likely to be discriminated against?</p> <p>The analysis indicated that Black and Indian females are more susceptible to discrimination</p>	<p>Arising out of Rose's enquiry at the Dragons Hotel she was informed that discrimination against Blacks is a common practice at the said hotel,</p>

	<p>therefore staff opted to remain silent about their experiences. Rose points out that when she returned from in-service training she learned that another female (black) student had experienced similar discrimination.</p>
<p>How is Discrimination manifested in in-service training?</p> <p>The data recorded a high degree of :-</p> <ul style="list-style-type: none"> • fear from students on reporting their experience of discrimination • unawareness of their rights • uncertainty among permanent employees of the training institution 	<p>Trainees become targets for in-service training, as Rose and Zama pointed out, they did not want to be the reason for loss of future placements.</p> <p>Furthermore they were not sure if they had rights and if so, how they could exercise it in this industry</p>
<p>Why does discrimination occur and under what circumstances?</p> <ul style="list-style-type: none"> • Students are not engaged with issues of discrimination at workplaces whilst at the University of Technology (see Fig 4.23 to 4.25). • Managers at workplaces are usually protected and nothing happens to them. • Workplace policies are not made known and enforced. 	<p>Both Rose and Zama were unaware of their rights and whether they as trainees were allowed to exercise them.</p> <p>Zama described her circumstances differently, because she did not succumb to her supervisors sexual advances, she was discriminated against.</p> <p>Both these respondents established that they had not seen the training institution's workplace policies.</p>
<p>Who imposes discrimination against trainees?</p>	

<p>Evidence emerges in the many categories of discrimination, that discrimination emanated from immediate supervisors</p>	<p>Both Rose and Zama individually confirmed that they were being discriminated by their immediate supervisors irrespective of which section they worked in. Therefore they did not see fit to report their concerns (as they previously had but the matter was not pursued). Their situation only got worse.</p>
<p>Impact on Trainees</p> <p>The following was gauged from the analysis :-</p> <ul style="list-style-type: none"> • altered attitudes • demoralised • change in career path 	<p>Rose describes herself as a racist towards any white person. Rose is determined to continue her studies, and make a change in this very hotel.</p> <p>Although Zama's passion lies in this industry, her experience left her scarred and necessitated a change from the Hospitality Industry to the Tourism Industry, where she has currently secured a job.</p>

4.5 CONCLUSION

Perceived awareness of discrimination and discriminatory practices in training institutions within the Hospitality and Catering industry was measured by the questionnaire. The narrative interviews provided rich supporting data for the findings of the questionnaire. In most cases the narrative provided answers to the “why” sub-problem.

From the analysis of the data obtained from the survey and narrative enquiry, it is evident that the majority of trainees are in fact exposed to various levels and types of discriminatory practices at their workplaces during in-service training.

Two approaches of data collection were used. For the survey a questionnaire was administered to students returning from in-service training. The survey approach highlighted that discrimination amongst trainees is prevalent. The more common types of discrimination against trainees is in the category of race, gender, sexual harassment and language. The less noticed discrimination against trainees is sexual orientation, disability and physical attributes. One of the key findings is that trainees are not aware of their Human Rights and how to exercise them, as a result their experiences have altered their attitude towards their careers. The impact of these discriminatory practices affect the personal and professional self in ways that are quite damaging.

The narrative enquiry approach recorded personal experiences in a face-to-face interview. Data was collected by use of a semi-structured interviews with affected trainees. The interview emphasised emotions before the discrimination, the trainees actual experience and implications thereof. The narrative highlighted *powerful* findings and the severity of such experiences *provided solutions* or best ways in addressing this issue. The fusion of both these approaches introduced a unique method of analyzing data, in a very complimentary manner.

Reasons for discriminatory practices at training sites are varied and usually relate to knowledge of and enforcing of policies and processes to manage workplace discrimination.

In the next chapter a summary of the key findings together with recommendations will conclude this study .

