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Moodley, Sheila

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Management Style and Employee Engagement in Blue Collar Workers

STUDENT NAME: Sheila Moodley

STUDENT NUMBER: 880122

SUPERVISOR: Dr. Christoph Maier

Research Proposal submitted to the WITS Business school for approval and fulfilment for the degree Doctor of Philosophy

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List of Abbreviations

BBBEE	Broad Based Black Economic Empowerment
BCEE	Blue Collar Employee Engagement
CMI	Chartered Management Institute
EEA	Employee Equity Act
e.g.	Example
et al.	and others
etc.	et cetera
MANCO	Management Committee
GLOBE	Global Leadership and Organisational Behaviour Effectiveness
GWA	Gallup Workplace Audit
HR	Human Resources
HRD	Human Resources Development
IES	Institute for Engagement Studies
ISA	Intellectual Social and Affective
INT BC	Interview Blue Collar Workers
INT HR	Interview Human Resources
INT MNG	Interview Management
INT UNION	Interview Union
IR	Industrial Relations
JSE	Johannesburg Stock Exchange
JDR	Job Demand Resources Model
LRA	Labour Relations Act
NHS	National Health Service
PwC	Price Waterhouse Cooper
QCA	Qualitative Content Analysis
SET	Social Exchange Theory
US	United States
UWES	Ultrecht Work Engagement Survey
VSM	Values Survey Module

1. Introduction

The first chapter of this dissertation positions the research, states the research objectives and introduces the research approach.

1.1. The Topic and Context of the Research

The topic of this research is introduced as **Management style and employee engagement in blue collar workers**.

A noteworthy and important part of South Africa is that “blue collar workers make up the backbone of the country’s economy” and as such, it is important to pay attention to the work related well-being of these workers in order to become a more productive nation with a more satisfied workforce (Brand-Labuschagne, Mostert, Rothmann and Rothmann, 2012:6). In the State of Labour Report (2016) it is recorded that 3 out of every 4 people in the South African working population are blue collar workers. Thompson (2001) found that the blue collar environment is dominated by black South Africans and argued that it is worthwhile to attempt to identify the perceptions and behaviours of black South Africans in the blue collar environment to address the challenges facing South Africa.

In the field of employee engagement it has been found that engaged employees “show higher job and organisational performance, positive job attitudes, higher psychological well-being and proactive job behavior” (Makikangas, Schaufelli, Tolvanen and Feldt, 2013: 136). It has further been established that employee engagement is directly linked to a number of positive organisational outcomes that include improved productivity, increased job satisfaction, higher levels of motivation, employee commitment, reduced turnover intention, increased customer satisfaction, better returns on assets, profits and shareholder value (Bakker, Demerouti and Schaufeli, 2003; Bakker, Schaufeli, Leiter and Taris, 2008; Harter, Schmidt and Hayes, 2002; Schaufeli and Bakker, 2004; Lee and Mohammed, 2006; Brand-Labuschagne, Mostert, Rothmann and Rothmann, 2012).

The State of Employee Engagement Report (2019), found that leaders and immediate supervisors make the biggest difference in employee engagement and the research of Kahn (1990) points to engaging the mind, body and soul of the person in the performance of their work as a way of improving employee performance.

1.2. Aims and Purpose of the Research

The main purpose of this research is to produce a management model that will direct and guide management style for a more engaged blue collar workforce. Zoogah and Nkomo (2013) argued that the low productivity of African organisations is largely due to the under developed state of management on the continent and Nkomo (2011) asserted that effective management practices influences wealth, innovation and the performance of individuals and groups that translates into corporate growth. Odora-Hoppers (2002) called for the rewriting of management in Africa and described it as the transformation to a new future through involved, humane and responsible leadership focusing on human development, the collective good and societal possibilities.

According to Namiq (2018) management style is best portrayed as a strategy of leadership that is utilised by supervisors to successfully achieve the goals of the organisation, through the efficient use of the available resources. Eppler (2000) argues that a management model is a conceptual management tool that provides a structured, model based way of proceeding to improve the problem solving or decision making process either individually or for a group in an organisational context. This conceptual tool or management model achieves this by providing thought structures, action steps, and representation formats to facilitate convergent (analytical) or divergent (creative) thinking (Eppler, 2000). Moreover, models provide a framework to structure information, to distinguish between relevant and irrelevant information, to realign information so that new interdependencies and connections become visible, and provide formats to present information and conclusions. Thus, they facilitate thinking (Recklies, 2015).

1.3. The Relevance and Importance of the Research

There are many unique challenges facing South Africa. From entry into the global marketplace, a collapsed economy post COVID 19 level 5 lockdown, the impact of the pandemic itself, Marikana, Steinhoff or Bosasa, therefore the benefits of engaging our blue collar workforce to perform better in their jobs cannot be underestimated. An engaged blue collar workforce means better productivity, profitability and a healthier overall economy of the country.

The challenges facing South African organisations include affirmative action and diversity initiatives, adverse labour relations, open conflict and violence, lack of skills, rapidly changing technology, globalisation and international competition, the loss of jobs in mining and manufacturing, wage disparities, retrenchments and strike action (Maritz, 2002; Folarin, 2013; Whyte and Auala, 2018; Bhorat et,al, 2016).

Maritz (2002) asserts that South Africa is a nation dealing with legally sanctioned affirmative action, adverse labour relations often resulting in open conflict and violence, work ethics and the continued increasing gap of the 'haves' and the 'have not's in terms of income, education, and opportunities. Further, after nearly thirty years of democracy there is still a largely under developed and underutilised blue collar workforce and the onset of COVID19 has highlighted the vulnerabilities and the importance of focusing on this sector.

1.3.1. The Practical Need for the Research

Cassette, Erasmus and Botsane (2020) label South Africa as one of the most unequal countries in the world. In their article reviewing the impact of COVID 19 on the vulnerable persons in the country, the authors argue that the severity and extent of the socio-economic distress in our country currently with the COVID 19 pandemic is an indication of this reality. As South African society struggles to adjust to a 'new normal' and as government attempts to mitigate the impact associated with COVID 19, Jordaan, Nkaiseng and Weyers (2020) examined the industries in South Africa that are most affected by the pandemic.

According to the article, the transport, logistics and manufacturing industries are the most seriously impacted and the economic outlook is said to be layered. In manufacturing it has meant that all factories, warehouses and modes of transport had been forced to shut down. The South African automotive industry, a large player in the manufacturing industry is under immense pressure with a substantial decline of 29.7 percent compared to March 2019. In the construction sector it is expected that there will be in excess of 100, 000 job losses over the next 18 months until February 2022. The hospitality and tourism industry, historically a major job creation hub for South Africa, has also been hard hit and many hotels and guest houses were forced to use only a few staff with minimal or no income. The textile industry also had to shut down almost all operations during the five-week lockdown period. A number of retail outlets that were struggling prior to the pandemic are now facing the possibility of being forced to wind-down operations or restructure and sell-off certain departments (Nkaiseng et al., 2020).

These sectors highlighted in the article as most impacted by the pandemic are the biggest employers of blue collar workers. The organisations within these sectors are fundamentally changing how they do business as the economic effect of the virus continues to wreak havoc on the economy. The shift has resulted in restructuring, pay-cuts, retrenchments and the possibility of closing down. In addition, remote work has become the new normal and Malinga (2020) argues that blue collar workers do not have the luxury of working from home and COVID-19 has either cost them their jobs or forced them to work under conditions with greater exposure to the risk of infection.

Brand-Labuschagne et al. (2012) stated that semi-skilled, low and unskilled workers account for the largest portion of the labour force participants. Figure 1 presents the breakdown of skilled, semi skilled and unskilled participants within the working population in South Africa and highlights two main areas. First, it confirms the statement by Brand-Labuschagne et al. (2012) and indicates a total of 11.3 million in the semi, low and unskilled sectors.

Second, the figure indicates a significant increase in the skilled (professional/ management/ technical) category that increased by 108% (1994 to 2014). In relation

to this, the PwC Africa Advisory confirms that the manufacturing sector is a key enabler of economic growth. The South African manufacturing sector plays a significant role in boosting our economy through (1) the multiplier effect in the economy, contributing over 12% of GDP and employing more than 1.2 million people; (2) a strong local industry to mitigate global supply chain disruptions, making local businesses more resilient; and (3) a large import replacement and export market, particularly in Africa, that can be used for local growth.

The importance of this figure is that the growth reflected in the skilled sector in South Africa, while positive poses a practical question: How does South Africa address growing the economy to alleviate poverty, unemployment and inequality without growing the blue collar, manufacturing sector? Based on evidence of other economies, it cannot be done. According to the State of Labour 20 Years after Democracy, (2012:4) report, “most developed economies went through a period of strong manufacturing growth before shifting to growth in services”.

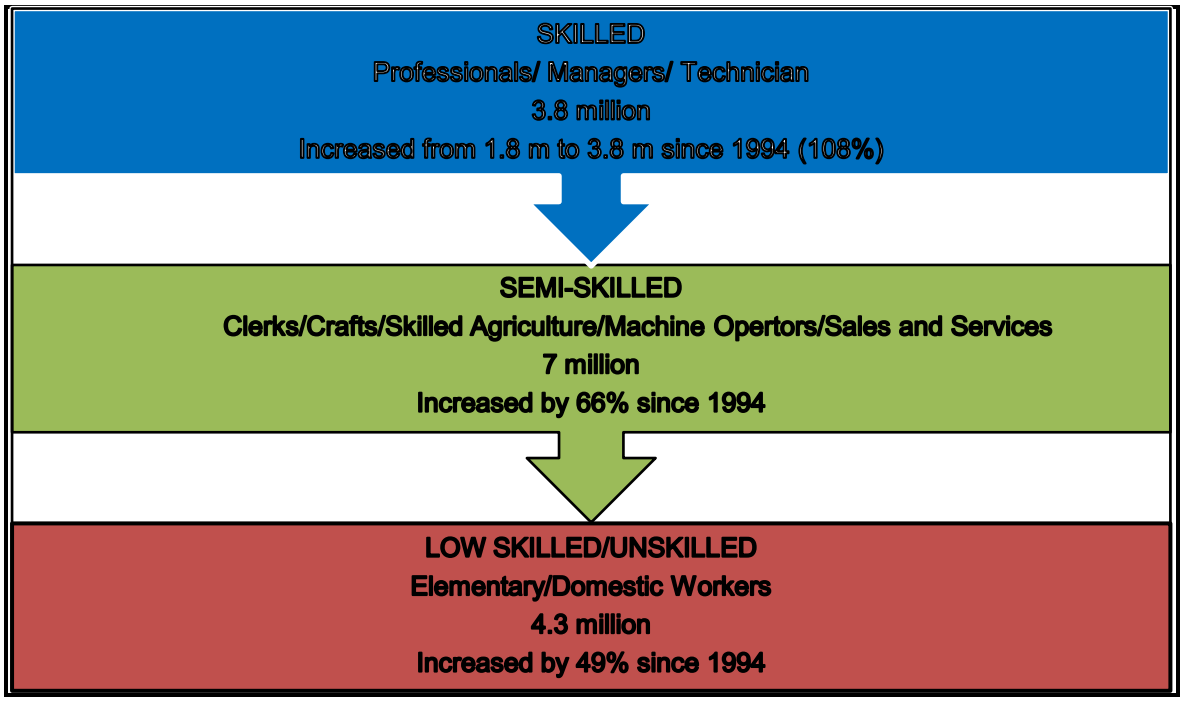


Figure 1: Breakdown of skill level by occupation and Number of Workers per Category

The major challenges facing South Africa are clear: poverty, unemployment and social injustices stemming from the legacy of apartheid (Africa, 2017) and the recent

developments around the COVID 19 pandemic has shown, that South Africa is still vulnerable as a result of if its history. What is needed in South Africa is growth in the manufacturing sector (where the majority of the workers are blue collar) to grow the economy of the country. It makes sense, then, to focus on the challenges within the blue collar sector to address the bigger challenges of the country.

The sluggish economic growth perpetuates the cycle of extreme poverty and unemployment in South Africa (State of Labour Report, 2012). Cassette, Erasmus and Botsane (2020) label South Africa as one of the most unequal countries in the world. In their article reviewing the impact of COVID 19 on the vulnerable persons in the country, the authors argue that the severity and extent of the socio-economic distress in our country currently with the COVID 19 pandemic is an indication of this reality.

This research presents verbatim accounts of the challenges facing blue collar workers, uses it to define engagement in this environment, conceptualises engagement in the blue collar sector and translates this into a management model to improve blue collar work performance, organisational performance and growth.

1.3.2. The Theoretical Gap in Literature

There are different streams of literature that are considered in this research due to the lack of relevant research in the South African blue collar sector. Besides the literature on African management and employee engagement, the other streams of literature considered to be particularly relevant to this research include literature on colonialism, post colonial theory, critical psychology, cross cultural management, cross cultural psychology, multiculturism and managing diversity. The additional literature streams are used to supplement literature in the field of blue collar workers in South Africa.

The African and South African context incorporates a number of factors that make it unique and this requires managers with unique management and leadership skills (Zoogah and Nkomo, 2011). Bolden and Kirk (2009) argue that Western studies conducted in Africa does not assist African managers to enhance their own

leadership styles but has been conducted to equip Western managers to make well-versed business decisions in an African context. This makes it clear that more research must be conducted and documented from the African perspective to determine the leadership and management styles in order to address the crucial challenges faced by African leadership (Nkomo 2006).

Theoretically, there are no management tools, processes or procedures that deal with managing the blue collar worker within this context. This will appear to be difficult to believe due to the vast amounts of research on management, yet Zoogah and Nkomo (2011) assert that there is a dearth of meaningful knowledge on management in Africa. The literature on African management as a whole provides a meaning and foundations for management in Africa but lacks two elements, (1) building on the psychological or socio-political impact of colonialism and apartheid into management and (2) linking management style to employee engagement to realise the full benefit of a worker fully engaged in the performance of their work.

The second major stream of literature in this dissertation is on employee engagement. Employee engagement studies based in the South African context (Bakker, Demerouti and Schaufeli, 2003; Bakker, Schaufeli, Leiter and Taris, 2008; Harter, Schmidt and Hayes, 2002; Schaufeli and Bakker, 2004; Lee and Mohammed, 2006; Brand-Labuschagne, Mostert, Rothmann and Rothmann, 2012; Muckey, 2012; Bedakar and Pandita, 2014) have focused on burnout and work engagement, the perceptions of workplace issues among blue collar workers, race and engagement in a diversified organisation and women blue collar workers.

The literature on employee engagement presents various definitions of engagement, theoretical foundations, various constructs that appear to be engagement and several white collar studies have been conducted. What is lacking in engagement literature, is (1) a definition of employee engagement for blue collar workers, (2) providing a conceptualisation of employee engagement in the blue collar environment and (3) managing a blue collar worker in such a way that he chooses to engage fully in the performance of his work. Lee and Mohamed (2006) state employee engagement research has focused mainly on the white collar environment and little research has been done on the blue collar workers in South Africa.

This research addresses the following gaps identified in literature:

- In blue collar literature, this research examines the impact of the colonialism on the psychology, culture and identity of the blue collar worker and presents a management model that is cognisant of this. Further, this research addresses the shortage of research in the blue collar environment.
- In management literature there is no management model that takes the holistic person of the blue collar worker into account.
- In engagement literature there is no definition or conceptualisation of employee engagement for blue collar workers.

1.4. The Research Problem

According to Lee and Mohamed (2006), employee engagement research has focused mainly on the white collar environment and little research has been done on blue collar workers in South Africa. Employee engagement studies within the South African context (Bakker, Demerouti & Schaufeli, 2003; Bakker, Schaufeli, Leiter and Taris, 2008; Harter, Schmidt and Hayes, 2002; Schaufeli & Bakker, 2004; Lee and Mohammed, 2006; Brand-Labuschagne, Mostert, Rothmann and Rothmann, 2012; Muckey, 2012; Bedakar and Pandita, 2014) have focused on burnout and work engagement, the perceptions of workplace issues among blue collar workers, race and engagement in a diversified organisation and women blue collar workers.

Kagan (2010) comes closest to addressing management style and engagement by conducting research on uncovering the factors that drive employee engagement in a South African context. The research identified two overarching factors namely working conditions and management style but falls short of identifying the specific aspects of management style and its impact on employee engagement. Moreover, Kagan (2010) also reported a void in literature on the South African blue collar environment. In an associated study, Muckey (2012) studied the link between perceived leadership style and employee engagement in blue collar workers in an American setting and found that more research is needed to build on this topic and

argued that research must be conducted using open ended questions and interviews.

In employee engagement literature there are several definitions of employee engagement, the antecedents, the positive implications of an engaged workforce (Shuck and Wollard, 2010; Shuck et al. 2017; Saks, 2006; Maslach et al, 2002), but Melcrum (2005) suggests that one of the biggest challenges in the field of employee engagement is defining the picture of what engagement looks like in reality, with real people in the reality of day to day operations. The literature on employee engagement fails to address this challenge to create the picture of what employee engagement looks like in blue collar workers. In effect, there are no definitions of blue collar employee engagement and no conceptualisation of blue collar employee engagement.

From a management perspective, Zoogah and Nkomo (2011) assert that there is a dearth of meaningful knowledge on management in Africa and Daglish, Du Plessis, Lues and Pietersen (2009) argue that much of African leadership and management literature has been captured through the lenses of colonisation that has produced biased views.

The African and South African context incorporates a number of factors including multiculturalism and racial diversity among others that make it unique (Zoogah and Nkomo, 2011). As such South African leaders and managers are required to integrate diverse multiple cultural factors since the end of apartheid. This requires managers with unique management and leadership skills. Bolden and Kirk (2009) argue that Western studies conducted in Africa does not assist African managers to enhance their own leadership styles but has been conducted to equip Western managers to make well-versed business decisions in an African context.

In management studies conducted in South Africa (Eresia-Eke and Mabaso, 2018; Louw and Jackson, 2008; Maritz, 2002) several pertinent areas are addressed. These include, the prevalent issues facing South African managers, managing culture and the change in the South African business landscape but the issue of management style to improve employee engagement in blue collar workers is not

dealt with. Stoermer, Hitotsuyanagi-Hansel, and Froese, (2017), found that black South Africans are still targets of racial persecution and the fault lines based on skin colour still persist. South African blue collar workers experience a workplace structured on a Eurocentric mould (Khoza, 1993), which resonates with white domination of pre-1994. In a predominantly white management environment (Jackson and Van de Vijver, 2018), what is needed is a holistic management approach that takes the inequalities created by the socio political environment into account, to engage the blue collar worker in the performance of their work.

The research problem is stated as **identifying the management style for engaging the blue collar worker in the performance of their work to increase productivity and profitability and overall growth in the South African economy.** The Chartered Management Institute (2012) defines management style as the manner in which managers exercise their authority in the workplace to ensure that the organisations objectives are achieved. It reflects how managers plan and organise work in their area of responsibility and in particular it is about how they relate to, and deal with their colleagues, subordinates and team members. For the purpose of this research, the key components of management style (attitudes, behaviours and the way in which things are done) is presented in a management model for engaging blue collar workers. In addressing the research problem, the dissertation focuses on the inequalities in the blue collar environment to provide a holistic management model for engaging blue collar workers.

This contribution proposes that a workplace that is characterised by a culture of mutual respect and dignity, embracing diversity and accommodating similarities and differences will have a positive impact on employee work attitudes and output. The implications of an engaged blue collar workforce is improved productivity and profitability in organisations and overall economic growth. Based on this, it is clear that more research must be conducted and documented from the African perspective to determine the leadership and management styles in order to address some of the crucial challenges faced by African leadership (Nkomo 2006:11).

1.5. The Research Objectives

The overarching research objective is to **develop a management model for engaging blue collar workers in the performance of their work.**

This will be achieved by the following sub-set of objectives:

- To define and conceptualise employee engagement for blue-collar workers with the empirical study.
- To identify and explore the aspects of management style that will engage the blue collar worker in the performance of their work with the empirical study.
- To present the identified aspects of management style in a management model for blue collar workers based on empirical evidence.
- To provide an instrument to verify the management model from empirical evidence.

1.6. The Research Approach

This section introduces the research approach which will include the philosophical assumptions of the researcher, the research design and research methods. In the second part of this section the structure of the dissertation is explained.

This research uses a qualitative approach to explore and understand the best management approach for blue collar workers. This approach leans toward a constructivist, transformative paradigm.

The research is based on the social construction of reality. According to the social constructionist school of thought, humans engage with their world and make sense of it based on their historical and social perspectives. In other words, people are born into a world of meaning bestowed upon them by culture. Thus, qualitative research seeks to understand the context or setting of the participants through visiting this context and gathering information personally (Cresswell and Cresswell, 2018). This idea originated from works such as Berger and Luckmann's (1966), Lincoln and

Guba (1985) and more recently Mertens (2010). The intent of this research then, is to interpret the impacts of colonialism on the minds of black and white South Africans and develop a management model based on this for the blue collar workforce. Rather than starting with a theory (as in post positivism), a theory or pattern of meaning is inductively developed.

The research takes a transformative worldview. According to this position, post positivist assumptions imposed structural laws and theories that did not address the issues of marginalised individuals in society, issues of power and social justice, discrimination, and oppression (Cresswell and Cresswell, 2018). Moreover, the constructivist stance does not adequately provide an appropriate agenda for addressing these issues. The transformative worldview holds that research inquiry needs to be intertwined with politics and a political change agenda to confront social oppression (Mertens, 2010). This research proposes a management model that is not only an action agenda, but also addresses issues of empowerment, inequality, oppression, domination, suppression, and alienation of the blue collar worker and the research is a voice for these individuals.

The research adheres to the positivist view that a theory must be tested empirically (Cresswell and Cresswell, 2018). While not subscribing to a positivist approach of one objective reality, the research is based on the principle that social phenomenon does not only exist in the mind (Cresswell and Cresswell, 2018) but that they come to exist in reality and as such may be tested. Thus an instrument for testing the management model is provided as part of the dissertation.

The choice of this research method is based on the extent to which the research objectives can be met. The author has based the choice of the research method on the following considerations: (1) the nature of the research topic; (2) the research questions and the extent to which the research objectives are met; (3) the extent of control over the actual behaviour of the participants and (4) the extent to which the relevant contextual conditions are covered (Merriam, 2009). With regard to these considerations the case study approach was found to be an appropriate method.

The research began with a thorough and extensive review of literature. The review of literature covered African Management, employee engagement and the blue collar sector, critical psychology, cross cultural psychology, colonialism, the concept of whiteness and managing diversity.

After the literature review, the author began the empirical research. The process of data collection took a period of two months and took the form of semi structured interviews, document analysis and observations.

1.7. The Research Structure

The dissertation is structured in the following manner.

Chapter 1 positions the research and specifies the research objectives, the research problem and the research approach.

Chapter 2 presents the literature overview. Literature on African management, Colonisation of South Africa, Post Colonial review, Critical psychology, cross cultural management and cross cultural psychology are reviewed In addition the characteristics of blue collar workers are reviewed and the literature on employee engagement is reviewed.

Chapter 3 introduces and discusses the research methodology. A qualitative case study method is adopted, the data collection, data analysis, presentation and reporting are all governed by the Total Quality Framework proposed by Roller and Lavrakas (2015).

Chapter 4 presents the research findings in its original form. The research is presented in a verbatim format to retain the value and originality of the information.

Chapter 5 provides the interpretation and discussion of the research findings. In this chapter the COPE management model is introduced and expanded based on the specific aspects of management for engaging the blue collar workforce, the strategic action plan for implementing the management model is provided, the definition of

employee engagement and the four pillars of blue collar engagement are developed and presented, and the testing instrument is delivered.

Chapter 6 summarises and discusses the empirical findings and offers implications and conclusions of the research.

Chapter 7 provides a brief conclusion to the research and the implications for future research.

1.8. Working Definitions

To fully understand the research problem stated above, there are some key concepts that need to be defined in more detail.

Blue Collar: There are different classifications of labour that is dictated by the type of work an employee performs. These are white collar, blue collar, pink collar, green collar, grey and gold (Kirkegaard and Larsen, 2011). Blue collar workers globally are mainly unskilled or semi-skilled employees and are generally employed in the mining, construction, transport or security industries.

Management style: There are several definitions of management in academia. Henri Fayol, in his book General and Industrial Management (1916) stated that management could be divided into several functional areas. As early as 1930, Fayol referred to management as to plan, organize, command, coordinate and control. Schleh (1977) defines management as “the adhesive that binds diverse operations and functions together”. Mintzberg (2009) stated “No job is more vital to our society than that of the manager. It is the manager who determines whether our social institutions serve us well or whether they squander our talents and resources. It is time to strip away the folklore about managerial work, and time to study it realistically so that we can begin the difficult task of making significant improvements in its performance.”

Employee Engagement: In one of the first academic definitions Kahn (1990) cited engagement as the “psychological presence of an employee when performing their

tasks”. Employees are considered engaged when they are fully present in the performance of their jobs. Ulricht (1997) makes two important points; firstly, human capital has become critically important in the organisation, because more has to be done with fewer people. Secondly, organisations need employees who are willing and able to invest and engage in their jobs psychologically. A challenge according to Gubman (2004) is that the goal of employee engagement is determined by the organisation itself and that the specific business model will determine what engagement means in the organisation.

2. Literature Review

The literature review for this research consists of three major research streams (1) blue collar workers, (2) management style and (3) employee engagement, to reach the objectives of this research.

The first section is dedicated to a review of literature on the blue collar worker. The literature review begins with a general overview of the nature, characteristics and challenges of blue collar work. The literature relating to managing and motivating blue collar workers is reviewed and continues with the colonisation and a post colonial review of South Africa to highlight the South African blue collar environment. Building on this foundation, literature on the concept of whiteness is explored as the vehicle of unspoken and unconscious privilege and advantage and the impact of this on management in South Africa. The literature on critical psychology is reviewed to point out the link between the political and the psychological. This section is intended to demonstrate the psychological consequences of colonialism and apartheid on the identity of the blue collar worker. Moreover, it presents a view of black resistance to oppression in the South African context. In the following section the literature on multiculturalism is reviewed to provide an understanding of the cultural implications of colonialism and apartheid on the blue collar worker and the acculturation back into a post apartheid society. The purpose of this broad review of literature is to provide the reader with a holistic understanding of socio-political and psychological view of the blue collar sector in South Africa.

The second sub chapter of the literature review relates to management style. The section begins with a general overview of management literature. Next the literature on African management is reviewed in sufficient detail to identify the core aspects of African management which include literature on Ubuntu and diversity management in South Africa. The insights gained in this section provide valuable insight for the management of blue collar workers from a unique African perspective.

Finally, the review of literature on employee engagement covers three main areas, firstly, an examination of the various definitions of the concept. Secondly there is a conceptualisation of engagement in the context of the South African environment.

The final section provides a review of literature that addresses the challenge of measuring employee engagement.

The objective of this chapter therefore is not only to review relevant literature but also to structure and present it in a way that creates an understanding of the particular literature streams with its unique perspectives and domains and its relevance to the research.

2.1 Literature on Blue Collar Workers

Given the dearth of literature on South African blue collar workers, this section covers literature originating from different streams to provide an accurate view of this sector. This includes colonisation and a post colonial review of South Africa, the concept of whiteness, critical psychology is covered and finally multiculturalism. The main aim of this section is to present the impacts of the political environment on the psychology of the South African blue collar worker. Such an overview is currently not available and it is thought to be useful. The literature on blue collar work is finally evaluated with regard to the research topic.

The section begins with the nature, characteristics and challenges of blue collar workers and provides a unique overview of a memorandum written in 1970 that highlights the challenges of the blue collar worker. Despite being written more than fifty years ago, the points raised are still current and relevant. In the second section, the literature relating to motivating and managing blue collar workers is presented and the third section addresses South African blue collar environment.

2.1.1. The Nature, Characteristics and Challenges of Blue Collar Work

The name blue collar originates from the overalls worn by shop floor workers in some US factories (Kirkegaard and Larsen, 2011). The Oxford American dictionary and the MacMillan English dictionary list the term blue collar worker as a person who is a member of the working class and who performs manual labour.

Duncan (2013) claims that blue-collar work is traditionally considered less prestigious, not valuable and therefore less rewarding. Lee and Mohamed (2006: 46) characterise blue collar workers as individuals who perform “relatively unskilled or semi-skilled labour of a manual nature” and who are mostly employed in industries such as mining, construction, electrical, transport, and security. According to Brand et al. (2012), blue-collar workers are mainly unskilled or semi-skilled workers that perform work of a manual nature.

Brand-Labuschagne et al. (2012) and Baruch, Wordsworth, Mills, and Wright (2016) go on to argue that the devaluation and stigma associated with manual labour causes great damage to the broader economy, to which these workers contribute significantly. Although the blue-collar workforce is regarded as the backbone of the South African economy and forms a significant part of the total workforce, Brand-Labuschagne et al. (2012) posit that little attention has been paid to this sector. Furthermore, Baruch et al. (2016) argue that these workers must be understood in terms of the wider context of their lives and propose that these individuals experience the conditions of employment differently.

In 1970 Jerome Rosow the Assistant Secretary for Policy, Evaluation and Research addressed a memorandum to the Secretary of Labor and highlighted the economic problems facing the blue collar workers. Whilst this memorandum was written in 1970 in the American context, the concerns raised by Rosow are still relevant in the current time in South Africa. Rosow begins by highlighting the racial divide within the environment and brings attention to the plight of black Americans who faced the same or similar challenges as whites in blue collar occupations which were largely ignored. He is quoted:

> “Recent reports have identified the economic insecurity and alienation which whites in this group have felt. What such reports have failed to note is that there are some two million minority-group males who are skilled or semi-skilled blue-collar workers who are full-time members of the work force and who share many of the same problems as whites in their income class”.

