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The use of disciplinary measures in training in a South African work place

Sagel Govender

A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Business Administration

Johannesburg, 2015

ABSTRACT

Disciplinary processes and punishment serve as methods which organisations use to maintain correct behaviours, improve performance and to ensure compliance with standards and rules which assist them to achieve set goals. However, views on discipline, performance management, individual and human resources processes such as industrial relations incidents (incapacity, strikes), are different. Due to the intense competitive nature of the South African retail industry, various strategies can be adopted to gain the competitive advantage and to ensure organisation success. This can include the use of formal disciplinary measures in organisation training.

This study aimed to assess the potential efficacy and impact of disciplinary measures in South African workplace organisation training. A qualitative study was conducted on recipients' and observers' of discipline in training, to assess their perceptions of the use of discipline in training at a retail setting. Data was collected from 18 participant in depth interviews of which 7 were recipients and 11 being observers. Interviews were analysed, and thereafter categorised and placed into themes.

The study entailed viewing the use of discipline in training in a complex manner that takes into account the cognitions and reactions of all parties involved in the process. Results of the study illustrated that although recipients and observers view the use of discipline in training as being effective with positive outcomes, both groups also experience the disciplinary event as being unfair and highly emotional with more negative than positive effects. The results also demonstrated how observers tried to make sense of their observation and the inherent implications it had for both themselves and their group.

The study can help organisations develop an effective and efficient system of using disciplinary measures in training. Different disciplinary outcomes can be influenced by the way the punished employee and the observer think and feel in response to a certain disciplinary event. Managers may have to be trained on how to consider and understand the social effects of using discipline in training, which can result in more positive effects for all employees within the organisation.

DECLARATION

I, Sagel Govender, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Signed at ……

On the …….. day of …… 20…..

DEDICATION

To my parents and grandparents.

ACKNOWLEDGEMENTS

1. Supervisor: Professor Greg Lee, Associate Professor and Academic Director at the University of the Witwatersrand.
2. Wits Business School faculty members.
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CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

Disciplinary processes and punishment are always part of management. They serve as methods which organisations use to ensure compliance with standards and rules which assist them to achieve set goals. Disciplinary measures are used by organisations to improve workplace morale, decrease employee turnover, and reduce as much as possible any sources of interpersonal organisational conflict. However, views on discipline, performance management, individual and human resources (HR) processes, such as industrial relations incidents (incapacity, strikes), are different (Beyer & Trice, 1984; Klaas & Wheeler, 1990; Rollinson, Handley, Hook & Foot, 1997).

Although there is considerable literature on the use of disciplinary measures in the workplace and specific legal application in the usual areas of incapacity, poor performance, health and misconduct, there exists little understanding of the use and potential impact of disciplinary measures in specific areas of HR management such as training. Therefore the purpose of this study is to examine the use of disciplinary measures and procedures applied to training in a South African workplace environment. The report may determine whether disciplinary measures contribute to employees complying with a company's performance standards.

Disciplinary processes are unique to different organisations and can be complex in nature. Disciplinary measures can lead to employee retention, improved performance and the organisation can experience cost, time and resources savings as well (Meddles, 2012). However, the use of disciplinary measures in an organisation's training may produce different perspectives from employees. Views may oppose the motive and intention of using disciplinary measures. This can spell out problems for the organisation or it can provide information to optimise the system. The organisation should have confidence and believe in the credibility of the disciplinary process in order to maintain a resilient system that enhances the employee-organisation relationship.

The research examines whether the adopted employee disciplinary system in the organisation's training program is an effective system that promotes employee compliance and employee-organisation relationships. The literature on the use of disciplinary measures is comprehensive yet little or perhaps, even none, has been done in South Africa examining its use in training. This study seeks to understand the views of the employees regarding the use of a disciplinary system in training and its relative merits. My empirical case study looks at the retail environment, as well as the South African context.

1.2 Context of the study

There are several contextual elements that may have influenced organisations to adopt the use of discipline in training. These may relate to the history of a country and its legislations, the specific industry organisations operate in and the various management styles adopted. The history of these elements may still permeate today's labour environment.

1.2.1 The South African environment

A country's history, including several internal and external economic, socio-political, legislative frameworks and technological forces, shapes its employment relations system. Over the years, South Africa's labour system was much influenced by the Europe and British model of workplace organisation encompassing legislative frameworks, labour and industrial relations, disciplinary codes, conflict management, trade unions, collective bargaining and a command and control approach where the country experienced much labour unrest, disputes and conflict due to these influences (Le Grange, 1996; Nel, 2002; Harrison, 2004; Bekker, 2013).

Neo-liberal economic policies, which were driven by the United States, also had a significant influence on South Africa's legislative frameworks and labour systems as these policies aimed to push Third World organisations towards free markets and deregulation (Silver & Arrighi, 2003; Alexander, 2012). Neo-liberalism was seen as a tool to promote privatisation, to facilitate the hegemony of capitalism to spread and increase in its influence, as well as to enforce labour legislations that favour flexible

labour market laws at the expense of the worker (Moore, 1995; Harvey, 2005; Alexander, 2012).

South Africa's 1994 elections marked the beginning of the country's transition towards a democratic and better constitutional institution. The Skills Development Act of 1998 and Employment Equity Act, No 55 (1998) were some of the noteworthy initiatives introduced by government to curb the apparent social and economic inequalities (Mohlala, 2011). The Acts were intended to manage the issues of discrimination and had a profound effect at the workplace, especially upon daily operations related to human resource procedures and practices. These strategies were implemented by government as well as by business to provide opportunities to those who were previously disadvantaged and had to be complied with (Brendan & Down, 2000; Erasmus & Van Dyk, 2003; Maboa, 2009; Mohlala, 2011).

1.2.2 Training and Development

Training and education pre-1994 in South Africa was grounded upon policies of separate development. These policies barred the majority of South Africans, who were the black population, from receiving suitable training and development. The system focused on oppressing the disadvantaged by denying them access to educational opportunities and providing inferior education which had led communities to protest against the system (Craythorne, 1997; Mohlala, 2011).

Once South Africa established itself as a constitutional democracy post-1994, training and development became of significance as the country aimed to correct past injustices and inequalities and promote socio- economic growth. As part of the country's nation-building was the reconstruction and development of education and training (Maboa, 2009; Mohlala, 2011). The goal was to create an official platform to plan and execute strategies for sectors and the workplace. The intention was to develop and improve the skills of the South African labour force, together with a constitution that encouraged organisations to participate in national and provincial development programmes which included training and development. In addition, many South African organisations now strive to gain the competitive and operational advantage and may adopt and invest in different strategies, including human

resource training and development to achieve these goals (Maboa, 2009; Mohlala, 2011).

1.2.3 Disciplinary Measures

Important polices relating to disciplinary procedures and dismissals in South Africa are The Labour Relations Act as well as The Code of Good Practice (Finnemore, 2006). These policies provide a suitable framework for the regulation of discipline in the workplace, resolving employment disputes and dismissals and ensuring dismissals are conducted fairly (Bekker, 2013). When utilising discipline it is recommended that a correct procedure must be followed. Discipline must be conducted as a corrective, progressive measure instead of being punitive. Discipline is also advised to be used as a method that enables employees to understand and know what the organisation requires from them, allowing the employer to achieve the correct behaviour and performance from employees (Nel, Van Dyk, Haasbroek, Schultz, Sono & Werner, 2007). There are various forms of discipline of which managers can make use of. These include verbal and written warnings, to suspensions, transfers, demotions, and dismissals (Grossett, 1999).

However, disciplinary action, under certain circumstances, can also be viewed as being negative, punitive, heavy-handed and arbitrary (Ball, Trevino & Sims, 1993; Alexander, 2000). Employees have shared experiences of disciplinary procedures being unfair, traumatic, ineffective and unreliable. Improved guidelines to manage employee discipline more effectively may need to be formulated. Employees may experience indifference from management. Managers may not observe the positive disciplinary philosophies envisioned by an organisation's disciplinary policy. Employees may also not receive remedial assistance once they have been departmentally charged (Van der Bank, Engelbrecht & Strümpher, 2008).

1.2.4 The Labour Relations Act

In South Africa important polices relating to unfair dismissal and labour practices is The Labour Relations Act. The Act promotes the use of corrective or progressive discipline (Republic of South Africa, 1995). The Act is intended to promote economic development, labour peace, social justice and democracy in the workplace (Republic

of South Africa, 2015). Employees are able to know what behaviours and standards are expected of them. Employers are also able to facilitate correct behaviours from employees (Finnemore, 2006; Van der Bank et al., 2008).

1.2.5 South African Organisational Leadership and Management Approaches

Leadership may be regarded as a means of encouraging others towards achieving organisational goals. Leaders may adopt a variety of techniques in order to attain these goals, which may include the utilisation of discipline. The apparent debate is that the word 'discipline' may imply a method to teach others to conform to the appropriate behaviours to achieve organisations goals. However, the views from literature regard the use of discipline as a coercive type of leadership behaviour to be refrained from (Yukl, 1989; Trevino, 1992). South African organisations, just like organisations abroad, aim to produce superior performance and results. However, the South African workplace environment is a complex one, with many organisations having a history of traditional leadership approaches, and bureaucratic hierarchies as well as authoritarian hierarchies that are combined with the current modern day methodologies to leadership (Grobler, Wärnich, Carrell, Elbert & Hatfield, 2002; Hayward, 2005). Additionally some academics are of the opinion that that the majority of South African organisations are under-led. They are also over-managed and perhaps still under the influence of historic command and control regimes (Carrell, Elbert, Hatfield, Grobler, Marx & Van der Schyf, 1998; Hayward, 2005).

African leadership and management theorists have suggested utilising the philosophy of Ubuntu as a means of promoting change and encouraging progression in Africa. Ubuntu can aid in correcting the past issues of post-colonial command and control, discrimination, corruption and scandals (Ncube, 2010; Brubaker, 2013) and autocratic leadership (Le Grange, 2012). Ubuntu emphasises the need for interconnectedness of oneself in a community. Ubuntu also stresses the importance of humanness with the collective community (Murithi, 2009; Le Grange, 2012) and has therefore gained much attention from many researchers in terms of the importance of Ubuntu in leadership contexts (Brubaker, 2013).

1.2.6 The South African Food Retail Industry

The South African retail operational and employee environment may also be characterised by the pre-1994 legacies of colonial rule, apartheid, command and control, conflict, trade unions and labour legislations (Kenny & Webster, 1998; Kenny, 2007; Vather, 2008; Alexander, 2012). Also influencing the retail environment is the neo-liberal ideologies of increasing flexibility of the labour regime which had a devastating impact on workers as organisations adopted strategies to fulfil the requirements of capital and to make sure costs are kept down at any expense (Alexander, 2012). Working conditions and employee job security began to decline and employees were expected to meet various performance standards and could be hired or fired according to the employer's needs by means of disciplinary processes. Many of the South African retail organisations today still experience labour issues, such as conflict and disputes, which may perhaps be a result of the country's and the retail landscape's history. These organisations have to considerably rely upon the use of punishment and discipline as a means of controlling employee desired behaviours, to improve performance and to satisfy various organisational needs (Kenny & Webster, 1998; Kenny, 2007; Vather, 2008; Alexander, 2012). The current retail environment can be one where managers may adopt the historic authoritarian style approach towards certain employees, scrutinizing and policing them. Employees may function in an environment with constant fears and threats of facing disciplinary action and dismissal proceedings if certain tasks are not performed or if there are employee shortcomings (Kenny, 2007; Alexander, 2012).

The South African food retail sector can be known for being a challenging, highly competitive and highly concentrated sector. The retail environment continues to grow with uncertainty and strong competition is provided by both local and international organisations. Other challenges include gaining access to new markets and understanding the South African population, demographics, consumer trends, consumer satisfaction, business performance and the supply of shopping facilities in various areas. Due to the intense competitive nature of the industry, organisations may adopt various strategies to gain competitive advantage, improve stakeholder value as well as ensure organisation success (Yao, 2006; Bowen, 2012) which can include the use of various human resource development initiatives such as training

(Briscoe, 1995; Weil & Woodall, 2005) and disciplinary processes to ensure standards are met (Alexander, 2012). There are a few, but large, supermarket groups that dominate the South African food retail sector. The 2014 Global Powers of Retailing report by Deloitte placed six South African retailers in their top 250 international retailers based on income, which includes Pick n Pay. (Deloitte, 2014).

1.2.7 Pick n Pay

Pick n Pay is a leading retail organisation that places much emphasis on groceries, general merchandise and clothing. It is a JSE listed company reporting turnovers in access of R50 billion and employs around 50 000 individuals (PnP, 2014a). The company aligns itself with the various labour legislation Acts and utilises various labour relations systems and procedures that regulate the way in which the company manages its employees (PnP, 2014b). The purpose of Pick n Pay's disciplinary procedure is to promote an optimal operational and co-operative environment by ensuring that the company's employees observe the rules of conduct and behaviour. These disciplinary procedures have also been applied to most of the company's formal training programs to ensure that employees' performance and behaviour meet the company's standards (PnP, 2014b).

1.2.7.1 Labour Relations at Pick n Pay

The company aligns itself with the various labour legislation acts including: The Labour Relations Act (66 of 1995), Basic Conditions of Employment Act (75 of 1997), Employment Equity Act (55 of 1998) and Skills Development Act (97 of 1998). Pick n Pay utilises various labour relations procedures that regulates the way in which the company manages their staff, which also protects the interests of both its employees and the company itself. Systems and procedures include processes related to collective bargaining, dispute and dispute resolution, fair labour practices, freedom of association and matters pertaining to employment relationships (PnP, 2014b).

1.2.7.2 History of Strikes at Pick n Pay

Over the years, Pick n Pay had experienced numerous, considerable labour disputes and strike action over living wages, conditions of employment and share incentive schemes which entailed trade union involvement (Mathekga, 2009). Finding

resolutions to these employee disputes and conflicts included the participation of important labour organisations such as COSATU and SACCAWU who supported the Pick n Pay strikes believing that Pick n Pay workers have the right to demand a better share of the company's profits. Workers also felt, during these strikes, that they had contributed to company's profit maximisation and are perhaps not benefiting from the company's success (Mathekga, 2009). By the year 2005, many of Pick n Pay workers were actively involved in protests actions over wages and the use of casual workers. COSATU and SACCAWU wanted the creation of decent, secure jobs and jobs that pay the minimum wage (BBC News, 2006). Labour movements proclaimed that Pick n Pay employees, especially the casual workers, were exploited and underpaid (Mathekga, 2009). Perhaps considering the history of South Africa as a country and the history of its retail sector as discussed earlier may explain why Pick n Pay had experienced these numerous labour related issues, such as disputes and strikes, over the years.

1.2.7.3 The use of disciplinary measures in training at Pick n Pay

The strategic intent of human resource development at Pick n Pay is to have a highly productive and successful company by enhancing staff commitment and competency. The company believes that they can only grow the business by growing their employees. Training is regarded as a dynamic and on-going process which is adapted to the current context of changing company needs and strategic goals (PnP, 2014b). The company has developed many training programs and opportunities for employees in order to cater for the different employee levels. These training and development programmes are designed to furnish employees with the necessary skills and knowledge in order for them to be more effective in their job roles and to improve the performance of the company. Employees who may undertake a particular training programme are subject to the company's standards, rules and policies with regard to employee training (PnP, 2014b).

Training can be conducted in a classroom setting or on-the-job training with training guides or module guides. The purpose, duration, contents, standards to be met and completion requirements of a specific training programme are explained in these guides. The guides also explain the following: what is expected from the trainees; the

various sources of information and how to find them; and the duration that a trainee should take to complete the training. Trainees' progress is monitored as they have modules to complete on which they are assessed (PnP, 2014b). Each of these modules covers a particular section of an entire training programme (e.g. Human Resources Management). The name of the module (e.g. Introduction to Human Resources Management) is described, together with its objectives, expected standards to be met in order to complete the module (e.g. various questions to be answered) and the duration the employee has to complete and to be ready for an assessment. Depending on the type of module and on management, a trainee may get more than one chance to complete the module if they have failed on previous attempts (PnP, 2014b).

The company makes use of evaluators (experts of a module) who evaluate trainees' skills and knowledge when it is time for assessments and answering questions (PnP, 2014b). Assessments for a particular module may come in different forms such as: written assessments, computerised assessments, oral exams (panels) and on-the-job assessments (e.g. efficiently operating a department according to company standards). The evaluator makes use of a check list which he/she completes if a question or standard is correctly answered or met (PnP, 2014b).

Disciplinary measures can occur if the employee fails to comply with the company's standards or if there are unsatisfactory performance and behaviour levels (PnP, 2014b). For example, disciplinary measures can be imposed on a trainee if the trainee failed to attend an assessment session, in other words, was absent on the specific date of assessment without a valid and legitimate reason. A trainee can be disciplined if the evaluator finds the trainee to be incompetent in meeting the standards and requirements for an assessment, for example, failing a test for the receiving department by not meeting the minimum required pass mark or percentage. The trainee may be given another opportunity (depending on the module) to be reassessed, but if there are no opportunities available, disciplinary actions can be imposed upon the defaulting employee by the company's management for failing to meet the required standards and competencies of completing a module (PnP, 2014b). Disciplinary action can also be taken if the

trainee goes over the stipulated duration that is stated in the module guidelines for completing a module. A fair and just handling of the process is expected to be carried out to violating employees in order to rectify unwanted behaviours if management is not satisfied with the behaviour or performance of employees, and if employees have contravened the company's rules and regulations with regards to training (PnP, 2014b).

The company also uses discipline in a progressive manner (e.g. verbal, written, final written warnings, disciplinary enquiry), however the level of discipline would depend on the seriousness of the offence(PnP, 2014b). Management is responsible for determining the level of disciplinary action initiated, which shall be according to the degree of the transgression. Management is also responsible for the remedial action/penalty to be applied. The manager also has to decide on the type of disciplinary action to be taken, up to and including the conducting of a formal disciplinary enquiry based on the given offence (PnP, 2014b).

1.3 Problem Statement

1.3.1 Main Problem

To assess the potential impact and efficacy of disciplinary measures in a South African workplace organisation training.

1.3.2 Sub problem 1

To assess employees' perceptions of the efficacy of disciplinary measures in a South African workplace organisation training.

1.3.3 Sub problem 2

To assess employees' perceptions of the potential impact of disciplinary measures in a South African workplace organisation training.

1.4 Significance of the study

Organisations utilise disciplinary measures as a method to improve employee performance, maintain desired behaviours, increase workplace morale, decrease employee turnover, and reduce as much as possible any sources of interpersonal

organisational conflict (Nel et al., 2007). Disciplinary actions discourage behaviour that may negatively affect an organisation and therefore provide improved performance and productivity levels ensuring greater organisational success. However, views on discipline, performance management, individual and human resources (HR) processes are different (Beyer & Trice, 1984; Klaas & Wheeler, 1990; Rollinson et al., 1997).

The study may provide insight of whether the use of disciplinary measures can be a useful and appropriate technique in training. It can gain perspectives on whether the disciplinary measures have an impact on training and whether it is an effective method. By obtaining data relating to the perceptions and views of employees, the researcher can explore the extent to which the employees have either embraced or rejected the system. Results from the study may provide information on employee adherence and belief in the current disciplinary system as well as its effectiveness. It could also give further support and confidence in the current disciplinary system as a more effective method to improve organisational training goals and outcomes as oppose to other methods. Many organisations acknowledge the relative significance and potential effect of training on organisation performance as well as the expenditures linked with the development and application of training (Edens & Bell, 2003). Organisations who are trying to find ways of improving employee performance in training programs, improving employee morale or trying to decrease employee turnover and reduce costs relating to new employee recruitment, training and orientation may find the results of this research useful when establishing the type of employee development system to implement.

This study may aid the human resources department of the company as well as other organisations in making the best decisions regarding the efficient use of disciplinary measures within the organisation. Also, given the previous history and current climate of training and development in South Africa, many organisations who are trying to comply with the post-1994 government's philosophies and policies related to training and development may find the study useful in terms of their attempts to produce successful training outcomes.

1.5 Delimitations of the study

This research was done only in the food retail sector and therefore its results may not reflect or be related to other sectors, other organisations or to smaller organisations. The study took place in the private sector with an organisation that provides retail products and services. Therefore results may not be directly related to the public sector environment. The analysis was also limited to all full-time employees at the organisation who either have completed the training, are currently on a training program and those who may not be on a training program. The study did not investigate the nature of the punishment as well as the organisation's punishment and reward system. The study is not intending to appear from a post-modernist viewpoint (e.g. Michel Foucault on power, discipline and punishment), as it is not the focus of this research.

1.6 Definition of terms

Discipline

Discipline defined by Smith and Rivera (1993) is a system of rules and mechanisms that ensure disciplinary codes are followed. Discipline relates to positive behaviour management, designed at encouraging and maintaining the appropriate behaviour as well as developing self-control and self-discipline (Squelch, 2000).

Disciplinary action or process

The method and progression of reprimanding individuals who do not comply with an organisation's standards, policies or procedures (Meddles, 2012).

Punishment

Punishment can also be defined as a method of systematic training in obedience to authority and regulations. When managing discipline, punishment forms part of an authority-based approach consisting of actions taken in order to modify or correct inappropriate, unacceptable behaviour (Joubert, De Waal & Rossouw, 2004). The words discipline and punishment have been used interchangeably by individuals, however, their inherent meanings are perhaps different (Serakwane, 2007). Kight and Roseboro (1998) mentioned that punishment concentrates on misbehaviour and may not do much in terms of getting the individual to behave better in the future.

Punishment is regarded as being humiliating and reactive instead of being nurturing and corrective. Discipline on the other hand is a proactive and constructive approach. Individuals experience an educative and corrective approach accepting the consequence of their actions instead of it being punitive (Kight & Roseboro, 1998).

Observers

Trevino (1992; p. 650) described observers as "third-party organizational members who take an interest in the punishment event." Observers of punishment events may not necessarily observe management's response or the behaviour of the recipient related to the punishment event "but their awareness must be high enough to instigate a cognitive appraisal of the punishment event."

1.7 Assumptions

The subsequent assumptions have been made related to the research:

- Employees have already been briefed and understand the organisation's formal policies and procedures relating to employee discipline, and training and development.
- Employees have already been briefed and understand the organisation's formal policies and procedures relating to employee discipline philosophies and systems that are specific to the training.
- Respondents are keen on sharing the information that they have. If a respondent did not wish to disclose certain information, the interviewer was informed.
- All the research respondents possessed the required research information, were literate and could comprehend the questions asked by the interviewer.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

The literature review sought to explore literature, views, perceptions and concepts related to the area of discipline, including its relevant components. The section looked at material relating to the impact and efficacy of the use of disciplinary measures and punishment. Under the heading of the effectiveness of disciplinary measures the following were reviewed: disciplinary measures, punishment, the instrumental nature of punishment and the positive and negative outcomes of discipline. In terms of the impact of disciplinary measures, justice evaluations (procedural and distributive justice) were reviewed and thereafter the emotions related to a punishment event and the observers of punishment were looked at.

2.2 Background Discussion

In South Africa, current unemployment levels are particularly high and many believe that this is due to low educational levels and unequal skills development amongst the country's workforce. In order for the country to reduce major issues such as poverty and unemployment, a focus must be made towards developing a skilled and efficient labour force. The country promotes training and development in order to encourage socio-economic growth and also to correct past injustices and inequalities (Maboa, 2009). Training is used as a method of developing the appropriate knowledge, skills and attitudes which may result in improved performance that can benefit an organisation (Goldstein, 1993; Versloot, de Jong & Thijssen, 2001). Many organisations have adopted various means and strategies to meet the South African government's expectations and, in addition, to ensure organisational success. Although organisations may create positive, enabling working environments or have motivational training programs, it is believed that this is not enough to ensure that all employees perform according to the organisations' desired behaviours and standards (Hughes & Tomkiewicz, 1992). The use of disciplinary measures can be regarded as one of the methods companies have adopted in order to promote the desired organisational behaviour that is required to meet their goals (Bekker, 2013).

Disciplinary procedures and actions at the workplace are designed to discourage poor performances and behaviour that may negatively affect an organisation and

therefore provide improved performance and productivity levels ensuring greater organisational success. Discipline in the workplace is maintained by generating a set of disciplinary rules, taking action against violations and deciding on a suitable sanction for the misdemeanour. Disciplinary codes are also used as means of providing guidance relating to disciplinary rules and procedures and the consequences for non-compliance. However, there exist many contrasting philosophies, concepts, notions and views provided by empirical studies, literature and theory on the use of disciplinary measures and whether the different types of disciplinary measures are effective and appropriate in the workplace environment (Beyer & Trice, 1984; Klaas & Wheeler, 1990; Rollinson et al., 1997; Bekker, 2013). Disciplinary measures affect the perceptions and behaviour of the disciplined employee as well as the observers or bystanders of discipline at the workplace (Cooke, 2006; Meddles, 2012).