CHAPTER 5

RECOMMENDATIONS AND CONCLUSION

“Protecting my Innocence”

5.1 INTRODUCTION

This chapter attempts to present a summary of the key findings, highlighting the issues that need to be contextualised. These issues will be elaborated on to provide some recommendations on what could be done about workplace discrimination. In doing that, the chapter will present current issues that have been researched within the area of workplace discrimination and the legal framework that regulates such discriminatory practices. The chapter further presents some methodological innovations in the way in which this study unfolded in exploring discrimination against trainees in the workplace. It concludes by presenting a number of key findings and recommendations.

5.2 SUMMARY OF THE STUDY

Although every attempt is made to eradicate work place discrimination, it is inadmissibly a sore point for discussion. The literature review provides a broad overview of the purpose of in-service training, entrenching the trainees’ right to equality and equal treatment and the policies for their protection whilst engaged in in-service training. On reviewing such literature, these are the pertinent questions that emerged as crucial for interrogation :-

- Are trainees’ aware of their rights?
- How informed are trainees about the discrimination policies?

In order to address these questions it was imperative that the legal issues regulating workplace discrimination be interrogated. The literature review has confirmed that discrimination is a widespread problem. While policies do exist, they are not enforced or

engaged, discrimination continues to persist in the workplace. This is confirmed by De Waal et al (2005:230) who sees equality as a difficult and deeply controversial social idea. The idea of equality is a moral idea that people who are similarly situated in relevant ways should be treated similarly.

It is impossible to wipe away centuries of discrimination in just one decade. This type of change is a long drawn-out, tiring and difficult process. Of course there is no one specific tried and tested method in changing discriminatory practices, yet this study will attempt to provide suggestions which will definitely need to be implemented and monitored with magnified lenses.

The Constitution of South Africa, Act 108 of 1996 aimed at bridging the gap between the apartheid South Africa to the newly formed democratic state, which recognizes human rights, democracy, peaceful co-existence and development opportunities for all South Africans, irrespective of colour, race, class, belief or sex. The right to equality enshrined in the Constitution enables all men and women to enjoy and exercise their fundamental rights and freedoms as contemplated in the Bill of Rights.

The constitution commits the state to the goal of achieving equality. It further tells us that the type of society that it wishes to create is based on equality, dignity and freedom. Section (9) protects the right to equality and prohibits unfair discrimination.

The Promotion of Equality Act sets up Equality Courts with powers to hold enquiries to determine whether unfair discrimination has taken place in a given case. The court can even make an order for payment of damages for loss and impairment of dignity or make an order to stop the unfair discrimination.

In terms of the Promotion of Equality and Prevention of Discrimination Act, discrimination on the grounds of race, gender or disability is prohibited. In terms of Section 28(b) the business sector is required to carry out an audit of their policies and practice. Certain obligations are placed on “juristic” and “non-juristic” entities by Section 28(b). Such entities, which include business organizations have to audit their policies and practices and develop

progressive policies and practices to eliminate discrimination in respect of race, gender and disability. They are also required to adopt action plans for the promotion of equality on such grounds.

The primary methodology, being the case study approach, was appropriate to understand **what** types of discrimination existed against trainees and **how** it impacted on the trainees in terms of their careers. This was attained by the use of a survey. The survey was aimed at generating information around the grounds of discrimination. The narrative approach presented an impact analysis on an individual which attempted to generate rich data that revealed the depth of trainee experiences and the impact on their lives both personally and professionally.

The methodology assumed a multi-modal approach. At the first level the survey attempted to get a broad understanding of discrimination against trainees at their workplace. At the second level the narrative enquiry allowed me to get a deeper insight of trainees affected by workplace discrimination. In this multi-modal methodology, the analysis of data from the survey and the analysis of data from the narrative enquiry, presented a fusion in a very rich complementary manner. This style of cross-analysing ties in with the notion of grounded theory, where constant comparison of the data leads to a state where additional analysis no longer contributes any new information about a category. Throughout the analysis of the results a very distinct pattern emerged. Prejudice, discriminatory attitudes and unwelcoming behaviour continue to persist against trainees

5.3 KEY FINDINGS AND RECOMMENDATIONS

For an organization to be productive, it is particularly important to utilize and manage its skills and talents of the entire workforce effectively, including those who were traditionally “excluded” on the basis of their “difference”, be it sex, ethnicity, disability or whatever. The effective management of diversity, a notion which South Africa recently boarded, creates a number of strong arguments for proper utilization and care afforded to its workers. The following key findings emerged from the study.