Rosow continues by stating the blue collar breadwinner faces two major economic challenges in their lifetime (1) they reach a plateau in their capacity to earn by

promotion or advancement and (2) their expenses continue to rise, as they have children, become homeowners, and as children become ready for school and tertiary education or support are needed for aging parents. The lack of adequate education and training, age discrimination and the lack of detailed, free information about other jobs make it difficult to deal with these challenges. He aptly states:

> "These men are on a treadmill, chasing the illusion of higher living standards. Thus their only hope seems to be continued pressure for higher wages. Their only spokesmen seem to be union leaders spearheading the demand for more money wages. They are overripe for a political response to the pressing needs they feel so keenly".

Rosow argues this problem of this restricted economic opportunity for the blue collar worker impacts next generations and blue collar workers have a smaller proportion of their children being educated.

Rosow states the work environment is noisy, mind-numbing and tedious. Furthermore, Rosow argues that schools reinforce the idea that status and success is linked with white collar jobs. He quotes a survey where only one in four male students chose blue collar occupations despite half the jobs in the economy were blue collar jobs. According to Rosow, teachers and the media drive the negative connotations linked with blue collar work. In addition, white collar work has become more attractive as salaries are higher, and are getting the higher wage increases.

Duncan (2013) confirms the statements of Rosow (1970) and reports that blue collar work is conventionally perceived as less prestigious, not as valuable as and less rewarding than white collar occupations. This devaluation and stigmatisation of blue collar work damages the broader economy to which these workers contribute significantly. Moreover, historically, the South African education curriculum tended to deemphasize practical skills, which has left South Africa with a manual labour workforce deprived of vital skills required to succeed in their jobs (Duncan, 2013). Crawford (2009) argued that society rejects blue collar work and states that young people are encouraged to study at universities and colleges rather than acquire skills for the trades due to the negative depiction of manual labour.

Hu, Kaplan and Dalal (2010) define blue collar workers as those who perform primarily physical work with restricted career paths and white collars as professional and semi professional employees. The authors assert that blue collar workers are generally less satisfied with their pay, their supervisors, and the work itself (Lee, Mueller, and Miller, 1981; Weaver, 1975; O'Farrell and Harlan, 1982).

According to Calitz (2004) South African blue collar workers in the mining industry work with explosives; test geological formations; operate load-haul-dump machines, scraper winches and heavy-duty machines; and maintain mining machinery in conventional mines. They are exposed to harsh working conditions that include mining underground at temperatures in excess of 28° Celsius, long working hours, sometimes unsafe working conditions, highly unionised environments and enormous pressure to perform. The consequences of such high environmental heat loads can lead to impaired work capacity, errors of judgement and the occurrence of heat disorders, especially heat stroke, which is often associated with severe and irreversible tissue damage and high mortality rates. With more than one hundred miners killed every year in the South African mining industry, this industry has proved to have the highest rates of fatal occupational injuries (McGwin et al. 2002).

Blue collar workers, in general, are seen as powerless in organisations as compared to managers (Zweig, 2000) and from a material standpoint, do not have access to the same resources as white collar workers (Mishel, Bernstein, and Shierholz, 2009). Moreover, they are stigmatised because of the negative associations with blue collar work that presents them as uneducated and inarticulate (Alper, 2005), and by social class systems that position their occupations as the low in prestige and by physical conditions that mark their jobs as dirty and the various discourses that mark their jobs as unimportant (Gilbert, 2008).

More importantly, blue collar workers themselves believe that they are not considered valuable and important by others (Berg and Frost, 2005). Additionally, the nature of their jobs as not seen as being profit generating means that they are often taken for granted. Moreover, material differences also contribute to blue-collar workers' perception of less being valued. Furthermore, they sense that their competence often is dismissed. As the population increasingly is attending and

graduating from college, jobs that do not require higher levels of education are perceived not to require as much competence (Lucas and Buzzanell, 2004).

For many blue-collar jobs, occupational requirements focus on physical strength rather than education or technical skills. Consequently, these workers may be seen as less competent than individuals who fill more specialized or technical positions (Lucas, 2011). Blue collar workers are easily offended by disrespectful interpersonal treatment, especially when interactions emphasize their status differences. While the disrespect may not come in the form of verbal shout-outs, the treatment received from higher-status members of society deeply affects the blue collar worker as ignoring and exclusion are perceived as signs of mistreatment (Sypher, 2004).

Blue collar work is generally associated with negative connotations, and the workers lack of choice makes mobility and escape from this difficult. In the next section the factors relating to motivating and managing the blue collar worker is discussed. It is noted that this sector of workers require different motivation approaches and styles of management.

2.1.2. Motivating and Managing Blue Collar Workers

Lucas and Buzzanell (2004) draw on the work of Thomas (1989) to demonstrate that blue collar workers hold jobs not careers. However, Thomas (1989) elaborates that blue collar workers still accumulate a series of meaningful work experiences and skill accumulations over time. The career theorist characterises blue collar work as careers without choice, and argues that social class, the traditional organisation of occupations and labour market segmentation effectively limit the blue collar worker from upward mobility and progression in the traditional sense.

Thomas (1989) maintains that the blue collar workers make sense of their lack of choice by adopting various coping behaviours including: (1) adopting attitudes in which they view work as a means to an end, (2) applying the concept of touring which refers to switching jobs of fairly equal skill level to add diversity to experience, (3) benchmarking career with cycles of activity such as manufacturing cycles or pay

periods, and (4) constructing games around the work to create challenge and focusing on internal status hierarchies that may be invisible to outsiders.

Lucas and Buzzanell (2004) confirm that the common criteria of success such as salary growth and occupational prestige, jobs that offer autonomy and challenge are ineffective for defining success for the blue collar workers. Lucas and Buzzanell (2004), quote Thomas (1989) and Zweig (2000) to assert that blue collar workers devise their own designations of career success through (1) status hierarchies (built around seniority, job skill, or perceived danger of certain jobs) and (2) occupational prestige, such as criteria for good work, and subcultures through cultural indicators, such as jokes and stories.

The logic behind their alternative constructions of career and success can be understood through cultural narratives (Richardson, 1990). According to Lucas and Buzzanell (2004) cultural narratives consist of stories that are sociologically significant in that they possess the ability to create and support their social world. Richardson (1990: 127) specifically identifies occupation as a type of culture, noting that stories about particular occupations (among other types of cultures) “provide exemplars of lives, heroes, villains, and fools as they are embedded in larger cultural and social frameworks”.

Lucas and Buzzanell (2004) found that sisu (a Finnish term for inner determination) was central to the miners finding meaning and dignity in their work despite outside perceptions of the work being dirty and dangerous. Moreover, the lack of success as defined by normative success models were disregarded and the miners used sisu to establish their own measures of success relating to a common and concise collection of words, behaviours, attitudes, occupational artefacts, values and community history. The authors positioned sisu as a dynamic phenomenon that the blue collar workers used to create a model for them to perform their day to day activities and deal with their challenges.

Koekemoer et al. (2019) points to the studies of Lucas (2011) who found that for blue collar workers workplace dignity is vitally important and is shaped largely by unique work experiences; Lucas and Buzzanell (2004) who found that blue collar workers

(specifically miners) find meaning in their work despite outsider's perceptions and Hennequin (2007) who indicates that experience of career success for blue collar workers may be found in task enrichment, continuous training, reputation of the organisation, autonomy, challenge, and relationships with colleagues.

According to Lucas (2011) dignity in the workplace means the recognition of the inherent worth and value of employees. A central theme is that dignity is more difficult to achieve for members of these subordinated groups than for members of dominant groups. From a difference perspective, social identity markers such as race, class, and gender also present challenges to achieving dignity at work.

A second factor affecting dignity in the workplace is materiality. Lucas (2011) draws on the work of Berg and Frost (2005) to demonstrate that material conditions had a significant impact on how low-paid, low-status workers perceive dignity at work. Lucas (2011) argues that social stigma is the third factor that affects the experience of workplace dignity. Newman (1999) demonstrates that workers in low-prestige jobs suffered social stigma that affect their experiences of indignity at work. Ashforth and Kreiner (1999) also explain how dirty workers who are stigmatised by physical, moral, or social taint—especially those who lack a status shield—have to work harder to construct a positive identity when outsiders view their work as repugnant.

Lucas (2011) emphasises that it is important to understand that workplace dignity is a vitally important issue for blue collar workers. Moreover, the negotiation of dignified workplace identities is shaped, in large part, by the contours of their unique work experiences. Therefore, managers could build dignity-rich worksites by learning more about the on-the-job experiences and meanings of work for blue-collar workers, nurturing organizational cultures that prioritize the dignity of workers, and investing in the ongoing development of best practices for creating and sustaining dignity in blue-collar workplaces.

Koekemoer, Le Roux Fourie and Jorgensen (2019) confirmed that for blue collar workers the particular motivators that contribute to feelings of career success include being known as an expert and a fast learner, being able to deliver work at a higher level of quantity and quality than expected, and expanding personal knowledge or

skills. Furthermore, it emerged in their study that having purpose and finding meaning in one's work, was viewed as career success to blue collar workers. The participants elaborated on how a job that provided a sense of purpose or meaning adds to their feelings of success. Furthermore, according to Koekemoer et al. (2019), participants stated that they experience career success when being able to add significant value to the lives of others.

Additionally, participants explained explicitly how they value aspects such as support from the organisation, aspirations to progress, and their responsibility toward others, ability to provide for their families, and work preferences (Koekemoer, 2019). Furthermore, the blue collar workers in their study indicated a strong sense of being a provider and the responsibility to provide for their families as a strong motivator for work. A further critical need that was identified was for access to social support and relational connections (Duffy et al., 2016) and their need for the support from their organisation and their manager.

Furthermore, working for a reputable company seems to be a work aspect they regard highly. This relates strongly to the social connection need that Bluestein (2011) points out. Blue collar workers also indicated their aspirations for progression and work related preferences such as feeling competent, having a passion for their work, and taking pride in quality work. The findings of Koekemoer et al. (2019) suggest that these needs are not only leading to work fulfilment but also to feelings and meanings of subjective career success. Evidently, by valuing these aspects, blue collar workers attempt to fulfil specific needs through their work, which if fulfilled will lead to feelings of career success.

Kirkegaard and Larsen (2011) found that blue collar workers found McClelland's need for affiliation to be most important, whereas the white collar workers preferred the need for achievement. According to Kirkegaard and Larsen (2011) it meant that blue collar workers found social interaction with colleagues and superiors more valuable than a challenging job and personal responsibility as well as more valuable that the power to influence and affect other people and thus, this is how blue collar employees should be motivated. Further, according to Kirkegaard and Larsen (2011) the hygiene factors of salary and company policy in Herzberg's two- factor theory,

was found to be more highly valued by blue collar workers than the white collar group. It was confirmed that blue collar workers are more focused on extrinsic factors. Furthermore, it was found that blue collar employees did not choose job security as an important factor. Kirkegaard and Larsen (2011) suggest that these different factors of work are something managers and companies need to be aware of in pursuit of increasing motivation among their blue collar workers.

In terms of the work itself Kirkegaard and Larsen (2011) suggest that because blue-collar workers perform fewer tasks and tasks that are often more monotonous and routine they see work in a more unitary manner, considering good and bad as the two ends of a single dimension. In addition to the work items, with regards to satisfaction with co workers, blue-collar workers establish a closer relationship with their co-workers and thus assess them from a more general and less differentiated perspective. It was found by Kirkegaard and Larsen (2011) that the duties of the blue collar workers were more collaborative in nature than the white collar workers so the blue collar workers get to know each other better and draw less of a distinction between who they like and who is a good worker. Furthermore, blue-collar workers may view each other as more of ‘‘comrades” than simply co-workers sometimes due to a shared distrust in management and they may identify with each in order to cope with the stigma they might perceive as a result of performing manual labour.

The research by Koekemoer et al. (2019), Kirkegaard and Larsen(2011) , Lucas and Buzzanell (2004) and Lucas (2011) all indicate that blue collar workers allocate meaning to their work experiences and devise their own designations of career success. Koekemoer et al. (2019) and Lucas (2011) indicate that for blue collar workers workplace dignity is vitally important and is shaped by their unique work experiences and this is an important factor in the blue collar environment in South Africa which is particularly distinctive in that South Africa is dealing with the aftermath of colonialism as well as apartheid.

2.1.3. Literature on South African Blue Collar Workers

This section provides an overview of the South African blue collar worker from a different perspective. The first section provides a background to the blue collar

environment with colonisation and post colonial apartheid South Africa as a point of reference. The next section explores this further by providing the impacts of white supremacy in society. The section on multiculturalism identifies the impacts of acculturation and the melting pot approach on black South Africans and the last section is dedicated to understanding black oppression and emancipation from a psychological point of view.

2.1.3.1. The Colonisation and Post Colonial History of South Africa

The colonisation of Africa has had significant impact on the psychologies of both parties of the relationship deeply affecting their views of the world, of other people and of themselves (Loomba, 2005; Licata, 2012).

The Stanford Encyclopedia of Philosophy (2017) defines colonialism as the practice of domination that involves the subjugation of one people by another. Colonisation in Africa took place between 1800 to the 1960's. Ocheni and Nwankwo (2012) suggest the most notable among the reasons for colonisation was the beginning of the Industrial Revolution in Europe. Africa became the market place to dispose of the surplus products. Moreover, the low wages paid to African labour, meant an accumulation of profits for industrialists to invest back into Africa.

Thompson (2001) states categorically that historians of the white South African establishment that begin the account of the history of South Africa with the voyage of Vasco da Gama round the Cape of Good Hope in 1497-98 and the arrival of the first white settlers in 1652 lack present mindedness and show the ignorance of modern western culture. He argues with this approach people fail to perceive the processes that shaped South African society before Europeans began to intrude in the region. Thompson (2001) argues the significance of pre colonial history in providing links to what occurred during the colonisation period must not be ignored.

Oliver and Oliver (2017), point out that it was assumed that the hunter gatherer was poor – but they actually lived in pristine affluence. Sahlins (2001) describes the San as people living in material plenty because they adapted their way of life to materials that were in abundance around them. The author contends that they lived in this

state of abundance because of the philosophy of their lives – the philosophy of limited wants. They desired no more possessions than what they needed and their sense of abundance came from living off the abundance of the resources available to them. Poverty to the indigenous African was not related to a small amount of goods or the relation of the end to the means – it was the relations between the people.

The arrival of the Dutch in 1652 was a major turning point in the history of the indigenous people and South Africa became the only country in Africa to be colonised by the Dutch. The Dutch settlement expanded and within the space of 50 years the indigenous communities were dispossessed of their land and their means of independent living and were integrated into colonial society as low status servants (Thompson, 2001).

Oliver and Oliver (2017) noted that while the Zulu, Xhosa, Sotho and Dutch fought among themselves, they also struggled, albeit unsuccessfully, against British domination. The English speaking British grew in numbers and dominated politics, trade, finance, mining, and manufacturing, while the Boer farmers remained largely rural. The British saw the Boers as backward. The Boers saw themselves as pioneers; fighting to fulfil their destiny in the vast landscape. The British considered themselves to be enlightened, liberal rulers. Both British and Dutch saw themselves as superior to the local black South African populations, whom they considered uncivilized, unproductive, and violent. These racist attitudes shaped European interactions with black South Africans and served to justify the increasing oppression of the black tribes.

The discovery of gold and diamonds became a further reason for structuring society along racial lines, which established racial segregation and discrimination that became the trademarks of South Africa society (Thompson, 2001). The author contends that from this period on, the mining labour force was split according to racial lines. White workers were placed in skilled, supervisory roles, with opportunities for promotion, better wages and good living conditions, whereas Black workers had no opportunities to enter into supervisory or skilled roles. Furthermore, Black workers were poorly paid and White workers earned eight times as much as

Black workers. White workers were not subjected to supervision of their living arrangements, and the mines provided them with housing subsidies whereas Blacks workers were subjected to harsh living conditions (Thompson, 2001).

In addition, Thompson (2001) states that English speaking whites monopolised managerial and skilled positions whereas the Afrikaans speaking whites were impoverished and were not adapting to the urban economy. However, by 1948 through industrial growth, pervading colour bars and extensive state aid, white Afrikaner poverty was phased out and they were getting top positions across the economy (Thompson, 2001).

The Republic of South Africa from 1961 continued to be ruled by the National Party, which had already started in 1948. This white Afrikaner rule was without any black or mixed race representation and was nothing except the next phase of domination of this country, and by far the harshest of them all (Oliver and Oliver, 2017). Politics centered on the relationship between the English speaking and the Afrikaans speaking Whites. The Indians, Blacks and the mixed race Coloured's were completely excluded. The government formalised Apartheid and created several laws to govern 'other' South Africans.

The laws included the Population Act (1950) provided the means to designate racial categories. The application led to the breaking up of homes. The Prohibition of mixed marriages (1949) and the Immorality Act (1950) created legal boundaries between the different races making marriages across the colour lines illegal. In 1953 the government passed the Reservation of Separate Amenities Act to legalise inequality (Thompson (2001). Laws of segregation were imposed on every aspect of life. There was imposed segregation on ambulances, taxis, buses, trains, benches and parks church, cinemas, restaurants and hotels. Interracial sports were also not permitted.

During this time, the gap in the earning of the whites grew exponentially. Between 1948 and 1970 white manufacturing and construction workers were earning six times as much as blacks and white mineworkers were earning twenty one times as much as blacks. In 1971, the wages of black mineworkers was less than it had been in 1911. During the 1970's black wages began to increase in response to competition

between employers for experienced workers as well as illegal African Trade Unionism. Black unemployment doubled from 1.2 million in 1960 to 2.3 million in 1977. As manufacturing became more diversified, the lack of skilled labour and the inefficiency of black labour due to lack of education hugely hampered its growth. During this point, black South Africans faced great challenges in the struggle for survival. Apartheid denied blacks residence in urban areas, shunting them to the townships where they found it extremely difficult to secure gainful employment.

After being colonised 'unofficially' by the migrants from the north, as well as having two 'official' colonisations by the Europeans from the south, this country had to face a fourth 'internal' colonisation before it would gain its freedom (Oliver and Oliver, 2017). The colonial legacy that present-day South Africa inherited from its past masters in its entirety was not and could not possibly have been summarily disposed of with the country becoming a democracy in 1994.

Apartheid is the extension or variation of the basic politics and conditions of colonialism (Hook, 2004). In a similar way, the current post-apartheid period is a particularly South African variant of the broader post-colonial era in South Africa. Thus, it is safe to say that the influence of colonialism and apartheid did not end once independence treaties were signed, nor when South Africa held its first democratic election in 1994, but the colonial experience continues to impetrate whole cultures and identities of people even now (Licata, 2012).

In his book entitled ***South Africa, settler colonialism and the failures of liberal democracy***, Reddy (2015) addresses the contradiction of modern democracy in contemporary South African society. The author offers a pragmatic view of democratic South Africa.

> "South Africa is a society driven by guilt, fear and anger. In a society that is so clearly a product of injustice for so long, the past cannot but be deeply etched upon everything. One part lives in a world of comfort, fear and guilt. The other, the vast majority, survives in a world of squalor, frustration and anger—a world of bare life. The two hardly meet except in the world of work, but this is a world of masters and servants. The democratic breakthrough in 1994 has not changed this division much".

Reddy (2015) attributes the current state of democracy in South Africa and the associated manifestations of frustration to its postcolonial situation. The author emphasises that despite the ending of the white supremacist privilege, the cultural idioms associated with the struggle and the fight against oppression continues to resonate. More than two decades later, the battles that began its old racial narrative continues albeit in a different political context.

Reddy (2015) argues that South African society is a western style democracy aimed at giving 'the masses' access to the political systems, equality and an opportunity to redress the disadvantages of the past. In practice, however, Reddy (2015) notes this aspect of South African politics is dominated by the middle class (mainly white, but also apartheid classified African, Coloured and Indian elites) and the demand for *their* rights and the politics of the majority lies outside this sphere.

Reddy (2015) acknowledges the millions of black South Africans who expect the legacies of apartheid to be addressed and when these expectations remain unfulfilled, the result is violence and instability. This is clearly evident in the demonstrations, violent and threatening discourses to indicate impatience, criminality and disrespect for the law, and collectivism that relies on both organisation and informality. More than two decades later, Reddy (2015) draws attention to the culture of violence that permeates South African society to endemic proportions. He attributes this to the "common unravelling of the dreams of post-Apartheid expectations, general disappointment and political malaise replacing the optimism and enthusiasm of 1994" (Reddy, 2015:2).

For the author the signs are evident in the high unemployment, high rates of crime, pervasive inequality, and millions living in desperate poverty. Moreover, the collective demands from students, trade unions and communities highlight the government's inability to deliver on its promises, and the fragmentation and factionalism within the ruling party lead to further political discourse.

2.1.3.2. Literature on the Concept of Whiteness

According to Nkomo and Ariss (2014) at a macro level whiteness has its roots in European global expansion and colonisation, immigration and industrialisation (Bender, 2009; Loomba, 2005). Europeans positioned themselves as civilised in comparison to non white 'wild savages' that they encountered on their colonial conquests. During industrialisation, scholars believed that industrialisation could only be achieved by those races and ethnic groups in an advanced stage of human development (Bender, 2009) and whiteness became a symbol of achievement and superiority.

At the micro level, it is believed that the concept of "the wages of whiteness' provides an explanation as to how the white working class came to think of itself as 'privileged'. Du Bois (1995), coined the term 'wages of whiteness' and used it to describe the short-term job benefits and public privileges that functioned as an additional wage for white workers. These 'wages of whiteness' were used to make up for the alienation and exploitation white immigrants were exposed to under capitalist modes of industrialisation (Braverman, 1974).

According to Du Bois (1995) the practices of capitalists and management of the new factories generally paid whites higher wages compared with those of black workers and Blacks were usually placed in unskilled jobs, particularly those most dirty and dangerous. Simultaneously, white workers accrued the benefits of being white in the public sphere despite their working class status.

Nkomo and Ariss (2014) use the quote by Du Bois (1995: 700) to summarise white privilege:

> "They were given public deference . . . because they were white. They were admitted freely, with all classes of white people, to public functions and public parks . . . The police were drawn from their ranks and courts, dependent on their votes, treated them with leniency. . . White schoolhouses were the best in the community, and conspicuously placed, and cost anywhere from twice to ten times colored schools".

Driven by legislation, segregation of public spaces, and repressive acts became common practices of whiteness that reinforced and maintained white privilege. Reflecting on this, and Nkomo and Ariss (2014) argue that the importance of the construction of a white identity in juxtaposition to the inferior childlike savage image bestowed upon blacks was elemental to the exclusion of blacks from the privileges enjoyed by white workers.

The best paid and white-collar professional jobs were reserved for white workers. Manufacturing industry jobs largely remained closed to black workers until the labour shortages of World War I (Gutman, 1973). Occupational segregation was often premised upon the idea that blacks did not possess the attributes or the temperament needed for industrial work. Black workers were barred from joining white craft unions and were often subject to vicious mob attacks to ensure their exclusion from job opportunities (Foner and Lewis, 1989). Incoming white ethnic immigrants by virtue of their whiteness were able to supplant black workers even from the menial jobs they held, particularly during economic downturns.

In the factories of the early twentieth century, white workers had greater workplace power and authority by virtue of the jobs held as well as not being subjected to being supervised by non-whites (Foner and Lewis, 1989). Racial and ethnic minorities were largely excluded from supervisory and managerial ranks. It was not unusual during this period for organizations to have segregated washrooms, departments, and lunchrooms. There is historical evidence that workers of different races were not allowed to work together.

Nkomo and Ariss (2014) identify three primary aspects of whiteness that continue to serve white privilege:

(1) The racelessness of being white - The positioning of whites as raceless allows them to view their ascendancy to top positions and better paying jobs as a natural outcome of their effort and merit, overlooking the possibility that the ascendancy came at the expense of excluded groups.

(2) Whiteness is a resource – whites have access to material resources and a system of inclusion for those perceived as being white.

(3) Whiteness is considered the prototype of the ideal employee – whites are automatically assumed to possess the right requirements for positions.

According to Nkomo and Ariss, these three mechanisms suggest that whiteness as an ideology has naturalised the status quo in the workplace and the oppressive power of whiteness is a constructed naturalisation.

Furthermore, Steyn and Foster (2007) and Stevens (2007) argue that whiteness has been part of the long history of resistance by black people and the study of whiteness must critically examine the issues of oppression and privilege and address these issues. Stevens (2007) observes that whiteness is not always overt, but is also covert.

Green et al. (2007) outline three ways in which whiteness is produced and maintained. These are:

(1) Knowledge construction - western concepts dominate every aspect of society including facts about other racial groups

(2) National belonging and identity is naturalised to whiteness and ownership. With this the concepts of colonialism are justified.

(3) Anti-racism practice are seen as issues for black people, white people are in a position of power and are able to depoliticise race

Green et al. (2007) highlight possibilities to disrupting the power and privilege of being white. First the authors suggest an interest in the articulation of indigenous knowledge to provide new ways of seeing and being in the world as is evidenced in the African management movement (see section 2.2.2). Second, indigenising psychology and disrupting the Eurocentric roots of psychology as is reflected in the field of critical psychology (see section 2.1.3.3). Third, the authors claim there is a need for the creation of new ‘listening positions’ that enable respectful and equitable partnerships to develop between different groups. Fourth, the authors note that a space for black intellectuals to participate in the production of knowledge is critical to changing the status quo. This requires a significant culture shift in knowledge production, including interrogating subtle forms of institutionalised racism.

Green et al. (2007) assert that changing racism requires white people to renegotiate racial boundaries and question unfair power and privileges instead of accepting it. Whiteness will continue to be reproduced and maintained and through challenging these practices and mechanisms in the ways described above, there is an endeavour to identify, and support the emergence of different relationships between the white and the 'other'.

The next section deals with multiculturalism to demonstrate the way forward from separation and segregation to diversity and equitable participation in post colonial apartheid South Africa

2.1.3.3. Literature on Critical Psychology

In the previous sections the historical, political and socio- economic effects of colonialism and apartheid on the blue collar worker were elaborated. In this section the psychological effects are explored.

Ngugi wa Thiong'o (1986) views colonisation as a 'colonising of the mind'. It is this deep psychological affect that Césaire (1972) describes as the impact of colonialism:

> 'I am talking of millions of men who have been skilfully infected with fear, inferiority complexes, trepidation, servility, despair, debasement' (cited in Fanon, 1986: 14).

Bulhan (1985) argues that colonialism is "the uprooting of psyches from their culture to their insertion into another, in which the basic values are pro-white and anti-black, elicits a victimisation difficult to quantify, but very massive" (Bulhan, 1985: 189).

In this section the political and the psychological are reviewed side by side to understand the theory of black resistance. Hook (2001) argues both Fanon and Biko have provided powerful ways of combining the political and the psychological as a means of post colonial resistance particularly in the South African context.

Hook (2001) states that colonisation in South Africa was the means of disrupting culture, history and identity by inflicting powerful forms of psychological damage. The

author introduces the concept of the ‘politics of psychology’ as the awareness of how psychological action and knowledge may be used as parts of politics, as mechanisms of struggle and resistance. Furthermore, Hook (2001) introduces the ‘psychology of politics’ which is how the practice of psychology is impacted by the historical practice of domination. Hook suggests that critical psychology introduces required political sensitivity into traditional psychology. Hook (2001) argues that the field of critical psychology is the means of addressing the injustices and inequalities of the world.

In his follow up work in 2004, Hook, defines the colonial and the post-colonial state, discusses the concept of ‘psycho politics’ by using the work of Franz Fanon and outlines the application of Fanon’s psycho politics in Steve Biko’s Black Consciousness movement. Hook (2004) argues that the text by Fanon ***Black skin, white masks*** is a central point of reference in the field of critical psychology.

According to Hook, Fanon provides the most explicit psychological analysis of race in the book, and acknowledges Fanon’s foundational influence in post colonial theory. Reflecting on the work of Fanon (1952), Hook (2004) argues that Fanon draws attention to the full and true extent of colonial political oppression by examining the debilitating personality and identity effects on a black person trying to understand them-self in a white European culture. Hook (2004) argues Fanon’s greatest contribution and source of originality lies in his combination of psychology and politics (psycho politics) and points out that as Fanon moves between the socio political and the psychological, as a means to critique each other this has much value within the South African context.

Hook (2004) integrates Fanons work into post colonial South Africa by examining the Black Consciousness movement of Steve Biko. It was Fanon (1968) who argued that the subjective nature of black oppression must be dealt with before attempting to create solidarity among the oppressed. This became a foundational principle used by Steve Biko in the Black Consciousness movement. Biko, called for psychological and cultural liberation as a necessary prerequisite for political freedom, declaring “mental emancipation as a precondition to political emancipation” (Biko, 1978: 29) and “the

interrelationship between the consciousness of the self and the emancipatory programme is of paramount importance" (Biko, 1978: 49).