2.3 The Effectiveness of Disciplinary Measures

2.3.1 Disciplinary Measures

When employees of an organisation behave in an undesirable manner or perform unsatisfactorily at the workplace, discipline can be defined as a method utilised by the organisation's management to curb the unwanted behaviour. Management generally initiates the disciplinary process to deal with unacceptable behaviour or unsatisfactory work performance by the employee (Nel et al., 2007). Organisations have been using disciplinary measures and procedures as a method of promoting procedural justice as well as facilitating employee discipline. Employing an effective disciplinary system can benefit an organisation in different ways: increases productivity, reduces labour turnover and provides stability to the workforce. Productive behaviour at organisations generally gets rewarded however, when counter-productive behaviour takes place, discipline is the process that organisations turn to in order to discourage such behaviour (Van der Bank et al., 2008).

2.3.1.1 Employee Discipline

Employee disciplinary processes have evolved over the years from the traditional autocratic method to the recent modern systems where defaulting employees are given a chance to correct their behaviour. Progressive and positive discipline are

examples of modern disciplinary systems used to counsel individuals instead of issuing penalties. The main objective of this process is to help the employee recognise the faults in their performance and thereafter to try and improve on it (Chimezie, Osigweh & Hutchison, 1989). Disciplinary measures are intended to encourage the individual to adhere to the standards of an organisation. These standards relate to specific duties, tasks of the employee and to regulations and rules at the workplace that sets the standard for proper conduct. Another objective is to facilitate respect and trust between the subordinate and supervisor. However, if the disciplinary process is carried out unfairly, it can create an atmosphere of resentment and low motivation between the two (Carrell, Elbert, Grobler, Hatfield & Wärnich, 2006).

Non-punitive discipline or discipline without punishment programs have been recommended for dealing with disciplinary matters and performance issues. Although these programs have proven to be beneficial on occasions, they usually fail due to different reasons: the programs do not differentiate between performance, personal problems and legitimate discipline cases clearly; the programs place the responsibility for resolving the issue exclusively on the employee instead of incorporating the employee, the union, and management, and the programs do not recognise that different circumstances and people require different and unique approaches (Redeker, 1989; Alexander, 2000).

2.3.2 Punishment

The use of punishment by management is intended to promote productivity amongst employees by decreasing unwanted behaviours. The issue with punishment is whether it is an effective method that reduces undesirable behaviours. Previous literature on organisational punishment concentrated upon the effects of punishment on subordinate behaviours such as performance, absenteeism and theft as well as on the procedures that have an influence on the effectiveness of punishment (Arvey & Jones, 1985). However, literature also mentions that a truly effective punishment system may not be possible and that punishment should be avoided whenever possible (Arvey & Ivancevich, 1980; Sims, 1980). Ball, Trevino and Sims (1994; p.299) noted that “studies have found positive, negative and non-significant

relationships between punishment and subsequent job performance or satisfaction, suggesting that important variables may be missing from our understanding of this common managerial behaviour."

Nevertheless is punishment a needed tool to use in developing individuals, or is it perhaps one of the several options that may be utilised? It is essential to recognise the short and long term impacts of punishment on an employee (Homans, 1961; Ball, Trevino & Sims, 1992). Most organisations in the workplace make use of a disciplinary policy to manage punishment. Punishment can be used constructively in the workplace but there are also instances where punishment is regarded as being inadequate and detrimental to an organisation's goals. In the short term, punishment can be effective, however, the long-term effects could probably cause negative attitudes and behaviours by the receiver (Arvey & Ivancevich, 1980; Arvey & Jones, 1985; Butterfield, Trevino & Ball, 1996; Vaden, 2004).

Management may also believe that formal discipline is the only method of dealing with unacceptable behaviour and poor performance and can be criticised for failing to search for appropriate, alternative methods for discipline and other ways of collaboration to efficiently deal with disciplinary issues that could benefit everyone at the workplace (Alexander, 2000; Vaden, 2004). Recipients may not believe that the administered punishment would prevent future occurrence of the behaviour and perhaps would be less likely to observe the intended effectiveness of punishment (Atwater, Carey, Cartier & Walman, 2001). Previous research has also provided ambiguous views related to punishment's effects and the recipient's subsequent performance (Podsakoff, Todor & Skov, 1982; Beyer & Trice, 1984; Korukonda & Hunt, 1989; Atwater et al., 2001).

Punishment in the workplace environment can range in severity from a fairly mild outcome, such as a verbal reprimand, to more severe punishment, for instance termination (Ball et al., 1992). Examples of the different forms of punishment at the workplace include those outcomes which are perceived to be negative: verbal and written warnings, demotion, suspension, and dismissal. Other examples include those that are perceived to be rewarding or positive such as: removal of employee

bonuses, pay raises or vacations (Trevino, 1992; Ball et al., 1993). Organisations have usually used the progressive approach to the use of punishment. Depending on the offence, a less severe form of punishment, such as a verbal reprimand, is generally issued at first. A written warning may then be issued if the individual makes a similar repeated offence within the prescribed period. If the individual continues with the violations thereafter, the punishment may progress to more severe outcomes, such as a suspension and eventually dismissal. If a case is initially deemed to be more serious, the organisation may choose to skip the less severe forms of punishment (e.g. verbal and written warnings) and proceed immediately to more punitive measures such as suspension and termination (Alexander, 2000; Johnson, 2005; Peterson, 2012).

2.3.2.1 The Instrumental nature of Punishment

Butterfield et al., (1996), in their research, identified the instrumental nature of discipline as one of the study's major themes and categories. They defined instrumental as "serving as a means to some end" (Butterfield et al., 1996; p. 1486). The theme relates to efforts intended to modify the recipient's behaviour, the disciplinary action's effectiveness and attaining the desired outcomes. In the study, managers were interested in whether "punishment worked or did not work and about positive or negative effects on themselves, the employees involved, and their workgroups and organizations" (Butterfield et al., 1996; p.1486). The majority of managers had reported that punishment had worked. Other important categories include the "vicarious effects on co-workers" and the "desire for respect" which may have also implied that managers believed that punishment resulted in an increase in respect for the supervisor. Also, subordinates who weren't necessarily disciplined from the incident, learned from the event (Butterfield et al., 1996; p. 1502). Both positive and negative outcomes can be related to the instrumental effects of punishment. Examples of positive outcomes may include the learning experience for the recipient, an improvement in the recipient's behaviour and better relationships with the supervisor and co-workers. Examples of negative outcomes may include bad feelings towards the supervisor, job, co-workers and the organisation (Atwater et al., 2001).

2.3.2.2 Negative outcomes of Punishment

Some academics argue a lack of evidence relating to the effectiveness of a punishing system, together with the notion that punishment can also bring about other numerous negative outcomes (Luthans & Kreitner, 1975; Sims, 1980). Punishment may cause decreased motivation amongst the employees and organisations that use punishment may experience reduced productivity, increased turnover and decreased morale (Casison, 2002). Punishment also negatively affects worker performance and satisfaction (Vaden, 2004), that can ultimately create a negative workplace environment. The subordinate may find alternate avenues of engaging in the behaviour instead of ending the behaviour. Punishment would only lead to temporary control of the unwanted behaviour since the techniques of effective punishment are perhaps not correctly used. If punishment is to be used, a suggestion is that the right environment and tools has to be considered and it should be prudently planned and performed (Appelbaum, Bregman & Moroz, 1998).

Skinner (1948) had mentioned then that the effects of punishment were not effective or at best short-term as it generated unwanted side effects, even though previous theories mentioned it as an effective means to manage performance gaps. Punishment is thought to be counterproductive and generates partial, instant positive effects that are soon replaced by unwanted side effects which can be possibly harder to manage compared to the original issue (Luthans & Kreitner, 1975; Connellan, 1978). Sims's (1979) work also illustrated the numerous possible negative side-effects of utilising punishment which include aggressive behaviour, undesirable emotions and fear for the supervisor. It has been mentioned that even though punishment can result in the improvement of the actual behaviour, which is recognised by the recipient of discipline, negative side effects will still happen. Management may also underestimate the negative outcomes experienced by the recipients such as negative attitudes and emotional reactions towards management and the organisation (Skinner, 1953; Sims, 1979; Atwater et al., 2001).

2.3.2.3 Positive outcomes of Punishment

Butterfield et al., (1996) suggested that managers should learn to observe punishment in a complex manner, having potential learning outcomes that

incorporate all individuals within the organisation, instead of only focusing on avoiding negative side effects or on finding alternatives to punishment. Ball et al's., (1992) proposed model suggested that when managed correctly, the use of punishment can be a positive and valuable leadership tool. Leaders may have to know how to use discipline effectively, not necessarily avoiding it because it is seen as coercive and produces negative outcomes. Ball et al., (1994) mentioned that supervisors may use punishment to correct undesirable behaviours and would consider punishment as effective if the employee's subsequent performance, as an outcome of punishment, improves.

A disciplinary process with positive attributes can provide better organisational outcomes. The process is fair to the employee, the conflict is resolved efficiently and management is provided with a viable framework to identify and deal with issues (Fenley, 1998; Meddles, 2012). Carlsmith, Darley and Robinson (2002) mentioned that the objective of punishment would then be to restore the balance which can be achieved by assigning a punishment which is in direct proportion to the violation. From a deterrence perspective, punishment can also be used as a tool to prevent future harm. Reducing the possibility of future violations could serve society best. Butterfield et al., (1996) explained that there are occasions where the punishment is expected and accepted by the recipient as they take responsibility for their misconduct. Arvey and Ivancevich, (1980) mentioned that punishment can be most effective when the supervisor and the recipient of the punishment have a relatively close and friendly relationship. Relationships between subordinates and managers can be characterised by issues relating to trust, loyalty, commitment and delegation (Yukl, 2000). Good relationships within an organisation can generate loyalty which can motivate individuals to stay with the organisation (Lindström, 2011).

2.3.3 Research Question 1

Are disciplinary measures in a South African workplace organisation training effective?

2.4 Impact of Punishment: Justice Evaluations and Emotions

Butterfield et al., (1996) explained that the effect of punishment may go beyond that of just changing employee behaviours and attitudes towards viewing punishment as cognitive and emotional events which comprise of fairness, learning, emotions, employee morale and respect. Ball et al., (1992) also mentioned that important characteristics of a punishment event may have an impact on individual's justice evaluations and emotions. These characteristics may refer to the procedures and severity of the punishment event. Employee emotional responses to punishment events can be greatly connected to these justice views (Sampson, 1986). Unfairness evaluations may generate negative emotional reactions (Ball et al., 1992).

2.4.1 Justice Evaluations

Individuals' cognitive and behavioural reactions may be affected by their concerns for justice. Ball et al., (1992) proposed that investigating individuals' justice evaluations could play an important part in understanding employee reactions to punishment events. Employees may generate perceptions related to the fairness of the punishment which can thereafter influence employees' reactions to the punishment. Studies conducted in the area of organisational justice have produced two contrasting justice perspectives, which are procedural and distributive justice (Ball et al., 1992). Procedural justice is concerned with the fairness of the organisation's procedures that are utilised to make important decisions (Thibaut & Walker, 1975) whilst distributive justice is concerned with the fairness of decision outcomes and is related to equity theory (Adams, 1965). Procedural and distributive justice evaluations appear to be autonomous of each other (Thibaut & Walker, 1975), however, they may be related as constructs empirically (Tyler, 1984).

According to Ball et al's., (1994) proposed model, employees' perceptions related to the procedural and distributive characteristics of a punishment incident may influence employee behavioural outcomes such as subsequent performance and organisational citizenship and anti-citizenship behaviours. If punishment is perceived as being just by the employee it may lead to a reduction of undesirable behaviour, positive citizenship behaviours and employee willingness to comply. Unjust employee punishment may be associated with negative reactions such as an

intention to leave and dissatisfaction with the supervisor (Reis, 1984; Mikula, 1986; Bies, 1987). Other results of unfair treatment include: higher absenteeism, higher turnover, decreased production and quality, low morale, lack of cooperation, less initiative, lower self-confidence, providing fewer suggestions, and spreading the dissatisfaction to other workers (Stecher & Rosse, 2005).

2.4.1.1 Procedural Justice Evaluations related to a Punishment event

Procedural justice relates to the fairness of the judgement process (Butterfield et al., 1996). In order for discipline to be carried out in a procedurally fair and consistent way, an agreed procedure should be settled upon (Finnemore, 2006). Positive outcomes can result from a procedurally fair process such as, interpersonal trust, dedication, and employee satisfaction (Van der Bank et al., 2008). In addition, managers can correct unwanted behaviours in a constructive manner by using methods of counselling, teaching and constructive criticism (Baron, 1988; Butterfield et al., 1996). The punishment is also recommended to be conducted timeously and privately (Arvey & Ivancevich, 1980; Sims, 1980; Arvey & Jones, 1985).

Depending on the procedural characteristics of a punishment situation, unfair procedures may negatively influence attitudes such as trusting the supervisor, organisational loyalty and supervisor satisfaction (Ball et al., 1993). Managers may also concern themselves with the proper handling of the disciplinary process in terms of following procedures as well as justifying the disciplinary event (Butterfield et al., 1996). Ball et al., (1992)'s model suggested that evaluations of procedural justice may be influenced by the characteristics of an organisation's procedures that are used in outcome distributions. The employee's fairness evaluations can be influenced by how the manager handles the whole punishment process. Some of the characteristics of the punishment event related to procedures include: contingent punishment, privacy, leader bias, timing, adherence to the organisational rules, causal accounts and appeal opportunity.

2.4.1.2 Distributive Justice Evaluations related to a Punishment event

Distributive justice relates to the fairness of outcome distributions. Punishment outcomes for example, may have to be contingent on the apparent misconduct,

conducted appropriately and be administered consistently in order to be distributively fair (Adams, 1965; Greenberg, 1986; Ball et al., 1994). Literature related to the topic of distributive justice relates to how individuals react to unfair outcome distributions (Homans, 1961; Adams, 1965; Deutsch, 1985) and individuals are likely to assess the justice of punishment allocations (Sampson, 1986). Ball et al., (1992) proposed that distributive characteristics such as equity and severity of a punishment event may affect employees' evaluation of distributive justice of the event. Ball et al., (1994) suggested that if punishment incidents are perceived to be distributively fair they can be related to positive outcomes.

2.4.2 Emotional Reactions related to a Punishment event

The utilisation of punishment may produce unwanted emotional reactions. Examples include employee hostility, anxiety and negative emotions towards the manager. Also, employees may try to show aggression toward the punishing agent or try to avoid or escape (e.g. absenteeism, turnover) the punishing agent (Arvey and Ivancevich, 1980). Emotions can be either negative or positive dispositions which are directed at, for example, a person or situation (Clark & lsen, 1982). Literature describes the unwanted emotional reactions of punishment. However, further research is required (Arvey & Ivancevich, 1980). The belief is that organisations may encounter more negative emotional reactions compared to positive reactions because punishment events usually generate more negative than positive emotions (Trevino & Ball, 1990; Ball et al., 1992). Over the years, researchers have investigated the emotions and cognitions of research punishment subjects in order to attain a greater appreciation of punishment incidents (Sims & Gioia, 1986; Ball et al., 1994; Atwater et al., 2001).

Employees may feel that the disciplinary process is unfair, not reliable and even traumatic (Van der Bank et al., 2008). Emotions such as resentment and anger may surface and retaliatory behaviour can occur if employees are unfairly treated (Skarlicki & Folger, 1997; Pinder 1998; Thompson & Heron, 2005). Occasionally, positive emotions can be experienced by managers, observers and subordinates (Butterfield et al., 1996). Employee negative emotions can be reduced if leaders provide constructive messages using ideal speech mannerisms suggesting an

intention of coaching, teaching and encouraging (Lee & Ofsche, 1981; Ball et al., 1992).

2.4.2.1 Emotions and Injustice Evaluations

Sampson (1986) argued that emotional reactions can probably be closely linked to justice. Subordinates may experience injustice with increased emotions (Reis, 1984; Greenberg, 1987) which can lead to negative emotions being expressed, such as disappointment, anger, confusion and helplessness (Mikula, 1986). From a justice perspective, individuals may also experience these negative emotions, such as anger or guilt, if there is inequity in the process (Homans, 1961; Adams, 1965; Greenberg, 1984). Ball et al., (1992) also proposed that negative emotions can be expected from a punishment situation if individuals perceive the punishment as being unfair. Negative emotions in these situations are affected by employees' unfair procedural and/ or distributive justice perceptions. Ball et al., (1992) also suggested that employees who can behaviourally handle punishment events may see the constructive features of the event and therefore have less negative emotions and greater justice evaluations.

2.4.3 Observers of Punishment

In previous studies involving the utilisation of punishment within organisations, many studies have proceeded beyond the recipient-centred approach towards including the perspectives, emotions and reactions of managers as well as those of the observers of punishment (Trevino, 1992; Atwater et al., 2001). When considering the impact of a punishment event, it is imperative to acknowledge employees of the wider workgroup (observers and co-employees) of the event as well as their interpretations (Trevino, 1992). Because many parties are involved in the punishment experience, it would be beneficial to consider different viewpoints before making a decision about whether the use of punishment is effective or not. Observers may try to make sense of their observation and the inherent implications for both themselves and their group. Observers' reactions to punishment can differ from those of the punished employee and management may have to consider both viewpoints when it comes to decision-making (Trevino, 1992).

Literature and theories related to justice and social learning have been used in order to appreciate observers' cognitive and emotional responses to punishment. In response to a punishment, observers who have taken note of the punishment may expect management to respond in a similar manner in future and based on this expectation, may also change their own behaviour (Trevino & Ball, 1992). Trevino (1992) suggested that observers' evaluation of injustice may also relate to the procedural and distributive aspects of justice. If injustice has been perceived then negative emotional reactions are expected to be produced. These negative emotional reactions include anger, helplessness, confusion and disappointment (Reis, 1984; Mikula, 1986). However, perceptions of fair punishment may generate positive emotional reactions because observers may feel that the violator got what he/she deserves (Hogan & Emler, 1981).

2.4.3.1 Vicarious Effects of Punishment

Atwater et al., (2001) suggested that vicarious learning involving vicarious punishment, or observational learning following punishment, has implications for disciplinary events in the organisation. In social learning theory, observers may experience another individual's punishment vicariously. In other words although the punishment is not directed at the observers, they may learn from the punishment event and the probability of observers conducting inappropriate behaviours is also reduced. In social learning, individuals understand that certain social activities can lead to potential outcomes by observing the consequences experienced by those people who commit those activities (Bandura, Ross D & Ross S, 1963; Walters & Parke, 1964; Bandura, 1971).

Previous research suggested that punishment may favourably affect observers' attitudes as well as productivity (O' Reily & Weitz, 1980; Schnake, 1986; O'Reilly & Puffer, 1989). These reactions however, may be influenced by employees' evaluation of the fairness and legitimacy of the punishment (Arvey & Jones, 1985; Schnake, 1987). Butterfield et al., (1996) explained that managers also demonstrated awareness for vicarious learning. When managers were deciding whether to punish or not, they considered the message that would be sent to the rest of the subordinates by their actions. In a study done by Schnake (1986), it was found

that individuals were inclined to produce more when they observed their co-workers being punished (with low pay) for low output instead of just being warned or not punished for the low output. However, if observers view the misconduct of co-workers going unpunished they are also likely to participate in those behaviours as well (Walters, Parke & Cane, 1965).

2.4.4 Research Question 2

What are the recipients' and observers' of discipline justice evaluations of the disciplinary measures used in a South African workplace organisation training?

2.4.5 Research Question 3

What emotions do both recipients and observers of discipline experience resulting from their justice evaluations of the disciplinary measures used in a South African workplace organisation training?

2.5 Conclusion of Literature Review

Disciplinary actions discourage behaviour that may negatively affect an organisation and therefore may provide improved performance and productivity levels ensuring greater organisational success. However, disciplinary measures can also have negative effects on an organisation and on the employee, and has therefore been recommended not to be used or to be utilised as a final option due to the unwanted behavioural and emotional reactions (Skinner, 1953; Arvey & Ivancevich, 1980; Organ & Hamner, 1982; Luthans & Kreitner, 1985). Much research has been done on the relative effectiveness of the various types of employee discipline systems and methods. However, there exist a limited number of conclusions related to the effects of punishment as well as the connection between punishment and the outcomes (Atwater et al., 2001). Previous research on punishment discovered "positive, negative and non-significant relationships between punishment and subsequent job performance or satisfaction, suggesting that important variables may be missing from our understanding of this common managerial behaviour" (Ball et al., 1994; p.299).

An idea of the organisation's environment can be understood by its disciplinary process, the manner it is performed, the decisions related to it and who carries it out. From a justice perspective, employees may react more positively to punishment if they perceive the punishment to be fair compared to being unfair (Ball et al., 1994). Punished employees may react negatively to unjust punishment and not necessarily to punishment as such (Ball et al., 1993). Much emphasis has also been placed on cognition which suggests that punishment outcomes may depend on how the recipient, as well as the observers of punishment make sense of a disciplinary event (Sims & Gioia, 1986; Trevino, 1992; Ball et al., 1994). The disciplinary process has an impact on the behaviour, perceptions, evaluations and emotions of employees as well as the observers within the workforce who may also be influenced by the organisation's disciplinary process (Cooke, 2006; Meddles, 2012). Punishment can generate positive outcomes if it is carried out in a just manner (Ball et al., 1993). Punishment can be effective in achieving behaviour change and should probably not be easily dismissed as a potential management approach for controlling and modifying behaviour (Arvey & Ivancevich, 1980).

2.5.1 Research Question 1: Are the use of disciplinary measures in a South African workplace organisation training effective?

2.5.2 Research Question 2: What are the recipients' and observers' of discipline justice evaluations of the disciplinary measures used in a South African workplace organisation training?

2.5.3 Research Question 3: What emotions do both recipients and observers of discipline experience resulting from their justice evaluations of the disciplinary measures used in a South African workplace organisation training?

CHAPTER 3. RESEARCH METHODOLOGY

This section explains the methodology that was used to accomplish the research. It describes the research methodology, research design, research instrument, data collection and analysis related to the study. Thereafter the validity and reliability of the study is discussed.

3.1 Research Methodology

This study made use of a qualitative research method. The qualitative research paradigm was appropriate for this study as it provided a method that allowed respondents to express their experiences, opinions, attitudes, perspectives, and for further probing of the interviewees' responses to obtain any specific information. The researcher was able to obtain actual, deep, rich, and valid data from a rational stance (Ramalibana, 2005). Also given the small sample size of the study, a qualitative approach was a better method compared to a quantitative method. Characteristics of a qualitative approach include: using in-depth interviews to collect data, describing as well as exploring data, unknown variables, small sample size and the research being generally context bound consisting of personal views (Moodley, 2006; Leedy & Omrod, 2011).

This study followed a case study type of approach focusing on participants' individual beliefs, perceptions and experiences and attempted to interpret and make sense of phenomena related to the meanings provided by individuals (Denzin & Lincoln, 2005; Creswell, 2007). The researcher collected data by means of an interactive inquiry with chosen individuals in their current setting. Participants' individual and collective beliefs, thoughts, perceptions and social actions were described and analysed by qualitative research methods in this study (McMillan & Schumacher, 2001). A rich, descriptive account of the findings was then presented with reference to the literature (Merriam, 2002).

The research methodology for this study was adapted and proceeded along the lines of other conventional studies that are similar to this research topic. These studies include research conducted by Butterfield et al., (1996), Atwater et al., (2001) and Van der Bank et al., (2008) who have taken a qualitative approach and methodology

to their research in order to achieve their results. Atwater et al., (2001) have also suggested the development of measures that are based on the categories of the disciplinary phenomena that were identified in their work as well as in Butterfield et al., (1996)'s research.

3.1.1 Case Study Research

The study focused on the case study approach as a research strategy and concentrated upon gaining insights of the current dynamics at a particular site (Eisenhardt, 1989). The research used fieldwork investigation and was done in the immediate vicinity of the specific case (Pick n Pay) under natural circumstances (Welman, Kruger & Mitchell, 2005). The study was accomplished through detailed, data gathering comprising of various sources of information which included in-depth interviews and thereafter reported a description of the case and case- based themes (Creswell, 2007). Merriam (2002) mentioned that a case study can also be a thorough analysis and description of a phenomenon or social unit, for example, an individual, group, institution or community.