1. Trainees and employees experienced similar forms of work place discrimination.
2. Secrecy – a way of bearing the context. Students (trainees) preferred to be secretive about their episodes of discrimination as they did not want to disrupt their working lives. Fear of impact also reared its head in promoting a context of secrecy.
3. ‘Imagined response’, a term coined by St. Pierre (1999) could explain further why trainees kept discriminatory episodes a secret. They imagined what might happen to them and then made decisions not to engage or expose such discriminatory practices.
4. Under-reporting of discriminatory practices by trainees - the study suggests a high percentage of under-reporting of workplace discrimination e.g. more than 60% of the students indicated that they did not want to make an issue out of it or thought management would not take them seriously (74%). Such under-reporting stems from trainees not knowing their rights and how to exercise them. This under-reporting has major implications namely :-
 - it gives the impression that racial discrimination in the workplace is minimal;
 - that workers are terrified to complain for fear of victimisation after the complaint has been lodged;
 - trainees must not be saddled with the notion of not tainting the reputation of DUT at the expense of the trainee; and
 - it allows for the perpetrators to continue practising discrimination on prospective trainees.
5. Supervisor gender and race - this study suggests that there is a mismatch between diversity of trainees and supervisors’ which tends to increase evidence of workplace

discrimination. Is the racial difference between supervisors and students a matter of concern regarding discrimination? There are two implications :-

- more diversity is required for supervisors, and
- placements should be done more carefully to minimize discriminatory practices.

The narrative enquiry established that seniority operated as a discriminatory factor within the training divisions in the external training institution. This retards effective decision-making processes.

6. Discrimination Policies - there is a perception that if policies exist within the training institution, then it is simply a machine which cites the rule book. Training institutions (external) must make proper manuals/guides and policies relating to workplace discrimination available, to the trainee students, during the induction period. The process used to enforce these policies must consider the emotions of the employee/trainee. The Human Resources strategy must incorporate workshops, educating all employees about workplace discrimination and more vigorous punitive measures must be instituted. This must be done on an ongoing basis so that the issue of discrimination is kept alive. Once-off training programme on workplace discrimination does not work.
7. Discrimination education: awareness of Human Rights - 46% of the respondents were unaware of their Human Rights as espoused in the Constitution and Legislation. The current curriculum in Higher Education places emphasis on critical outcomes and therefore it is of concern that a large percentage of respondents were unaware of their basic Human Rights while undergoing in-service training. Higher Education Institutions need to review their curriculum to enable individual students to achieve the critical outcomes in their curriculum.
8. Trainee knowledge in terms of workplace discrimination - the findings of this study suggests that the trainees were educated about discrimination because two thirds

(66%) indicated that they had sufficient knowledge. It would be interesting to know why the other third (34%) did not have sufficient knowledge on how to handle discrimination. Perhaps they had treated this issue as insignificant with no expectation of this happening at their training workplace. How can an institution of higher learning change these attitudes of students, both as trainees and as future full time employees?

9. Senior Management - General Managers have the least amount of responsibility (14.3%) in terms of work schedule of trainees. They assume a multi-dimensional role, therefore they have to work in collaboration with supervisors and training managers. Further they must use their power and authority and rise to the challenge of eradicating discrimination in the workplace, thereby instituting proper policies. Policies that conform to the norms of political correctness could be disastrous. Policy is promoted, but there is a dire need for action in order for it to be implemented and thereafter it would have to be driven. In so doing the general managers need to create a hierarchy where discriminatory acts become part of the induction programme, as well as ongoing professional development of its staff, subject to audit internally and externally, from the National Forum. Employers must be seen as being more open to accepting advice rather than being seen as guilty and thereby initiating change at an early stage. A continuous checking mechanism must be put in place at the workplace and failure to implement it or a lack of commitment to both transformation and employment equity must be met with serious punitive measures against the guilty employees.