Hook (2005) argues that critical psychology advocates the importance of a politics of practiced intervention, reformulation and action in post apartheid South Africa and introduces the concept of 'post colonial criticism from his perspective. Hook (2001, 2004 and 2005) provides a firm grasp of post colonial criticism using the concepts of critical psychology and psycho politics. The psychological within the political, offers a valid view of resistance to black oppression as a result of colonialism and apartheid.

The importance of post colonial theory and its implications cannot be underestimated and the implications for black people have been undeniable. The work of Hook has established the psychological effects of colonisation and apartheid on black South Africans and on South African society as a whole and uses the work of Biko to state that psychological and cultural liberation is a psychological battle.

2.1.3.4. Literature on Multiculturalism

South Africa is diverse society with multiple cultures, identities and languages and the split in society along the lines of race, has meant that cultures and identities and society has been affected accordingly. Multiculturalism in South Africa is examined in the next section to provide a view of the racial stratification of the South African workplace and society and to examine the concept as the way of engaging blue collar workers. In order to provide a clear understanding of multiculturalism, the concept of cross cultural is first briefly introduced, before continuing with the discussion on multiculturalism.

The field of cross cultural psychology is a major source of the development of human behavior in intercultural contacts. Berry, Poortinga, Segall and Dasen (2002:3) define cross cultural psychology as "the study of similarities and differences in individual psychological functioning in various cultural and ethno cultural groups; of the relationships between psychological variables and socio-cultural, ecological and biological variables; and of ongoing changes in these variables". The central question in cross cultural psychology is: what happens when people move from the

culture in which they have been born and raised to a new and unfamiliar culture (Berry, 2010)?

In the Two Implicit Models of Plural Societies (Figure 2) presented below there are two main approaches in a plural society such as South Africa; these are the melting pot and the cultural pluralism.

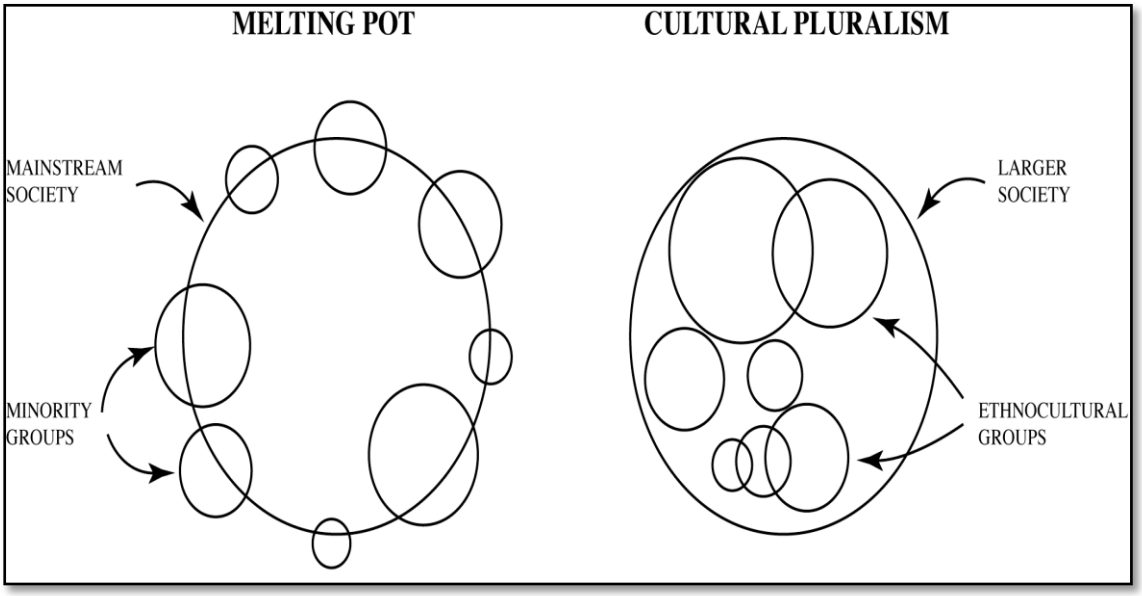


Figure 2: Two Implicit Models of Plural Societies (Sam and Berry, 2010)

Sam and Berry (2010) established that all contemporary societies are culturally plural. No society exists where there is only one culture, one language, and one identity. South Africa is a prime example where the country consists of four main nationalities (Black, White, Coloured and Indian), with the Black population further split into four major ethnic groups (Nguni, Sesotho – Setswana, the Shangaan-Tsonga and Venda) speaking 11 official languages.

The mainstream (the melting pot) view is that minority groups exist on the borders of society and do not integrate. Cultural pluralism on the other hand embraces the concept of the larger society referring to a society where all groups are “ethno-cultural groups who possess cultures and who have equal cultural and other rights, regardless of their size or power” (Berry, 2011:23). In the South African context, cultural pluralism prior to 1994 was considered a problem to be reduced and

eliminated and the melting pot approach was embraced. The post colonial situation in this country now is to move from the melting pot to a larger inclusive culturally plural society and workplace with equal power and equal rights.

Berry and Sam (2010) assert that both groups in contact become altered in the acculturation process and Berry (2011:24) states “whether it is the coloniser or the colonised, immigrants or those already settled, individuals and groups hold preferences with respect to the particular ways in which they wish to engage their own and other groups”. Berry (1974) developed the most widely cited model of acculturation (Figure 3) and uses the model to outline the various ways that acculturation occurs. The strategies carry different names, depending on which cultural groups (the dominant or non dominant) are being considered.

Assimilation is used when individuals do not wish to maintain their cultural identity and adopt the cultural values, norms, and traditions of the new society. When Assimilation is sought by the non-dominant acculturating group it is known as the Melting Pot.

Separation is used when individuals keep their cultural identities and avoid interaction with members of the new society. When Separation is forced by the dominant group it becomes Segregation.

Marginalisation is defined by a lack of interest by individuals to maintain cultural identity (mainly for reasons of enforced cultural loss) and little interest in having relations with the larger society (often for reasons of exclusion or discrimination). Marginalization, when imposed by the dominant group is Exclusion.

Integration is used by individuals with an interest in maintaining one’s original culture while having daily interactions with other groups. With integration there is a degree of cultural integrity while seeking to participate as an integral part of the larger social network. Integration, when cultural diversity is a feature of the society as a whole, including all the various ethno-cultural groups, it is called Multiculturalism.

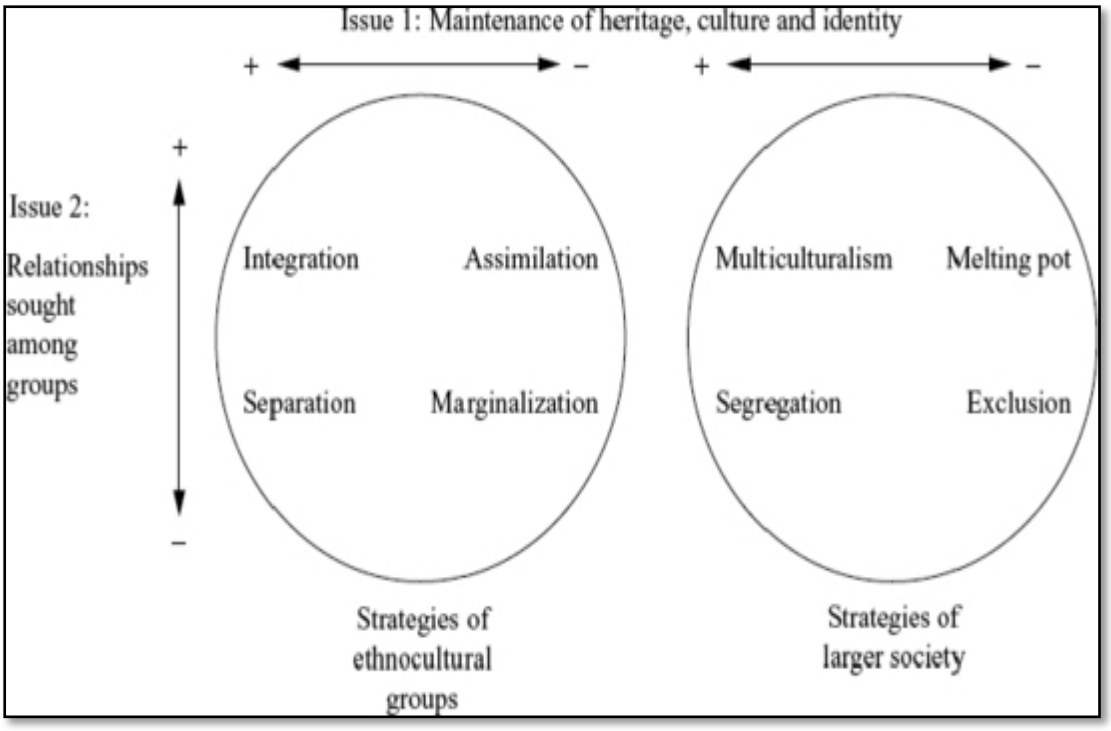


Figure 3: Acculturation Model Berry (1974) (Adapted from Berry and Sam, 2010)

Berry and Ward (2016) claim the concept of multiculturalism has acquired many meanings that vary across many societies but that beyond its core definition, multiculturalism is a complex concept that encompasses several dimensions and meanings. First, multiculturalism describes a demographic fact simply acknowledging a culturally diverse society. Second, multiculturalism refers to policies or programs in place to manage intercultural relations and acculturation. Third, multiculturalism is a psychological phenomenon that includes an individual's attitudes and ideologies that accept or reject multiculturalism.

While there is no question that multiculturalism refers to the presence of cultural diversity in a society, a second core element of multiculturalism articulated by Berry et al. (1977) is that of equitable participation. The authors reiterate that equitable participation in a society is equally important if not more important as a prerequisite for multiculturalism. Berry and Sam (2010) argue a view of multiculturalism that only considers the existence of cultural diversity leads to the emergence of separate cultural groups within a diverse society.

Multiculturalism is portrayed as a movement used to address the challenges created by colour differences and social inequality in culturally diverse societies through an attitude of acceptance, tolerance and love (Olanrewaju, Loromeke, and Adekoye, 2017) and whilst the concept of multiculturalism and diversity has been widely regulated by policies in South Africa to create national unity in ethnic diversity the criticisms of multiculturalism are many and varied (Jackson and Van de Vijver, 2018).

Berry and Ward (2016) found that certain requirements must be present for ensuring positive outcomes from sustained intercultural contact. First, multicultural policy and practice focus not only on diversity, but equally on inclusive participation. Berry and Ward (2016) found that discrimination is the single most important contributing factor to mutual hostility and poor psychological and sociocultural adaptation.

Second, the double sided nature of multiculturalism (diversity and inclusion) must be recognised so that all the advantages associated with Multiculturism are achieved.

Third, more equal status contact produces more positive intercultural encounters, attitudes and practices which are the prerequisites for equitable inclusion. Policies and programs that encourage intercultural encounters and dialogue meet the requirements for positive relations.

Fourth, a country's national identity must include diversity and South Africa does this well, where there is both a positive ethnic identity and a positive national identity of South Africans (Kunst, Thomsen and Sam, 2015).

Fifth, multiculturalism must be presented in a way that it is not viewed as threatening by members of dominant groups. Yogeeswaran and Dasgupta (2014) found that support for multiculturalism depends on the meaning attributed to the concept and policy and highlighting the concrete ways in which multiculturalism can be achieved increased perceptions of threat.

The goal of the large scale socio-political and economic changes since the abolishment of Apartheid in 1994 was predominantly to transform South Africa and

the South African business environment away from the discriminatory structures and practices to ones which reflect the demographic composition and values of South African society as a whole (Jackson and Van de Vijver, 2011). Mazibuko and Govender (2017) note that while legislation has made transformation in the South African workplace mandatory not all companies have come to fully understand the benefit to the organisation.

Jackson and Van de Vijver (2011) argue that South Africans face two significant factors in the workplace that makes acculturation and multiculturism a key component. These are (1) South African corporations are still structured along the lines of a Eurocentric mould (Khoza, 1993) resembling white domination from the apartheid era (2) the rampant segregation means that the workplace is the only place where South Africans are forced to interact daily (Hofmeyr, 2006). Based on this, the authors posit that multiculturalism can build a workplace characterised by mutual respect, accommodation and tolerance for difference which will have a positive impact on employee work attitudes.

Jackson and Van de Vijver (2011) confirm that white employee's in South Africa experience multicultural norms and practices in the workplace more positively than their black counterparts. The authors attribute this to the overrepresentation of white people in top management positions in the South Africa. This is confirmed by the Employment Equity Report issued by the South African Department of Labour (2017 where it is reported that in 2016 black South Africans constituted less than 14.4% of top management (yet they constitute 78% of the workforce of the country); Coloured South Africans constituted less than 4.9% of top management (constitute 9.8% of the workforce); Indians constituted less than 8.9% (constitute 2.8% of the workforce) and White South Africans constitute 68.5% of top management (9.5% of the workforce).

Jackson and Van de Vijver (2018) confirm white South Africans are still the group with the highest management positions in organisations. According to the authors, affirmative action, BBBEE (Broad Based Black Economic Empowerment) policies and other forms of positive discrimination challenge the dominant position of the white groups, therefore when the once beneficiaries and power wielders of the

apartheid state found their ‘worldview imploding (Steyn 2004) they strongly opposed these measures (Herman, 2000).

The authors submit that defining a climate of diversity-enhancing conditions such as multicultural policies and practices in organisations predicted more positive intergroup attitudes, trust, more positive perceptions of out-group intentions in working towards peace (Tropp et al., 2017), enhances performance (Mazibuko and Govender, 2017), and is associated with organisational advantages, such as strengthening the organisation’s culture, (Franken, 2015), increases in productivity (Joubert, 2017), and when diversity is managed effectively, employees learn more about each other so that communication is improved, with less stereotyping and discrimination among the employees (Joubert, 2017).

The idea of subtle racism as the idea of a ‘new’ racism is prevalent in the South African workplace where discrimination has changed from the old-fashioned and blatant forms used in the apartheid years to a more modern, subtle form (Jackson and Van de Vijver, 2018) and the authors conclude that in a work environment characterised by segregation, discrimination and subtle racism, black South Africans or ethnic members chose separation as the acculturation response. Moreover, Jackson and Van de Vijver (2018) report that subtle racism was reported as more common in the workplace by black South Africans than by their whites counterparts. Furthermore, it was found that Blacks still see more discrimination in their work environment.

Overall, a workplace culture that promotes the ethnic cultural maintenance of people from diverse backgrounds coupled with encouragement to participate in the mixed culture of South Africa, increased multicultural norms and practices and a work environment characterised by tolerant mainstreams contributes to the experience of higher levels of subjective work success (Jackson and Van de Vijver, 2018; Mazibuko and Govender, 2017 and Joubert, 2017).

2.1.4. Literature on Blue Collar Workers: An Evaluation

Overall there is a lack in the literature on blue collar workers. First, there simply is not enough research conducted in the field that provides an understanding of managing the blue collar workers in their daily operational activities. In other words, what makes the blue collar worker tick? Second, much of the literature available leaves the reader stuck at the negative associations of blue collar work without an understanding of the underlying constructs.

For this research, the author uses the fields of post colonial theory and the meaning of whiteness in the workplace to provide a critical understanding of the psychology of blue collar workers in South Africa. The literature in the field of critical psychology and multiculturalism is used to supplement this and propose the foundations of an equal and fairly represented workplace in South Africa.

Post colonial theory highlights the cultural and identity effects of colonialism on black South Africans. The stigma, poor education and lack of opportunities for black South Africans meant that they are mainly capable of functioning in the blue collar environment. After nearly thirty years of democracy, however, the blue collar environment is still made up of mainly black South Africans and there has been poor progress in addressing the inequalities of the South African workplace. The literature on the meaning of whiteness varies in relation to context, history, gender, class, sexuality, region, and political philosophy and whiteness in this research is understood as a socially constructed phenomenon subject to a multiple influences. It is established that whiteness in any context is associated with privilege and provides material and psychological entitlements to white people and has been, afforded a position of power in racially stratified societies, such as South Africa (Nkomo and Ariss, 2014 and Green et al., 2007). The literature presented demonstrates the innate white superiority to the extent that it has become invisible and this predicts the approach of management in the blue collar sector.

Critical psychology highlights the impact of the political aspects of South African society on the psychology of the blue collar workers. Fast forward to nearly thirty years of democracy and black South Africans in the blue collar sector are still

‘resisting the coloniser’ albeit in a different political context. Overall, the literature on critical psychology examines the traditional field of psychology with a political lens and Parker (2002) asserts that critical psychology emanates from the view that South African society has been created by oppression.

The literature on multiculturism provides a reasonable view of the way forward for the South Africans. The reality of multiculturalism in the South African blue collar sector is provided and research shows that racism and prejudice is still alive in this sector, and much is still to be done to achieve equality.

Berry and Sam (2010) clearly emphasise three main areas of change when dealing with acculturating into different, diverse society or workplace. The authors refer to this as the ‘ABCs’ and it refers respectively to affective, behavioural, and cognitive changes that are linked to every aspect of the individual, physical, emotional and cognitive. Sam (2006) introduced the fourth area of change during acculturation as ontogenetic development. It is important to consider the underlying developmental issues of acculturation while growing up in the separation cultural dynamic on black South Africans in the workplace currently. This aspect is critical in managing the blue collar worker.

Literature reviewed and presented in this research thus far, has considered the impacts of colonialism and apartheid on the blue collar worker. In the next section a broad review of literature on management style is presented. The literature on African management movement is introduced, the concept of Ubuntu is examined as a key component of management in South Africa and the literature on diversity management is reviewed within the South African context. The literature on cross cultural management is also reviewed to create an understanding of the different approaches to management across different cultures.

According to Thompson (2001), the blue collar sector in South Africa is dominated by black South Africans. For the purposes of this dissertation, the terms blue collar worker and black South African can be used interchangeably.

2.2. Literature on Management Style

The historical work on the concept of management concluded that managers are constantly leading and managing in their daily tasks (Mintzberg, 2004; Tett, Guttermann, Bleier and Murphy, 2000; Yukl, 2006; Yukl and Van Fleet, 1992; Kotterman, 2006). Mintzberg (2009) suggests that although management and leadership are different, it is difficult to separate the two concepts in day to day practice.

The Chartered Management Institute (2015) stated that leadership style and management style are synonymous in the world of management thought and that leadership is an aspect of management, which is not only the responsibility of top management but is exercised by everyone in their area of responsibility. Juneja (2015) argued that leadership is an essential part of effective management and that leadership behaviour stresses upon building a work environment where employees develop and excel. Therefore for the purpose of this research, the work of Yukl (1989) will be followed and no distinction will be made with leadership and management.

According to CMI (2015) management style is the way in which managers implement their positional authority to ensure organisational objectives are met. In essence, it is how managers plan and organise their work, and how they relate to and deal with subordinates. CMI (2015) argue that the key components of management style are attitudes and behaviours. This refers to what a manager says; how he says it; the example the manager sets; their body language and their general conduct and demeanor.

Nwadukwe and Timinepere (2012) observe that variations in management style arise based on three reasons (1) nature of staff in the organisation, (2) the type of business and (3) the environment in which the organisation functions. Management, in its current form and the emergence of the importance of the blue collar industry in South Africa calls for new approaches to management. The following section provides an overview of management models and theories associated with motivation, leadership and change management. The section covers: Classical

Management Theory, the Human Relations Theory, Neo- Human Relations Theory and Systems Theory and Contingency Theory and the six leadership styles identified by Goleman (2000).

2.2.1. The Theoretical Models of Management Style

According to Mintzberg (2009) early research about management and leadership style focused on the manner by which authority was exercised.

Based on such research Likert identified four different styles of management and presented them as:

- Authoritative /Exploitative – the manager has little trust or confidence in his workers and manages by issuing instructions. The manager uses fear and punishment as motivators.
- Authoritative/Benevolent – the manager has some trust in his workers but treats them in a condescending and paternalistic manner.
- Consultative – the manager trusts the workers and has confidence towards them. He seeks their opinions and ideas, but retains decision making power.
- Participative – this manager trusts his subordinates completely, seeks and acts on their ideas and involves them in decision making and goal setting processes.

The face value of Likert's research suggests that the consultative and participative styles are more effective, however, a criticism of Likerts research is that it fails to consider the context of the organisation (the culture of the organisation where they work, the nature of the tasks to be completed and the characteristics and expectations of their team members) in which management was being carried out.

Another contribution to management research was the Tannenbaum Schmidt Leadership Continuum based on the extent to which a manager exerts authority or control and the degree to which subordinates have freedom to act on their own initiative (CMI, 2015). This Leadership Continuum presents seven stages from a situation where the manager makes all the decisions to the context where the manager permits subordinates to be part of decision making within pre-determined limits. Tannenbaum and Schmidt identified seven styles. These are (1)tells, (2)

persuades, (3) shows, (4) consults, (5) asks, (6) shares and (7) involves. According to this continuum, a good manager will be able to judge the capabilities of the team and move between points on the continuum accordingly.

Douglas McGregor in the 1960's believed that management style is based on the managers' assumptions of human nature and identified two broad set of beliefs about an individual's approach to work, Theory X and Theory Y. Theory X is based on the view that workers inherently dislike work and must be controlled in order to achieve desired results. This resulted in autocratic and paternalistic management styles. Theory Y is based on the assumption that work is a natural part of life and people can be motivated to perform at their best through respect and recognition. The result of this was a more participative and consultative approach to management. According to McGregor, Theory Y management produces high levels of motivation and performance (CMI, 2015).

Blake and Mouton proposed two drivers of managerial behaviour: (1) concern for getting the job done and (2) concern for people. Blake and Mouton (1960) proposed five basic management styles based on the nine by nine grids.

The Managerial Grid shows the following five management styles:

1. Impoverished management – low concern for either the task or the people. This style involves little more than going through the motions, doing just enough to get by.
2. Authority-obedience – high concern for task /low concern for people. This represents a autocratic, controlling style, using the traditional 'command and control' approach.
3. Country club leadership – high concern for people/ low concern for task. This creates a warm and friendly working environment at the cost of getting the job done.
4. Team management – high concern for both task and people. This is seen as the most effective style with the potential for high achievement.

5. Middle of the road management – moderate concern for task and people. This achieves a balance between task and people but is likely to perpetuate the status quo rather than achieve success.

Building on the work of Blake and Mouton, William Reddin (1970) also focused on concern for the task and concern for people. He defined this as Task Orientation (TO) and Relationship Orientation (RO) and introduced the idea that particular styles might be more appropriate in some contexts than others and called this 3D Theory. Reddin (1970) proposed four basic styles:

- related (high RO)
- integrated (high RO and TO)
- dedicated (low RO)
- separated (low RO and TO)

Following from this Hersey and Blanchard, developed the idea that different situations require different types of leadership. According to their Situational Leadership Theory leaders must be ready to adjust their management styles to suit the context (the culture of the organisation where they work, the nature of the tasks to be completed and the characteristics and expectations of their team members). According to Blake and Mouton (1980) the ability and willingness of subordinates to engage in tasks allocated to them is the key deciding factor in selecting the most appropriate management style.

According to this theory, four leadership styles were identified:

- Telling/ Directing- both are unwilling and unable
- Selling/ Coaching- there is some competence but a lack of commitment
- Participating/ Supporting style- competent but unwilling or insecure
- Delegating style where competence and commitment are both high

The transactional model of leadership became dominant during the 1970's and 1980's. The basis of this model is that interests of both parties' interests are considered during any exchange. Therefore, the efforts made by workers to achieve

organisational objectives are exchanged for specific rewards. The advantage of this approach is that all parties are able to see a tangible benefit.

Bernard Bass took the transactional model leadership further and argued that effective managers should exercise two specific transactional elements: contingent reward and management by exception. Contingent reward refers to the agreed exchange process between managers and subordinates. Management by Exception is characterised by giving constructive criticism for corrective action and providing feedback.

Transformational Leadership became popular through James MacGregor in 1978 and involves engaging workers and focuses mainly on the development needs of their subordinates. Transformational leadership is seen as having certain competencies and qualities. Common themes of these qualities include: having a vision, emotional intelligence, charisma and being consistent and clear (CMI, 2015).

According to Bass, transformational leadership involves four factors:

- Idealised influence/charisma: A strong role model, workers seek to emulate, have strong moral and ethical principles, are well-respected.
- Inspirational motivation: Manager provides inspirational communication and firm performance expectations to encourage workers to achieve more than the minimum.
- Intellectual stimulation: The leader encourages employees to exercise creativity, innovation and to be able to challenge their and the organisations context.
- Individualised consideration: Advisors and coaches are used to provide a climate of support and delegation is used to support the development of employees.

Henry Mintzberg (2009) introduced the art-craft-science triangle as the means of identifying the different managerial behaviours. The research of Mintzberg (2009) concludes that personal style had little impact on what managers did, but rather that context is important. He argued that effective managers were a natural fit with their work context (the culture of the organisation, the nature of the tasks and the

characteristics and expectations of their team members) and conceded that whilst a degree of flexibility is required, a manager trying to be someone they are not was not the best way to manage.

- Art – an insightful management style based on intuition focusing on visions and ideas
- Craft – an engaging management style based upon experience
- Science – a cerebral style that is deliberate and analytical

Mintzberg (2009) identified three different views held by managers in the context of the workers they were managing. These are:

- at the top – in control and in authority
- in the centre – at the heart, with activities revolving around them
- throughout – operating in a network; forging links far and wide

More recently there has been growing interest in the concept of Authentic Leadership. Authentic leadership focuses on being genuine, honest, is based on self knowledge, a strong emphasis on knowing others and a strong knowledge of the organisation culture. With this knowledge, it is believed that it becomes easier for to be authentic and true to oneself.

Taking the concept of authentic leadership further, James Kouzes and Barry Posner developed five factors of excellent leadership that managers can incorporate to become better managers and leaders.

1. Model the way: be clear about values and philosophy
2. Compelling vision: create a vision for workers to use to guide their day-to-day behaviour and their own dreams and visions
3. Challenge the process: willingness to challenge the status quo and innovate is seen as key
4. Enable others to act: collaborate, trust and encourage others
5. Encourage the heart: authentic reward and recognition is also seen as important.

Currently, management thinking encourages managers to find an authentic style that can be adapted according to the context of the organisation and the context (the culture of the organisation, the nature of the tasks and the characteristics and expectations of the team). Ultimately, management development is aimed at effective management and leadership behaviours. Goleman (2000) notes that leadership is a process of intentional influence, it is a leader's behavior towards others that is at the heart of leadership. The Merriam-Webster dictionary defines style as refers to the way of doing things or behaving. At its core then, management style amounts to interactions with others. The success of managers within organisations is not dependent on what they aim to do, but rather on how they do it. According to Goleman (2000) there has been considerable importance attached to emotional intelligence (EI) as a key factor that affect leadership behaviour.

EI is defined as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Golemen, 2000: 188). EI is generally conceptualized as having four overarching domains - self-awareness, self-management, social awareness, and relationship management. EI has been linked to better interpersonal relations and compassionate and empathetic management style and better communication and professionalism skills.

Goleman (2000) incorporates EI into leadership and management style and is based on the studies carried out by the Hay Group which claimed that EI accounts for more than 85% of exceptional performance in top leaders. These leadership styles are understood in terms of the leaders' underlying EI capabilities and each style's causal link with outcomes. The most effective leaders act according to one or more of six distinct leadership styles depending on the situation. These six styles are:

1) **The coercive style**: This is the 'do as I say' approach. It can be very effective in a turnaround situation, a natural disaster, or when working with problem employees but in most situations, this leadership style inhibits the organiation's flexibility and employees' motivation.

2) **The authoritative style:** An authoritative leader states the overall goal and gives employees the freedom to choose their way of achieving it. This style works especially well when a business is adrift but is less effective when the manager is working with a team of experts who are more experienced than he is.

3) **The affiliative style**: This style builds team harmony and increasing morale. The downside is its exclusive focus on praise can allow poor performance to go uncorrected.

4) **The democratic style:** Democratic leaders build organizational flexibility and responsibility and help generate fresh ideas by giving employees a voice in decisions.

5) **The pacesetting style**: A leader who sets high performance standards and exemplifies them himself has a very positive impact on employees who are self-motivated and highly competent. But some employees could feel overwhelmed by such a leader's demands for excellence.

6) **The coaching style**: This style focuses more on personal development than on immediate work-related tasks. It works well when employees are already aware of their weaknesses and want to improve, but not when they are resistant to changing their ways.

According to Goleman (2000) the more styles a leader can master, the better it is. Moreover, being able to switch among styles as conditions dictate creates the best climate and optimises business performance. Given EI's link to interpersonal behaviors and leadership effectiveness, Goleman's six leadership styles are useful for investigating management style and behaviors in the blue collar sector. From the above overview of theory on management styles it is clear that there is no shortage of management literature and certainly not in terms of management styles. It is just as clear that the current management theories do not provide a clear cut management style for blue collar workers in South Africa.

Management style in South Africa has clearly been affected by its historical foundations in colonialism and apartheid. South African managers display certain traits and behaviours brought on by skills shortages, oppression, unequal treatment, lack of educational knowledge and affirmative action. Hofmeyr (1998) asserts that South African organisations are generally over managed and under-led: management styles were often regarded as rigid, bureaucratic, directive and task-oriented, and sometimes decision making was over-centralised; and leadership aspects such as direction, vision and effectiveness were often seen as lacking.

There is evidence of a high dependence on Western approaches (control orientation, hierarchical structures) and that the post-colonial systems of management and leadership were influenced by the colonial systems (McFarlin, Coster and Mogale Pretorius 1999:70; Nkomo and Cook 2006; Jackson 2004; Feldman 2002; Blunt and Jones 1997).