A case study strategy was useful for this study due to the phenomenon being complex and broad in nature and was most suitable to be researched within the context in which it happened (Yin, 2003). The literature on the use of disciplinary measures is comprehensive yet little or perhaps none have been done in South Africa examining its specific use in training. This case study may contribute by either testing theory, adding to theory or even generating theory, providing novel insights (Eisenhardt, 1989).

Siggelkow (2007) argues that a particular case may provide a strong example. They may help to improve on or add to existing theories (Siggelkow, 2007) or offer further theoretical insights (Eisenhardt & Graebner, 2007). As noted by Ball et al., (1994; p.299) "studies have found positive, negative and non-significant relationships between punishment and subsequent job performance or satisfaction, suggesting that important variables may be missing from our understanding of this common managerial behaviour" which may suggest that perhaps imported gaps in the theory may have been identified and probably have to be filled. Compared to broad empirical studies, data from case study research can provide a more persuasive

argument relating to causal forces and generally gets much closer to theoretical constructs. Ramchandran (1998) provided valuable knowledge to the field of neurology from doing cases studies on individual patients and had used these examples to motivate his case for case research. Other examples of case studies done in single settings include Pettigrew's (1973) study on decision making at a British retailer and Selznick's (1949) research on TVA.

Case study research may provide unique and interesting findings (Siggelkow, 2007) and may be chosen because of rare, unusual research access or because they are unusually revelatory (Yin, 1994). Siggelkow (2007) mentions that it may be appropriate to specifically select a particular organisation, stating that the organisation can be unique in terms of permitting an individual to attain particular understandings which other organisations cannot offer. The reason for choosing Pick n Pay for the case study research is that there are probably not many organisations that utilise disciplinary measures in their formal training programs, especially in South Africa, and therefore the case may provide unique, relevant, interesting and perhaps rare findings. Case study research may also motivate a research question. For example, in this study a case study approach provided support for previous research that unjust employee justice evaluations may lead to undesirable negative emotional side effects. These examples can then be cross-referenced with the theory.

3.2 Research Design

In this study, the researcher attempted to understand how employees make meaning of the phenomenon 'discipline' in the workplace environment and in addition, tried to understand individuals' perceptions during a specific period and setting. The qualitative methodological approach of this research consisted of in-depth interviews accomplished through research partakers to collect and analyze data on participants' perspectives and views on the use of disciplinary measures in training. In-depth interviews are regarded as appropriate methods for collecting the data (Creswell, 1994; Rodriguez & Gregory, 2005).

The design of this study was based on literature which explains that a qualitative study generally concentrates upon interpretation which consists of: modeling a

problem for the type of study, sample selection, data gathering and exploration, and thereafter, discussing any findings. Interpretative studies focuses on meaning and strives to understand social members' understanding and definitions of circumstances, thereby producing an expressive examination that accentuates a thoughtful, interpretative appreciation of social phenomena (Merriam, 2002; Henning, Van Rensburg & Smith 2004).

3.3 Case Site and Sample

3.3.1 Case Site

This study was conducted at a private retail company that provides groceries and general merchandise to the public. The company utilises formal disciplinary measures and procedures in their training programs to manage employee performance and to ensure that the required organisational standards are met.

3.3.2 Sample and Sampling Method

For this study a convenience, non-probability, purposive sampling technique was used. A non-probability sampling technique was chosen for reasons of convenience and provides further efficiencies from a time and expenses point of view (Welman & Kruger, 2001). Also in qualitative research, data is collected in the location where participants experience the problem of the research (Creswell, 2007).

Convenience sampling aided the researcher in collecting information from research participants who were also conveniently available to provide such information (Sekaran, 2003). The research used purposive sampling to choose participants based on criteria that were appropriate to the research questions and sample size, which was not necessarily fixed before data gathering (Mack, Woodsong, Macqueen, Guest, & Namey, 2005). In purposive sampling, the researcher generally depends on their own skills, experience and/or previously conducted studies (Creswell, 1994; Moodley, 2006). In purposive sampling, the researcher can choose a case that contains an aspect in which the researcher is interested (Silverman, 2000; Smit 2010). The researcher therefore selected the site for the study that could purposely highlight an appreciation of the research problem and principal phenomenon of the study (Creswell, 2007).

Participants chosen included employees who: have completed training programs, were currently undergoing training and those who were currently not on the training program. The research participants for this study were from two groups. The first group consisted of seven employees who discussed an incident in which they had previously been charged and personally experienced the organisation's disciplinary measures in training. These employees represented the recipient group. The second group consisted of eleven participants that represented the observers of discipline in training. Observers discussed an example of a recipient's disciplinary incident of which they had knowledge. Altogether there were 18 individuals who participated in this study, 7 of which were recipients and 11 being observers. Employees also represented a variety of job types. Recipients and observers were not necessarily chosen as pairs to discuss the same disciplinary incident. Each participant was separate from the other and chose their very own example of a disciplinary incident which they wished to discuss.

According to Neuman (2010), qualitative researchers are inclined to be uninterested in a sample's representativeness, but instead are interested in how the sample or small collection of units reflects social life. In non-random sampling methods, the main goal of sampling is to gather particular cases or events which can provide deeper clarification and understanding. In addition, when determining a method of selection for studying individuals, it is the relevance to the research topic that is important rather than their representativeness (Neuman, 2010).

3.4 The Research Instrument

3.4.1 In- depth Interviews

A qualitative interview approach similar to Butterfield et al., (1996), Atwater et al., (2001) and Van der Bank et al., (2008) was adapted and used to understand participants' perspectives with regard to the use of discipline in training and to collect the data. Both recipients and observers of discipline were interviewed in this study. The actual research instrument (Appendix A) was adapted from previous research instruments used in Butterfield et al., (1996; p.1511) and Van der Bank et al., (2008; p3). Also Atwater et al., (2001) in their research made use of Butterfield et al's.,

(1996) interview protocol to interview both the recipients and observers of discipline. A specific central question was asked to each group of participants which was followed up by subsequent probes being asked in instances where the central question was not completely answered. These subsequent questions aimed to cover key topics from the literature review including punishment's effectiveness, justice evaluations and emotions. Each group of participants had their own unique interview protocol with specifically tailored interview questions. A covering letter to the respondent giving details about the research was also provided (Appendix B).

The interview protocol was designed in a semi-structured way in order to encourage participants to first discuss their general perceptions and experiences of what they thought were of importance under headings of the research topic. Face to face in-depth interviews was the method of data gathering, which consisted of questions that were asked, and based on the responses, the researcher probed for elaboration (Zikmund, 2003). Some of the benefits of in-depth interviews include: its unique applicability to various situations; more control when selecting participants and comprehensive and in-depth information can be yielded by the method (Stokes & Bergin, 2006). Collecting data by method of in-depth interviews with open questions aided the researcher in obtaining respondents' meanings in terms of how individuals interpret important events happening in their lives as well as how they perceive the world (McMillan & Schumacher, 2001).

Open ended questions were also used as they placed minimal restraint on respondents' answers and expressions, and provided a frame of reference for interviewees' answers (Cohen, Manion & Morrison, 2007). The use of open-ended questions in qualitative research is regarded as one of its advantages. The exploratory nature of these questions gives respondents the opportunity to reply in their own words, instead of leading individuals on to make restrictive choices from fixed responses, such as in the case of quantitative methods. By using open-ended questions meaningful, explanatory responses that are culturally relevant to the participant can be conjured which can also be unanticipated by the researcher (Mack et al., 2005).

An additional advantage is that qualitative methods allow the researcher the flexibility to probe the respondents' initial responses as required to acquire detailed explanations and descriptions of participants behaviours, experiences, and beliefs – that is, to ask why or how (Mack et al., 2005; Guest, Mitchell & Namey, 2012). Flexibility also allowed the researcher to exploit the exclusivity of this particular case and the likelihood of novel emergent themes could expand the resulting theory (Eisenhardt, 1989). It is recommended that an interview should be conducted in such a manner that ensures direction is provided and key points and areas covered. This study made use of prompts, probes, reflection and supplementary responses or questions utilising methods of giving examples, justification, clarification, relevance and reflecting (Gillham, 2000; Moodley, 2006). A disadvantage of using this instrument was that the researcher had not received the training and orientation that previous researchers received and this may have also affected the data collection process. Also the instrument was designed for critical incident research which can be prone to researcher bias.

3.5 Procedure for Data Collection

Data collection may be regarded as a sequence of interrelated undertakings designed to gather useful information for the purposes of answering research questions. These activities include locating the research site, gaining access to it, making a connection, purposeful sampling, information collection, data recording, investigating field matters and storage of information (Creswell, 2007). The method of data collection is based on the research questions as well as by locating the sources of data that would provide the most useful information in order to answer the question (Merriam, 2002).

Given the above, the researcher intended to gain perspectives of the use of discipline in training. The chosen company or site is one that incorporates disciplinary measures in their training programs. Sampling involved the convenience, non-probability, purposive sampling technique to find interviewees. The researcher gained access from senior management and has a current rapport with the organisation and its employees. Data was collected by using an interview method with employees, it was then recorded by handwritten notes or voice recorder and

thereafter the data was transcribed and analysed (Creswell, 2007). Data collected was categorised and an assessment of responses took place in order to determine if there were common patterns and themes. The frequency of the responses were also analysed to ascertain whether responses were shared between employees or if they were dissimilar and specific to an individual employee. All interviews were recorded using an electronic audio recording device and stored electronically as well. Each interview recording was then transcribed to field notes. Field notes were also electronically stored (Groenewald, 2004).

3.6 Data Analysis and Interpretation

The qualitative analysis for this study was a methodical procedure of choosing, categorising, relating, producing and understanding information that provided details related to the phenomenon (McMillan & Schumacher, 2001). Data analysis entailed the application of reasoning to interpret and understand the collected data related to the phenomenon (Zikmund, 2000). Qualitative data from the interviews was analysed by using an inductive process to identify emergent themes within data. Once the initial data was recorded using the interview template, it was repeatedly played and then transcribed and reviewed in order to identify important information. This information was then analysed to determine its underlying meaning. Thereafter the noted ideas were placed into various themes that reflect their meaning. The above process was conducted for all interviews and similar themes were grouped together (Groenewald, 2004). The data at this stage was analysed with an aim of arriving at a conclusion that answered the research questions along with the purpose of the research (Henning et al., 2004).

The process was as follows:

• Repeated reading of the collected data so as to understand any underlying meanings of the data collected.

• Data categorisation with particular headings which were both related and unrelated to the research questions.

• Grouping the data according to common themes and patterns.

• Frequency analysis of responses then took place under particular headings to identify similarities or differences in responses.

• Tabulating the responses.

3.6.1 Content Analysis

This study made use of content analysis to identify key subjective points which were then placed into categories or themes (Gillham, 2000; Welman & Kruger, 2001). Butterfield et al., (1996) and Atwater et al., (2001) also made use of the content analysis process for their qualitative research. Recording and transcribing of interviews took place which was then broken down into 'thought units'. These varied from single phrases to many sentences which captured the distinctive ideas of the participants (Butterfield et al., 1996; Atwater et al., 2001).

3.7 Limitations of the Study

The research depended on the availability of a small sample of people. Interview cancellations did occur. The findings of the research were representative of the individuals and departments interviewed and were not representative of the entire organisation or the retail industry. The lack of both qualitative and quantitative research specifically related to this research topic provided a significant limitation to those who wish to investigate the use of disciplinary measures in training. Research quality, to a certain degree, depended upon the researcher's specific skills. The researcher was a first time researcher in the area of qualitative research and this may have affected the quality of the data and the interview process. Qualitative research is also a time consuming process due to the thorough analysis of the text, data collection, transcribing and then interpreting the data. Also qualitative data analysis allows for some subjectivity and interpretation (Serakwane, 2007; Kgatle, 2009, Kiwanuka, 2012).

3.8 Validity and Reliability

3.8.1 Validity

The researcher dealt with validity concerns for this study in the following ways: accuracy checks (Rodriguez & Gregory, 2005) and the use of peers to verify and agree to the research themes, categories and subcategories (Atwater et al., 2001). Validity involves the thorough checking of the meaning and interpretation of an

event. It also entails determining whether a particular measure is an accurate reflection in terms of what the research intends finding (Vithal & Jansen, 1997).

3.8.1.1 Internal Validity

Internal validity relates to the usefulness, correctness and accuracy of the research instrument (Ratcliff, 2002). According to Ratcliff (2002), there are six ways of seeking validity:

• The researcher can use triangulation and comparisons with the literature to determine if there is convergence with other sources of data. This can include: published research articles, informants, and experienced researchers.

• Interviewees can also be used to authenticate the accuracy and/or correlate the constructs from the research data.

• Divergence from initial expectations can be reviewed by the research. This can be achieved by keeping personal notes from the beginning of the research in order to determine the extent of diversion of data from initial expectations.

• Extensive quotations from the transcripts of the interviews can also be used as well as previous research data.

• The researcher can use multiple researchers to verify the data and conduct independent checks of the same data.

For this study, the researcher achieved internal validity through comparisons with the literature, divergence and quotations.

3.8.1.2 External Validity

External validity is concerned with whether the findings of a study can be generalised (Ghauri & Grönhaug, 2005; Nassazi, 2013). External validity also relates to how well the selected sample is generalised to a research population. Besides the selected sample under the study, this qualitative research cannot be generalised to the larger population (Fraenkel & Wallen, 1993; Rodriguez & Gregory, 2005). However, organisations may still learn and gain value from this research and therefore the study may be useful in similar contexts. The use of disciplinary measures is a relatively common management practice within the workplace environment and

many organisations may gain and apply the valuable lessons and insights from this research related to the efficacy and the impact of the use of discipline. The study also generated similar findings to other research conducted at different contexts.

3.8.2 Reliability

Reliability for this study was increased by making use of an accurate research instrument. The research instrument or interview template was constructed using input from the literature review and previous research interview templates. The template was first pre-tested and used on trial candidates to ensure that it was fit for use. The researcher conducted a pilot test with the research instrument which assisted in various ways: by identifying flaws in the measurement procedures; locating questions that are ambiguous that needs more clarity and, by detecting behaviours that hints towards embarrassment and discomfort (Welman & Kruger, 2001). The research instrument was then modified after considering the issues and concerns raised by the candidates. An instrument could also be adjusted (adding questions to the instrument) to allow the researcher to probe emergent themes or to take advantage of new insights that could emerge during an interview (Eisenhardt, 1989).

Reliability relates to the consistency of a measurement technique in terms of producing the same results if the technique were to be used by other researchers (Singleton & Straits, 2005). In order words, a reliable measurement instrument will generate the same results if a variable is measured repeatedly under similar situations (Alhassan, 2012). Therefore, reliability determines whether research can be repeated and whether the research instrument can deliver the same results consistently. For this study, reliability was realised by the researcher repeatedly listening to the interview audiotapes.

However, a systematic bias in the research data may be suggested with high reliability. It also points out the shared bias amongst numerous researchers, across different observations, by the same researcher (Ratcliff, 2002).

3.9 Demographic profile of respondents

Participants differed in gender (13 Male and 5 Female). Participants were also from different racial backgrounds (14 Black, 3 White and 1 Indian).

3.10 Ethical Consideration

Application to the University's Ethics Committee for ethics approval was applied for and received. A letter of informed consent was prepared by the researcher for ethical requirements (Appendix C). Prospective participants were informed about all aspects related to the research including the right to participate as well as the purpose of the study. Data received from the interviewees were kept confidential. The company where the research was done also granted written permission to conduct the study, to use their information and to provide assistance for the purpose of completing this study (Appendix D).

CHAPTER 4. RESULTS AND DISCUSSION

4.1 Introduction

The empirical findings of this research study are presented within this chapter. It focuses on collecting data on individuals' perspectives, and experiences on the use of disciplinary measures in training in a South African workplace environment. The data is discussed with respect to each research question. Due to the nature of the research, in terms of it being extremely narrative, the researcher has decided to combine the results and discussion segments into one section, despite the recommendations of the Wits Business School template. This would aid the reader to interpret, understand and make better sense of the results.

This study was intended to understand the views of employees regarding the use of a disciplinary system in training and its relative merits. After analysing participants' interview transcripts, 6 main themes and 20 categories were generated. Results were obtained through the interview process, conducted by the researcher with the research participants. The common themes and categories that were identified have been illustrated in tabular format. Data included in the tables are the number, and frequency percentage in brackets of interviews that possessed a category represented for recipients and observers. A discussion on these themes and categories follows. This section aims to highlight key findings and support existing literature and theory. The section also seeks to identify important contributions that go beyond existing theory and research. Examples of participants' quotations are also provided for each category. With regard to quotations, the researcher decided to edit out certain grammatical words and phrases (e.g. "er") in instances where they do not add to the underlying meaning of a sentence or phrase.

Most of the categories were consistent and provided support for previous theoretical and/or empirical research. This research contributes to the employee-centred/ subordinate perspective on punishment. There were a few unanticipated categories that revealed new knowledge regarding how subordinates view the use of disciplinary measures.

4.2 Results and Discussion pertaining to Research Question 1

4.2.1 First major theme for research question 1: The perceived effectiveness of the use of disciplinary measures in training.

Table 1 on page 42 and figure 1 on page 45 include the first theme, together with its categories and frequencies (the number of participants whose responses belong to the category). This theme was divided into 4 categories. Table 1 also provides a comparison of the frequencies of recipient and observer interviews for each category and subcategory. The categories of the above-mentioned theme are discussed and are supported by direct quotes from the research participants.

Given that the structured interview protocol of Butterfield et al., (1996) was used for this study, participants also reflected on the instrumental nature of the use of discipline. The perceived effectiveness of disciplinary measures theme contains one of the highest frequencies of responses. Participants were concerned about whether the disciplinary measures were effective or ineffective. They were also concerned about the positive and/or negative effects on themselves, co-workers and the organisation itself. Categories 1 to 4 support the previous general views on disciplinary measures and punishment as a means of improving employees' performance, correcting unwanted behaviours, changing attitudes and promoting compliance to organisational rules, standards and policies. Examples of previous studies include Arvey and Ivancevich, (1980) and Arvey and Jones, (1985).

Table 1. Categories and subcategories for theme 1: The perceived effectiveness of the use of disciplinary measures in training.

Categories and Sub- Categories	Rec*	Obs**
1. The instrumental effects of the use of disciplinary measures in training.	7 (100%)	11 (100%)
1.1 In general the use of disciplinary measures in training is effective.	3 (43%)	10 (91%)
1.2 The use of discipline in training had the intended effect on the recipient.	5 (71%)	8 (73%)
1.3 The use of disciplinary measures improved the recipient's performance and behaviour in training. (can also be after an appeal, formal disciplinary enquiry, or CCMA[1] decision)	5 (71%)	8 (73%)
1.4 The use of discipline in training ensures that employees take the organisation's training programme seriously (change in attitude).	4 (57%)	10 (91%)
1.5 The use of discipline in training helped recipients to understand what is expected from them in training and to be more responsible.	5 (71%)	9 (82%)
1.6 Recipients are more aware of the organisation's standards, rules and procedures and the importance of adhering to them, by both the managers and subordinates.	5 (71%)	9 (82%)
2. Disciplinary incidents help to clarify employees' role within the organisation. (Organisational outcome)	7 (100%)	11 (100%)
2.1 Participants expressing concern for employee and organisational business performance.	4 (57%)	9 (82%)
2.2 It is important to complete the organisation's training programme as it ensures employee growth within the business.	4 (57%)	11 (100%)

* Recipient Interviews ** Observer Interviews

[1]CCMA: The Commission for Conciliation, Mediation and Arbitration (CCMA) is a South African dispute resolution body that was established in relation to the South African Labour Relations Act, 66 of 1995 (CCMA, 2015).

Table 1. (Continued.)

Categories and Sub- Categories	Rec*	Obs**
2.3 Employees are satisfied with doing the training programme. They expressed the importance, benefits and value to be gained from doing and completing the training programme.	5 (71%)	9 (82%)
2.4 Fellow trainees (including the recipients) are willing to help other trainees on the program due to their disciplinary experiences. They do not want colleagues to go through the same disciplinary incidents.	6 (86%)	7 (64%)
2.5 Employees are willing to offer their own personal advice and theories in order to make the use of disciplinary measures in training more effective and more efficient.	4 (57%)	7 (64%)
Category 3: The disciplinary incident generated positive outcomes.	7 (100%)	11 (100%)
3.1 The recipient of the punishment learnt from the disciplinary incident. Will try to prevent it from occurring in future.	6 (86%)	9 (82%)
3.2 Helped to identify and solve underlying problems that lead to the recipient's failure in training in the first place.	4 (57%)	7 (64%)
3.3 Disciplinary measures in training provide positive outcomes for the organisation.	3 (43%)	6 (55%)
3.4 The recipient became more cautious of the requirements that have to be met in the training programme.	6 (86%)	8 (73%)
3.5 Motivated the participant to try and complete their training programme.	3 (43%)	7 (64%)
3.6 The recipient became more proactive in his/ her training programme, going the extra mile in trying to complete it.	4 (57%)	4 (36%)

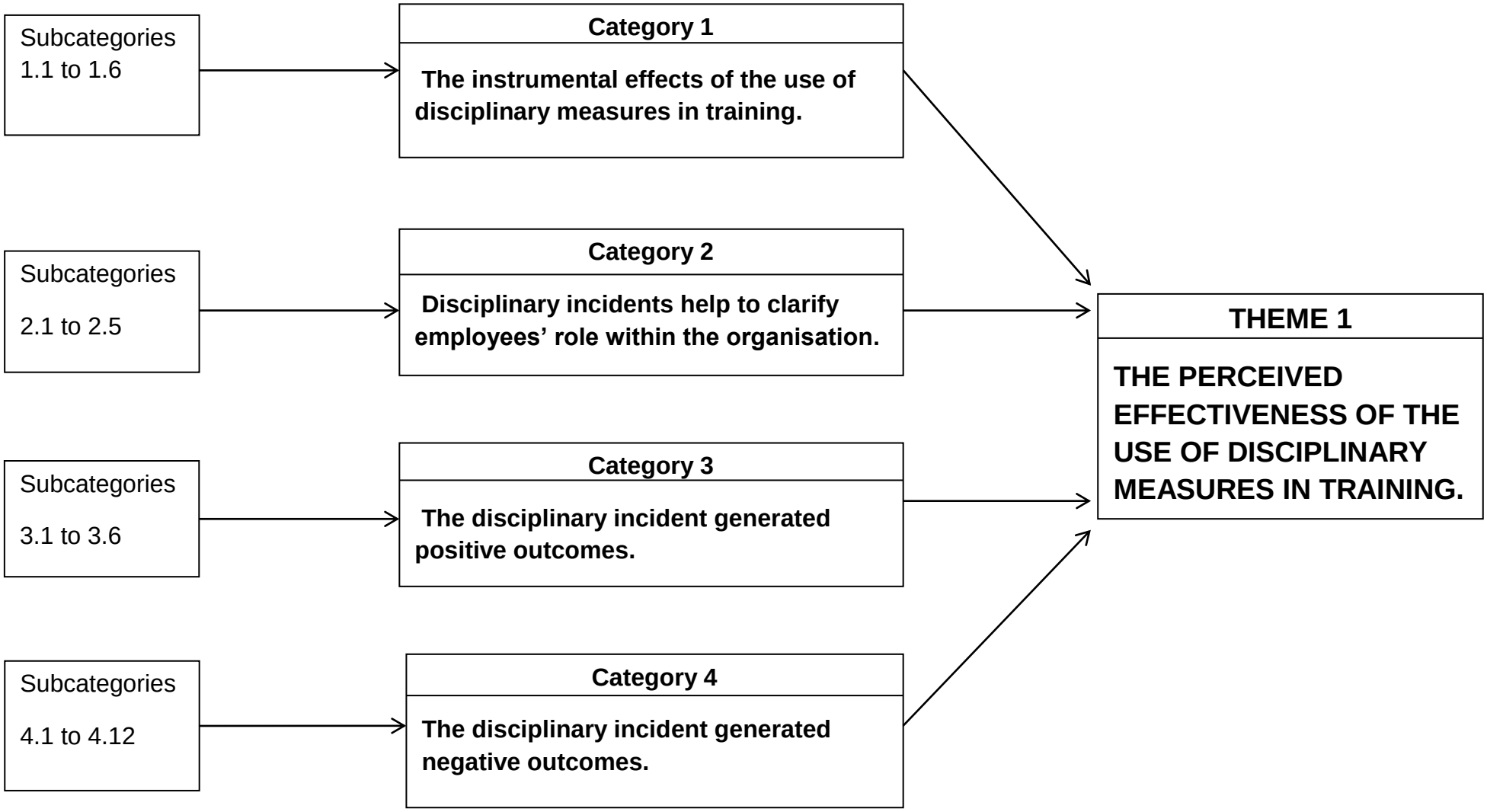
* Recipient Interviews ** Observer Interviews

Table 1. (Continued.)