We are ten years into democracy and yet there exist struggles in attempting to eradicate workplace discrimination. Due to the sensitivity of such issues the University of Technology needs to introduce a comprehensive discrimination document that ensures equity in the workplace, one that builds on the general principles encapsulated in the Constitution and the Labour Relations Act. The proposed document should pertain particularly to the workplace, encompassing discrimination on all grounds. Such a document will guide employers and enforce the implementation of policies relating to work place discrimination, thereby

encouraging equity for all, in an attempt to eradicate such discriminatory practices against trainees.

The administration of the proposed document should be conducted by the University of Technology's internal Co-operative Department. The Co-operative Department must, in conjunction with the academic departments with expertise in the area of discrimination, develop a Code of Good Practice which will provide guidelines to employers on discriminatory practices against all University of Technology trainees in general, or specialized in some cases. The following must be provided :-

- must educate prospective trainees on the rights available to them and the procedure in terms of any discriminatory practices;
- provision of assistance to the trainees who report discrimination;
- ensuring that University of Technology policies are adhered to in the training institutions, thereby enforcing legislation;
- counselling (by trained professional staff) afforded to discriminated trainees; and
- alternative placements being sought based on the nature of the problem.

This body (formed by co-operative education department & academic departments) will serve an advisory function. Although the duties endowed upon this department will be strenuous, it has now become necessary for this specialized function. Further entrenched in the responsibility for the Co-operative Education Unit will be to explore partnerships with the various industries and as part of this partnership agreement, the University of Technology could provide professional development programmes to supervisors and managers in industries.

Arising out of the narrative enquiry it is clear there is a dire need for this independent body, which will serve as a law enforcement body. Students experiencing discriminatory practices

at workplaces must immediately inform this department directly, thereby protecting their identity.

5.4 CONCLUSION

Although the 1996 South African Constitution is aimed at correcting imbalances created by the past apartheid government, no formal policy alone can address discriminatory practices at workplaces. Rather, attitude changes, both by the University of Technology staff and the Training Institutions (industry) personnel need to complement policy initiatives in addressing discriminatory practices. The University of Technology should reach out to its students, encouraging them to aim for careers that they would probably have believed is out of their reach and more importantly introduce them to the world of work in an attempt at gaining skills and experience.

The researcher believes that this study contributes to the University of Technology's understanding of workplace discrimination against trainees. By exploring workplace discrimination, this study illuminates the various forms of discrimination practiced against trainees, the reasons why they occurred and the manner in which they impacted on the trainees' careers.

Discriminatory practices will not be eradicated against trainees at their workplace, as long as trainees do not fully exercise their human rights without fear of victimization and threats. Trainees need to have confidence in exploring their rights and addressing their discriminatory experiences to the highest level. The research has indicated that some Supervisors have magnetized themselves against prejudice and bias, thereby negatively making judgment on trainees based on the very same biases and prejudices. Clearly these training organizations are a long way from eradicating their discriminatory practices. There is definitely a need to change the mindset and attitudes of employers within the training institution. Managers need to lead by example.

We are faced with a dilemma whereby the Labour Relations legislation sees trainees as student apprentices and not employees of the training institution, therefore the Labour Relations Act will not recognize the trainees as legitimate employees. Trainees therefore fall under the protection of the University of Technology as well as the Bill of Rights and the Promotion of Equality Act. Protection may have to be contractual. Contractual in the sense that the Training Institutions agree on ground rules, where all students report to an internal committee to avoid embarrassment. It is acknowledged that although trainees don't have recourse to the Labour Court they do have access to the Equality Courts for resolving such disputes.