Nkomo (2006) asserts that South African organisations are dealing with transformational change and observes that to perform effectively, management style must both rooted in the local context and culture as well as being open to outside challenges and influences. Managers and leaders in South Africa must address the difficult task of addressing local issues while managing the pressures of global competition. There are different types of management styles when it comes to managing in the workplace and choosing the right type of style will have a big impact in terms of how cooperative staff is (Mba and Eze, 2013). In the current business environment in South Africa, where the blue collar worker forms the backbone of the economy (Brand-Labuschagne et al., 2012), it has become essential for organisations to focus on how to get the best out of this segment of employees.

The management style chosen can establish whether the organisation runs smoothly or spirals out of control (Nwadukwe and Timinepere, 2012: 201). Organisations are created to be profitable and accomplish specific goals and objectives. According to (Nwadukwe and Timinepere, 2012) organisational effectiveness is the extent to which the organisation as a social system with the resources at its disposal can fulfil its objectives without “incapacitating its resources: and “without placing undue strain”

on its employees (Nwadukwe and Timinepere, 2012: 200). The relationship between management style and organisational effectiveness cannot be overemphasised.

More importantly, according to Luthans (2008) employees perceive the actions of managers to be the actions of the organisation, and the employees will develop attitudes and behaviours according to these perceptions. Conventional management models must be replaced with leadership approaches adapted accordingly (Morgan, 2014). Organisations must rethink their structure, how they empower employees, and what they need to do to remain competitive in a fast changing world.

2.2.2. Literature on the African Management Movement

The general impression about management in Africa is one of mis-management, poor management and inappropriate management (De Sardan, 1999; Kiggundu, 1991 and Dia, 1996). It is believed that this underperformance of management in Africa is responsible for the underdeveloped state of the continent (Safavi, 1981; Kiggundu, 1991; Eze, 1995; and Waiguchu, Tiagha and Mwaura, 1999).

Nkomo (2011) identifies two major discourses in African management literature: (1) the discourse of African renaissance and (2) the discourse of Africa's failure. Nkomo (2011) points to the irony of this as both discourses refer to leadership and management as the solution and labels this reductionism as dangerous and asserts the problems of the continent are located firmly in its colonial past as well as the post colonial present and that any management and leadership solution must be interrogated within this reality. Nkomo (2006) suggests that while post- colonial theory contributes to the larger problem the fact remains that "the African cannot speak unproblematically" (Nkomo, 2006: 14). African management and leadership are portrayed as deficient, rooted in essentialist racial and colonial stereotypes in mainstream literature and Nkomo (2011) refers to the response to this as being grounded in culture and identity.

Nkomo (2006: 19), states that the answers to finding leadership and management approaches for helping Africa to solve its problems may be lying right under our nose. The author eloquently describes management in South Africa:

> "South African organisations have undergone unprecedented change over the last ten years. In the process, we have living examples of how to lead and not lead second order or transformational change. Preliminary results of my research on change leadership in South Africa suggests many leaders firmly recognise Dia's (1996) observation that to perform effectively, organisations have to be both rooted in the local context and culture and open to outside challenges and influences. We have examples of leaders who are tackling and succeeding in the difficult task of addressing local issues while managing the pressures of global competition. We have examples of leadership that embraces a humanist approach to leading and managing others".

Van den Heuvel (2008) argues that the African management movement could be considered a response to South Africa's long history of inequality as a result of 350 years of domination (Terreblanche, 2002) and Dickinson (2005:287) wrote that "South African workplaces are burdened with legacies of division and conflict that were entrenched during the fifty years of apartheid's political economy". In addition, Webster and Von Holdt (2005:31) note a tendency of a new authoritarianism in the South African workplace and the proponents of African management call for a participatory management style and a humanistic approach to leadership that demands the recognition of the past experiences of humiliation, deprivation, and discrimination.

Van den Heuvel (2008) suggests that the African management philosophy is the opportunity for issues such as alienation, discrimination, anger, 'race' and 'tradition that are not freely discussed in organisations to be dealt with. Furthermore, the author argues that African management philosophy encourages awareness among top-managers and business leaders to engage in a serious dialogue on such particularly sensitive issues. Precisely the importance of the historical dimension, drawing attention to human suffering and experiences of humiliation associated with the past, is often overlooked in evaluations of 'African management' discourse in contemporary business practice.

Nkomo and Kriek (2011) conducted the first study in South Africa to identify how South African strategic leaders perceived and responded to the national changes that occurred in the country during the watershed 1994–2004 period. The authors

state that apartheid created many “fault lines” among the diverse racial groups in South Africa. Early on in the democracy leaders were shaped by this policy of racial separation and inferiority of the black South African, but the leaders’ efforts to reflect on changing racial relations in the workplace meant valuing the diversity of the many racial groups in South Africa. Nkomo and Kriek (2011) found that the leaders in the study, in their roles as diversity champions were able to initiate diversity training interventions to open dialogues across racial lines and on a more macro perspective, were willing to implement employment equity initiatives to address the past issues of displacement on black South Africans in managerial positions.

As an advocate of the African management movement Khoza (2003: 1) proclaims that Africans must “stop blaming’ others and start becoming ‘world-class’ and high performing” and calls for the creation of a sense of Africanness that is founded on the practice of consultation, valuing cultural diversity in tangible business achievements. Khoza (2003) advocates for a South African business identity with a dynamic attitude, distanced from the static identity associated with colonial Arica. Instead, an African identity formation as a more or less open-ended process, without a priori images of what Africans should feel like, should be like, or would have been like in pre-colonial times.

Further, Khoza (2003) underlines the need for bold leadership and tough decisions in an ‘African management perspective. According to Khoza (2003) an effective leader is someone who is able to manage the paradox of listening and consulting, then acting boldly’. Khoza (2003) elaborates that the more attention to build leadership focus on *being* rather than *doing*, the more likely the African concept of leadership will come to the fore’.

Van den Heuvel (2008) asserts that African management is generally described in terms of communalism. Therefore cultural diversity is cherished as enrichment to society and organisations, as long as it would imply mutual respect and integration, and not in the illusory sense of a multicultural ‘living apart together’. African management proponents tend to interpret this as an aspect of ‘Africa’s cultural heritage’, a willingness to get to know the other. The assumption is that a variety of approaches could thrive in a culturally diverse environment, with everybody learning

and benefiting from each other, under the reign of an African leadership that is constituted by all those different ethnic and cultural groups together.

In a humane, Afrocentric style of management and organisation, people would not have to feel alienated but be free and 'at home', belonging to a larger community, recognising and harnessing a collective cultural heritage. Mostly, 'African management' thinkers would not envisage a 'take-over', but a rightful place in the world of the South African business world: integration – 'fusion' and 'synthesis' are other expressions used in this regard – is a characteristic that suggests that an Afrocentric orientation could be incorporated into a greater whole.

Conversely, an Afrocentric orientation allows other perspectives, be they 'Eurocentric', 'western', 'foreign' or 'modern'. Eventually a synthesis between 'African' and 'western' concepts and perspectives is envisaged, an eclectic mixture of 'traditional' and 'modern' concepts and perspectives. In this construction of self-understanding, history has a central place. Whereas cultural diversity is viewed positively in Afrocentric management discourse, and thus made explicit in various ways, there seems to be an overall tendency in South Africa to view the issue in a rather neutral or instrumental way. Although in dominant management discourse, cultural diversity and ethnicity are in fact being acknowledged, at the same time they tend to be deemphasised. Arguably, this contrasts remarkably with Afrocentric management perspectives.

Van den Heuvel (2008) posits that the evolvement of African management perspectives promotes reflection and identity formation in African organisations. It is based on seeking integration and recognition and an appreciation of others views and different approaches to management. The author claims that this will encourage improved relationships within organisations.

Van den Heuvel (2008) uses the precepts of African management to suggest the management undertake broad based African management style dialogue around previously identified taboos – diversity, alienation, discrimination and race - within the organisation to identify problematic issues. African management movement could provide a meaningful alternative to achieve reconciliation at corporate level, to

overcome traumas of the past and feelings of (cultural) ‘alienation’ among employees. African management philosophy may be instructive, but it does not provide the only possible strategy in this respect.

The African management movement is widely criticised for its lack of empirical substantiation (Thomas and Schonken, 1998). The authors have not tested their propositions and have not provided the means to test. Furthermore the authors of African management do not incorporate established literature to support their writings.

Nkomo (2011) describes the most formidable contradiction as identified by Appiah (1992) who argued the major shortcoming with négritude and African humanism is that “Africa’ is an invention of Europe. A failure by scholars to contest managerialist prescriptions imposed by western management practices is cited as the second reason for the inconsistent narrative of management and leadership on the continent.

Nkomo (2011) also identifies the portrayal of African culture as another factor to successfully rewriting leadership and management in organisational studies. African culture is portrayed as essentialist, homogeneous, static and unchanging is labelled as erroneous generalisations and the author cautions that it must not to be taken for granted that all of Africa share common values and beliefs that have remained unaffected by colonisation.

Nkomo (2011) points out that culture must not be objectified, but the mutual effects of the coloniser and the colonised must be considered. Furthermore, the position that African culture is inherited from the past suggesting a static and unchanging narrative that is unresponsive to time and context. This backward greatness and present failure is exactly what keeps Africa marginalised.

Nkomo (2011) suggests that African identity does not have a moment of origin, but is continually being created and constructed. Nkomo posits that in re-writing African leadership and management, it is important to avoid reconstructing it merely another

unproblematic field of knowing, but the challenge is to re-inscribe it within the dominant system so that the system is not left intact.

Scholars of African management believe that Ubuntu is the answer to Africa's management dilemma (Kuk and Bolden, 2006, Mangaliso 2001, Mbigi 1997, Mbigi and Maree, 1995; Swartz and Davies, 1997; Karsten and Illa, 2005). Kuk and Bolden (2006) argue that Ubuntu must be treated as a point of reference and guiding principle for inquiry and enabling organizational culture and set of skills and competences. Mangaliso (2001) asserts that incorporating Ubuntu principles in management holds the promise for superior approaches to management organizations. Mbigi (1997) is certain that Ubuntu can be translated to what he calls 'The African Dream in Management', especially as a new management concept in the popular management literature in Africa.

2.2.2.1. Literature on Ubuntu – A Key Concept of African Management

Archbishop Desmond Tutu has called *Ubuntu* 'the gift that Africa will give the world' and Bolden (2014) suggests it is a social philosophy based on the principles of care and community, harmony and hospitality, respect and responsiveness that expresses the fundamental interconnectedness of human existence. Karsten and Van Veen, (1998), however, argue that Ubuntu is not a management concept as it lacks dimensionality, and at its best only provides a guideline for management. Nabudere (2008) argues that Ubuntu is a reduced African philosophy that is just a resistance to Western philosophical discourse. This image denies Africa its true contribution to world knowledge. This section of literature explores the increasing attention being paid to the role of Ubuntu as a management concept and establishes the ways Ubuntu can be used to create an African managerial system.

The concept of Ubuntu is a Zulu/Xhosa word, directly translated into English as 'humanness'. Its essence is best conveyed by the Nguni expression '*umuntu ngumuntu ngabantu*', meaning 'a person is a person through other people (Mbigi, 1997)'. According to Bolden (2014) Ubuntu is described as a philosophy of peace and is perhaps best known as a guiding concept of the 'African Renaissance', spearheaded by post-colonial and post apartheid leaders in South Africa such as

Nelson Mandela, Desmond Tutu and Thabo Mbeki, in which Africans are urged to re-engage with African values. It has been an important concept in the reform of education and public services in post-apartheid South Africa and offered a framework for the Truth and Reconciliation Commission that bore witness to the injustices of the apartheid era from the perspective of both perpetrators and victims.

African scholars (Kiggundu, 1991; Nkomo, 2006) argue that Western management theories and practices have hindered progress in Africa, and have suppressed entrepreneurial creativity and development in favour of bureaucratic risk aversive administration based on absolute obedience. Moreover, western paradigms are authoritarian, politicised, and not conducive for management development and the emergence of new leadership in Africa (Theimann and April, 2006; Mbigi, 1997; Inyang, 2008; Hofstede, 1993). Guma (2012) reflects on the effects of colonialism and apartheid as having led to the disparagement of African management and a colonised management approach in South Africa and states that Ubuntu is the authentic indigenous management paradigm that Africa is looking for. The idea behind this is that the best way to understand the work behaviour of the African is by looking into his world through his eyes.

Ubuntu represents an approach that is more in line with the way in which African employees value a person, and a humanistic locus of human value. According to Purcell (1987: 535) a proper African management system – like the American and Japanese ones – may generate a variety of management styles as distinctive sets of guidelines, written or otherwise, “which set parameters to add signposts for managerial action in the way employees are treated and particular events are handled”. Louw (2004) argues that the most important difference between Ubuntu and Western management approaches is that Ubuntu bestows humanity on a person. Ubuntu as an ancient African worldview is based on the primary values of intense humanness, caring, sharing, respect, compassion and associated values, ensuring a happy and qualitative human community life in the spirit of family (Broodryk, 2002).

The concept of Ubuntu was introduced after the 1994 elections to induce business transformation in South Africa and is put forward to attain this transformation through the interconnectedness of community as a key characteristic of the African way of

thinking (Nussbaum, 2003). Although Ubuntu represents a specific African worldview, Mbigi (1997) provides the view that Ubuntu can be used in modern forms of entrepreneurship, leadership, business organisations and management. The introduction of Ubuntu as a management concept however, cannot replace the transfer of knowledge, like management concepts, from the Western world but can support the development of a hybrid management system operating in Africa within which these Western concepts can find their proper African translation.

Guma (2012) suggests the idea of a middle ground and argues that African organisations should blend the best of both worlds, Africans could develop complex combinations of convergence (associated with universalism or the science) and divergence (associated with particularism or our traditions), labelled 'crossvergence' by Ralston (1997). Crossvergence means that Africans internalise some aspects of Western individualism into their African-based value system to develop a unique perspective or set of values that possesses facets of both cultures. By slowly integrating Western ideas into the traditional based value system, a unique hybrid set of values emerge. Because of limitations in both the Western and African approaches the focus is on attempting to integrate both in a synthesis model. Holden (2002) emphasises that cross cultural management and diversity is central to developing a shared understanding that strengthens the values of Ubuntu. Moreover, it is suggested by the author of this research, that the idea of crossvergence between the concepts of Ubuntu and western management styles will strengthen the practice of multiculturalism in organisations in South Africa.

Karsten and Illa (2005) claim, however, that speaking the language of Ubuntu is not enough to improve management interactions, the practice of Ubuntu is being able to integrate management actions into three validity claims: truth, rightness and truthfulness. The authors claim that Ubuntu can shape a fundamental part of the dispositional practice of managers. These dispositions are by definition behavioural, but emotional, physical and mental dispositions are a critical part of management behaviour.

2.2.2.2. Literature on Managing Diversity in South Africa

The literature on diversity will be reviewed to provide a context to diversity in a South African context. The purpose of this section is to acknowledge the importance of transformation and managing diversity as organisational imperatives in South Africa and highlights the deep seated nature of the issues surrounding equity.

In the 1990 article entitled '**From Affirmative Action to Affirming Diversity**' Thomas began to advocate for moving from affirmative action to managing diversity. According to Thomas (1990:112) managing diversity was" enabling every member of your workforce to perform to his or her potential" whereas he labeled affirmative action "a pipeline approach that is not capable of creating a diverse culture for the upward movement of minority groups. In the article Thomas argues that diversity is about getting the same productivity from a diverse workforce as getting from a homogeneous workforce. The author adds that the additional benefit will be the increased productivity. In the 1991 book entitled **Beyond Race and Gender,** Thomas posits that diversity is closely related to the culture of an organisation and the author equates the culture to the roots of a tree. He argues that although the roots are invisible, it is responsible for the growth of the other parts of the tree. An important point in the book is that managing diversity is about making all employees in an organisation feel comfortable and be managed to perform at their full potential.

Booysen and Nkomo (2014) argue that the main barriers to effective diversity management implementation in South Africa is (1) the lack of communication and shared understanding of employment equity, (2) white male dominated organisational culture, (3) low leadership commitment to and inconsistency in EE implementation and (4) insufficient focused co-ordination and integration of existing implementation processes. Furthermore, this study confirmed the role white fear and the lack of meaningful engagement by whites, especially white males, in the equity process -- a barrier that plays an important part in the ineffective implementation of equity strategies and in the maintenance of an exclusionary organisational culture.

On the other hand, Mazibuko and Govender (2017) indicate that managing diversity is a part of an organisational strategy to increase workplace productivity. Moreover

the authors argue that the positive impact engendered by a diverse strategy is supported by employee engagement, which presupposes employee ownership of change, by making it happen, and it is driven by employees that offer solutions to problems, by helping one another and who are proud of being part of the organisation. Its impact in the bigger scheme of events is to drive business performance, growth, cost management, and ability to attract, retain and engage top talent by establishing a winning and inclusive culture

Ely and Thomas (2001), point to the three different perspectives on how organisations perceive the task of managing diversity. These are (1) discrimination and fairness, (2) access and legitimacy, and (3) learning and effectiveness. They assert that it is only the third perspective, (learning-effectiveness) that will enable organisations to adequately benefit from managing diversity.

Maier (2002) in developing a conceptual framework for leading diversity makes significant contributions to the field of diversity. First, the author introduces three perspectives to leading diversity in South African organisations. These are the kaleidoscope perspective of the individual, the social constructionist perspective on leadership and the gain perspective of leading diversity. The author asserts that the conceptual framework based on the three perspectives reaps the full benefit of diversity. Second, Maier (2002) argues that diversity is not the sole responsibility of the leader, but the whole organisation. Third, managing and leading diversity is an infinite process. Furthermore, Maier (2002) suggests that diversity is dependent on human interaction. A significant finding relating to this research, Maier (2002) argues that diversity has an emotional and spiritual dimension. This is related to the dimensions of employee engagement.

Booysen and Nkomo(2014) assert that South Africa with the legacy of apartheid still entrenched in the minds of both leadership, management and the workers, most organisations are still stuck in the discrimination and fairness perspective and are still trying to make the wrong of the past right and still have a long way to go towards promoting the second paradigm of access and legitimacy and the learning and effectiveness paradigm which essentially promotes a valuing diversity paradigm and which would lead to organisations' adequately benefiting from workforce diversity.

Booysen and Nkomo (2014) reiterate that diversity is not simply a repackaging of affirmative action and equal employment opportunities but it is about accelerated training and development of the previously disadvantaged groups to equip them with competences that will enable effective performance. Mazibuko and Govender (2017) confirm this by concluding that South African organisations are still challenged by the legacy of apartheid as a subtle dividing factor through 'covert racism', prejudice and stereotyping. Thus there is a need for diversity initiatives that acknowledge and celebrate individual differences. The authors argue for an organisational culture that ensures dignity, respect and valuing differences, is understood by all employees and form part of the organisation's DNA.

Moreover, Mazibuko and Govender (2017) argue that commitment to diversity promotes the right behaviour that employees will emulate; thereby mitigating the negative impact diversity could have in the workplace and provide suggestions on the implementation of diversity. According to the authors, (1) organisational diversity training and development programmes engender a culture that creates smooth assimilation of employees; (2) line managers should be trained in team development and conflict management to reinforce an inclusive culture that the organisation enshrines to extract maximum benefit from diverse teams, (3) an effective diversity management programme must not happen by default but by design, with clearly set objectives that do not look at transformation as 'compliance' but as an organisational imperative and an integral part of its policy and procedures. Mazibuko and Govender (2017) found the while legislation has made transformation and diversity mandatory in South Africa, not all companies have come to fully understand the benefits to be realised with its proper implementation.

2.2.3. Literature on Cross Cultural Management

According to Adler (1983) the focus of cross-cultural management studies is managing the behavior of people from different cultures working together within organisational settings. Cross-cultural management thus extends the study of organisational behavior by adding a multicultural dimension. Mooij and Hofstede (2018) state that the emergence of culture as a key factor in management literature can be attributed largely to the studies on cross-cultural management.

Adler (1983) argues that there are three central questions in cross-cultural management. (1) What is the impact of culture on the behavior of people within organisations? (2) To what extent, must managerial styles be altered when working with people from different cultures? (3) To what extent is the managing of cross-cultural integration different from managing interaction within culturally homogeneous groups?

In the pursuit of understanding the convergence of these three questions, the Hofstede Model (Hofstede 2001, Hofstede and Hofstede, 2005; Hofstede, 2007), and GLOBE Model (House et al, 2004) are discussed in detail. Across cross cultural literature the Hofstede Model has been applied most often (Mooij and Hofstede, 2010) and much more recently the GLOBE model conducted by House, Hanges, Javidan, Dorfman and Gupta, (2004). Both models have provided much insight into the structure of national and organisational cultures as well as the measurement thereof and deem discussion in the context of this research.

2.2.3.1. The Research of Geert Hofstede - The Benchmark Study

Geert Hofstede is known as one of the leading academics on culture (Søndergaard, 1994; Kirkman et al., 2006; Merkin et al., 2014). This section describes Hofstedes research and the impact it had on the research field.

Hofstede, (1980: 19) declares that the central subject or concept of mental programming is the value that people carry with them and he explains value as a “broad tendency to prefer certain states of affairs over others”. Furthermore, Hofstede et al. (2010) assert that values are the stable element in culture. Hofstede (2001) posits that every person carries their own mental programming which is formed in childhood and developed further through the education system. These mental programmes make up and contain parts of national culture.

Hofstede (2011) posits that societal, national and gender cultures, which is acquired from early childhood are much deeper rooted in the human mind than occupational cultures acquired at school, or organisational cultures acquired on the job.

Organisational cultures reside in visible and conscious practices which is the way people perceive what goes on in their organisational environment. This is changeable when people change jobs. Hofstede, Hofstede and Minkov, (2010) stated that differences between people's mental programmes can be best assessed by comparing the values that prevail among citizens of different countries.

In his original research conducted in the late 1960s Hofstede used a sample of 116 000 – mainly male – IBM engineers in 72 national subsidiaries. In his analysis, Hofstede (1980) identified four dimensions across which national culture varied as: power distance, uncertainty avoidance, individualism and masculinity. Bond (1988) discovered a fifth dimension: long term orientation in life to a short term orientation. In essence, this dimension also known as Confucian dynamism reveals the difference in the Western and Eastern way of thinking. In the 2000s, research by Bulgarian scholar Michael Minkov using data from the World Values Survey (Minkov, 2007) added a sixth dimension (Hofstede, Hofstede & Minkov, 2010): Indulgence and Restraint.

Hofstede (2011) identified that six dimensions were present and this became the framework to describe organisational cultures; however the authors stated that the research was too narrow to be considered universally applicable and additional dimensions were required to describe organisational cultures in countries and in different types of organisations.

The six dimensions according to Hofstede (2011) are listed as:

(Process-oriented versus results-oriented – strong cultures are more results-oriented than weak ones, and vice versa (Peters and Waterman, 1982). Process-oriented cultures are dominated by technical and bureaucratic routines and results oriented by a common concern for outcomes.

Job-oriented versus employee-oriented - shows that job versus employee orientation is part of a culture and not just a choice for an individual manager. Job oriented cultures assume responsibility for the employees' job performance only, and employee-oriented cultures assume a broad responsibility for the employees wellbeing.

Professional versus parochial – In professional oriented organisations employees identify themselves primarily with their profession; in the latter, the members derive their identity from the organization for which they work.

Open systems versus closed systems - This dimension refer to the common style of internal and external communication, and to the ease with which outsiders and newcomers are admitted.

Tight versus Loose control - This dimension deals with the degree of formality and punctuality within the organisation.

Pragmatic versus normative - This dimension measures the degree of 'customer orientation'. Organisations selling services are likely to be found towards the pragmatic (flexible) side, units involved in the application of laws and rules towards the normative (rigid) side.

The Hofstede understanding of the concept of culture has had great influence in the study and practice of cross-cultural management but has also received various criticisms in view of its narrowed perspective and fixed categorisation (McSweeney, 2002). The main criticism being that surveys were not the ideal means of data collection to examine cultural differences. Safi (2010), however, make it clear that Hofstede sufficiently addressed this in his 1998 work by stating that surveys were only one method of data collection.

McSweeney (2002) also questioned the methodical suitability of assigning the results of a single company to an entire nation's score and the idea that four of five dimensions were sufficient to determine cultural aspects of the nation. The author uses the example of England, Scotland and Wales which Hofstede treats as a single entity with a single national culture. Nkomo (2011) makes a similar observation to Hofstede (1993:87) where Hofstede lists the national culture dimensions scores of ten *countries.* 'West Africa' is listed as one of the ten countries with the other countries listed are United States, Germany, Japan, France, Netherlands, Hong Kong, Indonesia, Russia and China. Hofstede makes no footnote indicating 'West Africa' is a region of a continent and not a country. Nkomo (2011) asserts this error reflects a generalisation tendency in the literature on national culture as well as in the international and cross-cultural management literature.

Signorini, Wiesemes and Murphy (2009) criticise the oversimplification of cultural differences and inconsistencies between categories in the Hofstede 5-D-model and find fault with the fact that it is static, not dynamic. The study Kwon (2012) found that sub cultural values from habitants of four different Chinese-populated regions are likely to vary significantly and lead to distorted results. Hofstede et al. (2010) come to a similar conclusion based on their attempt to compare the results of the VSM (Values Survey Module) from different Brazilian counties. Unlike opposing and ignoring this criticism, Hofstede accepts it and calls for more cultural dimensions (Safi, 2010).

Furthermore, McSweeney (2002) raises the issue of political influences to the development of some dimensions. Orr and Hauser (2008:16) cite the same argument when recommending that Hofstede “theoretical constructs need to be thoroughly re-examined within the context of early 21st century cross-cultural attitudes and patterns of behavior”. The authors emphasise that the change in the political landscape in recent years entails that cultural and sub-cultural differences that were constrained over a long period of time have started to emerge and must be considered in the application of the Hofstede dimensions. This is true in the case of South Africa, where there have been drastic changes since 1994.

There are several subsequent influential and important studies about culture (Trompenaar and Hampden-Turner, 1997; Schwartz, 1992; House et al, 2004). These studies deepen the study of culture. Each study correlates with some of the identified cultural dimensions, but none of them, except of the GLOBE project is built on the Hofstede framework and included all dimensions (Pipenberg, 2011). The GLOBE project also addresses some of the criticisms raised against the Hofstede (1980) study.

2.2.3.2. House, Hanges, Javidan, Dorfman and Gupta, (2004) – The Follow Up Study

The "Global Leadership and Organizational Behavior Effectiveness" (GLOBE) Research Program was initiated by Robert House in 1991. According to the Centre for Creative Leadership (2012) the first comprehensive volume ***"Culture,***

Leadership, and Organizations: The GLOBE Study of 62 Societies" was published in 2004. The second major volume, ***"Culture and Leadership across the World: The GLOBE Book of In-Depth Studies of 25 Societies"*** became available in 2007 and complements the findings from the first volume with in-country leadership literature analyses, interview data, focus group discussions, and formal analyses of printed media. This volume provides in-depth descriptions of leadership theory and leader behavior in those 25 cultures. The third round of obtaining data from over 17,000 managers took place in 2010/2011 (Hofstede et al, 2010).

The meta-goal of GLOBE was to develop empirically based theories to describe, understand, and predict the impact of specific cultural variables on leadership effectiveness, organisational processes, and economic and human achievements in societies (Javidan and Dastmalchian, 2009). The GLOBE project conceptualised and developed nine dimensions of culture and six dimensions of leadership. These dimensions of culture and leadership distinguish one country from another and help to understand that the meaning of leadership in different cultures have significant managerial implications (Javidan and Dastmalchian, 2009).

Project GLOBE defines culture as “shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives and are transmitted across age generations” (Javidan and House 2001:293) . House et al. (2004) argue that culture is measured through commonality of values and practices. In the GLOBE project values are expressed in response to questionnaire items in the form of judgments of ‘should be’ and practices are measured by indicators assessing ‘as is’, for common behaviours and institutional practices.

Performance Orientation: The degree to which a collective encourages and rewards (and should encourage and reward) group members for performance improvement and excellence.

Assertiveness: The degree to which individuals are (and should be) assertive, confrontational, and aggressive in their relationship with others.

Future Orientation: The extent to which individuals engage (and should engage) in future-oriented behaviours such as planning, investing in the future, and delaying gratification.

Humane Orientation: The degree to which a collective encourages and rewards (and should encourage and reward) individuals for being fair, altruistic, generous, caring, and kind to others.

Institutional Collectivism: The degree to which organisational and societal institutional practices encourage and reward (and should encourage and reward) collective distribution of resources and collective action.

In-Group Collectivism: The degree to which individuals express (and should express) pride, loyalty, and cohesiveness in their organisations or families.

Gender Egalitarianism: The degree to which a collective minimizes (and should minimize) gender inequality.

Power Distance: The degree to which members of a collective expect power to be distributed equally

Uncertainty Avoidance: The extent to which a society, organisation, or group relies (and should rely) on social norms, rules, and procedures to alleviate unpredictability of future events. The greater the desire to avoid uncertainty, the more people seeks orderliness, consistency, structure, formal procedures, and laws to cover situations in their daily lives.