Categories and Sub- Categories	Rec*	Obs**
Category 4: The disciplinary incident generated negative outcomes.	7 (100%)	11 (100%)
4.1 The use of discipline in training resulted in no behaviour or performance improvement on behalf of the recipient.	2 (29%)	3 (27%)
4.2. Employees have the negative perception of the organisation's disciplinary events. They view it as an indication of employee failure and lack of competence on the part of the recipient.	6 (86%)	7 (64%)
4.3 Enquiries generally result in unfavourable outcomes for the recipient (e.g. demotion, termination, asked to resign).	3 (43%)	11 (100%)
4.4 Recipient's job performance can be negatively affected by the disciplinary incident.	5 (71%)	6 (55%)
4.5 Recipients are negatively impacted from the process (e.g. loss of income, increase in travel costs due to transfer, have to report to junior personal, health is negatively affected and they are stressed out).	6 (86%)	10 (91%)
4.6 Disciplinary incidents negatively affect co-workers.	5 (71%)	9 (82%)
4.7 Loss of trust with the manager.	6 (86%)	6 (55%)
4.8 Loss of trust with the organisation.	7 (100%)	9 (82%)
4.9 Recipient loss of the relationship with management (the disciplining agents).	6 (86%)	5 (45%)
4.10 Participants expressed feelings of a loss of motivation.	6 (86%)	6 (55%)
4.11 Observers mentioned that the recipient lost motivation (Observers only).	N/A	8 (73%)
4.12 Good, competent, high performing, loyal, hardworking employees (normal job role) being disciplined in training. These qualities are not recognised by management when they decide to discipline an employee. The company may lose these employees who produce excellent results in their normal job role, but not in the training programme.	6 (86%)	11 (100%)

* Recipient Interviews ** Observer Interviews

Figure 1: The perceived effectiveness of the use of disciplinary measures in training.



4.2.1.1 Categories 1 and 2

In support of previous research (Butterfield et al., 1996; Atwater et al., 2001) category 1 illustrates the instrumental nature of the use of discipline in training, illustrating aspects relating to efforts made to change the recipient's behaviour, the disciplinary action's effectiveness and the achievement of the desired outcomes (Butterfield et al., 1996; p.1486). In terms of category 1, for each subcategory the observers were more likely than the recipients to report the instrumental effects of the use of disciplinary measures in training. This may suggest that observers are more likely to perceive the effectiveness of the use of disciplinary measures in training. The majority of participants (13 of the 18) mentioned that the use of discipline had the intended effect on the recipient, meaning that the discipline had worked. Other important sub-categories include the improvement made to the recipient's performance and behaviour in training (subcategory 1.3), recipient's change in attitude (subcategory 1.4) and the increased awareness in terms of complying with the organisation's standards and procedures (subcategory 1.6).

Participants made the following quotations related to category 1:

> *"She has been given a chance again to go and rewrite the very same test and this time she passed it for the very first time."*
> *"….regarding that incident is that a lot of people took their blue file [training programme] seriously and their panel seriously as well, and then me as well."*
> *"It made us to be aware of…*[1] *the rules and regulations and procedures of the company."*

Category 2 suggests that both recipients and observers believe that although the disciplinary incidents are specific to training, it aids employees in terms of clarifying their role within the organisation. In the majority of the subcategories, this was more likely to be described by observers compared to the recipients. The use of discipline has been advised to be used as a method that enables employees to understand and know what the organisation requires from them allowing the employer to achieve the correct behaviour and performance from employees (Nel et al., 2007). This is illustrated in subcategory 1.5 and in category 2, where in category 2 all of the participants expressed at least one subcategory to the effect that that the recipient's

[1] …er the rules that you…

disciplinary incident help to clarify employees' role within the organisation. Category 2 suggests that subordinates express a greater awareness and concern for the organisation itself (e.g. business performance, financial aspects). In Butterfield et al's., (1996) study, managers also showed greater concerns related to the entire organisation as well as to outside interests. Also given that the food retail sector of South Africa is regarded as being one of the most challenging, highly competitive and highly concentrated sectors, employees are expected to meet various performance standards to ensure business survival (Kenny, 2007; Alexander, 2012).

Examples of participants' statements for category 2:

> *"The growth of the company is at stake and then should we not…[1] follow the training that's been given to us then automatically we, we going to the wrong places."*
> *"Ok,…[1] I believe that, people do want to grow, people do want to move places so it's just in you."*

Ball et al., (1992) mentioned that the use of punishment can be a positive and valuable leadership tool when managed correctly. Schnake (1991) mentioned that organisational citizenship behaviours may not be affected by a reward or punishment system. This is because citizenship behaviours are not directly rewarded or punished. Employees may consider themselves as part of a social exchange relationship with the organisation and would probably engage in discretionary behaviours (Trevino, 1992).

Subcategory 2.4 illustrates a degree of comradeship between fellow employees on the training programme. These results are contrary to Van der Bank et al's., (2008) study where employees mentioned that colleagues did not support them during their ordeal with some even enjoying their dilemma. However, the managers in their study reacted differently. Some were supportive whilst others were perceived as being more autocratic and unsympathetic. The results of subcategory 2.4 also oppose previous literature which states that individuals may reject and/ or condemn innocent victims of injustice (Finchman &Jaspers, 1980), or devalue the recipient based on

[1] …er…

the level of injustice (Lerner, 1971) in order to maintain a sense of security or self-esteem (Lerner, 1974).

An example of a participant's statement related to subcategory 2.4:

> *"I know for a fact that I've crossed that bridge, at least I am assisting the fellow brothers who are coming, who are still on training, not to cross that bridge the way I have crossed it."*

Categories 1 and 2 support the general views on disciplinary measures and punishment as a means of improving employees' performance, correcting unwanted behaviours, changing attitudes and promoting compliance to organisational rules, standards and policies. The views are confirmed by previous research done by Arvey and Ivancevich, (1980), Arvey and Jones, (1985) and Carrell et al., (2006). Ball et al., (1994) also explained that supervisors may use punishment to correct undesirable behaviours. They would consider punishment as effective if the employees' subsequent performance, as an outcome of punishment, improves. Categories 1 and 2 support these views as participants expressed that the use of disciplinary measures in training improved recipients' subsequent performance and behaviour in training. Although discipline may correct a specific unwanted behaviour it can be viewed in certain instances as just one possible result (Atwater et al., 2001). However, in this study, the use of discipline altered a range of behaviours on the part of recipients, observers and co-workers (categories 1 and 2) and provides support for Arvey and Ivancevich's, (1980) and Butterfield et al's., (1996) work.

4.2.1.2 Categories 3 and 4

Arvey and Jones, (1985) mentioned that in addition to a recipient's performance and satisfaction, the outcomes of a punishment event should also be addressed. All of the participants expressed at least one positive as well as one negative outcome resulting from a disciplinary incident. This is illustrated in categories 3 and 4 which are in line with previous studies suggesting that punishment events can produce both positive and negative outcomes. Examples of these studies are Butterfield et al., (1996), and Atwater et al., (2001). In this study, both the recipients and

observers believed that there can be positive and negative outcomes from a disciplinary event.

Category 3 illustrates the positive outcomes that resulted from the disciplinary incident. The positive outcomes category was divided into six subcategories in order to better understand the types of positive outcomes. Butterfield et al., (1996) mentioned that punishment events can have potential learning outcomes that would incorporate all individuals within the organisation. A positive outcome from Atwater et al's., (2001) study was an awareness or learning outcome that recipients and observers reported, which resulted from the discipline. Carlsmith et al., (2002) mentioned that punishment can be used as a form of deterrence to prevent future violations. In support of these views, 15 out of the 18 (83%) participants mentioned that the recipient of the punishment learnt from the disciplinary incident and would try to prevent it from occurring in future (subcategory 3.1). This included 6 recipient participants who themselves learnt from the event and 9 observers who mentioned that the recipient of their disciplinary incident learnt.

Participants' quotations indicating category 3 include:

> *"At least now because he knows the consequences then I believe that he is going to be more effective than he used to be."*
> *"You tell yourself that okay this is what happened, one, two, three, and then so you'll see and then you will just have to make sure that next time you gonna [going to] just have to check your corners before you do anything that you wanna [want to] do…."*

There were also instances where the recipients became more proactive in their training program. Category 2 and subcategory 3.6 represent examples of improvements in the recipient's behaviour that was not specifically targeted by the disciplining manager. Similar results were achieved in Atwater et al's., (2001) study.

An example of an interviewee's statement illustrating subcategory 3.6:

"I understood now that I cannot wait for anybody to come and assist me. I have to do this myself. I have to go and get the information. I have to finish you know, I cannot wait for anybody."

Category 4 shows that the disciplinary incident generated more negative outcomes than positive outcomes. The category was divided into 12 subcategories in order to gain a better understanding of the different kinds of negative outcomes that were generated from the disciplinary event. Previous studies have mentioned that punishment incidents can produce numerous negative outcomes (Luthans & Kreitner, 1975; Sims, 1980). Punishment can result in decreased motivation amongst the employee and decreased morale (Casison, 2002). Punishment may also negatively affect the employee's job performance and job satisfaction. Atwater et al., (2001) also hypothesised that the use of discipline would be followed by negative outcomes for the recipient, supervisor or the organisation itself. The subcategories of category 4 support the above views. In several interviews (6 recipients and 6 observers) research participants expressed feelings of a loss of motivation resulting from the disciplinary incident (subcategory 4.10). In addition, 8 (73%) observer interviews stated that the recipient of the punishment also experienced a loss of motivation (subcategory 4.11). Most of the recipient participants of the study (5 recipients) mentioned that their job performance was negatively affected by the disciplinary incident and most of the observers (6) mentioned that the recipient's job performance, of their disciplinary incident example, was negatively affected (subcategory 4.4). In the majority of the subcategories under negative outcomes, recipients were more likely than the observers to express the negative effects resulting from the incident. This may suggest that recipients are more likely to perceive the negative outcomes resulting from a disciplinary event.

Quotations demonstrating the above subcategories are:

"There's not a feeling of …[1], ya there's no, you like killed the motivation in the stores amongst staff members."

"The lady when she came back to work she was very negative and lazy to an extent that one of the employees complained to her that you know what, now you

[1] …er…

don't work. You not performing the way you used to perform and it's gonna [going to] come back to you."

Skinner (1948) also concurred with the view that punishment can generate undesirable side effects. Although punishment may improve the actual behaviour of the recipient, negative side effects will still happen (Skinner, 1953; Sims, 1979; Atwater et al., 2001). In support of these views, 13 (72%) participants reported that the use of disciplinary measures improved performance and behaviour in training, on behalf of the recipient (subcategory 1.3). However, each of those participants also reported a negative side effect resulting from the incident (category 4). Employee discipline is also intended to facilitate respect and trust between the subordinate and supervisor (Carrell et al., 2006). However, the study revealed that 12 participants (67%) themselves lost trust with the manager (subcategory 4.7). In addition 16 (89%) participants mentioned that they have a loss of trust with the organisation itself (subcategory 4.8). Yukl (2000) mentioned that relationships between subordinates and managers can be characterised by issues relating to trust, loyalty, commitment and delegation. Many participants expressed that the recipient of discipline experienced a loss of relationship with the disciplining agent (6 recipients and 5 observers, subcategory 4.9) which may have also affected the trust between the two.

Participants' responses illustrating a loss of trust:

"The trust was broken between him and his manager."
"I don't think there's the trust there anymore, I think the company killed the trust,…[1] they actually killed the trust of the individual."

These results illustrate that in all cases where the participants thought of discipline as being effective, a negative outcome also took place. Similar results were also attained in Atwater et al's., (2001) study on recipient and observer reaction to discipline. Also as in Atwater et al's., (2001) study, in this research none of the participants reported that they felt that the disciplining manager learnt from the disciplinary event. Although 5 interviews (2 recipients and 3 observers) reported that the use of the discipline was ineffective (subcategory 4.1) each of those participants

[1] …er…

also reported at least one positive outcome (category 3) and became more aware and cautious as a result of the disciplinary event (subcategories 1.6 and 3.4).

Many participants mentioned that the organisation's employees view employee disciplinary events in training as an indication of employee failure and lack of competence on the part of the recipient (subcategory 4.2). Zimring and Hawkins, (1973) suggested that a stigma may be placed on an individual which can have stronger and more permanent effects than the punishment issued by the manager. Informal sanctions can be placed on the defaulting employee such as ridicule, gossips and ostracism (Trevino, 1992). Observers may also impose strong informal sanctions upon the violator if they possess strong punitive evaluations regarding the misdemeanour. These sanctions are imposed in addition to the expected manager's form of discipline. Ridicule, which was considered as a form of punishment in Vaden's (2004) study, was utilised by a few managers as an incorrect tool to motivate employees to comply with standards (Vaden, 2004).

4.2.2 Second major theme for research question 1: Observers of the use of disciplinary measures in training experienced the measures vicariously.

Table 2 on page 53 illustrates the second theme together with its categories and frequencies (the number of participants whose statements belong to the category). This theme contained 1 category which was further divided into 13 subcategories. Table 2 also provides a comparison of the frequencies of recipient and observer interviews for each category and subcategory. The category and subcategories of the above-mentioned theme are discussed and supported by direct quotes from the research participants. This theme of vicarious learning explains that observers and co-workers also learnt from the event.

Table 2. Categories and subcategories for theme 2: Observers of the use of disciplinary measures in training experienced the measures vicariously.

Categories and subcategories	Obs**
5. The use of disciplinary measures on recipients and its vicarious effects on observers.	11 (100%)
5.1 Observers mentioned that they learnt from the disciplinary incident.	9 (82%)
5.2 Disciplinary measures in training helped observers to understand what is expected from them in the training and to be more responsible.	9 (82%)
5.3 Observers are more cautious of the requirements that have to be met in the training programme.	10 (91%)
5.4 Observers mentioned that they are now more aware of the organisation's standards, rules and procedures and the importance of adhering to them, by both the managers and subordinates.	10 (91%)
5.5 The use of discipline in training made observers take the organisation's training programme seriously (change in attitude).	9 (82%)
5.6 The use of disciplinary measures improved the observer's performance and behaviour in training. Observers do not want to end up in the same situation as the recipient.	9 (82%)
5.7 Observers expected discipline to take place as it was believed that the individual had violated the organisation's rules and standards.	4 (36%)
5.8 Observers did not expect discipline to take place as they believed the individual had not violated the organisation's rules and standards.	7 (64%)
5.9 Observers were concerned whether the same disciplinary incident, just or unjust, may also happen to them.	3 (27%)

* Recipient Interviews ** Observer Interviews

Table 2. (Continued.)

Categories and Sub- Categories	Obs**
5.10 Disciplinary events deterred observers from conducting similar unwanted behaviours in future.	8 (73%)
5.11 Learnt the importance of completing the training programme (e.g. for employee and company performance).	4 (36%)
5.12 There is value to be gained from doing the training programme. It promotes individual and organisational growth.	5 (45%)
5.13 Observers learnt what not to do.	6 (55%)

* Recipient Interviews ** Observer Interviews

4.2.2.1 Category 5

Category 5 illustrates how the observers of punishment experienced the incident vicariously. All of the research observers expressed at least one vicarious effect or learning experience in category 5 that related to the disciplinary incident. Many observers were deterred from conducting those unwanted behaviours in future. In support of these categories are works on general deterrence theory (Zimring & Hawkins, 1973) and social learning theory (Bandura, 1971). Atwater et al., (2001) mentioned that the concept of vicarious learning has implications for disciplinary events within the organisation.

Examples of statements from observers:

> *"I've learned [learnt] that in the future I really need to go out there and get the information from everybody from everyone so that I can meet my deadlines without failing."*
> *"I learnt a lot from that [disciplinary incident], that I have to take everything that …[1] is regarding my job I have to take it very seriously and make sure that I deliver the positive result at the end of the day."*

According to social learning theory, individuals may experience a punishment vicariously if they have observed a punishment incident and may thereafter learn from it (Walters & Parke, 1964; Bandura, 1971). Category 5 of this research demonstrates that observers experienced another individual's punishment vicariously. In this study, although the discipline was not being carried out directly on the observers themselves, a majority of them did learn from the event (subcategory 5.1). In future, observers may be less prone to engage in similar violations. In social learning, individuals understand that certain social activities can lead to potential outcomes by observing the consequences experienced by those people who commit those activities (Bandura et al., 1963; Walters & Parke, 1964; Bandura, 1971).

The largest response from category 5 related to how the use of disciplinary measures affected observers' behaviour, performance and attitudes in training for which there were 9 observers representing these subcategories (subcategories 5.5 and 5.6). In support of this result, previous research mentioned that punishment can

[1] *...er…*

positively influence observers' attitudes and productivity (O' Reily & Weitz, 1980; Schnake, 1986; O'Reilly & Puffer, 1989). Bandura (1997) mentioned that managers may see punishment as an opportunity to promote vicarious learning. Managers may aim to convey a message to subordinates that they will not tolerate certain kinds of behaviours and this can play an important role in their decision to discipline an employee or not (Butterfield et al., 1996).

Examples of observers' statements related to subcategories 5.5 and 5.6 include:

> *"I've learnt that on everything that you do you must take it seriously."*
> *"You need to make sure that you up your game, up your standard."*

Subcategory 5.10 supports the deterrence view as many observers (73%) were deterred from conducting unwanted activities after understanding the risks involved with those behaviours. Further support for subcategory 5.10 is also provided by Trevino (1992; p. 651) who proposed that "punishment of one individual deters the prohibited behaviour in observers". Observes may weigh the perceived risks involved with an unwanted act which then deters them from conducting it (Meier & Johnson, 1997). Trevino (1992) explained that observers may do this so that they can make sense of the event as well as the implications that it has for themselves and their group.

As one observer mentioned:

> *"I am working and I am also doing my training I need to submit my, my modules to get a first in every module that I am doing and at the right time. Not to wait for discipline to come, or after the discipline [to] come with the excuses."*

Few observers (36%) mentioned that discipline should have taken place because they believed the individual had violated the organisation's rules and standards (subcategory 5.7). Atwater et al., (2001) explained that the use of punishment can also serve to boost the morale of other individuals who make concerted efforts not to break the organisational rules.

Atwater et al., (2001) explained that observers of a disciplinary event also generate negative perceptions or negative side-effects resulting from the incident. Observers may even relate to the recipient's discomfort and have negative feelings towards the disciplining manager or, perceive the disciplinary event to be mishandled by managers. These negative outcomes were explained earlier in category 4 where each observer reported at least one of those negative outcomes which resulted from the disciplinary event. Butterfield et al., (1996) explained that work group members may also expect violations, on behalf of a guilty employee, to be punished. Managers may have to fulfil their role by disciplining the defaulting individual and are quite aware of these expectations.

4.2.3 Conclusion of research question 1

In summary, the findings of theme one suggests that both recipients and observers view disciplinary events as instrumental in achieving a range of goals and outcomes from behaviour, performance, attitudes, defining roles and learning. Theme one demonstrates that recipients and observers view punishment as instrumental in obtaining various outcomes that may go beyond modifying subordinate's behaviours or attitudes. However, it is not clear whether the disciplining agents intended to achieve these outcomes, as well as any post hoc benefits, in the first place. As an indirect effect, the use of disciplinary measures in training also clarifies employees' role within the organisation that benefits both them as well as the organisation itself.

The use of disciplinary measures in training also produces other positive and negative outcomes that results from a disciplinary incident, including vicarious learning.

4.3 Results and Discussion pertaining to Research Question 2

4.3.1 First major theme for research question 2: The perceived fairness of the use of disciplinary measures in training.

Table 3 on page 59 includes the first theme of research question 2 together with its categories and frequencies (the number of participants whose statements belong to the category. This theme was divided into 4 categories as illustrated in figure 2 on page 62. Table 3 also provides a comparison of the frequencies of recipient and observer interviews for each category and subcategory. The categories of the above-mentioned theme are discussed and supported by direct quotes from the research participants.

Table 3. Categories and subcategories for theme 3: The perceived fairness of the use of disciplinary measures in training.

Categories and subcategories	Rec*	Obs**
Category 6. Overall the entire disciplinary incident was unfair. Participant was not satisfied.	7 (100%)	9 (82%)
Category 7. Disciplinary measures in training are perceived to be procedurally unfair.	7 (100%)	11 (100%)
7.1 Participants expressed that the punishment is not conducted contingently.	5 (71%)	2 (18%)
7.2 Organisation's procedures and policies with regard to the use disciplinary measures in training were not followed correctly by managers.	7 (100%)	7 (64%)
7.3 Concern for constructive, corrective, progressive discipline with counselling to take place.	7 (100%)	9 (82%)
7.4 Management provided reasons and justifications as to why the recipient was being disciplined, however the recipients found them to be inadequate.	7 (100%)	8 (73%)
7.5 Participants were not satisfied with the disciplining agents as they did not perform their job role or handle the process correctly.	7 (100%)	8 (73%)
7.6 Discipline is carried out in a punitive manner instead of it being corrective, educational and supportive.	6 (86%)	8 (73%)
7.8 Recipients may not receive the opportunity to correct the unwanted behaviour after an enquiry. They get immediately disciplined, demoted, transferred or dismissed, and can be taken off the training programme.	3 (43%)	10 (91%)
7.9 Lack of privacy. The disciplinary incident is intentionally made known to other co-workers, either through word of mouth, staff meetings, through the grapevine, or by disciplining an individual in public.	7 (100%)	10 (91%)

* Recipient Interviews ** Observer Interviews

Table 3. (Continued.)

Categories and subcategories	Rec*	Obs**
7.10 Recipient's concerned for being given the opportunity to state personal views and for providing evidence on their own behalf. However, views may not be adequately considered by management.	7 (100%)	10 (91%)
7.11 Recipients hear about the charge from co-workers first before being told by management and feel it is not procedurally correct.	5 (71%)	2 (18%)
7.12 Disciplinary enquires focus more on finding an individual guilty and punishing instead of it being corrective and supportive.	3 (43%)	7 (64%)
7.13 Recipients win cases when they are disputed at enquiries or at the CCMA. Negative outcome for the organisation. Shows that management did not investigate or look carefully at the merits of a case.	1 (14%)	5 (45%)
7.14 Management show a lack of awareness for the recipient's situation and personal circumstances when deciding to discipline.	3 (43%)	9 (82%)
7.15 Employees mentioned that there is a degree of bias that takes place when managers decide to discipline an employee or not.	6 (86%)	6 (55%)
7.16 The manager had a personal vendetta or personal issue against the recipient. Recipients may feel that they are being victimized.	6 (86%)	3 (27%)
7.17 Management did not initially investigate the underlying reasons for employees not meeting the requirements in training before deciding to discipline the recipients.	5 (71%)	7 (64%)
Category 8. Aspects of disciplinary measures in training that are perceived to be fair.		