AREAS FOR FURTHER RESEARCH

- It would be useful to do a tracer study of trainees that have been discriminated against during their workplace training experience, after a period of time to establish what impact the discriminatory experiences had on their careers.
- Another significant research agenda could focus on training managers' experiences in dealing with reported cases of discrimination against trainees.

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APPENDICE A
STUDENT QUESTIONNAIRE

**DISCRIMINATION AGAINST TRAINEES IN THE HOTEL
AND CATERING WORKPLACES WITHIN
KWAZULU-NATAL**

Dear Sir/Madam

RESEARCH SURVEY : DISCRIMINATION AGAINST TRAINEES IN THE HOTEL AND CATERING WORKPLACES WITHIN KWAZULU-NATAL

Being a former employee of the Hotel School, Ritson Road campus, I have been exposed to student complaints about discrimination at workplaces whilst on in-service training. I have now endeavoured to pursue this exploration through my Masters study, as I believe that this is an important issue that will have curriculum implications for the National Diploma in the Hospitality/Catering Management courses which will help determine how we prepare our students for training.

Your participation and co-operation in providing relevant information based on your experience of your last in-service training will enable us to address some of the problems experienced by trainees. A questionnaire has been developed to obtain responses within the area of discrimination on trainees at Hospitality and Catering workplaces

The information obtained will be treated as confidential and will be used for research purposes only.

Please be assured that your responses will remain confidential.

Your assistance in this research is most appreciated

Yours sincerely

Nishi Ramrathan
Faculty of Commerce
Durban University of Technology

STUDENT QUESTIONNAIRE

Discrimination against trainees at their worksites in the Hotel and Catering Industries within KZN

The information received will be used for research purposes only and will be treated with the strictest confidence. Please indicate your response by inserting a tick in the appropriate block.

SECTION A : BIOGRAPHICAL INFORMATION

2. Gender

Female	
Male	

2. Age

Under 20	
21 to 25	
26 to 30	
31 and above	

3. When did you matriculate: Year.....

4. Before enrolling at Durban University of Technology (DUT) were you at

School	
Employed	
Unemployed	
Self employed/entrepreneur	
Another educational institution B specify	
Other – specify	

5. Please specify your work experience before enrolling at DUT.

None	Under 2 years	3 to 5 years	6 years and more

6. First Language

English	Afrikaans	Zulu	Xhosa	Other

SECTION B : IN-SERVICE TRAINING

7. In which organization was your in-service training done?

8. Where were you located within your section/department?

9. Who was responsible for your work schedule?

Immediate Supervisor	Training Manager	General Manager	Self

10. Gender and race of your supervisor?

	Female	Male
Indian		
Black		
White		
Coloured		
Other, please specify		

11. Person responsible for your supervision? (tick more than one if necessary)

Company staff	
Consultant	
Head of your section	
Supervising Tutor	
Other, please specify	

12. Frequency of supervision?

Hourly	Daily	Weekly	Project Based

13. Name 2 aspects of your in-service training that you were concerned about.

SECTION C : TYPES OF DISCRIMINATION

QUESTION 14

RACE (Race discrimination treating individuals differently in their employment because of their race, colour or ethnic origin)	Yes	No
14.1 Because of your race in comparison with other trainees in respect of the following :-		
14.1.1 were you excluded from a training position?		
14.1.2 were you treated unfairly?		
14.1.3 were you denied any sick leave benefits?		
14.1.4 were you communicated to in a harsh/shabby manner?		
14.1.5 were you exposed to verbal abuse?		
14.1.6 were you given menial chores?		
14.1.7 were you exposed to derogatory statements by your employer/manager?		
14.2 Did this experience affect your attitude towards your career?		
14.3 Did you bring this to the attention of your immediate supervisor or other senior staff?		
14.4 If you did notify your immediate supervisor, was the problem attended to?		
14.5 If you did not notify your immediate supervisory, the reason for not doing so was that :- (please tick - more than one tick is possible)	%	
14.5.1 You were not aware of your rights		
14.5.2 You were afraid to lose your opportunity for in-service training		
14.5.3 You did not want to Amake an issue@ of it		
14.5.4 You felt that management would not take you seriously		
14.5.5 You did not have confidence in the personnel handling complaints		
14.5.6 You did not know whom to complain to		
14.5.7 Other reasons (provide details)		