For conceptual reasons GLOBE expanded the five Hofstede dimensions to nine. They maintained the labels Power Distance and Uncertainty Avoidance (but not necessarily their meaning). They split Collectivism into Institutional Collectivism and In-Group Collectivism, and Masculinity-Femininity into Assertiveness and Gender Egalitarianism. Long Term Orientation became Future Orientation. They added two more dimensions: Humane Orientation and Performance Orientation (Javidan and Dastmalchian, 2009).

A major leadership contribution of the GLOBE project was to investigate the extent to which specific leader attributes and behaviours were universally endorsed as contributing to effective leadership, and the extent to which attributes and behaviours are linked to cultural characteristics. A comprehensive list of leader attributes and behaviours were developed.

The charismatic/value based style - stresses high standards, decisiveness, and innovation; seeks to inspire people around a vision; creates a passion among them to perform; and does so by firmly holding on to core values. This includes the facets of visionary, inspirational, self-sacrificial, integrity, decisive, and performance-oriented.

The team-oriented style - instils pride, loyalty, and collaboration among organizational members; and highly values team cohesiveness and a common purpose or goals. This style includes the facets of collaborative team orientation, team integrator, diplomatic, and administratively competent.

The participative style - encourages input from others in decision-making and implementation; and emphasizes delegation and equality. This style includes the facets of autocratic and non-participative.

The humane style - stresses compassion and generosity; and it is patient, supportive, and concerned with the well-being of others. This style includes the facets of modesty and humane-oriented.

The self-protective - style emphasizes procedural, status-conscious, and 'face-saving' behaviours; and focuses on the safety and security of the individual and the group. This style includes the facets of self-centred, status-conscious, conflict inducer, face saver, and procedural.

The autonomous style - includes only one facet concerned with autonomy. It is characterized by an independent, individualistic, and self-centric approach to leadership.

The GLOBE analysis of leadership revealed that while different societies have different views about leadership and its effectiveness, there are several areas of agreement. Globe found that being motivational, dynamic, honest and decisive are examples of desirable leadership attributes in all GLOBE countries. GLOBE also identified eight leadership attributes that are universally undesirable. Leadership attributes of being a loner, egocentric, irritable and ruthless are examples of the universally undesirable attributes of leaders.

Table 1 below gives scores for the six leadership styles as revealed in several African countries.

Table 1: Six Leadership Styles in Africa (Adapted from Den Hartog et al., 1999)

Country	Charismatic	Team-Oriented	Self-Protective	Participative	Humane-Oriented	Autonomous
Namibia	5.99	5.81	3.36	5.48	5.10	3.77
Nigeria	5.77	5.65	3.90	5.19	5.48	3.62
South Africa (Black sample)	**5.16**	**5.23**	**3.63**	**5.05**	**4.79**	**3.94**
South Africa (White sample)	**5.99**	**5.80**	**3.20**	**5.62**	**5.33**	**3.74**
Zambia	5.92	5.86	3.67	5.29	5.26	3.43
Zimbabwe	6.11	5.97	3.21	5.58	5.18	3.37

Note: Scores between 1 and 3.5 indicate that a style is seen as ***inhibiting outstanding leadership***, while scores from 4.5 to 7 indicate that a style is seen as ***contributing to outstanding leadership***. Scores between 3.5 and 4.5 indicate that a ***style doesn't much matter for outstanding leadership***.

In the case of South Africa, House et al. (2004) differentiated between black South Africans and white South Africans, There are two important observations from the results: (1) black and white South Africans are in agreement with the leadership attributes that inhibit or contribute to effective leadership practices, (2) the findings are consistent across all the leadership styles and race groups. In other words, both black and white South Africans agree that charismatic, team oriented, participative and humane oriented leadership styles contribute to outstanding leadership. Both groups agree that self protectiveness and autonomy inhibit outstanding leadership. The findings are consistent across the black and white samples as well as across the leadership styles.

The GLOBE project has caused much debate in literature yet Hofstede (2010) sees little relevance for practical use. Minko and Blagoey (2011) in their attempt to validate the 18 GLOBE dimensions found that the largest number of GLOBE's

dimensions can be considered useful facets of the Hofstede dimensions (Hofstede, 2011).

Research conducted in the field of cross-cultural management has long been acknowledged to adhere to the positivist paradigm (Boyacigiller and Adler 1991; Jack et al. 2008) with the major focus on the measurement of culture primarily through cultural dimensions (Taras, Rowney, and Steel 2009). The work of Romani et al., (2018) posits this approach provides an incomplete view of the field and the authors argue that the interpretivist, postmodern, and critical paradigms must be considered in order to enrich the understanding of cross cultural management.

2.2.4. Management Style and the Management Model

This section provides the context for the development of the management model using the backdrop of Critical Management Studies. Next, the section defines what is meant by a management model and presents the relationship between management style and a management model using Contingency Theory and Organisational Culture.

Critical Management Studies (CMS)

Critical Management Studies (CMS) is considered an umbrella term that incorporates many points of view with the common denominator of challenging mainstream convention and striving toward radical transformation (Goldman, 2016). Further according to Goldman (2016) CMS might not always present concrete answers but rather poses many questions for management academics to consider, which resonates with Immanuel Kant's notion that 'the world appears to me through the questions that I ask'.

Many authors point to the absence of a singular definition for CMS as a result of a lack of a singular set of parameters that accurately define it (Adler et al. 2007; Alvesson et al. 2009; Alvesson and Willmott 2012; Dyer et al. 2014; Fournier and Grey 2000; Grey 2004; Spicer, Alvesson and Karreman 2009). Parker (2002: 117) states that it is "an expression of certain authors' political sympathies, insofar as

expressing sentiments that are, inter alia, broadly leftist, pro-feminist, anti-imperialist and environmentally concerned. These expressions also reflect a general mistrust of positivist methodologies within the broader realm of social sciences. The expressions mentioned manifest in an endeavour to expose moral contradictions and inequitable power relationships within the organisational context".

Within the broad position presented by Parker (2002) it is evident that the inquiry is dependent on the worldview of the person conducting the inquiry that requires a particular mind-set from the researcher. This implies a deep-seated belief in the imperfection of the dominant world view, of the methods of inquiry used to develop this dominant view and of the paradoxes created by this mainstream thinking (Adler 2002; Cimil and Hodgson 2006; Spicer et al. 2009).

Alvesson and Willmott (2012:19) offer the following insights into CMS: (1) Apart from distrusting mainstream thinking, CMS challenges the political neutrality of mainstream or conventional wisdom (Alvesson and Willmott 2012). (2) Management, being rooted in capitalism, assumes an iconic status brought about through legitimisation on ontological, epistemic and moral grounds (Sulkowski 2013). The managerial structure of a business is considered the embodiment of expert knowledge on business management and as the instrument of justice and democracy in the workplace (Fournier and Grey 2000). Thus, the techniques of business management have taken precedence over the politics of business management. This has resulted in the mainstream view that management entails techniques and processes that are symbolising neutral facts (Grey 2004). It must be acknowledged that business management is a social endeavour, and as such, it is political because social practices and institutional relationships influence strategic decisions, operating procedures and management and business models (Alvesson, ridgman and Wilmot, 2009). This social and political side of business management implies a value-laden reality (Grey 2004) that cannot be ignored in the South African context. (3) CMS draws from, and builds upon, a wide array of traditions such as Marx, Weber, Foucault, the Frankfurt School, labour-process theory, moral philosophy, post structuralism and post colonialism (Alvesson et al. 2009; Fournier and Grey 2000; Grey 2004). Despite these diverse and often differing points of departure, CMS acknowledges management as a function of history and culture

(Grey 2004). (4) CMS endeavours to create a less discordant, less oppressive and less exploitative form of business management practice within a more morally focused political economy (Adler et al. 2007; Clegg, Dany and Grey 2011; Dyer et al. 2014).

Grey (2004: 179) states that "the field of management studies is already and irredeemably political, and the distinction between the critical position and others is not one of politicisation but one of the acknowledgment of politicisation". This statement by Grey reflects the CMS position that business management (and other social sciences) cannot be neutral, despite efforts to appear so. It is evident that CMS is a complex body of interrelated views (Goldman, 2016). However, irrespective of the finer detail, certain commonalities are evident from the profusion of views concerning its exact nature. CMS thus:

- Relies on a disposition assuming the fallibility of mainstream convention on the part of the inquirer.
- Challenges the political neutrality of conventional business management thinking and as such recognises that business management is a function of historical and cultural contexts.
- Accepts a value-laden reality and is sceptical of claims based entirely on the outcome of science at the expense of the values that underlie these claims.
- Remains sceptical of the ideology presented by the managerialist as this often legitimise practices that are morally questionable.

In summary, CMS requires us to see management as part of a bigger whole, being fully aware of the exploitative potential of the commercial and managerial system. As Goldman (2016) succinctly argues South African management studies suffers from *a colonial double bind.* A double bind that refers to a situation where South African management studies is caught between two dominant narratives (1) the hegemony of Anglo-Saxon knowledge production in the discipline (Gantman, Yousfi and Alcadipani 2015), and (2) a historic Afrikaner-nationalist dominance in the discipline (Ruggunan and Sooryamoorthy 2014). It is contended that South African management studies be liberated from both these binds - a double decolonisation. It is against this backdrop that the management model is proposed.

According to Birkinshaw, Hamel, and Mol (2008), a management model refers to choices at the level of “how” work gets done, rather than choices in terms of “who” the customer is and “what” the products and services offered are. An organisations management model is the choices it makes about how activities are coordinated, how decisions are made, how objectives are set, and how employees are motivated (Birkinshaw, 2012). Drawing from the writings of Drucker (2008), Fayol (1967), Gulick and Urwick (1937), and Mintzberg (2009), Birkinshaw and Ansari (2015) argue that management comprises of four activities: coordinating activities, making decisions, defining objectives, and motivating effort. In essence a firm’s management model is the basic choices it makes about how work gets done (how activities are coordinated, how decisions are made, how objectives are set, and how employees are motivated).

Every organisation has an implicit management model. The management model is linked to its business model but at the same time it is conceptually distinct. Organisations are required to understand their management model and use it to complement and support their business model and this will potentially generate competitive advantage from their efforts (Birkinshaw and Ansari, 2015; Birkinshaw, 2012). Contingency theory in the field of organisation studies, organisational culture literature and critical management theory are discussed to explore management models further.

Contingency Theory

The groundbreaking work by Burns and Stalker (1961), Woodward (1965), Lawrence and Lorsch (1967), gave rise to the Contingency theory —the notion that an organisation’s internal form depends on the environmental contingencies it was facing. Burns and Stalker (1961) made a distinction between “mechanistic” structures that were more appropriate in relatively stable and predictable environment and “organic” structures that were better suited to uncertain or fast-changing environments.

Contingency theory has remained an important line of thinking in organisation research for fifty years, and has given rise to a related body of research called

"configuration theory" (Doty Glick and Huber, 1993). This moves away from a focus on "fit" occurring between one element of the organisation and the environment to a view that fit is about multiple elements of the organization working together in mutually supportive ways, so that they collectively support a chosen position in the task environment (Meyer, Tsui, and Hinings, 1993).

While this approach to understanding a firm's internal workings has been valuable, a major challenge of Contingency Theory and Configuration Theory is that it defines the organisation in structural terms (also called *structural* contingency theory), and does not pay attention to the underlying processes and sometimes informal systems through which work actually gets done. According to Birkinshaw and Ansari (2015) a management model addresses the informal and often unspoken aspects of the internal workings of the firm that are not considered in Contingency Theory literature. In the African and South African contexts, these aspects include the political, socio-economic and psychological impacts of colonialism and apartheid on the parties of the employment relationship.

Organisational Culture

An important aspect in the development of a management model is the consideration of the internal workings of the firm through the study of organisational culture. An organisation's culture is the pattern of shared assumptions, beliefs, and expectations that guide members' interpretations and actions by defining appropriate behavior within the organisation (Fiol, 1991; O'Reilly and Chatman, 1996). A key unifying element of this definition is the shared nature of culture (Martin, 2002; Ravasi and Schultz, 2006).

Researchers have agreed about the tacit and implicit nature of culture (Schein, 1985) and focusing more on its behavioural manifestations (Harrison and Carroll, 2006). Culture content refers to the actual attitudes and behaviours that characterise an organisation's norms. According to Birkinshaw and Ansari (2015) cultures can shape and support risk-taking and cooperation (Smith, Collins, and Clark, 2005), meritocracy (Castilla and Benard, 2010), stability and predictability, flexibility or standardization, collectivism or individualism, and transparency or openness. A

major theme in the organisation culture literature is that cultures vary in systematic and predictable ways between organisations, as a result of the environment in which the company is operates and its chosen position in the market, its history, and its current management and leadership style (Goffee and Jones, 2003).

Birkinshaw and Ansari (2015) confirm that the concept of a firm's culture and its management model are related. The authors note however that there are important points of difference. First, by definition culture has a strong informal or tacit component: it cannot be written down in a way that fully captures its essence. A management model, in contrast, is more conducive to codification and objective verification. Second, a culture is not something that can be easily manipulated. While it is possible to change a firm's culture, the process typically takes many years. A management model, in contrast, includes elements that can be more readily altered by those in positions of seniority. In conclusion, then, a firm's management model is more tangible and readily manipulated than its culture; and it is more comprehensive, in terms of how things actually get done in the organisation than the formal structures or systems studied in contingency theory (Birkinshaw and Ansari, 2015).

Birkinshaw and Ansari (2015) succinctly state that when organisations seek to enhance their performance, sustainability or competitive advantage through new business initiatives, it is crucial to develop or adapt the management model. Aspects of the existing management model may prevent cognitive shifts and skill acquisition, which are required for organisational learning to take place, for new routines to emerge, and for capabilities to develop. The authors argue that innovative business models must be accompanied by appropriate management models if they are to gain traction. According the authors, figuring out the "how" is just as important as figuring out the "what" and the "why."

2.2.5. Literature on Management Style: An Evaluation

According to Luthans (2008) employees perceive the actions of managers to be the actions of the organisation, and the employees will develop attitudes and behaviours according to these perceptions. The overview of conventional management models

makes it clear that conventional management must be replaced with leadership approaches and adapted accordingly for the South African blue collar environment. In other words, blue collar organisations must rethink their structure, how they empower employees, and what they need to do to remain competitive in a fast changing world. Within the blue collar environment, the study on managerial challenges in South Africa conducted by Mayor and Louw (2011) revealed that the dominant management styles that can be found among white males is an authoritarian and directive management style, especially when dealing with subordinates from a different race. This management style is highly influenced by South Africa's apartheid past. Karsten and Illa (2005) found that authoritarian, personalised and politicised management styles are common among African managers. CMI (2015) argue that the key components of management style are the attitudes and behaviours of managers which refer to their general conduct and demeanor. Therefore management style is management behaviour and the right type of management style has a big impact in terms of how cooperative staff is (Mba and Eze, 2013) and the overall effectiveness of the organisation.

Nkomo (2011) suggests a déjà vu experience in respect to contemporary representations of leadership and management in Africa and the portrayal of Africa in literature: both portrayed as a failure, seen as deficient, rooted in essentialist racial and colonial stereotypes. The responses based on a unique African identity predicated on essentialism and the notion of returning to a state of pre-colonial grandeur only reinforces the concept of the African 'other', blocking the progress of an emancipatory discourse of African management and leadership. The African management movement has received much criticism for the lack of empirical backing to their propositions. Maier (2002) argues that all the publications are anecdotal in nature and the authors have not tested their propositions or provided instruments for testing them. Furthermore, Maier (2002) highlights the lack of a proper logical reasoning process in the absence of empirical derivation.

The overview of the literature on Ubuntu as a key management concept is the idea that Africa could hold the key to make the world a more humane place and the essence of Africa - which are considered the cause of management and leadership failures - sensuality, rhythm, earthiness, mysticism and communalism - are therefore

transformed into positive markers for humanity (Meylahn and Musiyambiri, 2017). With this approach, the African management narrative then transforms into a worldview that African culture and perspectives could offer a 'cure' for some of the challenges the west faces (Nkomo, 2006). Swartz and Davies (1997) make two important points. First, Ubuntu has been idealised to the point that it runs the risk of becoming another management fad, and second the authors refer to the 'shadow side' of Ubuntu where a person has to give up personal needs to conform with and fit the role expected of the community. Archbishop Tutu himself says that the strong group feeling has the weaknesses of all communalism in the way that it encourages conservatism and conformity (Battle, 1997; Tutu, 2004).

Hailey (2008), Kawooya (2005) and Raseroka (2005) position Ubuntu as anti-modernist with out-dated values and stands in the way of efficiency. Moreover, the authors argue that educated Africans see Bantu indigenous knowledge systems as shameful because it does not fit into the Western knowledge, imperial education and scientific and religious notions. The authors claim Ubuntu is dismissed as a post-colonial illusion crafted by the African political elites in the age of globalisation.

Sigger, Polak and Pennink (2010) and Nkomo (2006) state that Ubuntu is still marginal globally and argue that the literature surrounding Ubuntu lacks scientific underpinning and even the writings of Mbigi (1995; 1997; 2002), cannot be considered academic as it lacks empirical data to support claims about the existence and imperative of Ubuntu as a management concept. Overall, Ubuntu has had little effect on management in Africa in the last decade despite its praise and admiration in African management scholarly circles (Guma, 2012; Swartz and Davies, 1997 and Nkomo, 2006).

The literature on diversity has many benefits as witnessed from the literature reviewed. From the early work of Roosevelt Thomas (1990), managing diversity has been labeled as a means for increasing productivity and competitiveness. Mazibuko and Govender (2017) went as far as linking it to employee engagement. In capturing the true essence of diversity, however, Thomas differentiates diversity as the enablement of employees to reach their full potential in an organisation and all the benefits associated with this (organisational and personal). Mazibuko and Govender

(2017) advocate proper diversity initiatives and a culture that promotes respect, dignity and valuing differences as the true nature of diversity. Again the Joubert (2017) acknowledges the many positive outcomes of a diverse culture that is about transformation rather than compliance.

With its unique challenges South Africa is touted as peculiar in terms of diversity and Mazibuko and Govender (2017) highlight the issues of apartheid and post apartheid, subtle racism, covert discrimination, prejudice and stereotyping as real problems facing diversity in South African organisations. Booysen and Nkomo (2014) found the deep seated nature of the issues surrounding equity and retention of the designated groups to be a limiting factor in realising the full potential of diversity.

Within the multicultural reality of South Africa it is necessary to delve deeper in to the impact of national culture on leadership and management. The phrase 'rainbow nation' describes not only the Black, White Indian and Coloured population dynamic in South Africa but also the rich culture belonging to the various indigenous tribes of the Black South Africans. Nkomo (2011) asserts that culture is an important factor to successfully rewrite African leadership and management and Bolden and Kirk (2009:5) suggests that more effort must be made to bring attention to "the rich fabric of influences that shape leadership experiences in an endeavour to enhance *understanding* rather than explanation or prescription". It must not to be taken for granted that the values and beliefs of all South Africans have remained unaffected by colonisation but the mutual effects of the coloniser and the colonised must be considered on all groups within the population. This is inclusive of the white, Indian, and Coloured communities. Multiculturalism is not only for black South Africans but all South Africans.

Nkomo (2011) criticises Hofstede for contributing to the generalisation tendency in the literature on national culture as well as in the international and cross-cultural management literature As Tayeb (2001: 93) argues "by putting culture into neat, sometimes unconnected, little boxes we are in danger of losing sight of the big picture". Within this context the view of cross cultural management presented by Hofstede (1980) and House et al. (2004) becomes insufficient to understand and predict effective leadership and management in South Africa. The evidence which is

relevant in many contexts fails to meet the need for understanding the blue collar workers.

A review of African management presents some important suggestions on rewriting management in the African context, Jackson (2004) calls for a management approach that takes a cross cultural approach that takes the diversity of the continent into account. Nkomo (2006) calls for a need to expand the unit of analysis in management studies and argues that much of the management research has focused on the leader and followers are seen as passive objects and more research is needed to understand followers—what are the values, beliefs and identities of workers and employees and what are their conceptions of good management and leadership?

Furthermore Nkomo (2006) argues that there is a need for qualitative research to rewrite management on the continent and theory building research within the local context is critical. Ultimately, Nkomo (2006) argues that management on the continent is about the question of leader identity. A leader cannot manage apart from their values, beliefs, and understanding of the world and others. This is evident from the literature presented on the blue collar workers. The blue collar worker cannot be effectively managed using conventional management approaches, but need a unique management style to engage them in the performance of their work.

The author of this dissertation expresses that in order to be an effective nation with an effective blue collar workforce; a different management style is needed. One that embraces the African values of Ubuntu is racially sensitive and aware that the static nature of traditional management styles fails to capture the changing and multilayered nature of South African blue collar workforce. Therefore this dissertation examines the aspects of management style best suited for blue collar workers to produce an engaged blue collar workforce.

2.3. Literature on Employee Engagement

David Ulrich (1997) in his historical work on employee engagement cites employee contribution as a critical business consideration. Furthermore, Ulrich (1997) argues that companies must engage the mind, body and soul of the employee. Buckingham and Coffman (1999) used the term employee engagement as shorthand to describe this.

Buckingham and Coffman (1999) argue that effective managers engage employees by demonstrating such behaviours as caring for employees, encouraging employee development, focusing on their talent and providing opportunities. According to Shuck (2018) employees are almost twice likely to be engaged when leaders treat them with dignity. Schuck and Albornoz (2007) suggest that in order to enhance engagement there must be a rapport (trust) between supervisor and employee. In a bold statement, Johnson (2007) wrote that the ability to engage our employees and to make them work with our business is one of the greatest battles we face.

The following review of literature on employee engagement covers three main themes (1) the definition, (2) Conceptualising engagement in the context of this research, and (3) Measuring Engagement. The first section deals with the development of a robust definition.

2.3.1. Defining Employee Engagement

The field of employee engagement has undeniably grown in popularity over the recent years. Yet, a proper definition and conceptualisation still eludes scholars and practitioners alike. As with many concepts dealing with human behaviour, the approach to understanding and developing strategies around employee engagement remains disjointed (Shuck and Wollard, 2010).

Shuck (2011) asserts that employee engagement is an important emerging concept in the fields of business, management, industrial and organisational psychology, and human resource development and provide extensive detailed definitions of employee engagement.

In the Needs-Satisfying approach, Shuck (2011) explores Kahns' classic definition further. William Kahn (1990) uses the term employee engagement to demonstrate the psychological presence of an employee in the execution of their tasks. Kahn (1990) argued when psychological human conditions namely: meaningfulness, availability and safety are activated simultaneously, it generates an engaged state in a person.

Next Schuck (2011) refers to the Burnout-Antithesis Approach, to define employee engagement as the opposite of burnout (Maslach and Leiter, 2008). According to this definition, the authors characterise engagement as being associated with feelings of wellbeing related to energy, involvement and efficacy which are the direct opposites are the three burnout dimensions namely exhaustion, cynicism and inefficacy (Gonzalez-Roma, Schaufeli, Bakker, and Lloret 2006).

In the Satisfaction-Engagement Approach Shuck (2011) defines engagement as an employee's degree of satisfaction and involvement in their job (Harter, Schmidt and Hayes, 2002). This approach is based on the GWA - Q12 Assessment which measures the antecedents of engagement from a job resources perspective. Whilst this is a practitioner based definition, it still has an impact in academia as it has established meaningful links to organisational outcomes. An important aspect of this definition is that engagement overlaps with the traditional concepts of job involvement and job satisfaction.

In the Multi-dimensional Approach to define engagement, Shuck uses the Saks (2006) definition which refers to employee engagement as a unique construct consisting of cognitive, emotional and behavioural elements relating to an employee's involvement in the performance of their role. This has a striking resemblance to the definition offered by Kahn (1990) and is discussed in further detail under the antecedents of engagement.

Shuck, Osam, Zigarmi and Nimon (2017: 263) detail "an explicit definition of employee engagement and contrast it to the existing frameworks and definitions of work engagement, job engagement and organisational engagement". Shuck et al. (2017) define employee engagement as a "positive, active, work-related

psychological state operationalised by the maintenance, intensity, and direction of cognitive, emotional, and behavioural energy". According to the authors, this definition that includes behavioural, cognitive, and emotional aspects offers clarity to practitioners is clear to business leaders and robust enough for future scholarly research.

Shuck et al. (2017) draw attention to the definition of organisational engagement as it was originally defined by Saks (2006: 604) as being "the extent to which an individual is psychologically present in a particular organisational role". The authors point out that although Saks (2006) used the term employee engagement as a primary term, Saks (2006) actually combines job engagement and organisational engagement, entangling the three ideas. Shuck et al. (2017) highlight that Saks (2006) did not define employee engagement (Saks, 2006; Gruman and Saks, 2011, or Saks and Gruman, 2014), but offered the general definition of job and organisational engagement as "participant's psychological presence in their job and organization" (Saks, 2006: 608). Shuck et al. declare it was this entanglement of the three terms (employee, job and organisational engagement) that has led to the confusion in defining employee engagement.

Work engagement as defined by Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002: 74) is the "positive, fulfilling, work-related state of mind that is characterized by vigour, dedication and absorption". In this definition, Vigour refers to high levels of energy, a willingness to exert extra effort in the role, and mental resilience even in the face of challenges. Dedication refers to the employees feeling of significance, enthusiasm, pride and value and Absorption is the state of focus that the employee feels reflected in the feeling that time flies when they are at work. According to Shuck et al. (2017) the unique focus of work engagement is toward work and work-based activity.

Shuck and Wollard (2010) propose a definition as "an individual employee's cognitive, emotional, and behavioural state directed toward desired organizational outcomes" (Shuck and Wollard, 2010: 103). The authors argue that this definition encompasses the behavioural, cognitive, and emotional aspects of engagement; offers clarity that has seemingly eluded practitioners; is comprehensible to business

and organization leaders and is robust enough to be relevant for future scholarly research (Shuck and Wollard 2010:103). Moreover, the authors indicate that rediscovering the multifaceted nature of employee engagement is an important finding for scholarship and highlights the need for more rigorous research.

2.3.2 Conceptualising Employee Engagement

This section provides a conceptual understanding of employee engagement. The review provides insights into the four perspectives of employee engagement, exploring engagement from the employee perspective and the antecedents of engagement. The work of Shuck, Rocco and Albornoz (2011) examine the employee's experience of being engaged in their work, present a model of employee engagement and disengagement and use the definitions of Shuck and Wollard (2010); Saks (2006) to provide a context to employee engagement.

The authors present a model of employee engagement and disengagement that emerged from the findings. Figure 4 shows the influencing factors, their subcomponents and the interaction that occurs between them.

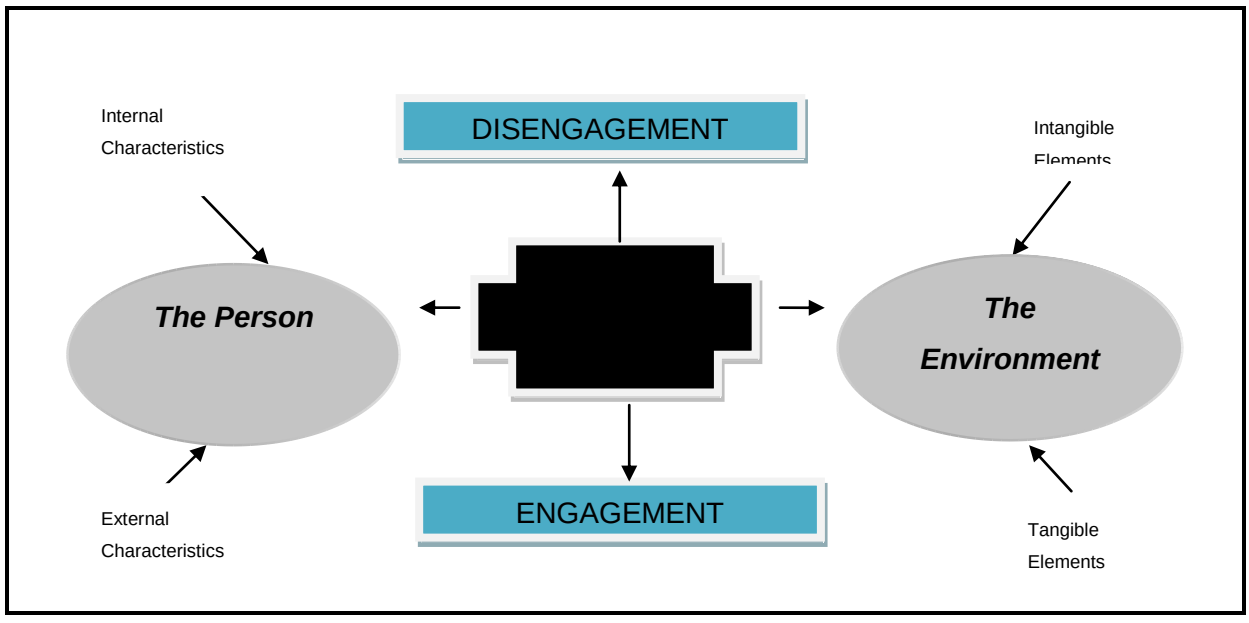


Figure 4: Emerging model of engagement and disengagement (Shcuk, Rocco and Albanoroz, 2011)

The model is comprised of two factors: the environment and the person. The environment is a reflection of all items in the environment: the people, the physical space and the climate. The environment is composed of both tangible and intangible elements. Tangible elements include the relationships with co-workers and supervisors, organisational procedures and processes and intangible elements were defined as items in the environment that had no physical properties, but were pervasive such as trust, cooperation, being free from fear, community, attachment and learning.