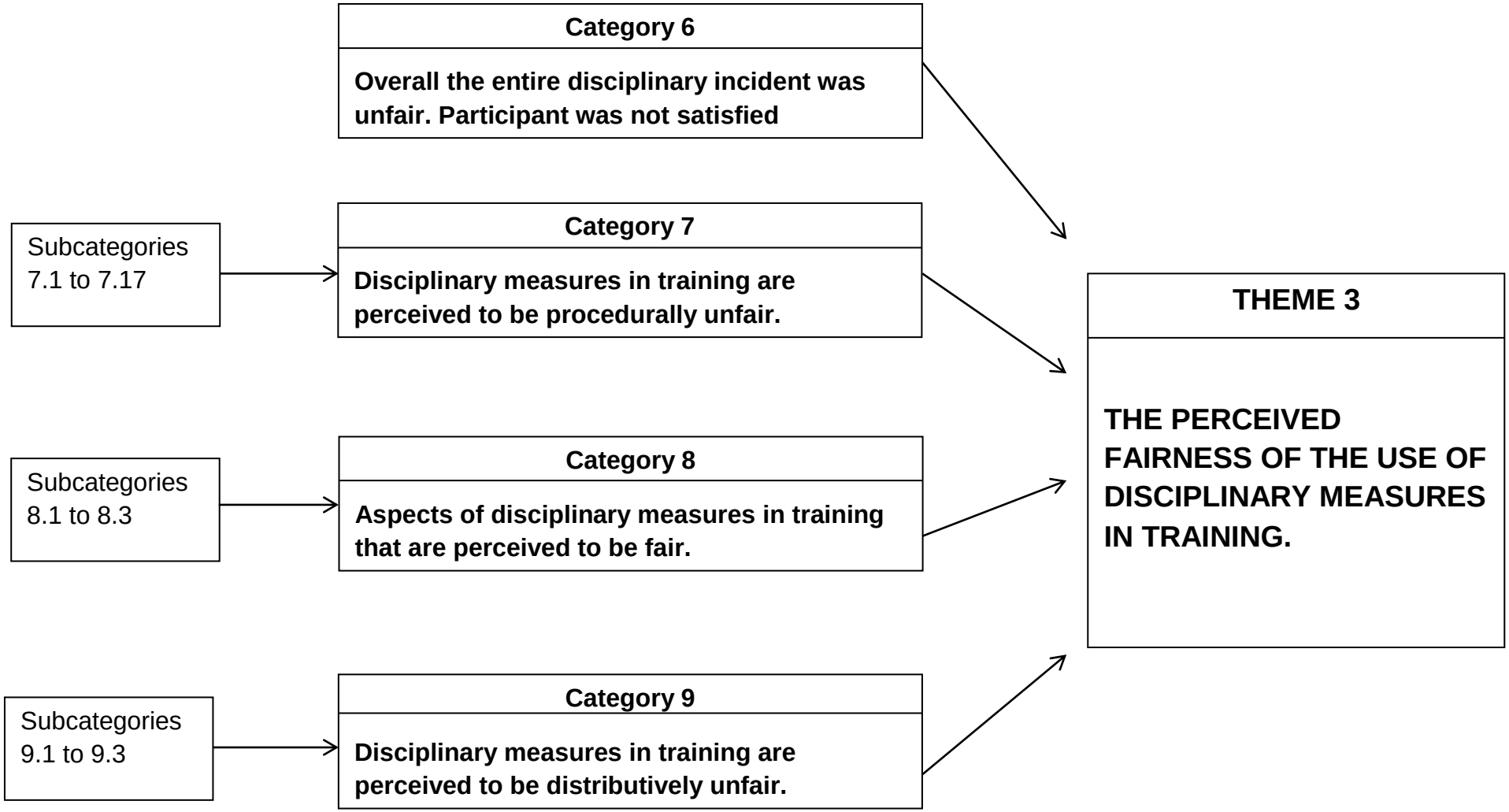
* Recipient Interviews ** Observer Interviews

Table 3. (Continued.)

Categories and Subcategories	Rec*	Obs**
8.1 Employees were able to appeal disciplinary decisions and had some influence over the decision outcome.	7 (100%)	8 (73%)
8.2 Generally charges get dismissed after an enquiry because of the lack of evidence and merits in cases.	4 (57%)	7 (64%)
8.3 Overall the disciplinary event was fair. However, there were aspects of unfairness.	0 (0%)	2 (18%)
Category 9. Disciplinary measures in training are perceived to be distributively unfair.	7 (100%)	11(100%)
9.1 Participants feel that there is inequity and a lack of consistency in the application of the disciplinary measures.	6 (86%)	9 (82%)
9.2 The disciplinary measures applied to the recipient are perceived as being too harsh.	7 (100%)	11(100%)
9.3 Participants suggested alternative methods to the imposed discipline. Managers have to be flexible.	7 (100%)	8 (73%)

* Recipient Interviews ** Observer Interviews

Figure 2. The perceived fairness of the use of disciplinary measures in training.



Organisational justice literature suggests that employees may evaluate fairness based on two perspectives, which is procedural and distributive justice (Greenberg, 1987). The results under this theme were generally consistent with previous literature. All of the participants discussed topics that related to procedural and distributive fairness. With regard to research question 2, participants' overall justice evaluations regarding the disciplinary event were overwhelmingly in the unfair result. Majority of the interviews (7 recipients and 9 observers) reported to the effect that after considering the entire event, the disciplinary incident was deemed to be unfair (category 6). Only 2 participants (2 observers) thought that the discipline was fair at the end of the day. However, each interviewee also reported at least one aspect related to procedural and/or distributive unfairness. This also provides support for Greenberg and Folger's, (1983) and Tyler, Rasinski, and McGraw's, (1985) work where many of the participants were unsatisfied with the disciplinary decision outcome as they viewed the disciplinary event as unfair (category 6). In most of the subcategories related to category 7, recipients were more likely than the observers to report procedural unfairness related to the disciplinary event. This can be probable as recipients are the ones who are perhaps more exposed to the organisation's disciplinary procedures compared to the observers during disciplinary events.

Categories 7 and 9 demonstrate that all of the participants expressed at least one subcategory that related to disciplinary incidents being carried out unfairly, either procedurally and/or distributively. Both recipients and observers were more concerned about procedural justice issues compared to distributive justice issues when evaluating their punishment incidents. Similar evaluations were achieved in Butterfield et al's., (1996) study, however these evaluations were done by managers.

If the disciplinary process is carried out unfairly, it can create an atmosphere of resentment (Arvey & Ivancevich, 1980) and low motivation (Joshi, 1989; Geurts et al., 1999; De Boer et al., 2002; Carrell et al., 2006). Given that each participant reported at least one characteristic related to the use of discipline in training as being unfair, subcategories 4.10 and 4.11 discussed earlier are in support of these views that disciplinary event which are perceived to be unfair may generate low motivation amongst employees. Alexander and Ruderman's, (1987) study on government

employees found that employees' perceptions of distributive and procedural fairness influenced outcomes such as trust in management. In this study, out of the 16 participants who thought the overall disciplinary incident to be unfair, 12 (6 recipients and 6 observers) had also lost trust with the disciplining agent (subcategory 4.7).

It was interesting to note that out of all the interviews where participants (16) reported the disciplinary event to be unfair overall, each of those participants also reported at least one outcome related to category 1 where there disciplinary incident had instrumental effects. This suggests that although disciplinary events are seen as unfair, instrumental effects can still be achieved from the event which may render the discipline as being effective. 12 of those 16 participants (6 recipients and 6 observers) also reported that the recipient became more cautious of the requirements that have to be met in the training programme. 12 of those same 16 participants (5 recipients and 7 observers) who thought the disciplinary event was unfair also believed that as a result of the discipline, the recipient became more aware of the organisation's standards, rules and procedures, and the importance of adhering to them, by both the managers and recipients. The result provides support for Atwater et al's., (2001) study where there can be positive outcomes resulting from disciplinary incidents even though the events are viewed as being unfair.

Only 2 participants (2 observers) reported that the overall disciplinary incident was fair. Feldman and March, (1981) suggested that punishment may serve to uphold social norms within a group and to indicate to observers which behaviours are appropriate and which are inappropriate. Miller and Vidmar, (1981) explained observers' motivation for retribution from a social group maintenance perspective. These social cohesive groups share certain beliefs and norms which they uphold, and if they are violated, the social system then becomes threatened (Durkheim, 1964). Observers may desire to see violators being punished. Failure to punish may leave observers questioning their group's norms, beliefs and values (Trevino, 1992). According to Trevino (1992), if the observer believes in the manager's decision that the recipient's behaviour was undesirable, then the observer may desire and expect punishment to take place which he/she would then regard as just punishment.

Observes may desire punishment to take place as it upholds and reinforces the organisation's standards and the importance of conforming to them.

However, both of these observers also reported at least one negative outcome (e.g. loss of trust with the organisation, recipient negatively impacted from the event) from the disciplinary incident. This result is in contrast to the findings in Atwater et al's. (2001) study suggesting that there can be hardly any negative effects resulting from an event (e.g. negative attitudes) when individuals perceive a disciplinary incident as being fair.

Although participants perceived the event to be procedurally unjust, they still showed positive attitudes of commitment and loyalty towards the organisation (category 2). This is contrary to Greenberg and Folger's, (1983) and Tyler et al., (1985)'s work which stated that procedural justice evaluations can positively affect individuals' attitudes such as commitment and loyalty. Self-serving biases can also influence recipient's perceptions of fairness (Chan, 1997). In this study, the perspectives as well as the generated categories of fairness were similar between recipients and observers. Ball et al., (1994) proposed that employees' perceptions related to the procedural and distributive characteristics of a punishment event can influence employee behavioural outcomes such as subsequent performance. In support of this view, out of the 16 participants who thought that the overall disciplinary incident was unfair, 11 of those participants (5 recipients and 6 observers) mentioned statements to the effect that the recipient's job performance was also negatively affected. If punishment is perceived as being just by the employee it may lead to a reduction of undesirable behaviour, positive citizenship behaviours and employee willingness to comply (Reis, 1984; Mikula, 1986; Bies, 1987). Contrary to these views, although the majority of the participants (16) in this study believed that the disciplinary incident was unfair, 11 (5 recipients and 6 observers) of those participants also reported that the recipient's behaviour in training improved (subcategory 1.3).

Categories 6 to 9 illustrate that observers' justice evaluations are also related to either procedural and/or distributive justice. Trevino (1992) mentioned that observers can react to a punishment event with their very own justice evaluations which in turn

may influence other outcomes. Observers' evaluations can also be based on the procedural and distributive aspects related to the punishment (Trevino, 1992). Observers may have beliefs in what can be regarded as the appropriate level of punishment that is suitable for the violation (Trevino, 1992). According to research done in the organisational and criminal justice fields, observers may prefer punishments that are severe, generally more severe than the punishment issued by the manager (Blumstein & Cohen, 1980; Zimmerman, Van Alstyne, & Dunn, 1988). Observers may also wish for equity and consistency with the use of punishment (Adams, 1963) and punishment performed inconsistently can be expected to be seen as unjust (Trevino, 1992).

The results of this study illustrate that the observers can still experience vicarious learning even though they perceived the disciplinary event to be unfair. This effect occurred with 9 of the participant observers who thought the event was unfair, but still reported vicarious effects that took place. Similar results were achieved in Atwater et al's., (2001) research where it was described that vicarious learning can still happened even in cases where the disciplinary event is viewed to be unfair. Trevino and Ball, (1992) explained that as a response to punishment, observers who have taken note of the punishment may expect management to respond in a similar manner in future and based on this expectation, may also change their own behaviour. Trevino (1992) argued that compared to recipients, observers' procedural justice concerns can be less important as they possess less detailed information on the punishment process. Observers may be more concerned with the distributive aspects as well as the need for privacy when evaluating the fairness of an event. However, in this study, observers were concerned with both the procedural and distributive aspects of the punishment, as illustrated in table 3.

The work performance of observers may also be influenced by whether they perceive a punishment to be just or unjust. If the punishment is viewed as being fair, observers work performance can improve (O'Reilly & Weitz, 1980; Arvey & Jones, 1985; Schnake, 1986, 1987; O'Reilly & Puffer, 1989). In cases where the recipient's punishment is viewed as being unfair, co-workers production may not increase and there can also be a loss of satisfaction with the supervisor (Schnake, 1987). In

contrast to these views, although many observers (9) felt that the disciplinary incident was unfair overall, 7 of those observers expressed statements to the effect that the disciplinary incident also made them improve their performance and behaviour in training. Perhaps this relates to the deterrence theory that was discussed earlier where individuals learn from disciplinary events and try to prevent the same from happening to them. When observers view a disciplinary event various expectancies are developed on behalf of the observer which may prevent them from committing those unwanted acts (Trevino, 1992). Observers may expect that certain behaviour would be identified and punished. The punishment would be more severe than the potential reward of the committed act and this may deter the observer from performing those same acts. Certainty and severity of punishment can also influence observers' perceptions of a disciplinary incident (Trevino, 1992). Lind and Tyler, (1988) argued that if individuals evaluate management's actions as being distributively unjust, it can affect their behaviours and work attitudes.

4.3.1.1 Participants' Procedural Justice Evaluations

Procedural justice is concerned with the fairness of the decision-making process (Thibaut & Walker, 1975; Leventhal, Karuza, & Fry, 1980; Lind & Tyler, 1988). In terms of procedural justice, the results of this study (category 7) are in line with previous research which mentions that evaluations of procedural justice can be influenced by the characteristics of an organisation's procedures which are used in outcome distributions (Ball et al., 1992). Participants' fairness evaluations generally provided support for previous research and were influenced by how management handled the whole punishment process. Some of the characteristics of the disciplinary event that related to procedural justice include: contingent punishment (subcategory 7.1), complying to the organisation's procedures (subcategory 7.2), explanations (subcategory 7.4), bias (subcategory 7.15), confidentiality (subcategory 7.9), and appeal opportunity (subcategory 8.1). These results provided support for previous studies which include: Sims, (1980); Arvey and Ivancevich, (1980); Arvey and Jones, (1985); Ball et al., (1992), Trevino, (1992), Butterfield et al., (1996), and Atwater et al., (2001).

Van der Bank et al., (2008) mentioned that positive outcomes may result from a procedurally fair process such as interpersonal trust. In this study out of the 16 participants who felt that the disciplinary incident was carried out unfairly, several of those participants also expressed a loss of trust with the manager (subcategory 4.7) as well as a loss of trust with the organisation (subcategory 4.8). Further support is provided by Ball et al., (1993) who explains that procedurally unfair punishment events can negatively influence attitudes such as trust in the supervisor. Ball et al., (1993) explained that employee satisfaction is probably due to the perceived procedural fairness of the punishment that is linked to the apparent violation. In terms of the observers, Trevino (1992; pg. 658) proposed that "Observers will evaluate punishment as more procedurally just when the disciplinary procedure is perceived to be unbiased, provides input, follows organizational due process guidelines, is conducted in private and in a timely manner, considers the target's viewpoint, applies decision-making criteria honestly and consistently, provides an adequate and a sincere explanation, and treats the target courteously."

4.3.1.1.1 Contingent Punishment

Some of the participants (5 recipients and 2 observers) felt that the disciplinary incident was conducted unfairly because they felt that the use of discipline was not conducted contingently in training (subcategory 7.1).

For example a participant mentioned:

> *"You getting, you getting accused for a crime that you never commit."*

In support of this result, Miltenberger (2004) stressed the significance of contingent punishment. Punishment is to be conducted when the individual exhibits unwanted behaviours as well as performances and an explanation may be provided as to why the punishment was imposed. If the employee perceives the procedure to be fair, it may result in reduced negative responses, as long as the punishment is contingently performed on the unwanted behaviour (Ball et al., 1992).

4.3.1.1.2 Organisational Rules and Procedures

14 participants (7 recipients and 7 observers) felt that the disciplinary incident was conducted unfairly because the organisation's rules, policies and procedures were not followed correctly by the managers who were disciplining the recipient (subcategory 7.2). In addition, 15 participants (7 recipients and 8 observers) were not satisfied with the disciplining agents as they felt that they did not perform their job role or handle the process correctly (subcategory 7.5). Few participants (1 recipient and 5 observers) mentioned that the recipient ended up winning the case when they disputed it at an enquiry or at the CCMA (subcategory 7.13).

Examples of participant statements in include:

> *"During …[1] the disciplinary enquiry itself there's quite a few things that's …[1] never, were not followed …[1] [for example] the step by step procedures."*
> *"At the end of the day I was given the written warning without the verbal warning, without counselling. So the procedure was not followed."*

In support of these subcategories, previous research states that employees anticipate the leadership of an organisation to react to disciplinary events consistently by conforming to clear corrective policies (Redeker, 1989; Ball et al., 1992). In Youngblood, Trevino, & Favia's. (1992) study, the unfair discharge cases were associated with complaints from employees that the leadership failed to adhere to the organisation's procedures and rules. In this study, many participants were not satisfied with the disciplining manager as he/she did not handle the process correctly (subcategory 7.5). In support of this result, literature explains that unjust employee punishment may be associated with negative reactions such as dissatisfaction with the supervisor (Reis, 1984; Mikula, 1986; Bies, 1987).

Subcategory 7.17 shows that the majority of the participants believed that management did not investigate the underlying reasons for employees not meeting requirements in training before deciding to discipline the recipients. Similar notions were expressed in Van der Bank et al's. (2008) study where managers were inclined to forward charges to disciplinary departments without proper investigations. According to the disciplinary regulations, managers can engage in an interview with the potential violator to determine the cause of the apparent misconduct. An

[1] *...like you know…*

investigation of the violation is recommended to take place immediately (Van der Bank et al., 2008). Disciplining managers should strive to make sure that there is no doubt that unsatisfactory performance has occurred. The collection of information has to clearly indicate the employee's violation. This can make the discipline more effective and easier to administer. It is important to obtain actual, indisputable records of unsatisfactory performance and the responsibility of these records lies with the employer (Carrell et al., 2006).

As one participant mentioned:

> *"[Disciplining managers] Didn't actually try and find out what, why didn't he pass his test. And…[1] what was the reason that he was failing all the time."*

4.3.1.1.3 Privacy

Many participants (7 recipients and 10 observers) felt that the disciplinary incident is not kept private and is intentionally made known to other co-workers, either through word of mouth, staff meetings, through the grapevine, or by disciplining an individual in public (subcategory 7.9). Few participants (5 recipients and 2 observers) believed that the incident was not procedurally correct as the recipient heard about the charge from co-workers first before being told by management (subcategory 7.11).

Examples of interviewees' quotations related to a lack of privacy:

> *"I think the employer told some of the managers on that level in her department of the organisation and then it was from a GM [general manager]. And the GM [general manager] told and he told some of the workers and the workers that's how they know."*
>
> *"The procedures were not followed because …[1] firstly it's, …[2] when the charge was coming through it was heard …[2] from other employees before they could just they could even bring it forward."*

Employee punishment may be conducted by the manager privately (Arvey & Ivancevich, 1980; Sims, 1980; Arvey & Jones, 1985). Ball et al. (1992) and Shepard (1984) mentioned that punishing an individual privately can improve employees'

1…er…
2…like you know…

views of procedural fairness. The mere fact that the observers of this study were aware of the recipient's disciplinary event may be in violation of the norm that discipline should be carried out privately between the manager and recipient. Therefore, in these instances, observers may believe that disciplinary incident was not handled correctly and may view the event as being unfair because of the lack of privacy (Atwater et al., 2001).

4.3.1.1.4 Bias

Many participants (6 recipients and 6 observers) mentioned that there is a degree of bias that takes place when managers decide to discipline an employee or not (subcategory 7.15).

A participant mentioned the following:

> *"There was some bias behaviour from my regional [manager] because some other people they, they actually done worse than I, I have done, but they've never seen any, any, any charge sheets or anything being done against them."*

Also half of the research participants (6 recipients and 3 observers) mentioned that the manager had personal vendettas and issues against the recipient before deciding to discipline the individual and the recipient felt as if they were being victimized (subcategory 7.16).

As one participant mentioned:

> *"So there's an unfair element and so it's where it becomes personal. You see maybe the HOD [head of department] had something against me."*

Leventhal (1980) mentioned that organisational workers desire managers to refrain from having individual bias during the application of the organisation's procedures. A reduction in bias can be related to fairness evaluations (Barrett-Howard and Tyler, 1986). Employees may regard supervisory procedures as being unjust if they perceive that personal biases have interfered with the application of organisational standards. It is also likely that most managers will consider that it is biased to

discipline an employee for outcomes over which they have no control. However the decision-making process will be dependent on the relevant attributions (Judge and Martocchio, 1995).

4.3.1.1.5 Explanations

Several of the participants (7 recipients and 8 observers) felt that although management provided reasons and justifications as to why the recipient had to be disciplined, the recipients still found them to be inadequate (subcategory 7.4).

An example of a participant's statement:

> *"….I refused to sign the written warning. Ya [Yes] well, they, they gave reasons that for the fact that they, they needed to discipline."*

Ball et al., (1993) explained that managers' explanations and reasons related to why an employee is being punished can be linked to procedural fairness. A supervisor could discuss their role and can give an explanation which links the apparent punishment to the standards and policies of the organisation. Causal explanations may increase views of procedural fairness within the organisation and can be very effective when done adequately (Bies & Shapiro, 1987, 1988). Managers may also concern themselves with the proper handling of the disciplinary process in terms of following procedures as well as justifying the disciplinary event (Butterfield et al., 1996).

4.3.1.1.6 Process Control

Many participants (7 recipients and 10 observers) showed concern in terms of the recipient being able to receive an opportunity to state their views and evidence on their own behalf. However, their views were not necessarily considered and therefore those 17 participants felt the disciplinary incident to be procedurally unjust (subcategory 7.10).

An example of a quotation:

> *"The person was not even given a chance to share his personal views, personal …[1] views on what led him do this."*

[1] …er…

Ball, Trevino and Sims, (1991) mentioned that a key factor of subordinates' fairness perceptions of punishment events is whether the punished individual had been given the chance to provide input to the punishment process. Management may allow employee involvement by giving employees the opportunity to present their viewpoint as well as giving their input serious consideration. This could also lead to better evaluations of procedural fairness on behalf of the punished employee who may find the punishment outcomes more acceptable. However, the employee may feel that the punishment is unfair if the manager does not take the punished individual's views into account (Bies and Shapiro, 1988; Ball et al 1992).

4.3.1.1.7 Decision Control

Subcategories 8.1 and 8.2 represent characteristics of the disciplinary event under which the participants perceived the disciplinary measures to be procedurally fair. Most of the participants (7 recipients and 8 observers) explained that the recipient was able to appeal disciplinary decisions and had some influence over the decision outcome (subcategory 8.1). Many participants (4 recipients and 7 observers) also described how charges generally get dismissed after an enquiry due to the lack of evidence and merits of cases (subcategory 8.2). For these reasons participants believed certain aspects of the disciplinary event to be fair. Decision control is concerned with being provided with a chance to appeal punishment decisions. Disciplined employees may thus feel that they have a certain amount of influence over the outcomes of a decision. Their views on procedural justice can increase if they are provided with the prospect to appeal (Ball et al., 1992).

As one participant mentioned:

> *"When he did appeal, …[1] the case was checked for the second time."*

4.3.1.1.8 Constructive Discipline

Majority of the participants (7 recipients and 9 observers) expressed concern for constructive, corrective, progressive discipline with counselling to take place during disciplinary incidents (subcategory 7.3).

[1] …er…

As one participant mentioned:

> *"The step by step procedures where …[1] someone needs to be counselled, needs to be given like just say a verbal warning, a warning, then go through the process."*

It is suggested that managers can correct unwanted behaviours in a constructive manner by using methods of counselling, teaching and constructive criticism (Baron, 1988; Butterfield et al., 1996). Literature explains that the punished employee may perceive counselling as a constructive experience that is intended to consider the employee's needs and to increase the employee's performance in the future. Management are suggested to be supportive towards the employee, assist the employee in understanding the unacceptable behaviour perhaps through self-criticism, and explain the correct replacement behaviours in future (Manz & Sims, 1989). Baron (1988) mentioned that individuals may report less anger and tension if they have been criticised constructively as oppose to destructive criticism. These individuals were also less likely to deal with future disagreements through avoidance.

The use of positive discipline involves the administration of corrective counselling methods. The manager or supervisor is expected to be sincerely interested in assisting the employee to solve their problems in order for the corrective counselling to be effective. The manager or supervisor is advised to offer encouragement, support, and assistance. The probabilities of long-lasting improvements in behaviour can be greatly improved with a greater problem-solving participation on behalf of the employee (Carrell et al., 2006).

4.3.1.1.9 Punitive Discipline

The results show that the majority of participants (6 recipients and 8 observers) felt that discipline in training is carried out in a punitive manner instead of it being corrective, educational and supportive (subcategory 7.6). Subcategory 7.12 demonstrates that several of the participants also felt that the organisation's enquires focused more on finding the individual guilty and punishing them instead of it being corrective and supportive (3 recipients and 7 observers). Additionally many of the participants (3 recipients and 10 observers) mentioned that the recipient of discipline

[1] …it's like you know…

may not receive the opportunity to correct the unwanted behaviour after an enquiry because the recipient gets immediately disciplined, demoted, transferred or dismissed and can be taken off the training programme (subcategory 7.8).