14.6 How often did you experience this discrimination?

Once	Seldom	Often	All the time	Unsure

14.7 During which part of the day/week did it occur?

Morning	Midday	Afternoon	Night	No specific time

QUESTION 15

SEXUAL HARRASSMENT (that is unwelcome behaviour that happens to you because of your gender)	Yes	No
15.1 Have you been exposed to sexual harassment?		
15.2 Did this experience affect your attitude towards your career?		
15.3 Did you bring this to the attention of your immediate supervisor or other senior staff?		
15.4 If you did, was the problem solved?		
15.5 If you did not, the reason for not doing so was that you :- (please tick - more than one tick is possible)	%	
15.5.1 You were not aware of your rights		
15.5.2 You are afraid to loose your in-service training		
15.5.3 You did not want to Amake an issue@ of it		
15.5.4 You felt that management would not take you seriously		
15.5.5 You did not have confidence in the personnel handling complaints		
15.5.6 You did not know whom to complain to		
15.6 Other reasons (provide details)		

15.7 How often did you experience such discrimination?

Once	Seldom	Often	All the time	Unsure

15.8 During which part of the day/week did it occur?

Morning	Midday	Afternoon	Night	No specific time

QUESTION 16

GENDER/SEX (discrimination on the basis of gender/sex means treating individuals differently in their employment specifically because an individual is a woman or a man.)	Yes	No
16.1 Because of your gender and in comparison to other trainees, have you been treated unfairly in terms of		
16.1.1 Being excluded from a training position		
16.1.2 Management=s communication with you		
16.1.3 The respect you received from management		
16.1.4 Allocation of tasks according to the training schedule		
16.1.5 conditions of service :-		
16.1.5.1 sick leave or time owing to you		
16.1.5.2 hours of duty		
16.1.5.3 assignment work shift		
16.2 Did this experience affect your attitude towards your career?		
16.3 Did you bring this to attention of your immediate supervisor or other senior		

staff?		
16.4 If you did notify your immediate supervisor, was the problem solved?		
16.5 If you did not notify your immediate supervisor, the reason for not doing so was that :- (please tick - more than one tick is possible)	%	
16.5.1 You were not aware of your rights		
16.5.2 You were afraid to loose your in-service training		
16.5.3 You did not want to Amake an issue@ of it		
16.6 You felt that management would not take you seriously		
16.7 You did not have confidence in the personnel handling complaints		
16.8 You did not know whom to complain to		
16.9 Other reasons (provide details)		

16.10 How often did you experience such discrimination?

Once	Seldom	Often	All the time	Unsure

16.11 During which part of the day/week did it occur?

Morning	Midday	Afternoon	Night	No specific time

QUESTION 17

LANGUAGE (Language discrimination is when a person is treated differently for the way he/she speaks eg a black person that cannot speak English fluently)	Yes	No
17.1 Because of your language :-		
17.1.1 You have been excluded from certain training areas		
17.1.2 You have been treated unfairly		
17.1.3 You have been communicated to in a harsh/shabby manner		
17.1.4 You have been exposed to verbal abuse		
17.1.5 You have been given menial chores		
17.1.6 You have been exposed to derogatory statements by your employer/ Manager		
17.2 Did this experience affect your attitude towards your career?		
17.3 Did you bring this to attention of your immediate supervisor or other senior staff?		
17.4 If you did, was the problem attended to?		
17.5 If you did not, the reason for not doing so was that :- (please tick - more than one tick possible)	%	
17.5.1 You were not aware of your rights		
17.5.2 You were afraid to lose your opportunity of in-service training		
17.5.3 You did not want to Amake an issue@ of it		
17.5.4 You felt that management would not take you seriously		
17.5.5 You did not have confidence in the personnel handling complaints		
17.5.6 You did not know whom to complain to		