The person is a reflection of everything about the person: the emotions, personality, physical traits and family. The person is composed of internal and external elements including the person's family or their health, feelings and emotions, confidence, trust, motivation, feeling valued, a desire to learn, ownership and the need for challenge.

According to the model, the elements that compose either the environment or the person can be either positive or negative and these elements (i.e. the environment and the person) interact to produce either engagement and/or disengagement. When they are positive, they interact to produce engaged employees. When they are negative, they interact to produce disengaged employees.

Shuck et al. (2011) highlight the lack of understanding of employee engagement from the employee perspective as a major stumbling block to the development of the field. Moreover, the authors posit that the emergent model provides a framework for future research related to engagement and this paper provides three propositions for engagement, (1) the environment and person interact to create engagement or disengagement; (2) an employee's manager plays a critical role in developing engagement; and (3) personality can effect engagement, however, everyone can engage.

Saks (2006) investigates the antecedents and consequences of the two types of employee engagement: job and organisational engagement to conceptualise employee engagement. Saks posits that one's degree of engagement depends on the role in question (Rothbard, 2001). Thus, it is possible that the antecedents and consequences of engagement depend on the type of engagement.

Saks observes that despite employee engagement being erroneously labelled “old wine in new bottles” (Robinson et al. 2004) it is a distinct and unique construct that consists of cognitive, emotional, and behavioural components that are associated with individual role performance. Furthermore, engagement is distinguishable from several related constructs, most notably organisational commitment, organisational citizenship behavior, and job involvement.

Saks uses the works of Kahn (1990) and Maslach (2001) to provide the models of employee engagement. Both Khan and Maslach et al. indicate that certain psychological conditions are necessary to mediate engagement; Saks uses the Social Exchange Theory (Cropanzo and Mitchell, 2005) to explain the varying degrees of engagement shown by different individuals and posits that SET provides the theoretical foundation for employee engagement and explains why employees become more engaged in their work and their organisations.

Saks identifies potential factors that predict engagement:

- **Job Characteristics –** Kahn’s psychological meaningfulness and Maslach et al.’s workload component is closely related to the nature of the job. This includes a challenging job, the use of different skills; personal discretion and the opportunities to make important decisions.

- **Rewards and Recognition –** Saks argues that employees are more likely to engage themselves at work – both job and organisation – to the extent that they perceive greater rewards and recognition for their performance. Moreover, a lack of rewards will lead to disengagement or burnout (Maslach et al. 2001).

- **Perceived Organisation and Supervisor Support (POS and PSS) –** According to Saks POS creates an obligation for individuals to meet their performance objectives to contribute to the organisations success. Saks found that when employees believed that the organisation cared about their well being they are more engaged. Moreover, employees viewed their direct

manager's orientation towards them as organisation support, thus PSS is likely to be a strong predictor of engagement.

- **Distributive and Procedural Justice –** Saks links the psychological safety dimension from Kahn (1990) and the fairness and justice dimension from Maslach et al. (2001) to positive organisational outcomes (Colquitt, 2001; Rhoades et al. ,2004). According to Saks, distributive justice pertains to one's perception of the fairness of decision outcomes and procedural justice refers to the perceived fairness of the means and processes used to determine the amount and distribution of resources.

Saks identifies these six areas as the requirements for engagement to occur and presents the model of antecedents for employee engagement. The model is reflected in Figure 5.

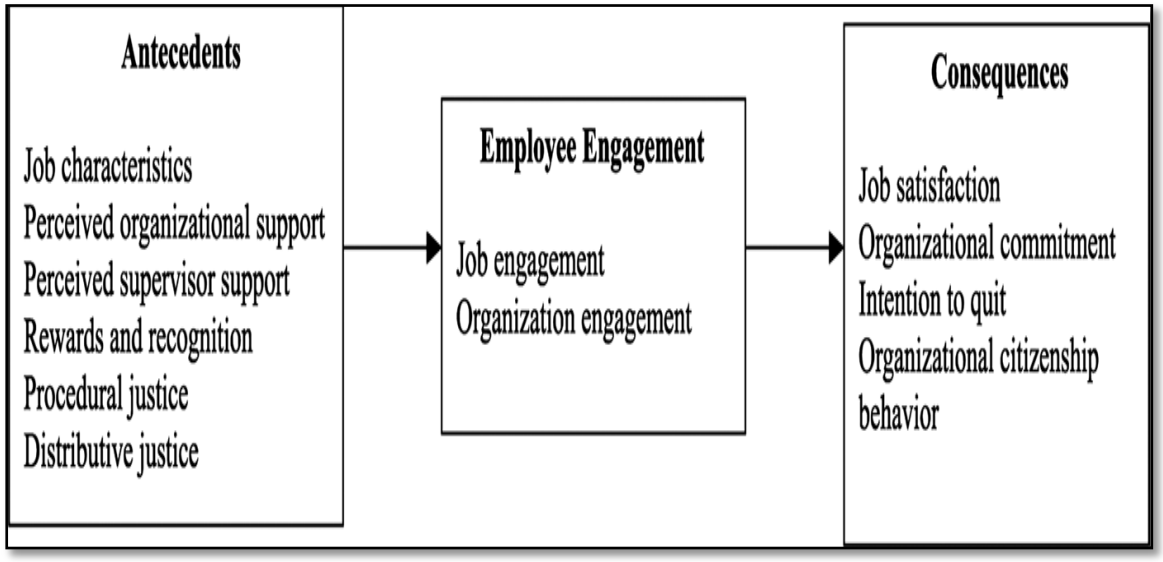


Figure 5: Model of Antecedents of Employee Engagement Source: Saks (2006)

The whole crux of employee engagement is that it has positive organisational outcomes. Saks explicitly states that neither Kahn (1990) nor Maslach et al. (2001) included outcomes in their research. The author argues that there are a number of reasons to expect engagement to be linked to positive organisational outcomes. He uses SET to posit that when individuals have positive experiences in the

organisation this leads to greater feelings of wellbeing and translates into positive outcomes. Saks found that employee engagement mediates the relationship between the antecedents and the consequences.

A critical step in understanding employee engagement, for this research is to contextualise the concept in a unique South African blue collar environment. Rothmann and Rothmann (2010) investigated the factors associated with employee engagement in South Africa. In conceptlising employee engagement in South Africa Rothmann and Rothmann (2010) use the models of Kahn (1990) and Schaufeli et al. (2002) to investigate the factors associated with employee engagement in South Africa. The authors base their research on the three dimensions (physical, cognitive and an emotional component). It was found the supervisor relationships that are supportive, trustworthy as well as flexible lead to feelings of psychological safety (Kahn, 1990; May et al., 2004). According to Edmondson (2004) and May et al. (2004), supportive managers who are not controlling have subordinates who experience a sense of safety in the work environment.

It was confirmed that managers who are controlling imply that employees cannot be trusted, and this might cause employees to be afraid of taking initiative for fear of overstepping boundaries. This fear is strengthened when managers behave unpredictably, inconsistently or hypocritically (Kahn, 1990; May et al., 2004). When there are positive trustworthy management behaviour employees are willing to invest themselves in their work.

Furthermore, Rothmann and Rothmann (2010) validated the model of Kahn (1990) in the South African workplace and confirmed that psychological meaningfulness and psychological availability were positively associated with employee engagement. Meaningfulness was the strongest predictor of employee engagement and mediated the relationship between work role fit and employee engagement. Furthermore, the results showed that in the work engagement model of Schaufeli and Bakker (2004), job resources (including growth opportunities, organisational support, social support, and advancement) were positively associated with employee engagement (vigour, dedication, and absorption). Growth opportunities (such as

learning opportunities, autonomy, and variety) had the strongest effect on employee engagement.

In concluding the study, the authors suggest three aspects that would increase employee engagement in a South Africa setting: (1) interventions to ensure the work role fit of employees, that include learning opportunities and autonomy in their jobs, (2) interventions to ensure organisational support, including role clarity, good relationships with supervisors, communication, information and participation in decision-making and (3) advancement opportunities (remuneration, promotion and training) should be addressed.

2.3.3. Measuring Employee Engagement

Fletcher and Robinson (2014) argue that the need to measure engagement has increased as the topic of engagement has grown. The authors quote Eccles, (1991:131) who states “measurement is powerful, because “what gets measured gets attention”. This section of the literature review relates directly to the final objective of this research which is to provide a measurement tool for the proposed management model.

2.3.3.1. Fletcher and Robinson (2014)

In this chapter entitled ***Measuring and Understanding Engagement,*** Fletcher and Robinson provide a review of the main ways in which employee engagement has been measured, examine the challenges to designing and implementing the measures and consider the implications of presenting and interpreting engagement scores. The authors refer to refer to Shuck’s (2011) who identified four main approaches namely (1) the burnout antithesis approach, (2) needs satisfying approach, (3) the satisfaction engagement approach and (4) the Multidimensional approach to defining engagement (see section 2.8.1.2). The same four approaches are used when exploring measures of engagement.

- **Measures from the burnout-antithesis approach**

The main contribution from this approach has been from Schaufeli and Bakker's (2003) work engagement construct (Utrecht Work Engagement Scale - UWES) and from Shirom's (2004) Vigour construct (Shirom-Melamed Vigor Measure - SMVM). The measures developed from this approach are established in burnout literature from Maslach et al. (2001).

Fletcher and Robinson argue that the UWES is the most widely used and validated measure and has been used on over 60000 individuals across the world. The UWES started off being a 17 item scale which progressed to a 9 item scale. The measure uses a 7 point Likert scale ranging from 'never' to 'always/everyday'. According to Fletcher and Robinson, the SMVM, developed by Shirom (2004) examines 'vigour' as a positive response to interactions in the work environment. The SMVM also utilises the 7 point Likert scale ('almost never' to 'almost always').

The authors suggest that both the UWES and the SMVM adopt a frequency response format ("how often do you feel this way?") as both are linked with burnout. This approach reflects the way in which outcomes of burnout, such as mental health conditions, are assessed based on occurrences of a feeling/behaviour within a given timescale. However, when comparing with other engagement measures this frequency format is in direct contrast with all the other approaches which use an "extent of agreement" (the strength of feeling) format.

- **Measures from the Needs Satisfying Approach**

The measures developed from this approach have its foundations in the work of Kahn (1990). Three measures of engagement have been developed on this basis (1) May, Gilson and Harter's (2004) psychological engagement measure (2) Rich, LePine and Crawford's (2010) job engagement measure; and (3) Soane, Truss, Alfes, Shantz, Rees and Gatenby's (2012) Intellectual Social Affective (ISA) engagement measure.

May et al (2004) psychological engagement measure is a 13-item questionnaire scale. The questionnaire uses a 5-point scale where respondents agree or disagree with a statement related to emotional, cognitive or physical engagement. When compared with the UWES this measure performed less well in terms of convergent and predictive validity, even though it may be more aligned with broader definitions of engagement (Viljevac, Cooper-Thomas and Saks 2012).

The job engagement measure (Rich et al., 2010) draws from various scales (Brown and Leigh's (1996; Russell and Barrett's (1999) to align with the three factor conceptualisation of engagement. The measure consists of a 18 item questionnaire, on a 5 point scale, to which they agree or disagree with the statement.

The Soane et al. (2012) ISA engagement measure builds on Kahn's (1990) model of engagement while taking more recent criticisms into account (such as Shuck, 2011; Bakker, Albrecht and Leiter, 2011; Parker and Griffin, 2011). The measure consists of 9 items on a 7 point scale to which they agree or disagree with each statement. Fletcher and Robinson argue that the ISA measure could be more useful than the UWES in relation to predicting individual-level behavioural outcomes.

- **Measures from the satisfaction-engagement approach**

The measures in the approach are designed to provide managers and consultants with a tool to measure engagement. These include Gallup Workplace Audit (i.e. "Gallup Q12") (Harter, Schmidt and Hayes 2002); the Institute for Employment Studies (IES) (Robinson, Perryman and Hayday 2004); the UK's annual NHS staff survey and the UK civil service "People Survey" (Department of Health 2012b, Civil Service 2011).

The Gallup Q12 is the internationally recognised and adopted measure from this approach. The Gallup Organization's 12-item measure is designed to capture "the individual's involvement and satisfaction with as well as enthusiasm for work" (Harter, Schmidt and Hayes 2002: 269) whereby respondents are asked to rate (on a 5-point scale) the extent to which they disagree or agree with each statement.

Robinson, Perryman and Hayday (2004) developed the IES (Institute for Employment Studies) measure. The measure consists of a 12 item employee engagement measure was designed to cover the following: a) pride in the organization (e.g. "*I speak highly of this organisation to my friends"*); b) belief in the organization provides good products/services and enables the employee to perform well (e.g. "*I would be happy to recommend this organisation's products/services to my friends and family"*); c) a willingness to behave altruistically and go beyond what is required (e.g. '"*I try to help others in this organization whenever I can"*); and d) an understanding of the "bigger picture" (e.g. "*I find that my values and the organization's are very similar*") . Respondents rate the extent to which they agree or disagree with each statement (on a 5-point scale).

The annual NHS (Department of Health 2012) and civil service (Civil Service 2011) staff surveys use engagement measures that have been developed for use within the context of the NHS (provider trusts in England) and the civil service (government departments in the UK) respectively. The NHS uses a nine-item "employee engagement" measure, which includes elements of engagement with the job although it is primarily concerned with organizational purpose, positive advocacy and confidence in the service provided.

- **Measures from the multidimensional approach**

This approach is the most recent in the field of engagement and is based on the work of Saks (2006). The measure consists of two six-item questionnaires, measuring job engagement and organisational engagement. Together, the measure captures the extent of psychological presence exercised in the performance of the job and organisation.

2.3.3.2. Robinson, Perryman and Hayday (2004)

The first phase of the study in 2004 had three main aims: (1) to define engagement, (2) devise a method of measuring it, and (3) establish its drivers. The methodology adopted followed a literature review, field research to uncover understanding of engagement, its related concepts and business benefits. Based on the information

Robinson et al. developed engagement attitude items and testing indicators for statistical analysis of the survey data to identify other aspects of working life that impact most strongly on engagement, and could be seen as drivers.

According to Robinson et al. engagement is “a positive attitude held by the employee towards the organisation and its values” (Robinson, 2004: ix). According to the authors the engaged employee is aware of the business objectives and strives to work together with colleagues to achieve the objectives for the benefit of the business. In this way the organisation is responsible for developing and nurturing engagement, indicating a two-way relationship between employer and employee.

The authors identify the characteristics of the engaged employee (Figure 6) in order to link the statements identified to the behaviours of an engaged employee.

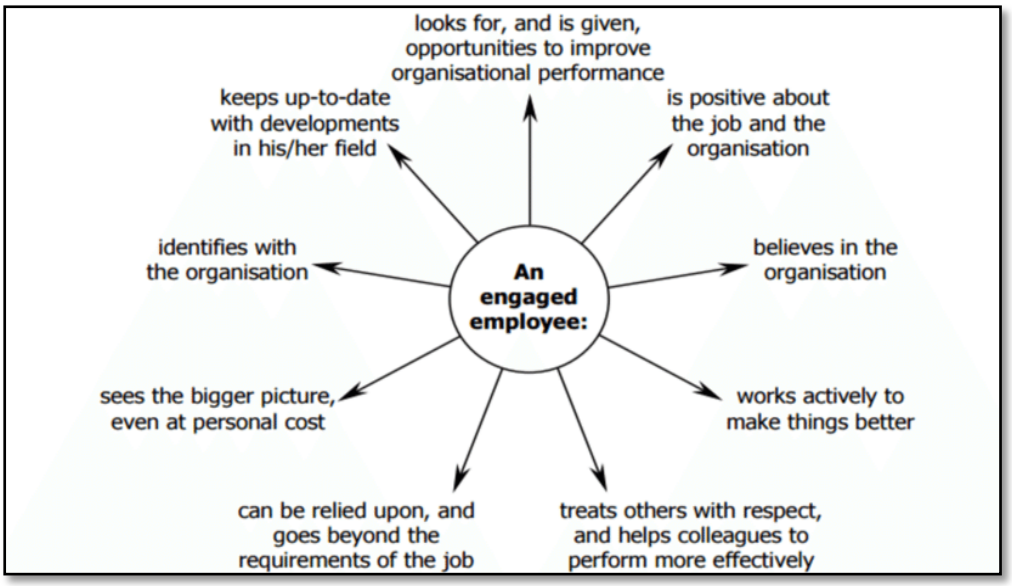


Figure 6: Characteristics of an Engaged Employee (Robinson, Perryman and Hayday, 2004)

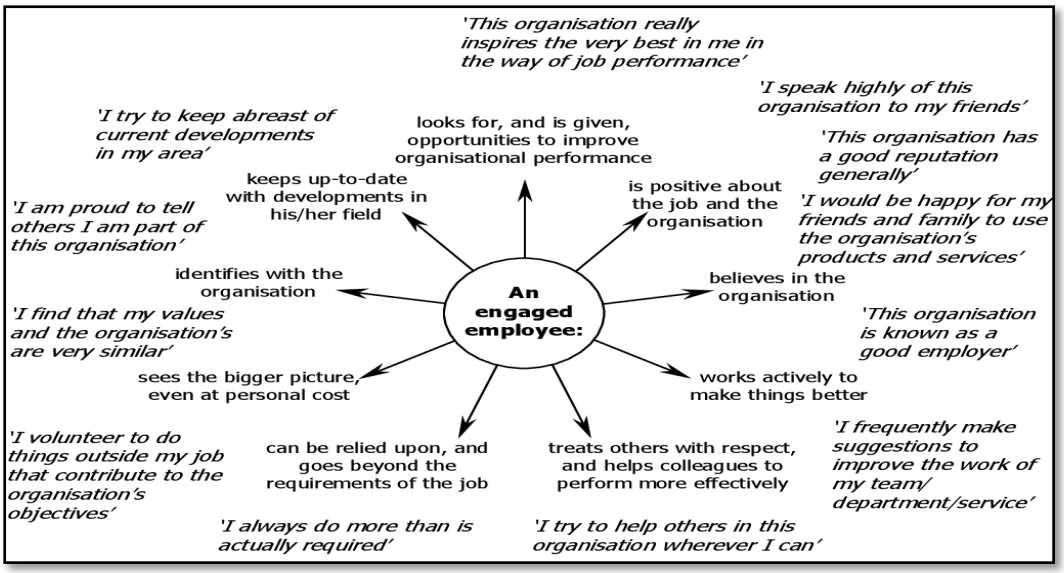


Figure 7: Characteristics of an engaged employee, matched with engagement statements (Robinson, Perryman and Hayday, 2004)

In Figure 7 the characteristics of an engaged employee (see Figure 9) is related to the engagement statements (Table 2) and the authors map these statements onto general perceptions of what engagement is, and how an engaged employee behaves.

The final section of the study is dedicated to identifying the drivers of engagement. Robinson et al. identify the strongest driver of engagement as a sense of feeling valued and involved. The authors posit the key role of the line manager can be clearly seen in the role of engagement in that the manager is instrumental in aspects of the job such as delivering performance appraisals, training, communicating and demonstrating equality of opportunity.

The authors posit the areas of fundamental for employee engagement as:

- Good quality line management — managers who care about their employees, keep them informed, treat them fairly, encourage them to perform well, take an interest in their career aspirations, smooth the path to training and development opportunities, provide opportunities for open communication — which allows the employee to voice ideas and suggest better ways of doing

things, while at the same time keeping employees informed about the things that are relevant to them.

- Effective co-operation within the organisation — between different departments and functions, and also between management and trade unions.
- A focus on developing employees — so that individuals feel that the organisation takes a long-term view of their value, and delivers both the training they need now and fair access to development opportunities.
- A commitment to employee well-being — demonstrated by taking health and safety seriously, working to minimise accidents, injuries, violence and harassment, and taking effective action should a problem occur.
- Clear, accessible HR policies and practices to which line managers and senior managers are committed — particularly with regard to appraisals, equal opportunities and family friendliness.
- Fairness in relation to pay and benefits — in terms of comparisons within and outside the organisation.
- A harmonious working environment — which encourages employees to respect and help each other.

The authors present the clear link between employees' experiences and general perceptions of work life, their sense of being valued and involved — and their engagement levels. The study is valuable in that it not only contributed to defining engagement; it also provided an indicator of engagement and established a model showing the key drivers of engagement.

2.3.4. Literature on Employee Engagement: An Evaluation

Saks and Gruman (2014) and Schaufeli (2013) agree that employee engagement as a construct remains muddled despite decades of use in the literature. Shuck et al. (2017) posit that defining engagement remains 'conflated and confused' and the authors argue that employee engagement is at its best misunderstood and often misused resulting in a limited use of the concept in theory building and practise.

Three areas are highlighted. First, Shuck and Wollard (2010) highlight differentiating the concept from other well-researched constructs such as job satisfaction, organisational commitment, job involvement, and job affect (Newman, Joseph, Sparkman, and Carpenter, 2011) as well as uncovering statistical evidence regarding the concept's demonstrated usability and validity as one of the most challenging aspects facing current engagement research.

Several scholars have referred to engagement as simply "old wine in a new bottle" (Dalal et al., 2008; Newman and Harrison, 2008; Saks, 2008), as a "new blend of old wines" (Newman, Joseph, and Hulin, 2010:45) or as hints of a new wine that provides "incremental validity over job attitudes in predicting performance" (Christian et al., 2011: 120). Whether engagement is old wine, a new blend, or something different remains to be definitively stated in any field, but examining this seems to have caught the attention of scholars and practitioners alike.

Second, a review of the engagement literature shows a divide between the practitioner community and academia and also between academics themselves (Macey and Schneider, 2008; Newman et al., 2011) in terms of the measurement of the construct. Thus, it is necessary to bring both sides together in the creation of measurement tools that meet both the rigorous standard of scholarly scrutiny as well as the practical utility of application in the field. Until resolved, the disconnect slows progress of performance improvements across many industries and impedes further development of a concept that is touted to be significantly related to individual- and organizational-level performance (Macey et al., 2009; Shuck, 2010) as well as impacting the well-being of employees in industries across the globe (Harter et al., 2003).

While the state of engagement measurement has certainly evolved since its inception in 1990, the challenge for researchers at this time is to develop measures that are not only psychometrically solid, but also practical and useful. The lack of engagement measures that are both academically grounded as well as practically useful complicates the ability to provide answers to around questions of nomological validity and structural stability matched with practical usability (Christian et al., 2011).

Third, a pertinent question arising out of literature is what is the correct perspective to use when studying employee engagement? Several facets of employee engagement have been studied in a variety of theoretical and conceptual spaces throughout this review of literature: Kahn's (1990) conceptual understanding of employee engagement provides a foundational theory; Maslach et al. (2001) perspective provides a unique view of burnout is proposed; Harter et al.'s (2002) perspective provides the dimension of satisfaction, not considered in the other three perspectives; the Saks (2006) multidimensional approach touches on the multifaceted experience of being human and this leaves the question, which is the right perspective to use?

Although no research has suggested that one approach is academically more accepted than another (Christian and Slaughter, 2007) the need for choosing an approach that uniquely matches the question being posed is clear. The authors suggest that rather than asking which approach is right, researchers should ask, what question about engagement is being answered. Similar to choosing a research method (Creswell, 2003), studies looking to understand or predict engagement should be carefully designed so that each component of the research triad (question, definition, and measurement tool) is complimentary.

In light of these three observations, the work of Saks (2006) and Maslach et al. (2001) antecedents provide the high level common themes that will be used to drive the development of the qualitative tool for researching the impact of management behaviour on employee engagement in the blue collar worker in this dissertation.

Table 2: The Four Pillars of Engagement

Saks(2006)	Maslach et al. (2002)	The Four Pillars of Employee Engagement
Job characteristics	Sustainable workloads	Recognition and Reward
Perceived Organisational Support	Choice and Control	Nature of the job
Perceived Supervisor Support	Appropriate Rewards	Justice and Fairness
Rewards and Recognition	Recognition	Support
Procedural Justice	Community and Social support	
Distributive Justice	Fairness, justice and values	

2.4. The Conclusion of the Literature Review

The main objective of this research is to produce a management model that leads to an engaged blue collar workforce. There are many benefits associated with engaging blue collar workers in South Africa and these include increased productivity, more profitable organisations, growing the manufacturing sector and a healthy economy as well as a satisfied blue collar workforce. The objective of the literature review, therefore, was to present literature related to managing the blue collar worker in the performance of their work. This has proved to be a challenging task, mainly due to the shortage of relevant literature in the South African blue collar environment.

The review of literature confirms the claim of Lucas and Buzzanell (2004) that the blue collar sector has been undeserving in literature and more focus is required in this field. The literature available highlights mainly the negative associations of blue collar work without providing an understanding of how this sector was created and what can be done to change the negativity surrounding the environment. In this research, a comprehensive journey into the historical and psychological constructs of the blue collar worker is presented and provides a meaningful contribution into engaging blue collar workers in the performance of their work.

According to Lee and Mohamed (2006), employee engagement research has focused mainly on the white collar environment and little research has been done on

the blue collar workers in South Africa. The blue collar engagement studies (Kagan, 2010; Brand-Labuschagne et.al, 2012; Lee and Mohamed 2006; Patel, 2014; Van Rensburg et.al, 2013; Brijlall, 2015) address various elements within the blue collar environment, but does not address management in the context of engagement in blue collar workers.

The literature review on the South African blue collar worker included a review of the colonisation of South Africa. The most significant point from this part of the literature reveals that colonialism was more than just a scramble for the markets and labour but it was about re-inscribing the minds of black people (Pakenham, 1991; Ahluwalia, 2001). Césaire (1972) stated that black people in Africa were dehumanised and represented as a race not fit to be members of the civilised world and Mbembe (2002) argues that the colonial masters' denied the African humanity.

Hook (2004) introduces the concept of the 'politics of psychology' where psychological action and knowledge can be used as the mechanisms of struggle and resistance of the coloniser. Critical psychology literature provides the understanding of the psychology of the blue collar worker from a political perspective and draws attention to the underlying oppression and difficulties experienced.

A major criticism of the field of critical psychology however is that everything becomes a political issue (Parker, 2007) and this criticism is proof of the relevance of critical psychology in this research. The field of critical psychology was reviewed and puts forward important factors to understand colonialism and apartheid. Parker (2007) asserts that critical psychology encourages the view that the assumptions made about South African society must acknowledge that it is a society based on oppression of the other at the hands of white supremacy.

The multicultural reality of South Africa makes it is necessary to delve deeper into the impact of culture on leadership and management. The country's history of racial segregation, discrimination, apartheid and the subsequent creation of a rainbow nation means that intercultural contacts in the workplace has increased incrementally (Jackson and Van de Vijver**,** 2018). The phrase 'rainbow nation' describes not only the Black, White Indian and Coloured population dynamic in South Africa but also the rich culture belonging to the various indigenous tribes of black South Africans.

Diversity has many benefits as witnessed from the literature reviewed. From the early work of Roosevelt Thomas (1990), managing diversity has been labelled as a means for increasing productivity and competitiveness. Mazibuko and Govender (2017) demonstrated the links between diversity, employee engagement and positive organisational outcomes. In capturing the true essence of diversity, Thomas (1990) differentiates diversity as the enablement of employees to reach their full potential in an organisation and all the benefits associated with this (organisational and personal).

Cross cultural psychology provides insights into moving beyond the culture of apartheid, and embracing a multicultural society and workplace. Multiculturalism policies and practices provide a solid basis for making intercultural relations in South Africa more positive (Gordon, 2017). The biggest failing of multiculturalism policies in South Africa is that it promotes diversity without equitable inclusion (Jackson and Van der Vijver, 2018). The multicultural model proposed by Jackson and Van de Vijver (2018) and the outcomes of employee engagement show many similarities.

The importance of employee engagement for this dissertation is demonstrated by Shuck and Wollard (2010: 103) where employee engagement is defined as “an individual employee’s cognitive, emotional, and behavioural state directed toward desired organizational outcomes” is central to this research. So is the classic definition by Kahn (1990) where Kahn considered psychological presence consisting of physical, cognitive and emotional elements where the physical element is reflected in the performance of the job; cognitive reflecting the thinking power to get the job done and the emotional element being the feelings related to doing the job well. This reflects the multidimensional nature of the construct that provides a holistic view of performance. Research suggests that employee engagement is closely related to the combination of job satisfaction, job involvement and organisational commitment (Newman, Joseph and Hulin, 2010).

The poor progress and representation of black people in top positions is an indication that business practices still favour white people and will not threaten the dominant position of the white group in the South African workplace. Along similar lines, studies have shown that the presence of threatening behaviour plays a

dominant role in authoritarian management styles (Onraet, Van Hiel, Dhont and Pattyn, 2013) and perceptions of threat have consistently had negative implications for intercultural relations, particularly when the threatened group is of lower status, as is the case for blue collar workers (Riek, Mania and Gaertner, 2006).

It has been established that an engaged blue collar workforce is desirable for growing the economy of South Africa. Employee engagement literature however, reflects a severe lack of focus on the blue collar sector. There are no definitions or antecedents for employee engagement in the blue collar sector and hence no clarity on the meaning of employee engagement in the blue collar environment. While the literature on the antecedents of employee engagement was used to develop the four pillars of employee engagement for this research, this overall lack of relevant literature is an important opportunity to make a valuable theoretical contribution.