Examples of quotations related to discipline being carried out punitively in training include:

> *"They could have just given you a counselling session or whatever. But you know the thing is that at the end of the day people [disciplining managers] just want to go straight for the jugular here."*
> *"They, give him a warning straight, not hold, bring him in, let's see what his problems is, let's show him why he has made the mistake and where he has made the mistake. Top management is got the habit of saying boom warning, straight. No…[1] corrective discipline….It was you failed 1, 2, 3 into an enquiry."*

In support of these subcategories, similar results were achieved in Van der Bank et al's., (2008) study where participants mentioned that the organisation is more predisposed towards disciplining employees than helping or supporting them. Participants in their study experienced the officials who were investigating discipline as being punitive and seeking towards guilty findings. Compared to Butterfield et al's., (1996) research, in their study managers tried to avoid punishment whenever possible and expressed concern for their subordinates' livelihoods and families. Disciplinary action, under certain circumstances, may be viewed as being negative, punitive, heavy-handed and arbitrary (Ball et al., 1993; Alexander, 2000). Discipline is recommended to be conducted as a corrective, progressive measure instead of it being punitive (Nel et al., 2007). Discipline is also suggested to be a proactive and constructive approach. Employees expect to receive an educative and corrective approach, accepting the consequences of their actions instead of it being punitive (Kight and Roseboro, 1998.) Literature explains that employees can experience indifference from management who may not adhere to the positive disciplinary philosophies as envisioned by the disciplinary regulations. Employees may also not receive remedial assistance once they have been departmentally charged (Van der Bank et al., 2008).

[1] …er…

Subcategory 7.14 illustrates that many participants (3 recipients and 9 observers) felt that the managers who were mediating the disciplinary incident showed a lack of awareness for the recipient's situation and personal circumstances when deciding to discipline. Atwater et al., (2001) explained that disciplinee's may fail to see the disciplining manager's concern for them. However, subordinates in their study reported that managers showed concern for their personal situations.

The South African Labour Relations Act promotes the use of corrective or progressive discipline (Republic of South Africa, 1995). Literature explains that the most effective method of correcting unwanted behaviours is to employ corrective counselling. The supervisor is expected to apply discipline in a supportive environment. The supervisor is also expected to emphasise the improvement of performance instead of imposing a punishment (Carrell et al., 2006; Stecher & Rosse, 2005).

4.3.1.2 Participants' Distributive Justice Evaluations

Distributive justice relates to the fairness of outcome distributions (Adams, 1965). Punishment can be considered to be distributively fair when the outcomes are administered consistently across all employees, situations, and time. The outcomes may have to be contingent on the apparent misconduct and administered at an appropriate level (Ball et al., 1994). In support of previous research, distributive characteristics such as equity and severity of a punishment event affected employee's evaluation of distributive justice (Ball et al., 1992, Trevino, 1992). All of the participants expressed at least one subcategory which related to a disciplinary incident being carried out unfairly, in terms of distributive justice, and this is illustrated in category 9. On the subject of distributive justice (category 9), participants referred to characteristics of equity (subcategory 9.1), and severity (subcategory 9.2). Recipients were also more likely than the observers to describe the distributive unfair aspects of the incident.

4.3.1.2.1 Equity

Majority of the participants (6 recipients and 9 observers) mentioned that the disciplinary measures in training were not conducted fairly as they felt that there is

inequity and a lack of consistency in the application of the discipline in training (subcategory 9.1).

Examples of interviewees' statements include:

> *"My discipline was a bit harsh because some people are not charged for anything with the same offence."*
> *"There's no, there's no consistency, there's no fairness."*
> *"But after what I've seen, what's happening now and previously, that it tells me…[1] it was harsher."*

Employees want to be treated with equity, consistency and according to a policy by the organisation (Adams, 1965), especially those who receive punishment. Ball et al., (1992) mentioned that subordinates who have been punished may equate the manner in which they have been treated to that of co-workers who have similarly defaulted. Distributive unfairness views on the part of the subordinate may result if the employee has the perception that the discipline was unequal and harsher compared to the discipline received by other co-workers for a similar misdemeanour (Ball et al., 1992). Another important aspect of employee perceptions regarding the supervisor's use of discipline is the consistency of the disciplinary process. In Youngblood et al's., (1992) study, subordinates' explanations for filling unfair discharge claims were based on inconsistent outcomes. Managers at the workplace are recommended to aim for equity in order to avoid any negative side effects resulting from any unfair treatment (Homans, 1961; Adams, 1965).

In Vaden's (2004) study, managers had difficulty being consistent with punishing their employees for violations of procedure. Many of the respondents expressed that their managers had shown favouritism in their work environments and violations were not punished as outlined in the employee handbook. This meant that management did not punish every employee equally. Managers did treat employees fairly to a certain extent but many respondents mentioned that they experienced unfair treatment or ridicule from their managers after a substandard job performance. Several employees also alleged that punishment has led employees doing just

[1] …that, that was…

enough to get by. Employees express satisfaction when managers reward and punish in a consistent way (Hinkin & Schriesheim, 2008; Peterson, 2012).

4.3.1.2.1.1 Conflict Avoidance

It would be interesting to find out why management, in certain instances, may choose to avoid or look the other way when it comes to disciplining an individual. When management uses discipline as a traditional and punitive process, employees and their representatives may react in a negative way to it (Alexander, 2000). Management may therefore avoid taking disciplinary action which leaves the problems uncorrected. Managers may also try to avoid punishing employees as the process is considered to be unpleasant to some. Other negative long term consequences that can result include: employee resentment, more performance issues and employee turnover (Butterfield et al., 1996).

Pick n Pay is a unionised organisation (PnP, 2014b). On many occasions management's fear of trade union reaction may cause inaction. However, this can have repercussions of its own in that by management not acting they are providing a notion that unsatisfactory performance and inappropriate behaviour is acceptable or that employees can break rules or regulations without fear of discipline (Alexander, 2000). This issue may result because management believes that formal discipline is the only method of dealing with unacceptable behaviour and poor performance. Another critique is that management and labour representatives often fail to search for appropriate, alternative methods to discipline and other ways of collaboration to efficiently deal with performance issues that benefits everyone at the workplace (Alexander, 2000). Participants in this study shared some light related to this view (subcategory 9.3). Matters relating to performance can be resolved with conflict management however the process can be time consuming and management may opt not to conduct it. Issues of unfair treatment, discrimination and other legal issues are possible unwanted concerns that may come about (Meddles, 2012).

4.3.1.2.2 Severity of Punishment

All participants (7 recipients and 11 observers) perceived the punishment to be unfair, in certain aspects, because they believed that the disciplinary measures that were applied to the recipient were too harsh (subcategory 9.2).

Participants' statements representing the above:

> *"I feel the decision was too harsh for the employee."*
> *"I feel that [if] she was, at least if she was given a verbal warning but not a dismissal it was going to be fair.*
> *"I felt that he was really, really hard on me, he was harsh and he was unfair at the same time."*

Previous literature mentions that a discipline policy should be progressive. The severity of the discipline should increase as the seriousness of a violation increases especially if it is a repeat offence which the subordinate is aware of (Ball et al., 1992). Ball et al. (1992) suggested, using their model, that punishment has to be administered consistently and with the appropriate harshness that is in line with other individuals who have received similar punishment for an undesired behaviour. The severity of a punishment may range from a minor outcome such as a verbal reprimand to a punishment that is much more severe as in the case of termination or dismissal (Sims, 1980). However, researchers have suggested that the effectiveness of punishment can increase in relation to its severity compared to punishment being administered leniently (Greer & Labig, 1987; Trevino & Ball, 1992). These studies however have focused on observing the improvement in behaviour following punishment and have not addressed the associated negative outcomes. Another study discovered that punishment was perceived to be too harsh and this had negatively affected the recipients' performance (Ball et al., 1994; Atwater., 2001). Ball et al., (1993) also mentioned that the perceived harshness of punishment had the strongest influence on subsequent employee behavioural outcomes such as citizenship behaviours and performance.

In Butterfield et al's., (1996) research, many managers felt the need to be flexible when it came to selecting punishment procedures. Managers expressed that

judgment should be used in order to consider individual circumstances and that exceptions have to be made in certain instances. In this study, many participants (7 recipients and 8 observers) suggested alternative methods to the imposed discipline, implying that the disciplining managers have to be flexible (subcategory 9.3). However, Atwater et al., (2001) described how individuals may have a self-serving bias and may attribute failure to external factors rather than to themselves. If punishment is perceived as being severe it would generally be viewed as being less fair. Trevino (1992) mentioned that severe punishment may be required in order to get the observer's attention and to influence behaviour. Trevino (1992) proposed that observers may wish for more severe punishment outcomes compared to those that are generally imposed on an individual. However, the results in this study are contrary to this proposition as all of the observers felt the issued punishment was too harsh (subcategory 9.2).

Table 4. Categories and subcategories for theme 4: Recipients referred to attributions as a cause for their unwanted behaviours.

Categories and subcategories	Rec*	Obs**
Category 10. Internal Attributions		
10.1 Manager mentioned that the recipient was procrastinating.	4 (57%)	3 (27%)
10.2 Manager mentioned that the recipient was irresponsible.	6 (86%)	5 (45%)
10.3 Manager referred to the recipient lacking the required abilities and skills.	6 (86%)	8 (73%)
Category 11: External Attributions		
11.1 Recipient did not take personal responsibility as the violation was not their fault.	7 (100%)	9 (82%)
11.2 Training programme is not handled, managed or administered correctly by management. Management may also lack the required competencies as well as knowledge of the processes and procedures in order to facilitate the training programme consistently.	7 (100%)	8 (73%)
11.3 The recipient described the disciplinary incident as unfair because it was difficult and sometimes impossible on occasions to do the training requirements and their normal job role at the same time.	4 (57%)	8 (73%)
11.4 The recipients were unsatisfied with the current design of the training program and the use of disciplinary measures. It is not efficient and results in a person being easily and unnecessarily disciplined.	5 (71%)	7 (64%)
11.5 Organisation did not do their role in terms of providing the training resources, support, tools and material that is necessary in order for employee to complete the training in the first place.	7 (100%)	9 (82%)

* Recipient Interviews ** Observer Interviews

Table 4. (Continued.)

Categories and subcategories	Rec*	Obs**
11.6 Participants believed that the disciplinary event should not have happened in the first place because of the external attributions.	6 (86%)	7 (64%)
11.7 Recipient did not accept the punishment. Recipient disputed the charges.	7 (100%)	7 (64%)
11.8 Recipient's personal circumstances were not considered by management and these circumstances may have led to the recipient defaulting.	4 (57%)	7 (64%)
11.9 Recipient's disadvantaged background and poor learning capabilities due to their background led to them defaulting.	2 (29%)	3 (27%)
11.10 Participants mentioned that the organisation should understand that the trainees are still in training and therefore are expected to make mistakes until they are found competent. Management has to take this into consideration before deciding to discipline an employee in training.	4 (57%)	4 (36%)

* Recipient Interviews ** Observer Interviews

4.3.2 Second major theme for question 2

Table 4 on page 81 illustrates the second major theme identified for research question 2 which was: Recipients referred to attributions as a cause for their unwanted behaviours.

4.3.2.1 Internal Attributions

As described by the participants, category 10 demonstrates Mitchell, Green, & Wood's, (1981) theory that managers form attributions related to their subordinates' poor performance. These attributions (category 10) related to the recipient delaying to complete the training requirements, to lacking in the required knowledge and skills, as well as being irresponsible. Managers may attribute the cause of the discipline to some characteristic of the recipient. This can lead managers to perceive that their actions were fair, proper and justified (Atwater et al., 2001). Managers also frequently refer to internal as compared to external attributions in order to justify their use of punishment on an individual, for example, the causes of behaviour or attitude issues that triggered the punishment incident (Butterfield et al., 1996). The recipients in this study were more likely to describe these internal attributions than the observers. Perhaps this can be due to the fact that recipients are the individuals who directly receive these attributions from managers during disciplinary proceedings.

This category of internal attributions provides support for previous research where managers create attributions regarding their subordinates' misdemeanours (Butterfield et al., 1996; Atwater et al., 2001). Examples of internal attributions that result in the unwanted behaviours or poor performances include attitudes, irresponsibility, carelessness, lack of ability and lack of knowledge (Butterfield et al., 1996). Butterfield et al., (1996) mentioned that managers may concentrate on internal attributions in order to shift responsibility for the issue away from themselves to the defaulting employee. Managers may do this because they wish to convince both themselves and others that they acted accordingly. These internal attributions may also be considered as an extension of the impression management theme that is discussed later.

Examples of participants' statements related to internal attributions:

"….the training, they said…[1] I was delaying like with my training. I was taking time."

"The charge was for, for not completing…[2] module four, module four at the receiving."

"The violation was that they found me incompetent in terms of management accounts, finance and accounting."

4.3.2.2 External Attributions

In category 11 every participant (7 recipients and 11 observers) referred to at least one external attribution that may have led to the recipient defaulting and therefore viewed the disciplinary incident as being unfair. Examples of external attributions provided by the participants included role overload, domestic issues, specific circumstances, lack of support and differences in background or culture. This result is in line with attribution theory which suggests that the recipient may observe little justification for a disciplinary event because there is a tendency to make external attributions for the behaviour that triggered it (Mitchell and Wood, 1980; Mitchell et al., 1981). Recipients are likely to perceive the discipline as undeserved if they attribute failure to external rather than internal causes that were beyond their control (Atwater et al., 2001).

Mitchell et al. (1981) describes the attribution process as an individual's attempt to understand the causes of events. Recipients are likely to view punishment as undeserving or too severe if their failure is attributed to external and not internal causes since they have no control over external causes. Subcategory 9.2 also provides support for this view (Atwater et al., 2001). The results on external attributions provides support for previous literature which explains that recipients may wish to re-establish their self- esteem and may refer to external attributions as a cause of their unwanted behaviours (Greenberg, 1990; Bandura, 1997).

In the majority of subcategories related to external attributions, the recipients were also more likely than the observers to refer to an external attribution as the cause of their offence. Because of social desirability, recipients' responses to their own discipline can be biased (Trevino, 1992). They can also attribute cause to elements which were outside of their control and this allows the recipient to be seen in a positive light. Atwater et al., (2001) mentioned that if the recipient makes use of

[1] …like over…
[2] …erm…

external attributions as the cause for a violation then it may follow the recipient would perceive less justification from a disciplinary event and would also be more likely to perceive the disciplinary incident was mishandled on the part of the manager. In support of this view out of the 7 recipients who referred to an external attribution, all 7 of those participants also viewed the disciplinary incident as being procedurally unfair.

Butterfield et al. (1996) explained that there are occasions where the punishment is expected and accepted by the recipient as they take responsibility for their misconduct. However, in this study, the majority of the participants explained that the recipients did not take personal responsibility as they felt that the violation was not their fault. This was suggested by 16 participants (7 recipients and 9 observers) in subcategory 11.1. Ball et al., (1992) suggested that if punishment takes place due to a recipient violating the organisation's formal rules and policies, the recipient may view the punishment as being fair as it would be difficult for the recipient to deny responsibility. Punishment for violating a formal rule at the organisation may be more acceptable by the recipient as these formal rules could have greater meaning to the employee (Jones, Tait & Butler, 1983; Atwater et al., 2001).

Examples of statements referring to external attributions include:

> *"There are no people that are guiding them on…[1] how things have to get done or how they can go through their training"*
> *"The situation could have been prevented on my side if I was given enough support, enough motivation."*
> *"If you train then you need to have more time to do whatever you've been asked to do, but if you don't have time then it's a problem."*
> *"So they gave him a day and then he did not pitch up…[2] obvious due to…[3] a collision because now he's, he's running this department at the same time he's studying you understand, training you understand."*

Observers' retributive justice evaluations also entail the extent to which they attribute responsibility to the defaulting individual (Kidd & Utne, 1978). Observers may attribute responsibility of a disciplinary event to the recipient if believe that the individual has violated the social rules and standards (Lloyd-Bostock, 1983). Monson

[1] …like you know…
[2] …er…
[3] … to, to…

(1983) mentioned that observers are more likely to attribute responsibility to the violator because of their differences in attribution perspectives. However, in this study, the majority of both the observers and recipients felt the same way in that the recipient's disciplinary incident should not have happened in the first place because of the external attributions (subcategory 11.6). Punishment events can be expected to be done privately, without the presence of observers. Attributions on behalf of the observer can be subject to bias and error as they tend to fill knowledge gaps with preconceptions, assumptions and information achieved by means of the grapevine (Lloyd-Bostock, 1983).

Table 5. Categories and subcategories for theme 5: Impression Management

Categories and subcategories	Rec*	Obs**
12. Management provided reasons and justifications for why the disciplinary measures had to be taken.	7 (100%)	11 (100%)
12.1 Management disciplined employees explaining that they did not comply with the organisation's standards, polices and rules.	7 (100%)	11 (100%)
12.2 Management referred to previously giving the recipient chances to correct behaviour before an enquiry can take place.	3 (43%)	8 (73%)
12.3 Management were just doing their role in terms of their duties and responsibilities.	4 (57%)	8 (73%)
12.4 Disciplining managers are impersonal, acting on the behalf of more senior employees. They are given the directive from those who are higher up and may not understand the merits of the case.	5 (71%)	9 (82%)
13. Senior management (e.g. can be General managers, head of department managers, senior human resources practitioners) and shop stewards make sure that they are involved in the disciplinary process to provide neutral views and stances of the disciplinary event.	6 (86%)	11 (100%)
14. Managers display an authoritarian style approach when it comes to the application of disciplinary measures in training. Managers do not tolerate underperformance in training and place constant pressure on trainees to perform.	5 (71%)	6 (55%)

* Recipient Interviews ** Observer Interviews

4.3.3 Third major theme for question 2: Impression Management

4.3.3.1 Impression Management

Table 5 on page 87 represents all of the categories for the theme of impression management. Theme 5 is labelled as “impression management" because, as described by the participants, the categories under this theme were in line with previous studies which represent managers' efforts to present themselves in a positive light (Butterfield et al., 1996; Atwater et al., 2001). Butterfield et al., (1996) described impression management as the attempts by managers to justify the discipline and also their correct or incorrect handling of the process. Category 12 illustrates these viewpoints as participants explained that from the managers’ side, managers attempted to provide reasons and justifications as to why the disciplinary measures had to be taken. These justifications related to undesirable behaviours and unsatisfactory performance.

Examples of these justifications include the following:

> *“Management did their part in the right way because everything was explained to the guy, what was the reason he’s being charged. So they did clarify everything for him.”*
> *“Because when they charged the person they [disciplining managers] have to tell him the reason why they charged him”*
> *“So now, actually it was an order from the senior management to the store management that I must be given a written warning.”*

Categories 12 to 14 illustrate how the majority of the participants felt that managers were aware that their actions had an influence on the impressions that they created towards their subordinates and the desire that managers had to be seen in a positive light. Leary and Kowalski, (1990) mentioned that there are political aspects which organisational employees consider as they try to create an impression both for others and themselves in order to imply that their decisions, intentions and actions are legitimate, consistent, fair, and reasonable. In most cases, managers concern themselves with following appropriate disciplinary procedures and in doing so, believe that their actions would be fair (Atwater et al., 2001). Butterfield et al., (1996)

mentioned that managers may refer to their role responsibilities as they are acting as representatives of their organisations. This could imply that they are obligated to the company's interest. Similar results were attained in this study where the majority of participants (4 recipients and 8 observers) mentioned that the disciplining managers communicated that they were just doing their role in terms of their duties and responsibilities in disciplining the individual (subcategory 12.3). Butterfield et al., (1996) also described how managers may feel pressure to punish because of their managerial role responsibilities.

In support of category 12, Schlenker and Weigold (1992) explained that individuals are concerned with their desired social identities and may develop self-serving explanations (e.g. excuses, justifications) in order to deal with an apparent challenge. Managers may also utilise different tactics of facilitating the way they deal with challenges such as managing the impression of fairness by using justifications, excuses and taking responsibility for positive outcomes (Greenberg, 1990; Tedeschi & Norman, 1985; Butterfield et al., 1996). Managers may use many impression management tactics and behaviours to demonstrate their competence providing reasons as to why punishment was needed [category12], their role and responsibilities [subcategory 12.3] and citing the recipient as being at fault [subcategory 12.1] (Arvey & Ivancevich, 1980). Butterfield et al., (1996) suggested that future research should consider the kinds of justifications and explanations that were provided to subordinates and to work groups regarding a punishment event. Explanations may improve individuals' reactions to negative outcomes from a procedural justice point of view (Bies et al., 1988). Butterfield et al., (1996) explained that managers may believe that there are other employees who expect them to punish the violating individual and can view the incident as being fair when doing so.

Many of the participants mentioned that the disciplining managers have an authoritarian style approach when it comes to the application of disciplinary measures in training (category 14). Previous literature describes how employee disciplinary processes have evolved over the years from the traditional autocratic method to the recent modern systems where defaulting employees are given a chance to correct their behaviour (Chimezie et al., 1989). However, managers in the current South African retail environment are known for adopting the historic

authoritarian style approach towards certain employees (Kenny, 2007; Alexander, 2012). Similar results were achieved in Van der Bank et al's., (2008) study where participants perceived managers to behave in an autocratic manner towards their subordinates.

An example of a participant's statement:

> *"I think it's more about pressure, the threat, the top management does to the individual."*

Category 13 illustrates participants' description of how senior management personnel and shop stewards get involved in the disciplinary process. In many organisations the supervisor is given the authority to administer less severe types of discipline. When it comes to the more severe cases, they are generally handled by the upper-level line manager or HR executive (Carrell et al., 2006). It is suggested that consistency in the application of discipline can be achieved with this kind of approach. The disciplining manager maintains authority over the subordinate and control over behaviour (Van der Bank et al., 2008).

Butterfield et al., (1996) explained that as per an agreement, both manager and subordinate have to perform their roles in order to maintain the job relationship. If the manager did his or her part but the subordinate does not according to this agreement then the disciplining manager's actions becomes more justifiable. Managers may have their own expectations which are embedded in theories of good management and disciplinary practice. These expectations may affect the manager's decision of whether to punish the individual or not to punish. If internal attributions are also considered by the manager, it can ultimately force the manager to end up punishing the individual (Butterfield et al., 1996). Subordinates may have different expectations because they may feel that their good histories and relationships with their supervisors will have a positive influence on the manager's decision to punish. However, the majority of the participants in this study did not expect the recipient to be punished (discussed later on).

Other interesting categories included the impartial demeanour of managers where disciplining managers explained that they are acting on the behalf of more senior employees (subcategory 12.4). Van der Bank et al., (2008) explains that managers

may appoint another individual to handle the disciplinary investigations and interviews. A decision can be made based on that official's case presentation and opinion on whether to press charges or not. This practice may seem to be fair, considering that the subordinate's manager or supervisor is often engaged in other work roles and functions. However, the personal contact between the manager and the subordinates can be lost in these situations and the manager's influence may not be experienced (Van der Bank et al., 2008). Atwater et al., (2001) explained that recipients may have a different perspective on impression management compared to managers. Recipients may have a more negative perception of the disciplinary incident, the role of the manager and the reasons for the discipline.

4.3.3.1.2 Observers of disciplinary incidents and impression management

All of the observers of this study reported at least one aspect related to the theme of impression management. Also the observers in this study were more likely to describe impression management categories and subcategories compared to the recipients. Managers may try to influence observers and co-workers perceptions of a disciplinary event. They do this by attempting to provide casual accounts as means to justify the need for their actions (Bies, 1987; Bies, Shapiro, & Cummings, 1988). Managers may also provide these explanations to co-workers, especially during severe punishment (e.g. dismissal). Observers' views on procedural justice can increase if they believe the account to be sincere and adequate (Bies, 1987; Greenberg, 1987). The causal account becomes very important to observers especially in instances where there is a great deal of uncertainty regarding the punishment decision and when the recipient is a very close colleague to the observers (Brockner, DeWitt, Grover, & Reed, 1990). However, given that disciplinary incidents are private events, the manager's ability to provide casual accounts to other co-workers can be very limited due to legal issues, such as the need to maintain confidentiality (Trevino, 1992). Given the above, most of the observers in the study felt that the disciplinary incident was procedurally unfair due to unsatisfactory casual accounts being provided (subcategory 7.4). However, based upon their own understandings of a disciplinary incident, recipients may also wish to share details of the event in order to manage co-workers' impressions (Bell & Tetlock, 1989).

4.3.4 Conclusion to Research Question 2

The results for research question 2 show that employees are very concerned about justice, fairness as well as the attributions that relates to the disciplinary event. Organisations generally have due process systems that emphasise procedures. Participants focused more on those procedures than on the distributive aspects as it appeared to be more important to them. Similar results were achieved in Butterfield et al's., (1996) study. However, Ball et al., (1994) mentioned that punished subordinates are generally more influenced by distributive aspects of a disciplinary incident than by procedural concerns.