17.5.7 Other reasons (provide details)

17.6 How often did you experience this discrimination?

Once	Seldom	Often	All the time	Unsure

17.7 During which part of the day/week did it occur?

Morning	Midday	Afternoon	Night	No specific time

QUESTION 18

SEXUAL ORIENTATION (Discrimination based on lesbian, gay/ homosexual, bisexual or heterosexual orientations)	Yes	No
18.1 Because of your sexual orientation :-		
18.1.1 Have you been excluded from training positions		
18.1.2 Have you been treated unfairly		
18.1.3 Have you been denied any sick leave benefits		
18.1.4 Have you been communicated to in a harsh/shabby manner		
18.1.5 Have you been exposed to verbal abuse		
18.1.6 Have you been given menial chores		
18.1.7 Have you been exposed to derogatory statements by your employer/ Manager		
18.2 Did this experience affect your attitude towards your career?		
18.3 Did you bring this to attention of your immediate supervisor or other senior staff?		
18.4 If you did, was the problem attended to?		
18.5 If you did not, the reason for not doing so was that :- (please tick - more than one tick possible)	%	
18.5.1 You were not aware of your rights		
18.5.2 You were afraid to lose your opportunity of in-service training		
18.5.3 You did not want to Amake an issue@ of it		
18.5.4 You felt that management would not take you seriously		
18.5.5 You did not have confidence in the personnel handling complaints		
18.5.6 You did not know whom to complain to		
18.5.7 Other reasons (provide details)		

18.6 How often did you experience this discrimination?

Once	Seldom	Often	All the time	Unsure

18.7 During which part of the day did such discrimination occur?

Morning	Midday	Afternoon	Night	No specific time

QUESTION 19 (Complete only if applicable)

DISABILITY (treating individuals differently in employment because of their disability, perceived disability or association with an individual with a disability)	Yes	No
19.1 Because of your disability :-		
19.1.1 Have you been excluded from a training position		
19.1.2 Have you been treated unfairly		
19.1.3 Have you been denied any sick leave benefits		
19.1.4 Have you been communicated to in a harsh/shabby manner		
19.1.5 Have you been exposed to verbal abuse		
19.1.6 Have you been given menial chores		
19.1.7 Have you been exposed to derogatory statements by your employer/manager		
19.2. Did this experience affect your attitude towards your career?		
19.3 Did you bring this to attention of your immediate supervisor or other senior staff?		
19.4 If you did notify your immediate supervisor, was the problem attended to?		
19.5 If you did not notify your immediate supervisor, the reason for not doing so was that :- (please tick - more than one tick possible)	%	
19.5.1 You were not aware of your rights		
19.5.2 You were afraid to lose your opportunity of in-service training		
19.5.3 You did not want to Amake an issue@ of it		
19.5.4 You felt that management would not take you seriously		
19.5.5 You did not have confidence in the personnel handling complaints		
19.6 You did not know whom to complain to		
19.7 Other reasons (provide details)		

19.8 How often did you experience this discrimination?

Once	Seldom	Often	All the time	Unsure

19.9 During which part of the day did such discrimination occur?

Morning	Midday	Afternoon	Night	No specific time

QUESTION 20

PHYSICAL ATTRIBUTES (such as a person with facial scars)	Yes	No
20.1 Because of your physical attributes :-		
20.1.1 Have you been excluded from a training position		
20.1.2 Have you been treated unfairly		
20.1.3 Have you been communicated to in a harsh/shabby manner		
20.1.4 Have you been exposed to verbal abuse		

20.1.5 Have you been given menial chores		
20.1.6 Have you been exposed to derogatory language		
20.2 Did this experience affect your attitude towards your career?		
20.3 Did you bring this to attention of your immediate supervisor or other senior staff?		
0.4 If you did notify your immediate supervisor, was the problem attended to?		
20.5 If you did not notify your immediate supervisor, the reason for not doing so was that :- (please tick B more than one tick is possible)	%	
20.5.1 You were not aware of your rights		
20.5.2 You were afraid to lose your opportunity of in-service training		
20.5.3 You did not want to Amake an issue@ of it		
20.5.4 You felt that management would not take you seriously		
20.5.5 You did not have confidence in the personnel handling complaints		
20.5.6 You did not know whom to complain to		
20.6 Other reasons (provide details)		