Jackson and Van de Vijver argue that the positive effects of multiculturalism in the workplace is the catalyst for encouraging management (currently, mainly white) to facilitate and promote diversity in South African organisations. The underlying presence of multiculturism in the engagement of the blue collar worker is a critical component of this research.

The overarching objective of this research is to produce a management model for the blue collar environment with the aim of improving employee engagement. The overall research question is **what management style will result in an improvement in employee engagement in blue collar workers**? While the literature on African management provides culture, identity and Ubuntu as a possible solution to the management crisis in South Africa and Africa as a whole, it is vague. It lacks the tools, processes or procedures for managing blue collar workers. It is apparent from literature that blue collar workers have been psychologically impacted by colonialism and apartheid, and it is important to take this into account when managing in the workplace.

A management model based on the perspectives of blue collar workers as the unit of analysis represents new theory. The specific research questions to realise the objectives of the research are:

- How is **employee engagement defined and conceptualised** for blue-collar workers?
- What are the **aspects of management** that will engage the blue collar worker in the performance of their work?
- How is the management model **implemented**?
- How will the validity of the management model be **measured**?

An illustrated management model and the measurement instrument are expected by-products of this study.

3. Research Methodology

This chapter outlines the research method, the selection of the case, the population under study, the sampling procedure, and the method that was used to collect data. The quality measures followed are presented. Ethical considerations and limitations relating to this research are also discussed.

3.1 Research Method

According to Denzin and Lincoln (2011), the research method is typically described as the type of inquiry within the research approach that provides specific direction for the procedures followed in the study.

For this research, the author has based the choice of the research method on the following considerations: (1) the constructivist and transformative nature of the research topic; (2) the research questions and the extent to which the research objectives are met; (3) the extent of control over the actual behaviour of the participants and (4) the extent to which the relevant contextual conditions are covered (Merriam, 2009). With regard to these considerations the case study approach was found to be the most appropriate method. There are several advantages to using the case study approach.

Yin (2018: 16) defines the case study as “an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) in depth and within its real-world context”. Merriam (2009: 40) offers a definition as "... an in depth description and analysis of a bounded system". The case study research approach is described as a comprehensive, holistic and in-depth investigation of a complex issue in context, where the boundary between context and issue is unclear and contains many variables (Creswell, 2014; Merriam, 2009; Stake, 2006; Yin, 2014).

The case study is primarily revelatory in nature and is used to gain understanding of the management style and employment engagement in blue collar workers in a real life situation (Yin, 2014). Jacobsen (2002) argues that case study methods have

their strength in obtaining detailed and relevant data. Eisenhardt (1989) and Merriam (1998) stress the unique strength of case studies is their ability to handle and combine multiple kinds of data collection methods. Murphy (2014) explains this strength by saying that case studies as a research method is non-prejudicial. Merriam (1994) argues that case studies allow one to get as close to one's area of interest as possible, both through direct observations in the natural environment but also because one gets access to the subjective factors. Cresswell and Cresswell (2018) argue that case study research investigates causal processes in the real world settings and tend to have a wider web to catch evidence.

3.2. Selection of the Population and Sample

The phenomenon of interest in this research is blue collar workers and the research focus is the investigation of management behaviour that will result in engaging the blue collar worker in the performance of their work. Polit and Hungler (1999:37) refer to the population of a study as “an aggregate or totality of all the objects, subjects or members that conform to a set of specifications”. Therefore, the population of this research is the blue collar worker population in South Africa.

According to Bannerjee and Chaudry (2010) in qualitative research, study populations may be defined by geographic location, age, sex, with additional definitions of attributes and variables such as occupation, religion and ethnic group. Lee and Mohamed (2006) confirm that blue collar workers are employed mostly in the mining, construction, electrical, transport and security industries. This formed the basis for selecting MWD Enterprises as the case study.

MWD Enterprises is a large manufacturing, warehousing and distribution organisation that employs blue collar workers. In selecting MWD Enterprises, the strategy of purposive sampling was used. Purposive sampling because an information rich case was needed (Patton 2002) with individuals knowledgeable and experienced in the blue collar worker sector (Cresswell and Plano Clark 2011). In addition to knowledge and experience, Bernard (2002) notes the importance of availability and willingness to participate, and the ability to communicate experiences

and opinions in an articulate, expressive, and reflective manner. All these important factors were met in the selection of the case.

Within the sub population of blue collar workers in the Manufacturing, Warehousing and Distribution industry, the Gauteng Logistics Department was selected as the most suitable population frame within MWD Enterprises. The limited resources available for the research were a major reason for selecting the Gauteng branch. In addition, the main challenges for the case study approach of this nature is: (1) to ensure that there are enough participants to explain the phenomenon (Yin, 2009), (2) the language barrier is a major challenge in this environment in South Africa, as the majority of blue collar workers are black South Africans speaking different African languages, (3) the willingness of the blue collar workers to trust the researcher and provide meaningful, honest and accurate information.

The Gauteng branch is the largest branch with all sub groups represented. Moreover, there is access to the union officials and shop stewards as well as to the Managing Director, Human Resources department, the drivers and the administration staff for data triangulation. The blue collar workers showed a willingness and availability to share their insights and experiences so that the Gauteng branch allowed for nonbiased selection of samples (Glesne and Peshkin, 1992).

Furthermore, the other challenges are dealt with by involving the HR administrator in the interviews. The individual is a black female that has been with the company since 2014 and has built strong relationships with the participants. This dealt with the language barrier as the HR Administrator was able to communicate in three African languages, had already earned the trust of the respondents and was willing to assist with the research. Furthermore, she could be trusted with the information as, she was already in a position of trust and confidentiality in the company.

3.2.1. The Selection of the Sample

The sample is referred to as the subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the research project (Polit

and Hungler 1999). The strategy of sample selection was dictated by the multiple purposes of illuminating, interpreting, and understanding the management style and employee engagement phenomenon within MWD Enterprises (Glesne and Peshkin, 1992).

When selecting the sample within the sub-population (Gauteng branch) convenience sampling found to be the most acceptable sampling procedure. In this research, a subset of 30 blue collar workers was selected out of the entire population of blue collar workers in the Gauteng branch. De Vos (1998), describe a convenience sample as the use of readily accessible persons in a study. Any member of the population identified by the researcher that meets the inclusive criteria set for the study, gets included in the convenience sample. The researcher finds it easy to obtain participants, but the risk of bias is greater than in a random sample, because each member of the population does not have an equal chance of being included in the sample. Obtained results might not be generalisable to the entire population.

According to Polit and Hungler (1999), convenience sampling was suitable because (1) it was more economical to choose a sample of 30 blue collar workers instead of studying the entire population, (2) it was unnecessary to collect data from the entire population as management style at MWD Enterprises could be understood by securing information from the sample that was chosen.

3.3. Selection and Definition of the Case Study

The case study is an examination of management in only one organisation and at only one branch. Yin (2009) suggests that single-case study could be the appropriate design when it involves revelatory case. This research is considered to be a revelatory case as the author aims to identify the management style for engaging blue collar workers in a South African organisation, which thus far is new and unnoticed by scholars. This is confirmed by Lee and Mohamed (2006) who argues that the blue collar environment has been ignored in terms of proper research focus.

The case is considered embedded because there are other subunits that contribute to the phenomenon being studied. Within MWD Enterprises itself, managers, union

officials and HR are interviewed to gather relevant information on the case study. Furthermore, different data collection methods are employed.

MWD is considered an instrumental case. Stake (1995:237) asserted that the instrumental case study is appropriate for theory building as it provides “insight into an issue”. Merriam (2009: 48) agrees and states that the instrumental case study “is examined mainly to provide insight into an issue or to offer a generalisation”.
Yin (2014) argues that it is crucial to distinguish between holistic and embedded case studies. MWD Enterprises is considered a single embedded case study.

3.4. Methods of Data Collection

Yin (2014) argues that that a major strength of the case study is the opportunity to collect data from different sources so as to develop converging lines of argument. In this research, the author used this opportunity to conduct triangulation of collection methods as well as a triangulation of data sources (Levitt, et al., 2017).

According to Yin (1994) there are two levels of triangulation, lower level triangulation which refers to the situation where the researcher uses multiple sources of evidence to address different aspects of the research and higher level of triangulation where multiple sources of evidence is used to examine the same phenomenon. Higher level triangulation is utilised as multiple data sources which included interviewing the managers, the union officials and the Human Resources team in addition to the blue collar workers themselves as well as reviewing company documents and observations of meetings, the work environment and toolbox talks were used to observe management style and employee engagement.

Methodological triangulation is accomplished by using semi structured interviews, observation and to a lesser extent document analysis. Data triangulation was achieved by investigating different sources of information in the organisation and semi structured interviews were conducted with the blue collar workers, management, the union officials and Human Resources.

In her widely-cited book Qualitative Research and Case Study Applications in Education, Merriam (1998:27) states that “the most single defining characteristic of case study research lies in delimiting the object of study, the case”. Merriam (1998) argues that researchers must choose a bounded context that contains a given unit of study. If a researcher cannot state a limit to the number of participants or the amount of time their research requires, then it does not qualify as a case study.

For this research, the author defines the bounds of the case study by using geographical considerations (participants in Gauteng region only). A total of 30 semi structured interviews, 7 management interviews together with 30 hours of observation, meetings and document analysis were completed between the months of June 2020 to August 2020.

With regards to limiting participants, an important consideration was to obtain a balance between the comprehensiveness of the data and a manageable number of participants. According to Glesne and Peshkin (1992) when repetition of stories occurs among participants and no new information can be obtained by any new participants, then the data is said to reach a satiation point and no more new participants need to be selected (Flick, 2009).

The participants for this research were selected gradually until it was determined that the data reached saturation point. A continuous analytical process during the data collection phase was engaged in to determine data saturation. This became part of the data analysis and demonstrated the Total Quality Framework approach adopted for this research. Furthermore, according to Flick (2009) it is necessary for the researcher to develop very comprehensive research questions that will leave no stone unturned and to ensure that the interview protocol used is properly and exhaustively developed. With the appropriate research questions and the proper interview protocols the saturation point can be demarcated and reached.

3.4.1. Semi Structured Interviews

The nature of the research meant that semi structured interviews were the primary method of data collection. Semi structured interviews as a data collection method

proved to be versatile, flexible and variable to provide answers to the research questions (Kelly, 2010). In the semi-structured interview it was possible to identify issues that were meaningful to the participant and allow individual perceptions to be expressed (Cridland et al. 2015).

In this approach to data collection the questions were pre determined and an interview guide for the blue collar workers was formulated (See Appendix A). The interview guide covered the research objectives which are posed as (1) To identify and explore the aspects of management that will engage the blue collar worker, (2) to identify the elements for a management approach for the implementation of the management model, (3) to provide information to define and conceptualise employee engagement for blue-collar workers and (4) to provide elements to be included in an instrument for testing the proposed management model. The interview guide further cover other aspects relating to (1) Inclusivity and Diversity in the company, (2) the culture in the company, (3) Race and discrimination, (4) the history of the country and (5) the concept of Ubuntu.

A second semi-structured interview guide was prepared for interviews conducted with the management team, the union official and the HR team (Appendix B). The interviews followed the theme of questioning as posed to the blue collar workers but, from the relevant perspective depending on the participant being interviewed.

This method of data collection was valuable as it allowed for reciprocity with the participants. There was an opportunity to meet the participant within their own environment and to open the channels of communication on familiar territory. This meant that there were ample opportunities to get clarity on vague statements and pose follow up questions. It also removed the possibility of misconceptions and misunderstandings. Moreover, the semi structured interviews gave the author the ability to read the body language and non verbal communication. The time spent with the blue collar workers meant that the author was able to gain a good level of trust with the participants which led to the richness of the information shared. The insights were both candid and insightful.

3.4.2. Observations

The author attended two morning meetings to collect information on the performance targets for the day and the plan to achieve them. This meeting is held by supervisors and managers every morning before work actually begins with the Pickers, Quality Checkers, and the Forklift Drivers in order to discuss the targets and the plan for the day.

The author also attended the Executive Committee (EXCO) meeting as an observer to understand the productivity challenges as well as the production challenges facing the management team. The discussions involved issues of performance management of the blue collar workers. All meetings were attended as an observer. During the meetings the author made notes of the proceedings.

The author attended the weekly tool box talk meetings on two separate occasions. The meetings addressed the safety issues in the warehouse, and addressed COVID 19 challenges. The second tool box talk, involved the awarding of the monthly top performer.

Further, the author observed the blue collar workers during the performance of their work and the author made note of issues such as the adherence to safety regulations, adherence to tea and lunch times and returning to work stations on time as well as the overall time keeping ethic of the workers. The author took note of the down times on the system and the role management played in correcting it. More specially, the author noted the work ethic of the top performers and the work ethic of the under performers.

3.4.3. Document Analysis

Yin (1994) argues that the most important use of document analysis in the case study is to corroborate the data collected from other sources. In order to substantiate the data collected through the other methods of data collection the author analysed a wide range of company documents. The documents were provided to the author on request to the Human Resources Department.

The first set of documents was the MWD Code of Conduct (Appendix E), used to regulate conflict situations in the company. The Code of Conduct did not highlight non performance as part of their disciplinary process. Despite the irregular implementation, the Code of Conduct proved to be fair and comprehensive. The HR department provided a memorandum sent to management on the handling of non performance (Appendix F). The document outlined the process to be followed when the employee failed to meet their targets. The document proved to be vague and open to interpretation. .

The second set of documents was the company's strategic plan for the financial year. This included the daily and weekly productivity reports. This provided information on the objectives and measures of performance used with the blue collar workers.

The third set of documents was the performance contracts of the management team. These documents provided the focus of the measures used for the management. The weightings, objectives and the measures on the people and culture perspective and the financial perspective were of particular interest. Table 3 provides details of the data collection methods.

3.4.4. Miscellaneous

The author found opportunities during the lunch and tea times to associate with the blue collar workers and have informal discussions with them. Topics covered were not always work related and this method of data collection proved invaluable in providing context to the factors of this research.

The author made certain to note the content of the conversations down as soon after the conversations in order to preserve the integrity and accuracy of the information. Informal conversations formed on important part of the data collection process. These conversations took place throughout the field work and contributed to a deep understanding of the blue collar worker as a human being. The informal conversations helped the author to find genuine and unique data that are cited.

Table 3: Data collection methods

Data Collection Method	Focus of Inquiry
Semi structured interviews with: **Blue Collar Workers** **Managers** **Human Resources** **Union Officials**	• Identify and explore the aspects of management for engagement in the performance of the work • Provide input into the implementation of the management model. • Define and Conceptualise employee engagement • Provide the elements for the testing the proposed management model
Observation of: **EXCO meeting** **Union meeting** **Morning kick off meetings** **Informal observation**	• Identify and explore the aspects of management for engagement in the performance of the work. • Provide input into the implementation of the management model.
Document Analysis of **Company Code of Conduct** **Financial Reports** **Performance Management** **Process Documents** **Company Salary Information**	• Identify and explore the aspects of management for engagement in the performance of the work. • Provide input into the implementation of the management model. • Provide the elements for the testing the proposed management model.

3.5. Methods of Data Analysis

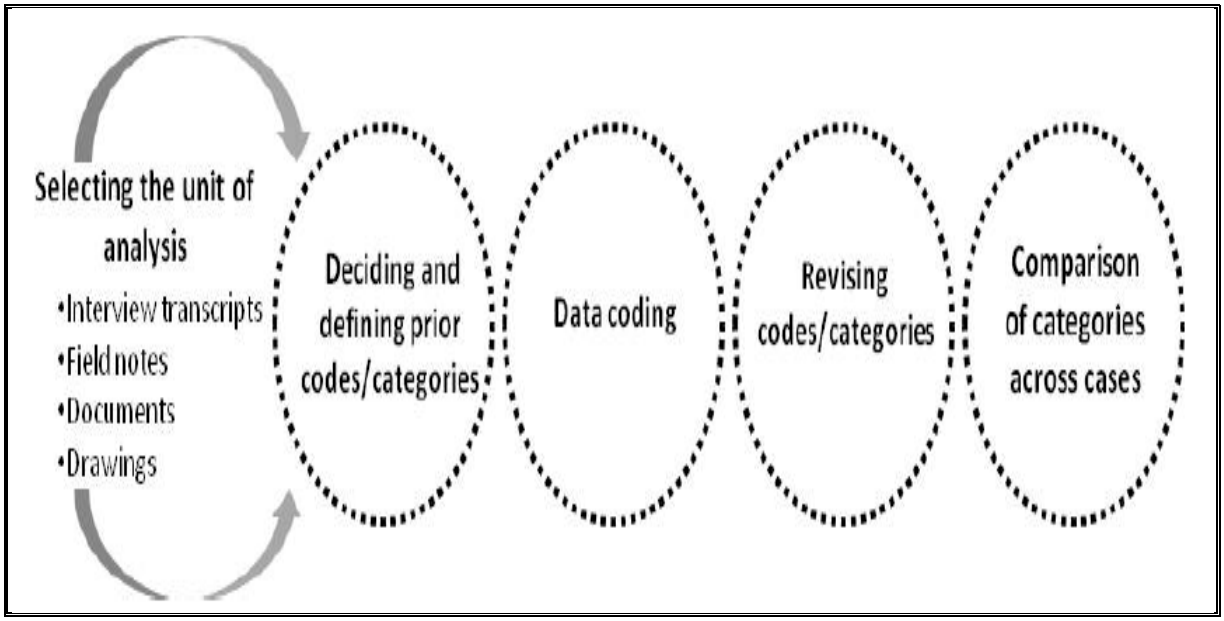
According to Moretti et al. (2011), the advantage of qualitative research lies in the richness of the data collected. The challenge however is to code and interpret the data in a valid and reliable way. Following the suggestions of Roller and Lavrakas (2015), qualitative content analysis (QCA) was used to analyse the data and draw useful and meaningful conclusions. Roller and Lavrakas, (2015:232) defines the QCA method as "the systematic reduction of content, analyzed with special attention to the context in which it was created, to identify themes and extract meaningful interpretations of the data" and Hsieh and Shannon (2005) refer to QCA as “a research method for subjective interpretation of the content of text data through the

systematic classification process of coding and identifying themes or patterns". The QCA approach of data analysis highlights three features: data reduction, its systematic nature and flexibility that makes this method suitable for this research

During the analytic process, the author became familiar with the data and became immersed in the content to the extent that no insights or theories were present in the data without being completely familiar with it (Polit and Beck 2004). A data-driven approach was applied and the author carefully read and reread the data, looking for keywords, trends, themes, or ideas in the data to outline the analysis (Glaser and Strauss 1967, Kearney et al. 1994, Wright 1997). This approach proved useful as a data-driven approach is considered to have greater validity because they are more flexible and open to discovery of themes or ideas not previously considered, resulting in theory that is "grounded" in the data.

Elo and Kyngas (2008) indicate that a unique characteristic of qualitative content analysis is the flexibility to use inductive or deductive approaches or a combination of both approaches in the data analysis process as well as its ability to extract manifest and latent content meaning in data.

Figure 8: A Deductive Approach to Qualitative Content Analysis



Source: adapted from Elo and Kyngas (2008)

The deductive approach is appropriate when the objective of the study is to test existing theory or retest existing data in a new context (Elo and Kyngas, 2008). Second, coding in qualitative content analysis emphasises the visible as well as latent meaning of data. In this research, the author was often required to reach beyond the visible content of the text and analyse latent underlying context (Graneheim and Lundman, 2004). The literature review covers aspects relating to post colonialism, and the impact on management practices in the blue collar sector resulting in discrimination, covert racism and practices of unfair advantage that required investigation and analysis with the blue collar workers. Schreier (2012) argued qualitative content analysis as being suitable for data that require some degree of interpretation.

Data reduction was carried out by extracting the data that was relevant. As Miles and Huberman (1994: 11) explain, “data reduction is not something separate from analysis. It is part of analysis. The researcher’s decisions—which data chunks to code and which to pull out, which evolving story to tell—are all analytic choices. Data reduction is a form of analysis that sorts, focuses, discards, and organises data in such a way that “final” conclusions can be drawn and verified.

The process of QCA for the research included the following core steps: (1) selecting the unit of analysis, (2) creating categories, and (3) establishing themes (Crowley and Delfico, 1996).

Selecting the units of analysis is an important initial step as a means to data reduction. Creating categories was the means to compress a large number of texts into fewer content-related categories. According to Crowley and Delfico (1996) a category refers to items with similar meaning and connotations. It must be mutually exclusive and exhaustive, and no data should fall between two categories or be placed in more than one category. In addition, enough categories to accommodate important contents must be created. Cavanaugh (1997) advocates that researchers should determine how best to categorize data because data often lack a single meaning or interpretation. Establishing themes linked the underlying meanings together in categories. As Streubert and Carpenter (1995) has explained further the concept of a theme as holding multiple interpretations. Besides, it is a way to

describe a structural unit of meaning essential to present qualitative results, a recurring regularity identified within or cutting across categories and an expression of the latent content of the text (Graneheim and Lundman, 2004).

The generation of the data base followed all data collection protocols stipulated by Yin (2013). The critical part of the data analysis involved the interpretation of research findings firstly in terms of employee engagement in blue collars and secondly in terms of a management model to improve employee engagement.

3.6. Quality Measures of the Research Design

A quality approach to research design in qualitative methods is not a new discussion. Levitt, Motulsky, Wertz, Morrow, and Ponterotto (2017) propose a quality model based on methodological integrity or the methodological foundation of trustworthiness. The authors do not advocate a quality approach confined by set procedures, but rather a holistic quality-centric approach that considers a deliberate quality approach to data collection and analysis and a quality transparent final document. For this reason the researcher will use the fundamentals of the Total Quality Framework (TQF) to ensure that proper quality measures are used.

The TQF approach is a holistic quality approach, in which the researcher considers the entire research process and which can be applied to each research phase regardless of the qualitative research method.

The basic concepts that are fundamental to TQF is (1) it is built on the belief that if qualitative research can be useful then this would only be to the extent that it is well executed, (2) a quality approach to research does not compromise the essence of qualitative research (3) qualitative research must be credible, analysable, transparent and useful. These four components are discussed in further detail (Refer Figure 11).

In the **credibility** component it is necessary to show that the research was designed and conducted so that the phenomenon under investigation was accurately explored (Roller and Lavrakas, 2015). This refers to the data collection phase.

The credibility is demonstrated in the explicit description of the methodology and the procedures in terms of the population and sample definition, explicit description of data collection, prolonged and in depth engagement through multiple methods of data collection (methodological triangulation) and sensitivity to victimisation and the language barrier.

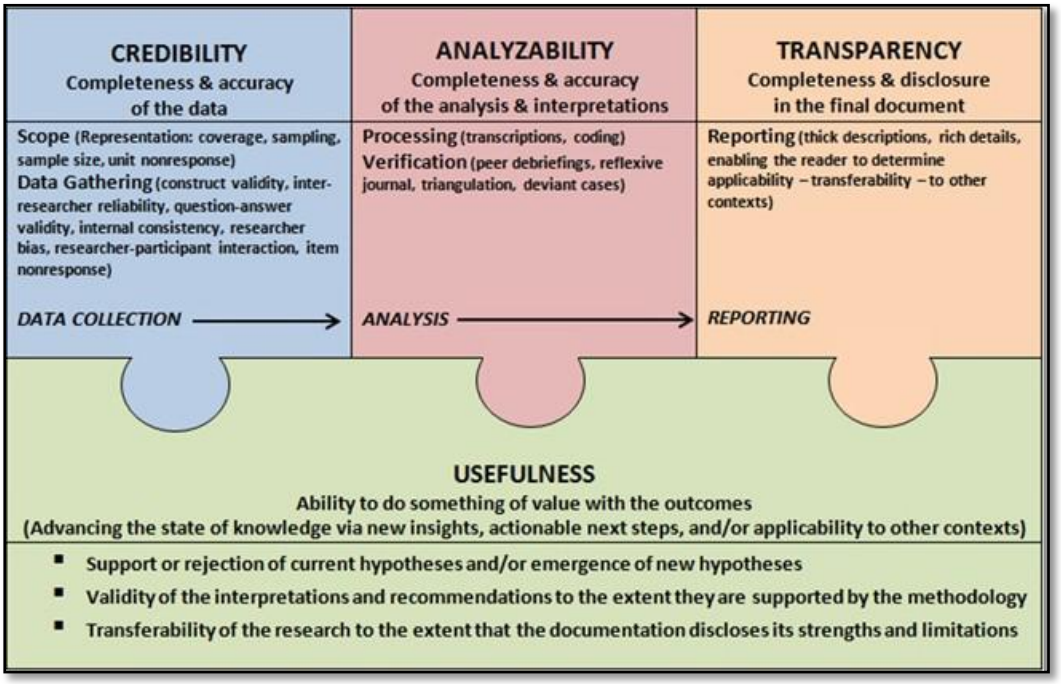


Figure 9: Total quality framework (Roller and Lavrakas, 2015)

Observations were conducted with sensitivity. The author made use of persistent observation and triangulation (Lincoln and Guba, 1985) for a deeper understanding of the challenges facing the blue collar worker. Finally, the author engaged in frequent informal conversations with the blue collar workers as well as members of the management team in order to get closer to the reality facing the participants. The notes of these conversations and observations were added and coded as well.

The second essential component of the TQF is **analysability**. In this component the accuracy and completeness of the analysis and interpretation is the main consideration.

The main data collection method was the use of semi structured interviews, and meticulous transcripts were kept to ensure that processing and verification of the data took place accurately. The verification of the data was done using data and methodological triangulation. Following the suggestions of Roller and Lavrakas (2015), qualitative content analysis (QCA) was used to analyse the data and draw useful and meaningful conclusions.

The QCA method is defined as "the systematic reduction of content, analyzed with special attention to the context in which it was created, to identify themes and extract meaningful interpretations of the data" (Roller and Lavrakas, 2015:232). The QCA approach of data analysis consists of three features: data reduction, its systematic nature and flexibility that make this method suitable for this research. Data reduction refers to focusing on selected aspects of meaning, namely only the aspects that relate to the research questions.

In this case study the process of data reduction consisted of the following activities (1) the recorded material was read and headings were allocated and noted, (2) the headings were transcribed into coding sheets and categories were generated, (3) the final phase was abstraction which entailed formulating the general description of the research topic. Each category was named and sub categories with similar events and incidents were grouped together.

The second feature of QCA is the highly systematic nature of the analysis where every single part of the data that is relevant to the research question is examined. The data is analysed following a specific sequence of steps to ensure that it is systematic.

Finally the third key feature of QCA is its flexibility. QCA typically combines varying portions of concept-driven and data-driven categories within any one coding frame to make sure that the coding frame provides a valid description of the material.

Overall the process followed a typical content analysis approach. The decisions of the data to be included were analytical choices (Miles and Huberman, 1994) which

were guided again by the research questions. Any data the author felt was relevant was marked and coded.

In the **transparency** component the focus is on reporting. This relates to how well and how thoroughly the details of the study are discussed and reported. In this research, this component is addressed through the explicit manner of data collection and analysis. The author has ensured that inferences and conclusions are traceable back to the raw data. Furthermore, the author committed to a verbatim style of reporting the findings.

In order to maintain confidentiality and anonymity, the name of the company was changed. There are two main reasons for this; (1) the sensitive nature of the information may cause reputational harm to the company, (2) under the guise of a fictional name, the final report was transparent and candid. More importantly, all the names of the participants are fictional and this demonstrated commitment to protection from possible victimisation. This has been a constant consideration from the data collection phase to the reporting phase as the principle of no harm was closely adhered to.

All three components contributed to fulfilling the fourth component of the framework, **usefulness.** The usefulness component of the TQF approach relates to the ultimate objective of the research, that it can be used to generate value with the findings. This research seen from this perspective is not intended to be replicable, (Marshall and Rossman, 1995) but is meant to add to the body of blue collar, management and employee engagement literature.

The TQF quality measures introduced, and the specific actions the author has implemented to ensure the usefulness of this research are summarised in Table 4.

Table 4: TQF Quality Measures and Actions Taken

Quality Measure	TQF Criteria	Actions Taken
Credibility (Accuracy and Completeness of Data) – **Data Collection**	**Scope** **Representation** **Coverage** **Sampling** **Sample Size** **Data Gathering** **Construct Validity** **Researcher Bias** **Item Non Response**	• Population and Sample Definition • Explicit description of data collection • Language barrier addressed • Methodological Triangulation Observations and Informal Conversations • Prolonged Engagement • Sensitivity to victimisation
Analysability (Accuracy and Completeness of Analysis and Interpretation) **Analysis**	**Processing Transcriptions** **Coding** **Verification (Peer Debriefing and Triangulation)**	• Transcripts of Interviews • Construction of Database • Methodological Triangulation • Use of Pattern Matching Strategy
Transparency (Completeness and Disclosure in the Final Document) **Reporting**	**Thick Description and Rich details**	• Verbatim Accounts • Confidentiality and Anonymity maintained • Explicit description of data collection and analysis
Usefulness (Advancing the State of Knowledge via new insights, actionable next steps and Applicability) • Unit Analysis insights to produce a Management Model for Blue Collar Workers • Verification Instrument to measure implementation of the Management Model • Conceptualisation of Employee Engagement for Blue Collar Workers using insights from the Research sample		

3.7. Limitations of the Research

The main limitations of this study include those associated with a single case study and limitations linked to the research conduct and procedures.