Both recipients and observers referred to internal and external attributions as the cause of the recipient's violation. They expressed more external attributions compared to internal attribution which led them to believe that the disciplinary event was unjust. Participants described the impression management tactics that were utilised by the disciplining agents. These tactics corresponded to those discussed in the literature (e.g. excuses, justifications). Managers had to do what was necessary and demonstrated a level of awareness for what they were doing with justifications. Management may try to create an impression that their actions, intentions, and decisions, are consistent, fair, legitimate and reasonable both for themselves and for others (e.g., Greenberg. 1990).

4.4 Results and Discussion pertaining to Research Question 3

4.4.1 Major theme for research question 3: Emotional reactions following from disciplinary events.

Table 6 on page 94 includes the major theme of research question 3 together with its categories and frequencies (the number of participants whose statements belong to the category). This theme was divided into 6 categories. Table 6 also provides a comparison of the frequencies of recipient and observer interviews for each category and subcategory. The categories of the above-mentioned theme are discussed and supported by direct quotes from the research participants.

Table 6. Categories and subcategories for theme 6: Emotional reactions following from disciplinary events

Categories and Subcategories	Rec*	Obs**
15. Overall, participants expressed more negative emotions related to the disciplinary event.	7 (100%)	11 (100%)
15.1 Participants experienced negative emotions when they perceived the disciplinary measures to be unjust.	7 (100%)	11 (100%)
16. Managers show a lack of concern and feelings.	7 (100%)	11 (100%)
16.1. Management should consider employees' personal views and feelings regarding the use of discipline in the training programme.	5 (71%)	8 (73%)
16.2 Managers who discipline the recipient show a general lack of emotions and feelings for the recipient. (Managers' emotions as reported by the participants)	7 (100%)	6 (55%)
16.3 Management did not care about the recipient because they have to follow the disciplinary process.	5 (71%)	7 (64%)
16.4 Once employees are charged they do not receive much support or counselling thereafter from the organisation for an offence.	6 (86%)	8 (73%)
16.5 Recipient's positive work history not considered by the disciplining managers.	5 (71%)	9 (82%)
17. Awareness and concern for co-workers reactions.		
17.1 Observers knowledge and understanding of the recipient's feelings. (as reported by observers)	N/A	10 (91%)
17.2 Co-workers knowledge and understanding of the recipient's feelings.	4 (57%)	10 (91%)
17.3 Recipient's interest in co-workers perceptions regarding their disciplinary incident.	6 (86%)	4 (36%)

* Recipient Interviews ** Observer Interviews

Table 6. (Continued.)

Categories and subcategories	Rec*	Obs**
17.4 Co-workers expressed negative feelings regarding the disciplinary incident (as reported by the participants).	5 (71%)	9 (82%)
18. Recipient did not deserve the punishment allocated.	6 (86%)	7 (64%)
19. Recipients feel the need to make the disciplinary incident publically known either by telling fellow colleagues or through the union as a means of finding help and gaining support.	4 (57%)	7 (64%)
20. Although having received discipline, recipients tried to positive and optimistic when it came to continuing and completing the training programme.	5 (71%)	5 (45%)

* Recipient Interviews ** Observer Interviews

Table 6 provides the categories and subcategories of theme 6. Categories 15 to 20 provide evidence of the highly emotional nature of punishment for both recipients and observers. The evidence demonstrates that both recipients and observers experience negative emotions when it comes to a punishment event (category 15). All of the participants expressed their own negative feelings regarding the disciplinary event (Category 15). Participants expressed more negative emotions such as anger, stress, being upset, sadness, unhappiness, disappointment and depression that related to the disciplinary event. The results provide support for previous conceptual work such as Ball and Sims's, (1991) work who mentioned that punishment is a complex cognitive and emotional process both for managers and for subordinates, and that the event is likely to encompass negative emotions. Previous studies explain (e.g. Trevino and Ball, 1990; Trevino, 1992; Ball & Sims, 1991; Butterfield et al., 1996; Atwater et al., 2001) that the subordinates and observers are expected to experience a range of different negative emotions when employees get punished.

Participants described the following kinds of negative reactions:

> *"I was really upset I said, cause I felt like I didn't deserved to be called in and…[1] to be charged…[1] for not completing my training."*
> *"[I felt] Disappointed. On behalf of the individual and disappointed in the way the company, well the way individuals within the company approached the disciplinary procedure."*
> *"When I was charged, I was, I was shocked, and…[1] somewhat…[1], bit, a bit…[1] saddened by it."*
> *"Everyone was angry."*

In support of these results, previous literature explains that the use of punishment may result in undesirable emotional side effects such as aggressive acts, anxiety, bad feelings towards the punishing agent and withdrawal (Arvey & Ivancevich, 1980). Similar results were also achieved in Van der Bank et al's., (2008) research where employees experienced emotional reactions such as depression, anxiety, and negativity. Also, in their study employees experienced the disciplinary process as frustrating and stressful. More negative emotional reactions compared to positive

[1] …er…

reactions were encountered in this study. It has been suggested that punishment events usually generate more negative than positive emotions (Trevino & Ball, 1990; Ball et al., 1992). The results clearly show that even though the disciplinary event was deemed to be fair or unfair as well as being effective in some instrumental way, negative emotional reactions to the discipline still occurred.

Atwater et al., (2001) hypothesized that recipients may explain their own negative reactions more frequently compared to them describing the emotions of managers. In support of Atwater et al., (2001), recipients were not aware of how the disciplinary incident emotionally affected the managers. In other words, none of the participants in this study reported any emotional reactions on behalf of the disciplining manager. Recipients may be less likely to experience feelings such as anger toward the manager if they are more aware of the manager's emotions (Atwater et al., 2001).

Participants mentioned that several of the co-workers (subcategory17.2) including most of the observer participants themselves expressed knowledge and understanding of the recipient's feelings which were mostly negative. Participants perceived the recipient as experiencing various forms of emotions from disappointment, anger, sadness, frustration, and dissatisfaction.

An example of a participant's statement was:

> *"He was sad. He nearly quit work. He was demoralised. He was sad. He, he couldn't even come to work, you know, for some time."*

Managers should note that employees' emotional responses are displayed in various ways such as lack of motivation, absenteeism, rebelliousness and negativity (Pinder, 1998; Thompson & Heron, 2005) which can lead to more problems or charges being laid. This can be counter-productive in terms of achieving desired behaviours and standards (Schminke & Arnaud., 2005).

Participants expressed that management show a lack of concern and feelings when it comes to handling disciplinary events (category 16). Several participants (7

recipients and 6 observers) reported that the disciplining managers had no emotions and feelings for the recipient (subcategory 16.2). In the study done by Atwater et al., (2001), the recipients perceived the manager's emotions of unhappiness. There were also a few managers who also felt bad because they had to discipline the individual. Literature explains that management should be supportive towards their employees. The emotional and psychological needs of the employee must be considered by management (Hamlin, 2002). This category illustrates that management may not take notice of employees' reactions to punishment situations and probably do not take them into account in disciplinary events. Ball and Sims, (1991) argued that managers have to consider their own as well as others' emotions in order to punish more effectively. In contrast to the results in table 6, previous research (e.g. Arvey & Ivancevich, 1980; Mitchell et al., 1981; Greenberg, 1987; Trevino & Ball, 1990) mentioned that managers may consider the reactions of subordinates as well as their history with them when punishing. Subordinates' justice reactions are an example of these reactions. However, in Butterfield et al's., (1996) research, managers felt that they needed to conceal their emotions during punishment events. Trevino (1992) mentioned that managers may have to consider employees' cognitive reactions, cognitive expectations and emotional reactions. Category 16 is in contrast to these views as participants felt that managers were not interested in their expectations or reactions.

An example of an interviewee statement was:

> *"They [managers] not really worried about you, and what you do for Pick n Pay. They don't, they not concerned about you, how you feel."*

Previous literature mentions that the manager has to consider certain factors that pertain to the subordinate's specific situation when deciding to punish a subordinate. Examples of these factors include the previous manager-subordinate relationship, subordinate's work history (Trevino & Ball, 1990), as well as the seriousness of the violation (Mitchell et al., 1981). Category 16 demonstrates that the findings in this study were inconsistent with this literature. Majority of the participants explained that the disciplining managers did not consider the recipient's work history or relationships (subcategory 16.5) when deciding to punish the individual. The findings

indicate that the managers do not consider a variety of aspects before punishing as previous research would suggest.

As one participant mentioned:

> *"They [disciplining managers] didn't consider his history in the organisation because when you look at [it] in terms of…*[1] *the skills that he did had in that department, even today they can't even replace him."*

Category 16 may imply that the disciplining managers seem quite keen on punishing their subordinates and are not really concerned about their subordinates or their personal lives. This is in contrast to Butterfield et al's., (1996) research where managers appeared to be reluctant to punish, were sympathetic and showed concern for their subordinates' personal lives and livelihoods. The managers in their study showed extra concern for the employee that went beyond the conventional focus on behaviours, attitudes and performance. Managers in their study also considered the broader context surrounding punishment that went beyond the workplace. The managers also regarded their subordinates as individuals who were much more than punishment targets.

4.4.2 Awareness and concern for co-workers' reactions

Category 17 suggests that both recipients and observers show concern for how other co-workers felt and perceived the event. The category implies that all of the participants were aware of other co-workers' reactions to punishment incidents. Trevino (1992; p650) mentioned that punishment should be seen as a social phenomenon that usually involves "third-party observers" who try to make sense of what they observe, as well as the implications for themselves and their group. The results in category 17 support these views. Participants demonstrated a certain degree of awareness that other co-workers showed knowledge related to the punishment incident and reacted to them as well. A disciplinary incident can affect the entire organisation in terms of morale and motivation. Atwater et al., (2001) suggested that disciplinary events can be perceived to be less negative if managers were able to communicate their concerns and feelings to subordinates instead of just focusing on the legitimacy and on the authority aspects of a disciplinary event.

[1] … er in terms of…

As one participant mentioned:

> *"The co-workers they, they were very unhappy. They felt that it was a bit too harsh. And they also felt that the same thing…[1] that happened to me could also happen to them. And then they felt that [the disciplinary incident] could have been prevented."*

Many participants explained that the recipient felt the need to make the disciplinary incident publically known in order to find help and gain support (subcategory 19). Atwater et al., (2001) described how recipients try to maintain their self-esteem by harbouring feelings of resentment which they can spread to co-workers.

An example of a participant's quotation illustrating the above:

> *"The lady did her own investigations because this was not the first incident that happened in the same store. There was a guy also who was dismissed because of the same receiving test…. So that's when she got, also the chance to go to CCMA and appeal for the case. Because she took that guy as a witness also."*

Many participants (5 recipients and 5 observers) explained that recipients tried to be positive and optimistic when it came to continuing and completing the training programme even after receiving discipline in training (category 20).

An example of a quotation suggesting the above:

> *"So I won't say I'm on a negative side or I have a negative impact on regarding the company. I know the company it's a good company and through the support of senior management we can do it, we can do it."*

In support of this result, Ball et al., (1992) mentioned that individuals who are able to behaviourally handle punishment events may see the positive aspects of the event. However, in contrast to Ball et al's., (1992) theory, these recipients did not experience less negative emotions and greater justice evaluations.

[1] …could happen to me…

4.4.3 Emotions and Injustice Evaluations

Each participant expressed at least one negative emotion as a result of the disciplinary event being unjust (subcategory 15.1). This is in line with previous literature which mentions that individual's emotional reactions can be expected to be closely related to justice (Sampson, 1986). Ball et al., (1992) also suggested that negative emotions can be expected from a punishment situation if individuals perceive the punishment as being unfair. Negative emotions in these situations are affected by employees' procedural and/or distributive injustice evaluations. Injustice can be experienced in a highly emotional manner by employees (Reis, 1984; Greenberg, 1987). Mikula (1986) explains that this in turn can lead to negative emotions being expressed, such as disappointment and anger. Other research also explains that if employees are unfairly treated, emotions such as resentment and anger may surface (Skarlicki & Folger, 1997; Pinder, 1998; Thompson & Heron, 2005). These negative emotions from employees may be reduced if leaders provide constructive messages using ideal speech mannerisms suggesting an intention of coaching, teaching and encouraging (Lee & Ofsche, 1981; Ball et al., 1992).

A participant made the following quotation related to subcategory 15.1:

> *"I feel that the company should be…[1] considerate in terms of when they decide to dismiss or discipline you harshly. They just need to think before they do,…[2] or take such hectic decisions…. And I think even for those managers as well it wasn't fair."*

4.4.4 Observers' Emotions

There appears to be not much research done on the emotional reactions of observers related to a punishment event (Trevino, 1992). However, all the observers in the study expressed negative emotions that related to the disciplinary event being unjust (subcategory 15.1). In support of Homans (1961), the results illustrate that observers' emotional reactions to the use of organisational punishment on an individual can be closely related to their justice evaluations of a punishment event. Negative emotions can be generated if individuals perceive the disciplinary event to be unjust (Bies, 1987) which includes emotions such as disappointment, anger, confusion and helplessness (Reis, 1984; Mikula, 1986).

1…you know…
2… they…

4.4.5 Conclusion to research question 3

Overall the results under this theme suggest that both recipients and observers report mostly negative emotions related to disciplinary incidents. Disciplinary incidents with regard to employee training produces negative emotions on behalf of the recipient and observer of disciplinary measures. These negative emotions are also likely to be expressed by co-workers. When recipients and observers view a disciplinary incident to be unjust, they generally will express negative emotions. Disciplining managers appear to be unaware of these negative emotions from subordinates. However, the subordinates seem to be aware of each other's emotions and feelings, but not of the disciplining manager.

4.5 SUMMARY AND CONCLUSION OF THE RESULTS AND DISCUSSION

The results suggests that recipients as well the observers view the use of discipline in training as instrumental in achieving a broader set of goals, going further than just the traditional view of changing behaviours and attitudes towards perceiving disciplinary incidents as highly cognitive and emotional events that have many implications and outcomes such as learning, fairness evaluations, emotional feelings and role definition. The results add to previous frameworks and models explaining subordinates reactions and views of the use of discipline. The results show that the use of punishment has effects that go beyond the recipient of punishment. It also involves the observers who view disciplinary incidents with social and cognitive reactions in order to make sense of an event.

CHAPTER 5. CONCLUSION AND RECOMMENDATIONS

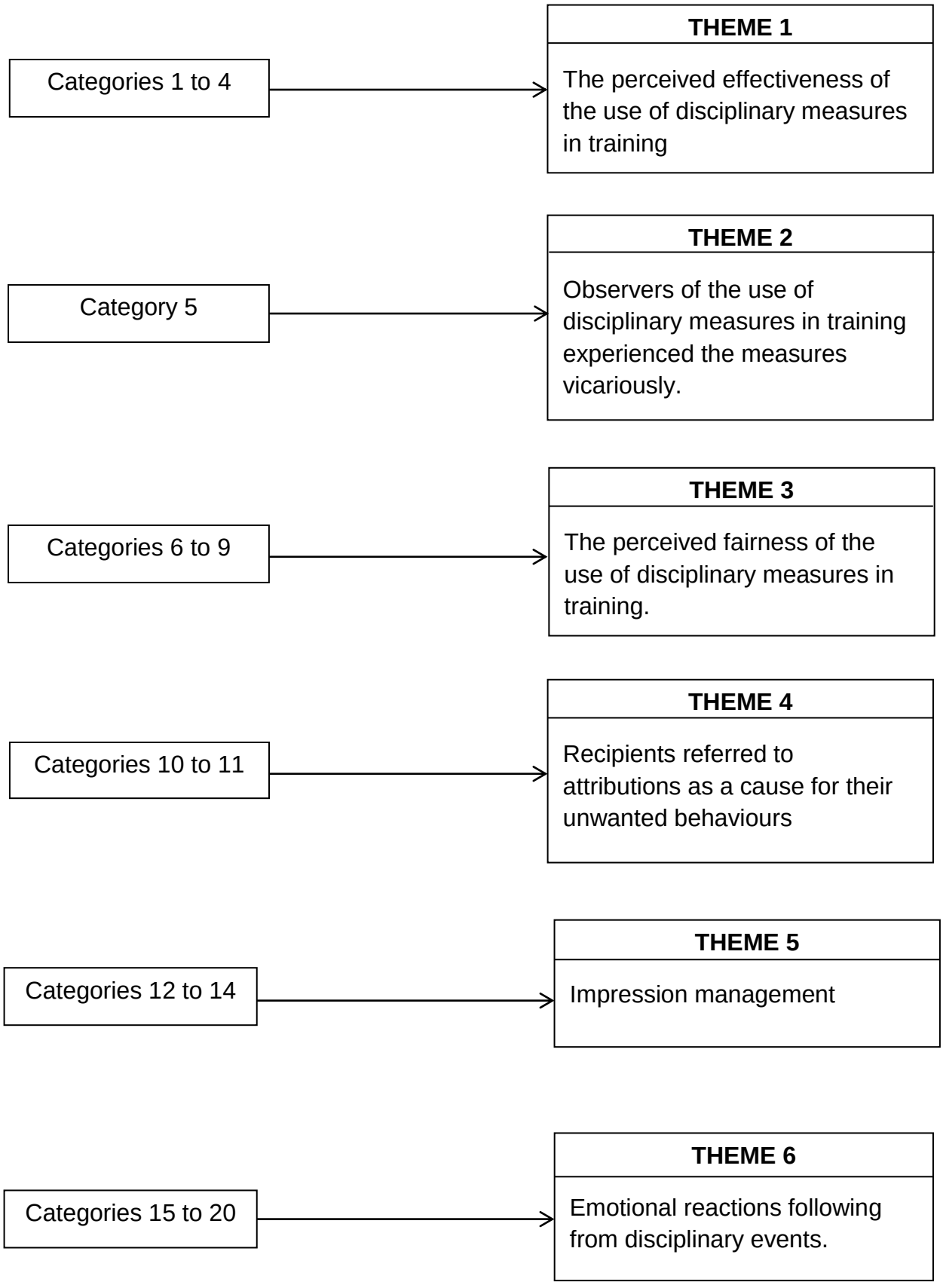
5.1 Introduction

This is perhaps the first study where perspectives from recipients and observers were gained on the use of organisational discipline specifically applied to training. Both recipients and observers were able to provide accounts regarding the use of discipline in training (not necessarily the same incident). Figure 3 on page 104 illustrates the major themes of this study related to how subordinates perceive the use of disciplinary measures in training. Each major theme was generated by categories which also contained subcategories. This provided a more accurate account of the extensiveness of each theme. Most of the categories suggest that employees have a broad, cognitive, complex perspective of the use of disciplinary measures in training ranging from its effectiveness, justice evaluations, attributions and emotional feelings both for themselves and the other broader groups within the organisation that includes managers and co-workers.

This research of recipients' and observers' perspectives on the use of discipline in training provides an important move forward towards understanding the use and application of discipline in different facets of the organisation and its effects on all constituents within an organisation. The use of discipline in training has implications for the recipient, observers, supervisor, co-workers and the organisation itself. This study adds to the existing literature on discipline and punishment within the organisation in many ways, but as applied to employee training. The use of discipline in training influences the cognitive and emotional reactions of both recipients and observers. The findings suggest that management training should integrate this information in their efforts to aid managers to deal with their own as well as others' feelings more effectively when disciplining an individual during training.

The results adds to previous frameworks and models explaining managers and subordinates reactions and views of the use of discipline and may provide support for more rigorous empirical work in the field of organisational discipline. The results provide support for the subordinate-centred perspective on punishment where the focus is on: the relationship between supervisor and subordinates; decision-making (to punish or not to) and; punishment outcomes such as changes in behaviours and

Figure 3. The major themes of the use of disciplinary measures in training.



attitudes and the potential negative side effects.

The use of punishment has effects that go beyond the recipient of punishment. The results illustrate that observers view disciplinary incidents with social and cognitive reactions in order to make sense of the event. Observers in this study provided many examples of what they learnt from the event. Bandura (1986) explained that social learning can increase due to the observer's perceived similarity with the recipient of punishment. Both groups are undergoing the same organisational training programme and have to follow the same rules, standards and disciplinary measures as applied to the training. In support of Trevino (1992), the results illustrated that based on their justice evaluations of a disciplinary event, observers may experience various outcomes resulting from the incident such as emotional reactions, and behaviour and attitude changes. Trevino (1992) also mentioned that observers' reactions to a punishment incident can be relatively different from those of the recipient of punishment. However, the results from this study are contrary to this notion.

With regard to the South African workplace environment, the study illustrates that the organisation under question also experiences labour unrest, disputes and conflict. Due to the highly challenging and competitive nature of the retail industry, employees are expected to perform and achieve results. These organisations may have relied considerably upon the use of discipline as a means of controlling employee desired behaviours, to improve performance and to satisfy various organisational needs (Kenny & Webster, 1998; Kenny, 2007; Vather, 2008; Alexander, 2012). Managers within the organisation also appear to adopt the authoritarian style approach towards certain employees in order realise these goals (Kenny, 2007; Alexander, 2012).

5.2 Conclusions of the study

5.2.1 The perceived effectiveness of the use of disciplinary measures in training

Under the effectiveness of disciplinary measures theme the majority of the categories do offer a description of the effective and ineffective aspects of incidents

which are noteworthy. Participants described categories that conveyed the notion that the use of disciplinary measures in training is more effective than ineffective and worked on the employee in terms of achieving a desired organisational outcome (behaviour change, change in attitude, improved performance). However, they were likely to communicate more negative outcomes compared to positive outcomes resulting from a disciplinary incident. Disciplinary measures in training can also deter other employees (observers and co-workers) from committing similar violations. These findings support the traditional instrumental perspective of punishment's effectiveness. Learning was an important outcome that was experienced by recipients, observers and co-workers. Surprisingly, participants did not refer to any of the disciplining managers also learning from an incident. In Butterfield et al's., (1996) study, managers learnt from the process and identified mistakes that they had made.

The use of the discipline in training also worked to the advantage of the recipient as well as the company itself by allowing employees to further understand their role within the organisation that benefits them both. Disciplinary measures in training emphasised the importance of doing and completing the training programme. Employees can see the value (personal growth, financial incentives) of doing the program and the company benefits by employees aiming to improve business performance. Employees are custodians of their own personal growth as well as the organisation's growth and performance. It is important to ensure business survival as it provides them with a sense of job security. They believe that they have to function as a team helping each other along the way in order to realise organisational success and are willing to offer their own personal advice and theories in order to make the use of disciplinary measures in training more effective. This positive outcome from a disciplinary event in training has not been discussed at any length in previous literature.

The results illustrate that when an employee perceives a punishment to be unfair, it is likely to be unaccepted by the recipient and may generate more negative side effects. However, even though the discipline in training was carried out unfairly, employees can still learn from the event and may perceive it to be effective, but at the costs of negative outcomes and negative emotions being produced. Managers

would need to determine a way to optimally utilise discipline in training. For example, subordinates may wish for discipline to done privately as they would then perceive the event to be fair. On the other hand, if discipline is to be carried out privately on the recipient, then the incident may not become known to others which leave the opportunity for vicarious learning begging. The study showed that when discipline is made publically known, vicarious learning does take place which mainly deterred observers from conducting similar unwanted activities.

5.2.2 Justice Evaluations

Participants were also aware of and concerned about justice issues, both the procedural and distributive aspects. In contrast to previous studies, subordinates' tended to concentrate mainly on issues of procedural justice, compared to distributive justice, expressing concern on following the organisation's procedures and rules. Both recipients and observers recognised that disciplinary events in training are both procedurally and distributively unjust. Observers expressed an awareness and concern for the recipient's fairness evaluations. In addition, both the recipients and observers were also concerned about the justice perceptions of other co-workers. In this light, the disciplinary regulations of the organisation need to focus on being impartial (Van der Bank et al., 2008). A recipient is also more likely to accept discipline, without resentment, if the recipient has a prior understanding that undesirable behaviours will result in disciplinary action (Carrell et al., 2006).

Most of the participants indicated that the disciplinary event was overall unfair compared to those who thought it was fair. However, many of those participants also indicated that they became more aware and cautious as a result of the disciplinary event. In this study, it was interesting to find out how observers came to know about the procedural justice issues and the level of detail of an event. There appeared to be many sources ranging from other managers, the disciplining manager, staff meetings, the union, co-workers, friends, and the recipient. In order to decrease employee perceptions of unfairness, management have to administer discipline in training privately, consistently, without any biases or favouritism (Finnemore, 2006; Greenberg & Baron, 2007; Pinder, 1998; Thompson & Heron, 2005). The disciplining managers have to engage in supportive actions, when and wherever possible,

towards recipients. Frequent discussions with them could help to motivate them to change the undesirable behaviour and showing interest in their progress could have a positive effect on their emotions (Van der Bank et al., 2008).