20.7 How often did you experience this discrimination?

Once	Seldom	Often	All the time	Unsure

20.8 During which part of the day did such discrimination occur?

Morning	Midday	Afternoon	Night	No specific time

QUESTION 21

PLEASE SPECIFY IF THERE IS ANY OTHER FORM OF DISCRIMINATION THAT YOU HAVE EXPERIENCED WHICH HAS NOT BEEN LISTED

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SECTION D : IMPACT OF DISCRIMINATION ON TRAINEES

22. Did the discrimination affect :-

	Yes	No
22.1 you as a person		
22.2 your personal life		
22.3 you psychologically		
22.4 your health		
22.5 your attitude towards your career		
22.6 your self esteem		
22.7 have you sought counseling		

23. How did you deal with the experience of the discriminatory treatment?

24. How did the discrimination alter your attitude towards your career?

25. Since you reported the incident have you been victimized by :-

	Tick	Please explain the nature of victimization
Management		
Staff		
Peers		
Lecturer		
Other, please specify		

26. How would you rate :-

	Good	Excellent	Can improve	Satisfactory	Poor
26.1 the support you received from the Hotel School					
26.2 process followed in terms of the company (hotel) policy					

27. Explain how the Supervisor helped to address your complaint?

SECTION E : DISCRIMINATION EDUCATION

28.

	Yes	No
28.1 Are you aware of your rights as a trainee (with regard to discrimination) in terms of the constitution?		
28.2 Did your training institution have a policy on discrimination?		
28.3 If yes to question 28.2 were you made aware of this policy?		
28.4 Were you informed of your rights regarding discrimination by your supervisor?		
28.5 Do you feel that you have sufficient knowledge to handle discrimination?		
28.6 Do you feel that you were discriminated against because some aspect of your curriculum was lacking?		

29. In your opinion, what should employers do to prevent discrimination?

30. What advice would you afford to prospective trainees regarding discrimination at worksites?

Thank you for your participation in this survey!!!!!!!!!!!!

APPENDIX B

SEMI-STRUCTURED QUESTIONNAIRE

APPENDIX 'B'

NARRATIVE SCHEDULE

Thank you for being part of this study. One of the reasons why you were selected as a respondent, was because of your experiences of discrimination at your work site. Your experiences can be used to assist this research and the analysis of your story will support the findings of discrimination experienced by trainees at worksites.

Questions will be asked on the following categories :-

- Emotions before the discrimination experience
- Discrimination during in-service
- Policy
- Implications

Thank you

1. Emotions (Before the discrimination experience)

- 1.1 Describe your first day at your training site?
- 1.2 Did your first day meet your expectations?
- 1.3 How did you react?
- 1.4 Describe your work environment.

2. Discrimination during in-service training

- 2.1 What was the nature of your discrimination?
- 2.2 Were you aware of these kinds of discrimination practices occurring at the work sites?
- 2.3 Were you prepared academically to anticipate and manage discrimination, if not in retrospect do you think this should be an important component of the curriculum.
- 2.4 Explain your experience.
- 2.5 Has any cases been reported? (If no, would you know why?)
- 2.6 What are the implications of discrimination experienced by trainees at worksite?
- 2.7 What do you think can be done by the institution to help resolve this issue?

3. Policy

- 3.1 Does the training organisation have a discrimination policy?
- 3.2 How have you been made aware of such a policy?

4. Implications

1. How did it affect you?
2. Did it affect you psychologically/emotionally?
3. How has this impacted on your career?
4. How did it affect your relationship with the people that discriminated against you?
5. Which is the best way to address such matters?

Thank you for your participation in this survey!!!!!!!!!!!!
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