Employees also indicated that there are attributions which lead them to misconduct or inappropriate behaviours. Managers have to do thorough investigations of potential violations. They can have personal interviews with offenders to find out the causes of employee misconduct and if necessary, also address any personal problems (Van der bank et al., 2008). Managers have to provide support to individuals who experience discipline in training as the incident can negatively affect them (negative emotions). Punishment incidents can be highly noticeable and the disciplining managers' actions can be influenced by the impressions they make on the organisation as well as to all of the employees within the organisation. Disciplinary events may present managers with the opportunity for impression management. The theme of impression management is consistent with Arvey and Ivancevich's, (1980) research which propose that managers utilise various impression management strategies to convey their competence, both to themselves as well as to others. In order to be seen in a positive light, the disciplining managers in this study gave different sorts of reasons as to why the punishments were needed, placing guilt upon the recipient.

Reflecting on the results under the categories of procedural injustice and the theme of impression management, it appears that the disciplining agents' decision to punish are influenced and pressurised from numerous sources of senior personnel, their managerial role requirements and an obligation to follow the organisation's policies and procedures as related to use of discipline in training. There are expectations that are placed upon these managers which leave them with little flexibility that may eventually drive them to punish an individual. These disciplining managers are so focused on these expectations that they tend to lose a sense of awareness of the level of perceived unfairness as well as the processes that leads to the perceived unfairness from others within the organisation as well as the recipient. The organisation can look at ways of improving the fairness of the use of disciplinary measures in training. Many employees felt demotivated. O'Reilly and Puffer (1989)

mentioned that if an individual received a deserved punishment, it can positively affect the employees' levels of motivation.

It was interesting to note that although many observers expressed elements of unfairness in the disciplinary process none of them wished to take the matter further to address these injustices. According to Greenberg (1984), individuals may not seek to redress injustice. Co-workers may have the motivation to do so but may feel powerless to take action that re-establishes justice (Utne & Kidd, 1980). Observers may weigh the risks involved by them intervening and they are not willing to make the sacrifice of finding justice for the recipient, of which could be detrimental to themselves (Their training progress). Baker (1974) suggested that observers may intervene when the costs to themselves are low. Observers may also intervene if they are close to the recipient and if they have a strong belief that a similar unjust event is likely to occur to them in future. Given that employees have the same assessors in their training programme, it is understandable why employees may feel this way. They may not want to risk their progress made in the training by upsetting assessors who may react by being harsh and strict when it comes to assessments.

5.2.3 Emotional Reactions

Both recipients and observers are aware of and concerned about emotional reactions related to a disciplinary event. They perceive the disciplinary incidents to be mostly negative. Their experience ranged from expressing their very own reactions to those of the recipient (in the case of observers) and to other co-workers within the organisation. However, they showed greater awareness for their own negative emotions as compared to demonstrating an awareness for others' (e.g. managers, co-workers) emotions. The results show that the disciplinary events in training are an emotional event for both recipients and observers.

Even though negative emotions were expressed by the participants, these emotions may not drastically affect the final instrumental effectiveness of the use of discipline in training as well as the positive outcomes resulting from a disciplinary event. A greater understanding of the emotional reactions to a disciplinary event may be achieved if each of the groups develops their abilities to gain an appreciation and understanding of other individuals' emotions and opinions regarding the event.

Participants' negative reactions were also based on their evaluation of the disciplinary incident as being unfair, both procedurally and distributively. Disciplinary incidents can be traumatic and stressful experiences. Perhaps the organisation should consider adopting the services of helping professions such as social workers, chaplains and psychologists (Van der Bank et al., 2008).

5.3 Recommendations

5.3.1 Management Implications

The use of discipline in training can be viewed in a complex manor having potential outcomes for all who are involved in the process. This includes the recipient, the observer, co-workers, managers and the organisation itself. In order to use discipline in training effectively and efficiently, managers may need to understand and be knowledgeable about these potential outcomes. A disciplinary process with positive attributes can provide better organisational outcomes. The process is fair to the employee, the conflict is resolved efficiently and management is provided with a viable framework to identify and deal with issues (Fenley, 1998; Meddles, 2012). Human resources management together with the subordinate's manager can generate guidelines for more effective use of discipline in training. The use of positive discipline can serve as a method that corrects unwanted behaviours by showing respect, support and people-oriented leadership (Carrell et al., 2006; Greenberg & Baron, 2007). Managers have to consider the different outcomes that are involved in the disciplinary event. These outcomes range from learning, justice perceptions and emotional reactions which can influence their expectations and punishment decision-making processes. Management should consider alternative methods for discipline, to effectively and efficiently deal with disciplinary issues that could benefit everyone at the workplace.

Considering the vicarious effects on observers and other co-workers, these effects of learning and changes in behaviours and attitudes may be regarded as being more important than the direct effects on recipients. This is because observers and co-workers represent a larger number of individuals within the organisation who amongst them are loyal, committed and hardworking employees, therefore negative reactions from observers and co-workers may have a greater impact upon the

organisation. Managers may need to decide whose perspectives and concerns are more important (Trevino, 1992). However, disciplinary incidents are usually held in a private setting which may reduce the opportunity for justice evaluations and social learning. Managers may have to take note of these justice evaluations from subordinates as in general they would prefer to be seen as being fair (Greenberg, 1990).

There were many subcategories that related to the disciplinary incident not being procedurally correct. This may suggest that the disciplining managers require training in terms of how to administer discipline correctly. Participants also described that discipline in training within the organisation is carried out in a punitive manner. If this is true, then management may have to learn that labour law permits discipline that should not be seen as punitive. Guidelines perhaps can be formulated to increase the perceived fairness of the disciplinary measures in training. The application of disciplinary measures must be done consistently. The organisation would need to consider how fair policies and procedures can be generated. Given that the organisation is highly unionised, perhaps the union can also get involved in the pursuit of generating fairer disciplinary procedures and policies in training. A recommendation is for management to follow procedures correctly and that the imposed punishment is appropriately harsh in order to produce fair justice cognitions and reduced negative emotional reactions. These disciplinary policies, rules and procedures for employees have to be clearly communicated by managers to subordinates (Carrell et al., 2006).

Many participants referred to a loss of trust with the manager and the organisation itself. Both recipients and observers as members of the same group place a great deal of trust on the leader and expect the leader to treat co-workers fairly with no biased decisions. Individuals within a group prefer fair treatment as everyone within the group can benefit from it, therefore they may show interest in the manager's unfair or fair treatment of any individual within the group. Fair treatment may also lead the group members to trust the leader and they can be confident that their rights would be protected if similar events occur in future (Trevino, 1992).

Managers within the organisation may have to know how to use discipline in training effectively, not necessarily avoiding it because it is seen as coercive and produces

negative outcomes (Ball et al., 1992). The use of disciplinary measures is part of management practice. Managers may have to consider the feelings, perceptions, behaviours and thoughts of all parties involved in the disciplinary process in order to make conscious decisions and to gauge the full impact of the use of discipline in training. Management may have to understand how to implement the use of discipline in training efficiently in order to produce favourable and positive outcomes (Trevino, 1992).

Disciplining managers must have an understanding of the standards of discipline for their work units. Consensus should be reached regarding the application of discipline towards their subordinates. Managers can note that their subordinates are a diverse set of individuals with different backgrounds and ways of thinking. They can also take time to listen to subordinates' viewpoints. The strict and punitive application of the disciplinary measures in training may not always have the desired effect in terms of changing unwanted behaviours (Van der Bank et al., 2008). Although managers are compelled to act when there are violations, they can use discretion when it comes to the application of discipline in training for less serious charges. Instead of immediately imposing discipline, a personal interview with the potential offending employee can be held to gain clarity on the issue and perhaps avoid pressing unnecessary charges against the employee. This could decrease the frequency of formal disciplinary processes taking place which can have positive effects for both the employee and the organisation (Van der Bank et al., 2008).

The managers within the organisation may have to be trained in counselling skills. If they are unable to provide counselling to the employee, they can refer employees to other professionals for counselling such as psychologists, social workers, and chaplains (Van der Bank et al., 2008). Employees generally confide in their managers or supervisors. It gives them an opportunity to address personal problems that could have led to the undesirable behaviour. It is then possible to execute early interventions and referrals to professionals who can assist (Finnemore, 2006).

It would be interesting to see the outcomes if the disciplining managers of this study showed a greater awareness of the negative outcomes and side effects that resulted from the discipline, on behalf of the recipients and observers. Perhaps perceptions on the necessity or potential effectiveness of the use of discipline in training can be

called into question. Managers may consider using discipline in training more judiciously.

5.3.1.1 Recipient and observers differing perspectives

Trevino (1992) argued that individuals of the wider social group, such as observers and co-workers, may have to also be taken in account when considering the implications and interpretations of punishment. The results on observers reactions provide support for previous work which theorises that organisational discipline not only affects the recipient and the discipliner, but the observers of discipline as well (Trevino, 1992; Atwater et al., 2001). Observers of disciplinary events may demonstrate interest in the outcomes of punishment and may also react to these events (Trevino and Ball, 1992). Trevino and Ball, (1992) mentioned that the observers may react to a recipient's discipline quite differently compared the recipient him/herself and this could spell out important implications for management and for the organisation itself. Trevino (1992) suggested that observers' reactions to a disciplinary event can potentially be more meaningful compared to those of the recipients. This is because observers represent a larger number of individuals within the organisation who are not necessarily receiving discipline and appear to be more productive and committed (Trevino, 1992).

5.3.2 Open Communication and Trust

Employee disciplinary systems should promote open communication and trust (Roberts, 2002). The use of discipline can also be reduced by providing continual communication to employees. Employees should be recognized as valuable entities of an organisation and a simple gesture of demonstrating to employees that they possess the capability to change may aid in boosting their confidence (Murray, 2003). Communication can be promoted by employee feedback in the form of surveys enabling management to understand employee views and opinions. An organisation can also improve its competitive advantage by using communication appropriately (Dempsey and Sanchez, 2002).

5.3.3 Preventive Discipline

Many participants described the organisational use of disciplinary measures in training as punitive with managers being autocratic. Employee disciplinary processes

have evolved over the years from the traditional autocratic method to the recent modern systems where defaulting employees are given a chance to correct their behaviour. Progressive and positive discipline are examples of modern disciplinary systems used to counsel individuals instead of issuing penalties. The primary goal of this method is to help the employee recognise the faults in their performance and thereafter to try and improve on it (Chimezie et al., 1989).

Preventive discipline can be one of the most desirable forms of discipline where individuals are managed in a way that prevents unwanted behaviour from taking place which generally leads to discipline (Carrell et al., 2006). In order to achieve an environment that supports preventative discipline, many aspects can be considered: the presence of effective procedures; training provided to managers; employees have to be correctly orientated to the job role; employees also have to know which behaviours are desired; constructive and constant feedback on employee performance has to be provided; and an open-door policy with meetings has to take place in order for employees to address their problems with management. High levels of employee productivity and job satisfaction can be achieved when managers decide to practise preventive discipline (Carrell et al., 2006). Managers can also look at utilising the African leadership philosophy of Ubuntu, as a means of promoting change and encouraging progression at the workplace. Ubuntu can aid in correcting possible detrimental autocratic leadership styles (Le Grange, 2012).

5.4 Suggestions for further research

The study was intended to gain insight into how the recipients and observers of disciplinary events think and felt about a disciplinary experience, and whether they can distinguish between effective and ineffective punishment events. The study adds to organisational punishment literature going beyond its conventional use in the general work setting to its specific use in training. However, more research can be done in order to understand the role of the use of discipline in training and the potential outcomes generated from its use. Further insight can lead to better understanding, encouragement and support of employees who experience disciplinary incidents (Van der Bank et al., 2008).This study contributes to knowledge and information related to the use of organisational discipline by providing support to

previous literature, theories and research, and by providing new insight on its specific use in organisational training.

The research data revealed various insights, many of which offer potential avenues for future research. Despite the widespread use of disciplinary measures in the organisational setting, little or no research has been conducted of its specific use in training. To gain a more complete, multi-perspective understanding of a disciplinary incident, it would be beneficial to research views and opinions from the multiple parties who were involved in the very same disciplinary event. However, there are legal aspects that have to be considered (Ball et al., 1994).

Future research may want to include the views and perspectives of other work groups within the organisation such as those of the disciplining agents as well as the human resources and industrial relations personnel (managers, HR, IR). Perspectives, themes and categories can differ when the above individuals' perspectives are taken into account and may provide a true reflection of the use of discipline in training. Various factors can contribute to managers and recipients having differing interpretations and perspectives regarding a disciplinary event. These can relate to attributions, self-serving biases, and preservation of self-esteem (Atwater et al., 2001). Observing the disciplinary process from all the parties involved can immensely improve our understanding of this vast and complex topic of organisational discipline and what contributes to its success or failure. This would also allow each party to gain a greater appreciation of the other individual's points of view that could make the process more efficient.

Alternative quantitative methodologies may also be applied to this research area that could also compare the views of the different parties involved in a disciplinary event. These approaches may also be beneficial in terms of gaining new, different perspectives and continuing the pursuit to further understand this extensive topic. It would also be interesting if a similar study is conducted in a different context, besides the retail environment. Futures studies can also consider the views and perspectives on use of alternative forms of discipline such as positive discipline, behaviour modification and positive reinforcement.

There were a few participants who mentioned that cases were referred to and won at the CCMA. An investigation into the CCMA's findings and how they reached their verdict would also be interesting. This can then be compared to the organisation's disciplinary decisions and evaluations.

Participants mentioned that the disciplining agents, in most cases, sought the guidance and assistance of other personnel (e.g. HR, IR) when it came to disciplinary incidents. Future research can investigate why these managers do not wish to function as isolated decision-makers when it comes to handling disciplinary events and taking action. Research can also be done into what influences and pushes a manager's decision to ultimately discipline an individual in training or not to. There could be many influences that may exist in the organisational work setting. Examples include: organisational policies and procedures; expectations from senior management, observers, subordinates and the organisation itself; vicarious learning; subordinate work history, performance expectations and attributions.

Participants provided advice and theories on how the use of disciplinary measures in training can be more effective. Future studies can explore and compare managements' and subordinates' perspectives on what constitutes an ideal, good and effective disciplinary practice and procedure in training. To gain a more accurate understanding of a disciplinary event it would be ideal to compare the perspectives of the managers and recipients who were involved in the same disciplinary incident. However, given the legalities and the need for confidentiality and privacy in a disciplinary event, obtaining such information can be rare. Future research may also look at demographic factors such as gender, race and age that may affect interpretations, reactions and perceptions of a disciplinary event. Future research can investigate whether the subordinate's personal circumstances (e.g. family situation, financial and cultural background, personal adverse events) influences managers' decision to punish or not.

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APPENDIX A

Research Instrument

Interview Protocol: Recipient of discipline in training

Central Question

Have you ever been departmentally charged in the past for a disciplinary offense in training? Tell me how you experienced the disciplinary measures of the organisation in your training.

(Ask the following questions if not answered)

1. Disciplinary incident background. Tell me in your own words the background of the incident. In other words, how did this incident come about? What led up to it? (If the following questions are not answered, ask :)

Who was involved?
Describe the relationships with the individuals involved?
What led up to the incident?
What were you being disciplined for?
What was the violation?
Was it a formal rule or a more informal norm that was broken?
Was it your first or repeat offense?

2. The disciplinary incident. Now, thinking about the same disciplinary incident, tell me what happened. In other words, how was the discipline carried out? (If the following questions are not answered, ask :)

What did the discipliner say or do?
What did you, as a disciplinee, say or do?
Who knew about it? How did they find out?
Were other people involved? How?
What form did the discipline take (verbal reprimand, suspension, demotion, termination, etc.?)

3. Outcomes. What was (were) the outcomes of this disciplinary incident? Why do you think it turned out the way it did?

What were the positive outcomes? Why were they positive?
What were the negative outcomes, if any? Why were they negative?
Did the discipline have the intended effect? Why?
Did your behaviour improve? Why?
Did the discipline help to clarify your training?
Did the discipline help to clarify what is appropriate/inappropriate behaviour? Explain

4. Emotions. Continuing to think about the same incident, please describe the emotions and feelings that surround the incident.

How did you feel about it? Why?
How did others feel about it? Why?
Was it fair, just, appropriate? Why?
Would some other disciplinary action have been more appropriate? Why?
Were you pleased, happy? Why?

This questionnaire has been adapted from Butterfield et al., (1996; p.1511) and Van der Bank et al., (2008; p.3)

Interview Protocol: Observer of discipline in training

Central Question

Due to your work function, you have acquired knowledge of the organisation's disciplinary measures and procedures as well as its application with regard to employees and their training. What are your views regarding the use of disciplinary measures in training? You may also refer to a disciplinary incident.

(Ask the following questions if not answered)

1. Disciplinary incident background. Tell me in your own words the background of a disciplinary incident. In other words, how did this incident come about? What led up to it? (If the following questions are not answered, ask :)

Who was involved?
What were their relationships?
What led up to the incident?
What was the person being disciplined for?
What was the violation?
Was it a formal rule or a more informal norm that was broken?
Was it the first or repeat offense?

2. The incident. Now, thinking about the same disciplinary incident, tell me what happened. In other words, how was the discipline carried out? (If the following questions are not answered, ask :)

What did the discipliner say or do?
What did the disciplinee say or do?
Who knew about it? How did they find out?
Were other people involved? How?
What form did the discipline take (verbal reprimand, suspension, demotion, termination, etc.?)

3. Outcomes. What was (were) the outcomes of this disciplinary incident? Why do you think it turned out the way it did?

What were the positive outcomes? Why were they positive?
What were the negative outcomes, if any? Why were they negative?
Did the discipline have the intended effect? Why?
Did the disciplinee's behaviour improve? Why?
What effect did the person's discipline have on you?
Did the discipline help to clarify the person's training?
Did the discipline help to clarify what is appropriate/inappropriate behaviour? Explain

4. Emotions. Continuing to think about the same incident, please describe the emotions and feelings that surround the incident. How did you feel about it? Why? How did others feel about it? Why?

Was it fair, just, appropriate? Why?
Would some other disciplinary action have been more appropriate? Why?
Were you pleased, happy? Why?
How did the person being disciplined feel? Why?
How did others feel? Why?

This questionnaire has been adapted from Butterfield et al., (1996; p.1511) and Van der Bank et al., (2008; p.3)

APPENDIX B

Wits Business School

University of Witwatersrand

Letter to Respondent

Dear (Mr, Mrs, Miss, Ms),

My name is Sagel Govender and I am currently registered at the Wits Business School of the University of Witwatersrand studying for a Master's Degree in Business Administration (MBA). I am also currently employed at Pick n Pay under the Pharmacy Division.

I am required to conduct research and write a research report as part of the degree's requirements, for the purposes of obtaining the MBA degree. As you might be aware, Pick n Pay makes use of a formal disciplinary system in their training programs. I would like to assess the potential impact and efficacy of using disciplinary measures in South African organisation workplace training. I therefore invite you to assist me by participating in the study.

My research questions are as follows:

1. Are the use of disciplinary measures in a South African workplace organisation training effective?

2. What are the recipients' and observers' of discipline justice evaluations of the disciplinary measures used in a South African workplace organisation training?

3. What emotions do both recipients and observers of discipline experience resulting from their justice evaluations of the disciplinary measures used in a South African workplace organisation training?

The study will require you to be interviewed, which will probably take 30 -60min of your time. The study will also include manual and electronic audio recordings of your responses.

Participation in the study is voluntary. If you do not wish to participate, or wish to withdraw at any time during the study, your wishes will be complied with, and nothing will be held against you. Your identity will also be protected by the use of fictitious names. All data will be kept confidential and will be stored under lock and key. The findings will be used for academic purposes only.

Thank you for your kind assistance.

Yours sincerely,

Sagel Govender

APPENDIX C



Informed Consent Form

Wits Business School

University of Witwatersrand

MBA Research Topic: The use of disciplinary measures in training in a South African work place

I, _____, consent to being interviewed by Sagel Govender for his study on "The use of disciplinary measures in training in a South African work place."

I understand that:

- Participation in this interview is voluntary.

- That I may refuse to answer any questions I would prefer not to.

- I may withdraw from the study at any time.

- No information that may identify me will be included in the research report

- My responses will remain confidential and would only be used for research purposes.

I agree to these conditions with the understanding that confidentiality of my identity will be protected, as stipulated above.

Participant's Signature: _____

Participant's Name:_____

Date:_____

I _____ consent to be manually (hand written notes) and/or electronically recorded (voice or tape recorder) by Sagel Govender for his study on "The use of disciplinary measures in training in a South African work place."

I understand that:

- The tapes and transcripts will not be seen or heard by any person in this organisation at any time, and will only be possessed by the researcher and used for research purposes.

- All recordings will be stored in a safe manner after the research is complete.

Participant's Signature: _____

Participant's Name: _____

Date:_____

APPENDIX D

Pick n Pay
Inspired by you

01 JUNE 2014

CONFIDENTIALITY AGREEMENT

PARTIES

1 _____SAGEL GOVENDER_____ and
2 Pick 'n Pay Retailers (Pty) Ltd Reg No 1973/004739/07

TERMS OF THIS AGREEMENT

1. In this Agreement "confidential information" means: business ideas, business strategy, financial, software code and all information related thereto of a sensitive, proprietary or confidential nature which is not public knowledge and which has been obtained from either party to this Agreement
2. Both parties acknowledge that the confidential information ia a valuable, special and unique asset proprietary to the company that discloses it ("the Discloosing Party")
3. The party that has received confidential information ("the Receiving Party") agrees not to utilize, exploit or in any other mannaer whatsoever use the confidential information disclosed pursuant to the povisions of this Agreement for any reason other than the MBA research report
4. All confidential information disclosed is acknowledged to be proprietary to the Disclosing Party and not to confer any rights of whatsoever nature in the confidential information to the Receiving Party
5. The Receiving Party agrees that it shall not without the prior written consent of the Disclosing Party use confidential information or disclose confidential information to any person other than those of its officers and employees as is essential to its business
6. In fulfilling the obligations in clause 5, the Receiving Party shall as a minimum standard use the same degree of care to avoid disclosure as it uses to protect its own confidential information and the confidential information shall be safeguarded and handled in such a way as to prevent any unauthorised disclosure thereof
7. The obligations under this Agreement shall survive termination or cancellation of any agreement between the parties and shall remain in force until the Receiving Party obtains a written release from the Disclosing Party

Signed on : 03rd of June 20 14

For : SAGEL GOVENDER

S GOVENDER		PHARMACY MANAGER GREENSTONE PNP
Initials & Surname	Signature	Designation

For Pick 'n Pay:

Initials & Surname	Signature	Designation

APPENDIX E: CONSISTENCY MATRIX

Research Problem: To assess the potential impact and efficacy of disciplinary measures in South African workplace organisation training.					
Sub-problem	**Literature Review**	**Research questions**	**Source of data**	**Type of data**	**Analysis**
To assess employees' perceptions of the efficacy of disciplinary measures in South African workplace organisation training	Arvey and Ivancevich (1980) Sims (1980) Ball, Trevino and Sims (1994) Arvey and Jones (1985) Butterfield, Trevino and Ball, (1996) Atwater, Carey, Cartier & Walman (2001) Vaden (2004)	1. Are the use of disciplinary measures in a South African workplace organisation training effective?	Respondents from in-depth interviews Interview Protocol Templates: a)Recipient of discipline in training b) Observer of discipline in training	Qualitative data	Content Analysis

Research Problem: To assess the potential impact and efficacy of disciplinary measures in South African workplace organisation training.					
Sub-problem	**Literature Review**	**Research questions**	**Source of data**	**Type of data**	**Analysis**
To assess employees' perceptions of the potential impact of disciplinary measures in South African workplace organisation training.	Trevino and Ball, (1990) Ball, Trevino and Sims Jr. (1992) Trevino and Ball, (1992) Trevino (1992) Ball, Trevino & Sims, (1993) Ball, Trevino and Sims (1994) Butterfield, Trevino and Ball, (1996) Atwater, Carey, Cartier & Walman, (2001) Van der Bank, Engelbrecht and Strümpher, (2008)	2. What are the recipients' and observers' of discipline justice evaluations of the disciplinary measures used in a South African workplace organisation training? 3. What emotions do both recipients and observers of discipline experience resulting from their justice evaluations of the disciplinary measures used in a South African workplace organisation training?	Respondents from in depth interviews Interview Protocol Templates: a)Recipient of discipline in training b) Observer of discipline in training	Qualitative data	Content Analysis