A single case study has many criticisms with the most common being (1) issues of methodological rigour (2) external validity and (3) researcher subjectivity. With regard to the first point, using the TQF approach in this research has provided a holistic quality approach beginning with case selection, sampling, data collection and analysis and reporting. Quality and rigour were established at all stages of the research. Furthermore, the requirements of TQF of credible, analysable transparent and useful have been met.

The second and arguably most prominent critique of single case study analysis is the issue of external validity or generalisability. It must be noted that generalisability is of limited relevance when the intention is particularisation (Flyvbjerg, 2006).

The question of researcher subjectivity is a valid one. In a research study it is important for the researcher to identify any biases that may affect the findings (Creswell, 2013). The highly emotional nature of the information being shared, and the level of trust shown, meant that it was difficult for the researcher to remain emotionally uninvolved and completely unbiased. However, the deep commitment to address inequality through a diverse approach took precedence and the feeling of being able to identify with the blue collar workers experiences did not negatively affect the quality of the research. In fact it added to the richness and depth of the final product of this research.

3.8. Ethical Considerations

According to Saunders et.al (2009) ethical considerations emerge at all stages of research. The protection of the participants through the application of appropriate ethical principles was important in this research. The ethical issues raised by this case study research are discussed in this section, focusing on recruitment and informed consent, the collection of the data and presentation of the findings. The

responses to these issues are presented in sufficient detail so that the integrity of the research is justified.

Initially, before proceeding with the research, consent was obtained from the Wits Business School Ethics committee. The issues to be explored, nature and estimated number of participants, plans for recruitment and methods of data collection were submitted to the Ethics committee and approval was given that an ethical approach will be taken

The semi structured interviews and observations are to some extent intrusive to the blue collar workers in their work environment. The process of consultation and obtaining consent consisted of three steps, (1) the participants were informed that consent was voluntary, (2) the participants were adequately informed about the research, understood the information and (3) were given the option to decline at any stage of the process. The participants were required to provide written consent after being given a thorough explanation of the purpose of the research and the data collection process. At all stages of the research the key consideration is that of not causing harm (Saunders et al., 2009).

Despite the support of the Managing Director, the other individuals in management had to be considered as there was always a threat of victimisation. There were two aspects of MWD Enterprises that worked in the favour of the author when conducting this research. The large business premises of the former logistics giant, and the buy in from the Managing Director. The scaled down operations meant that only a small portion of the offices were being used. This provided the opportunity for the interviews to be held “off site” as the interviews were held in the adjacent offices which was some distance away.

Secondly, with the support of the Managing Director, when participants were requested for interviews, they were released in groups of five and only one person was interviewed. This was carried out on a rotational basis and this made identification difficult. Furthermore, the respondents were strictly instructed to maintain the confidentiality of the research for their own protection. Each interview was conducted individually in a private room without access to outsiders. As a further

measure of protection, the participants were invited to contact the author to report any instances of victimisation as a result of participation in the research, and appropriate measures were explained to the respondents.

The nature of the research is considered fairly sensitive as it could expose the company to reputational harm. In the presentation of the findings, the anonymity and the confidentiality of the company is ensured by using a fictional name. Furthermore, the names of the participants are also fictionalised in the analysis and reporting of the findings.

The author maintained a level of professional support throughout the research. First, and most importantly, the author has ensured that the verbatim comments could not be traced back to any individual (Morse, 1994). Secondly, all interview transcripts and observation notes were kept strictly confidential, and the HR Administrator was requested respectfully not to keep records of the interviews. Third, the experiences of the blue collar workers were not shared with outside parties, no matter how far removed they were from the company. The access to the research notes will not be granted to outside parties and will only be allowed if requested from Wits Business School for reanalysis.

A report and the Management Approach (see section 5.4) for MWD Enterprises were provided to the Managing Director and the services of the author are offered, to implement the management approach.

4. Presentation of Research Findings

The research findings are presented in separate sections. The first section provides the background of the company. Section two presents the empirical evidence according to six major themes. These are: (1) Recognition and Motivation, (2) HR practices and Management experiences, (3) Values: Respect, Dignity and Trust, (4) Desired Management Behaviour and (5) Diversity and Culture.

As a whole, this chapter is intended to present the research findings in its pure form without interpretation and discussions. The major themes are the headlines in the presentation of the research findings for clear line of sight to the achievement of the objectives.

4.1 Company Background Information

The name of the company, the names of the managers and the names of the respondents have been changed due to the sensitive nature of the information being presented and to protect the anonymity of the company. For the purposes of this research the company will be called MWD Enterprises.

The core focus of MWD Enterprises is the manufacturing, warehousing and distribution of quality branded hardware, sanitary, plumbing, engineering, and civil and kitchen products through a national branch network in Southern Africa. The company was also involved in exporting products to 50 other countries in Asia, Australia, Europe, the Middle East, New Zealand and South America.

Overall, MWD Enterprises distributes 50 000 products sourced from 2 700 suppliers to approximately 13 000 building and infrastructure sector customers. The main operating segments Building and Infrastructure are supported by a Solutions segment which provides the support function. The Building segment operates mainly in the residential markets and the Infrastructure segment focuses on the civil industry.

Historically, MWD Enterprises used a business model which positioned the company as a trading and distribution group with strategic investments in anchor brands to drive its growth. In order to sustain cost effectiveness and grow its core distribution competency, the company was the premium distributor of its branded products. The Company's businesses complemented each other's product ranges, creating cross-selling opportunities and sharing the warehousing, distribution and administration functions for maximum efficiency.

During its history, the company established a large customer base in South Africa and expanded throughout the rest of sub-Saharan Africa. In 2015, however, the company's performance began to decline and revenue dropped from R4.4 billion in 2014 to R3.6 billion in 2015 and profit before interest and tax standing at R41.9 million compared to R107 million the previous year.

MWD Enterprises attributed this decline to strike action, large transaction fees and power disruptions. Furthermore a slowdown in government spending and payments, difficult trade conditions and currency losses has negatively impacted all of the company's divisions and contributed to the slump. The company's shares were also heavily affected, and shareholders suffered a 151% loss in headline earnings per share.

Cokayne (2018) confirmed in the Business Report, the retrenchment and termination of more the 700 employees and labour broker staff between March and September 2018. Furthermore Cokayne (2018) confirmed that the listed company received a firm offer to purchase its shares and if successful, would lead to its delisting from the JSE. The company cited operational requirements as the basis for the retrenchments.

Moreover, according to Cokayne (2018) MWD Enterprises reported that it had retrenched about 1300 people in the previous two years (since 2015) and in November 2017 handed retrenchment notices to a further 143 people in its Sales Divisions. Further, the company closed its pipe-manufacturing business and reported crippling strike action in the plastics industry had placed severe strain on the business and the group. MWD Enterprises underwent further restructuring in 2018,

and despite these steps the company continued to be in a substantial loss-making position.

As a result of the financial position, and with no other viable alternatives, management and the board proceeded with the closure process. In February 2019 shareholders were issued with the notice of delisting from the JSE and MWD Enterprises was bought and reduced its scale of operations. The East London, Bloemfontein, Nelspruit and Polokwane regions were reduced to non- stocking sites. Products ordered by customers from these regions were delivered from Port Elizabeth, Durban and Gauteng warehouses. Fully fledged sales teams were retained in the non stocking branches and cost savings are achieved using a just in time supply chain capability.

The research was conducted in the Logistics Division of MWD Enterprises just a year after the delisting and reduced operations model. The Logistics Division consists of the Receiving, Despatch and Transport departments. There are also support functions consisting of the Administration and the Quality Control departments.

The Logistics Division is nationally represented with a total of 140 staff. The largest operation is in Gauteng consisting of 70 people. The Gauteng branch receives an average of 50 orders for delivery daily. There is a 48 hour window period from the receipt of the order to completion of the order, in other words until delivery on the order. The process is reflected in Figure 9 below.

The process is regulated by timeliness and accuracy of orders. If the delivery is delayed or incorrect, there is a possibility of the order being cancelled or returned. This has major implications for the company in terms of cost, and time wasted.

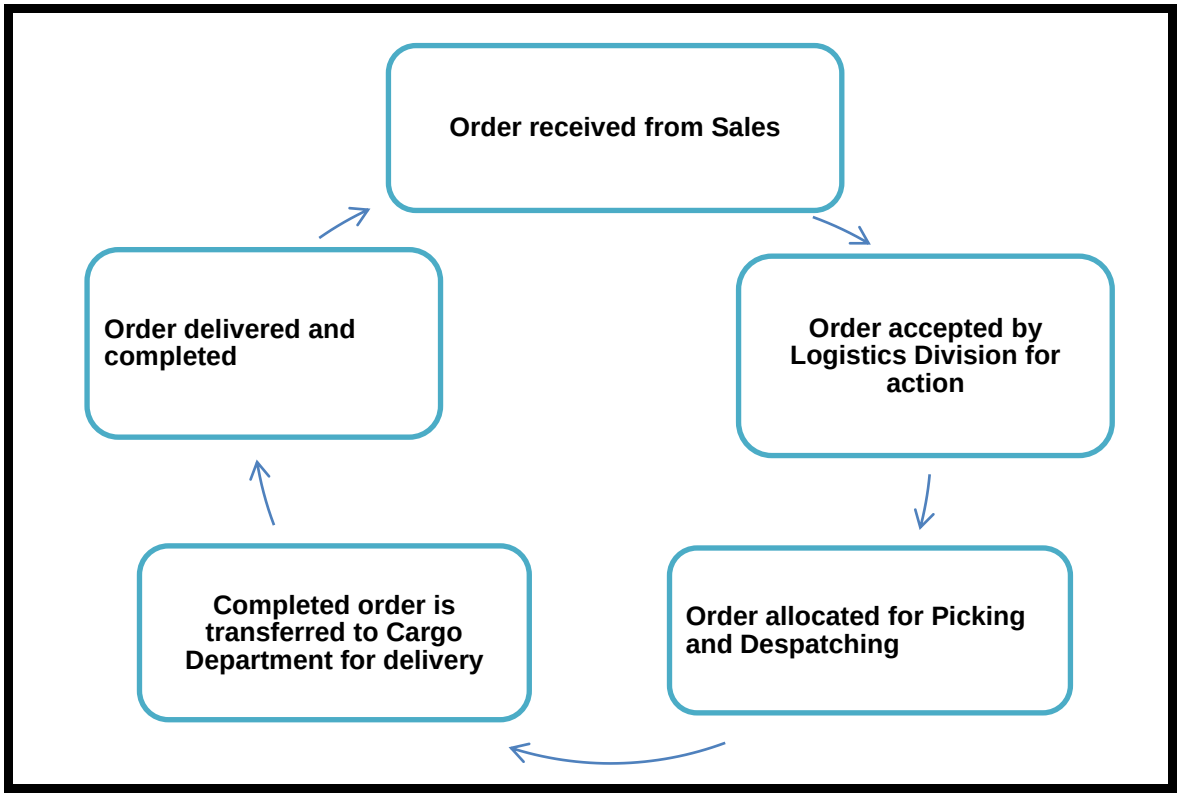


Figure 10: Work flow in Logistics Division

The error rate is extremely high and this was confirmed in both of the EXCO and management meetings that were attended. Furthermore, during the period of two months collecting data, it was observed that there was an error rate of an average of 88%, 19 customers cancelled their contracts and 189 orders were returned due to errors.

4.1.1. Receiving

The Receiving department consists of 25 staff members. They are responsible for receiving the products from the manufacturers and other suppliers and ensuring that stock levels are adequate for orders to be fulfilled. The process begins with the administration staff that schedule incoming deliveries. These workers must ensure that the deliveries are scheduled correctly. They must make sure that there are no double deliveries scheduled as the company can be charged for standing time.

Once the trucks arrive with the goods, they are off loaded and Receiving Clerks move them into the holding area in the Warehouse. The stock is then moved into the holding stock and updated in the warehousing system. Once they are in the system the next step in the process involves physically replenishing the warehouse stock.

This involves packing the stock in the warehouse in its allocated space. If this step is not done correctly it results in many irregularities including ‘missing stock’, incorrect stock levels and the Outbound Pickers not being able to locate the stock to fulfil orders in time. The Warehouse clerks are responsible for packing the stock. They update the stock levels on the system once the orders are fully packed.

4.1.2. Despatch

The Outbound department is the largest component of the business and consists of 30 staff members. In this department, the picking of stock as per orders received and despatching to the Cargo Division for distribution is completed. The Pickers are allocated orders as they are received from the Sales Division. They pick stock from the different locations in the warehouse and compile them into an order for the Quality Controller to check. The Out bound department consists of the Pickers, Quality Controllers, Forklift Drivers and Supervisors. There is also a component of Administration staff that deal with the administration involving receiving orders and transferring the order to the Cargo Division for distribution.

The task of Picking is important as the order must be picked according to specification. However, there is a large margin of error in this area. The orders are often incorrect and when picked up by the Quality Controllers, it has to be queued again and re picked by another picker. This results in wasted time and effort. Another major challenge in the Outbound Department is that of technology. The newly launched system, that had eliminated paper based picking slips, is constantly hanging and it means that the Pickers are exposed to long hanging times that impact their ability to meet their targets.

Their performance is measured by them consistently meeting their targets. Targets are based on the size of the order and the number of orders completed for the day. There is little attention paid to the system down times, the waiting time resulting from

stock not being replenished in time and incorrect packing of stock from the Receiving department.

4.1.3. Transport Division

This is the distribution leg of the company. Once the orders are completed it is physically transferred into distribution ‘cages’. Theses cages are guarded closely to prevent theft, and the trucks are loaded from these cages for delivery.

The staff complement consists of 15 people ranging from the drivers and truck assistants (the largest number), the administration staff and a debriefing team. Once the orders are in the cage for delivery, the route planners begin planning the routes a day in advance based on the completed orders.

The trucks are loaded from 6 am daily and despatched for delivery. At the close of business, the trucks drivers are debriefed regarding the orders that were successful, returned, and damaged in transit. The reports are completed and returned to management who will then restart the process as necessary.

The next section presents the empirical findings and is structured according to the research questions.

4.2. Thematic Presentation of Empirical Findings

The empirical findings are presented according to the following themes (1) Recognition and Motivation, (2) Management Experiences and HR Practices, (3) Values: Respect, Dignity and Trust, (4) Relationships, (5) Desired Management Style and (6) Diversity and Culture.

4.2.1. Recognition and Motivation

The focus of the section was specifically on the perceptions of recognition in the company and the related impact on the performance of their jobs. The findings reveal that recognition is a ‘double edged sword’ and it will be difficult to motivate the

shop floor workers using conventional approaches. There is a feeling that when an individual is repeatedly recognised as a top achiever, it is perceived as a threat to the others.

> "At our morning team meeting, one of my team members was called out and he was recognised for being the top performer for the previous five days in a row. It was 'Unicorn" and he works very hard, he does not even stop to speak to the others, it seems like he has the devil chasing him. He just works. Sometimes it feels like he is trying to make us look bad. … Why… He wants management to see how he is so good but the rest of us are bad" (INT BC11, 2020: 1).

> "Unicorn" is the one who is always getting the award; he does not give the rest of us a chance" (INT BC19, 2020: 1).

> The same people are the ones who always get the award. So, I don't even try "(INT BC27, 2020: 1).

The practise of recognition in the organisation was based on the formal monthly recognition process. In this process, the monthly top achiever received a voucher valued at R1000. The selection process was not made transparent to the general workers. They were informed that it was based on the monthly performance statistics. The respondents were asked if they were recognised personally by their manager when they did well.

> "Not directly. It's usually through the monthly program where the top achiever gets a voucher" (INT BC2, 2020: 1)

> "Personally, no he doesn't. But the company as a whole has started a process where you get a voucher if you are the top performer" (INT BC3, 2020: 1)

> "Not directly. It's usually through the monthly program where the top achiever gets a voucher" (INT BC5, 2020: 1).

> "Not personally. But sometimes it is mentioned at the morning meetings. It's not a big thing here" (INT BC7, 2020: 1).

> "There is a new thing where people are given vouchers for performing well. But he also tells us when we are doing well and are making our targets. We discuss what happened the day before in the morning meeting" (INT BC6, 2020: 1).

> "Management has a system where people that have been making targets receive a voucher at the morning meeting" (INT BC17, 2020: 1).

The workers revealed mixed feelings about the recognition process at MWD Enterprises.

> "I think I know that I am doing well but management must tell me. Sometimes it is good to be told in front of everyone that I am doing well (INT BC10, 2020: 1)

> "I think that we are just expected to work, and work. Because of the work we do, I don't think management feels like they need to recognise or that we need to be recognised" (INT BC21, 2020:1).

In the absence of personal recognition the motivation levels of the respondents were examined and it was confirmed that the respondents were demotivated and did not look forward to being at work. The reasons cited included being shouted at by management and not being treated fairly.

> "I don't like coming to work, but I need to work because I need to live. We are not treated well here. It's almost like we are machines. Managers don't want to understand our circumstances and they don't care about us at all. They just want the work done. I lost my wife and they just wanted to know when I am coming back to work, if I did not come back when they wanted me to then I would be fired" (INT BC22, 2020: 2).

> "Sometimes it is just too much. We get shouted at, in front of our friends, made to feel embarrassed. I think on the days when ""Matthew" and "Mark" are here a lot are my worst days. It feels like I am going to be fired at any moment" (INT BC20, 2020: 2).

> "I don't like it when management especially top management start shouting and abusing us. We are fathers and we have children and it is not nice to be treated like children. I am respected in my home, but here at work I am less than and I have to think that it is because I am Black that they can treat us how they want or maybe it

is because they know we are desperate for our jobs.“No matter what it is not nice being here in this environment” (INT BC14, 2020: 2).

“No. I feel very small when management speaks badly to me. I often get shouted at by “Matthew” because I am not as fast as I should be. Sometimes he sends me to HR because I did not make my targets. It’s just the way it is done” (INT BC28, 2020: 2).

“I hate being shouted at for messing up orders. I don’t like being treated like a child. People must not mistreat others because they are in a position where they can” (INT BC25, 2020: 2).

But where I am makes it difficult because I don’t feel like I am treated fairly and definitely not with respect. There are older men here that are disrespected because we are desperate for our jobs. Old men like my father and grandfather and uncles who are shouted at in front of everyone. It makes me feel almost hopeless. And I wish I could change it” (INT BC29, 2020: 2).

When questioned about being happy at work, the respondents expressed their unhappiness and provided mixed reasons but once again the management approach is quoted as being a contributing factor to how they felt about being at work.

“Right now, nothing makes me feel happy in work. The managers, they treat us badly by shouting and swearing at us always. They are expecting us to be quiet about this, and do what they simply told us to do. They will not give us the chance to make our lives at work better and it is very hard for us. This why, I don’t even try very hard, Why must I?” (INT BC25, 2020: 2).

“It makes me happy when management sees what we do. When we work really hard and they see this, makes me happy” (INT BC7, 2020: 2).

“When management does not have the chance to swear at me for not making my targets, or send me for counselling to HR. It makes me feel bad when they swear at us in front of the other workers” (INT BC26, 2020: 2).

“…management sees us trying our best, and not that we are just being lazy…” (INT BC17, 2020: 2).

"…this work is not for being happy; we are mainly here to earn money to support our families. Work is not meant to be happy. It's just work…" (INT BC23, 2020: 2).

"For me, it was the time when "Wolf" passed away. He was a shop steward and he has been here for many years. He was older and he was sick for a long time. He was not at work because he was bordered. The company still allowed for the funeral fund to be given to his family. Management could have stopped it but they allowed it to go through. It made a big difference to his family (INT BC9, 2020: 2).

"When I am really trying hard to make targets then I feel like my manager is happy with me and then I am also happy (INT BC11, 2020: 2).

Whist the question was framed as being 'themselves' at work, the question was open to interpretation about their feelings about the workplace. The respondents admitted that they were afraid of management and were there just to work.

"No, I cannot be myself, I am afraid all the time. One thing wrong and I can be fired". (INT BC3, 2020: 2).

"I don't know. I am here to do my job. It is not important to feel like being oneself. I feel like I have to be here and I have to make target, that is the only important thing. If I don't have a job, then I cannot live (INT BC8, 2020: 2).

"No, I am here to work and I will do that so that I can keep my job" (INT BC9, 2020: 2)

"No. this is only work, and I cannot be myself here. If I do then people will not understand. I have to hide all my problems and the issues in my life or it may be that it can be used against me. I cannot trust many people in this environment" (INT BC24, 2020: 2).

The concept of being motivated at work was explored in more detail to determine the state of mind of the workers in the performance of their work.

"I know I am motivated when, like I said that I wanted to stay during my lunch to complete that urgent order. When I feel like I need to perform what is expected of me then I know I am motivated. Then I believe that I can do what management expects of me and be happy that I can do it" (INT BC17, 2020: 2).

"When I am motivated I feel like I have energy to do more. And I don't look at the circumstance I put my head down and just work. It makes me feel good" (INT BC23, 2020: 2).

"I know I am motivated when I try really hard to make my targets and it makes me happy to achieve them" (INT BC15, 2020: 2).

"For me being motivated will mean me wanting to work harder but I am only motivated to work harder when I realise that I will be in trouble if I don't get to my targets (INT BC8, 2020: 2).

The perceptions of the workplace and the well being of the workers were examined. The respondents identified the main issues in the environment that led to their feelings of not wanting to be at work.

"The hardest thing for me is to come to work and I get shouted at especially if I cannot control what is happening. For example, when the system is down and I don't meet my targets, then my manager does not listen and he sends me straight to HR to explain. And why must I tell her that the system was down, when my manager knows that. But because of the process, then he sends me there for me to explain. I feel like I am not important enough for them to listen to me" (INT BC20, 2020: 2).

"I hate being shouted at for messing up orders. I don't like being treated like a child. People must not mistreat others because they are in a position where they can" (INT BC12, 2020:2).

"I don't like the environment because management in the company treats us really bad. They make us feel useless no matter how hard we try" (INT BC24, 2020: 2).

"I really don't want to be here. I don't like it when "Luke" tells me I have not done well. But I am lucky that he does not shout as much as some of the other managers. But "Mark", he is the one that makes life very hard for us. When we see him on the floor, we all start to be stressed. He does not understand that we want to do our best and make things right but it is not always possible" (INT BC17, 2020:2).

"I think that management makes this place a very difficult place to be. They treat us like animals and it seems like that they hate us" (INT BC1, 2020:2).

> “I hate being treated like a child. The management have no respect for us as elders. I am 58 years old and “Mark” speaks to me like I am stupid, like I am not a human being” (INT BC29, 2020: 2).

> “The way we are treated is almost like we are slaves, not like people “(INT BC8, 2020: 2).

> “I am tired of this place where there is no way out. I am here to work and that is it. I cannot like being here, nobody even knows I am here; I am only what I achieved yesterday” (INT BC16, 2020: 2).

> I really do not feel like coming to work, because it is not what I wanted for my life. I went to school and I worked hard. But I had no money to go further in life. I have to work here so that I can just live. It feels like I am forced to be here because of my situation (INT BC19, 2020: 2).

In a direct attempt to narrow the focus on the factors that affect the blue collars motivation, the environmental factors were explored. The findings again revealed that the mistreatment by management was a serious factor impacting the motivation of the blue collar workers.

> “Yes. It is important that I feel like my manager knows that I am a person. It is not acceptable for me when the senior managers come down to the floor and start shouting and swearing at us when things are not the way they want it. It makes it very difficult for me to want to be here, or want to be my best. They even abuse my immediate manager; they have no respect for us” (INT BC18, 2020: 3).

> “I hate getting screamed at by management in front of my friends. That makes me angry. What makes you happy? Not getting into trouble with “Luke”. He is better to us than our previous managers but I don’t trust any manager, they can change at any time especially when “Mark” comes down here with his different instructions all the time” (INT BC17, 2020: 2).

> “If one of the managers feels like we are not working as fast as we should or if there is a big order and we are not on track to finish on time then they will put too much pressure on us. Then when they do this I feel like I just don’t want to be here. And then it feels like I cannot work anymore” (INT BC27, 2020: 2).

> “Yes. For me I like being a part of the team and working together with my team members. When we meet big orders, I feel great. Sometimes even if I am having a bad day, it can turn around when we get something big out and “Luke” is happy. He usually tells us, when he does I feel like it is worthwhile being here” (INT BC29, 2020: 2).

> “It’s very hard to stay motivated when you see “Mark” coming into Inbound because you know there is a problem.
> **Example:** in December last year, we were working very hard and we were off loading almost 15 trucks a day and we were behind with the packing into the warehouse. It was not our fault because we were relocating stock from the other branches. Management, “Mark “and “Matthew” were here for hours checking what was going on. It was very stressful and I felt very scared. It affected my work very badly. I couldn’t focus on what I was doing and I had to recheck everything to see if I had made any mistakes” (INT BC15, 2020: 2).

> “ Most of the time , even if you are motivated to be here, they will come here shouting at for something and then I just don’t want to work”(INT BC12, 2020:2)

4.2.2. Management and Organisational Practices

In this section the extent to which the respondents felt they are treated fairly and justly was investigated. The series of questions explores the current management approach. During informal discussions, the issues of remuneration and the movement of staff and recruitment were raised.

The blue collar workers cited severe mistreatment by management. The blue collar workers felt disrespected and devalued.

> “Sometimes, Yes “Luke” is my manager and he is one of the better managers” (INT BC12, 2020: 3).

> “My supervisor and manager do, but there is a serious problem with top management. They constantly use bad languages with us and even with “John” everybody complains but we cannot do anything about it” (INT BC2, 2020: 3).

> "Managers on the whole are not very good. Mostly there is no respect and they don't treat us fairly. We are always threatened for our jobs and that makes us scared all the time" (INT BC9, 2020: 3).

> "Yes "John" is good but top management are really bad. They only shout at us and swear at us" (INT BC15, 2020:3).

> "Managers do not even respect that we are human beings, I am treated as bad as it was in the old days" (INT BC19, 2020:3).

In addition there are several examples of negative management experiences that the blue collars cited.

> "It has to be the time when they were forcing us to work overtime. The HR and "Peter" were here telling us that if we didn't work we will be disciplined on Monday and also that the Saturday overtime will be cancelled. There was no need; we were tired as we had worked until late for the whole week. In my case because I live very far I only got home after 11 pm and had to be back at work at 7:30 am which meant that I had to leave home at 5am. They refused to understand and why did they want to give us warnings for not wanting to work. They forget that overtime is voluntary and that they sound not make us puppets and force us to work. It made me look at management in a different light. Even "John" was not standing up for us. I felt like I was on my own to face any consequences "Mark" thought was fit. It was very wrong of them. **What happened and what was the outcome?** I was forced to work on the Friday night, even though I was so tired. I could barely get through my orders. But as long as I didn't get into trouble and get a warning. Once we start getting warnings, then it opens up the doors for me to be fired. And these are things that happen all the time. I remember the guy from the Yard in Outbound that was fired because he told a manager that he was busy right now. This made the manager angry and he sent him to HR who charged him and fired him, it is very unsettling that managers have the power to control our livelihoods like that. (INT BC9, 2020: 4-5)

One staff member specifically recalls an incident between the Logistics Director and the Inbound Manager.

> "I will always remember the day when the Logistics Director used bad languages with the manager in December last year. We were very busy and we were over booked. We were trying very hard but we were not coping but the Director did not understand this. He

wanted us to work overtime again on the Friday and the manager told him that we were tired and were not going to work The way he spoke to the manager is something I will not forget" (INT BC17, 2020: 4).

The respondents also expressed their dissatisfaction of how issues were dealt with by management and used an incident where they were accused of theft and the process that management used.

"It has to be last year when there was theft and we were all suspected of stealing. It was difficult as we were all suspended and we felt like we were criminals. Management sorted it out and found the culprits and I came back to work" (INT BC3, 2020: 4).

"For me I can say it was the time when management accused some of us that we stole pipes. There was no proof of anything but they called some of us in and started accusing us and telling us that we must just confess and go quietly. They suspended us, only to call us back after investigating it and finding that we are innocent. I felt like a criminal" (INT BC1, 2020: 4).

One respondent could still recall an incident that left him deeply affected by management action.

"The Supervisor in the Yard where all the bigger stock is kept and it is despatched from there. The Director was very angry because they were late with an important order and the customer was complaining. The Director went to the Yard and started shouting at the Supervisor and was swearing at him in front of everyone. The Supervisor was busy with someone else and asked him to wait. The Director got very angry and asked him who he thinks he is... and he must get off the site right now. He was charged with insubordination and suspended. When they had his hearing, they fired him" (INT BC10, 2020: 4).

There are two specific areas of concern raised, (1) Recruitment and movement of workers, and (2) Remuneration Practices. This was recorded from the union shop stewards, the blue collar workers themselves as well as managers.

"I don't think our managers care about treating us with respect or that they are fair. I can tell you of an example when the Supervisor position became available. Now I

> have been here for 9 years, and I have worked hard for the company. There are times when I have not done what they expect of me, but I try very hard. When the position became free, I was not even given an opportunity to even apply. They put a person that has been here for only three years. I am sure that it is because they like the person more. This was unfair and also I was not told why I could not apply and why the person was just moved into the position. It is unfair and it makes me not want to come to work or try my best" (INT BC28, 2020: 3).

> "There is discrimination here in that some people are moved into better positions without applying for example; "Dragon" who is an Indian man was moved into the position of Logistics coordinator without the position being advertised. Why was it not advertised and everybody given a chance to apply? It seems some people are more privileged than others" (INT BC23, 2020: 3).

There were similar concerns were raised regarding the recruitment of managers.

> "I have been with the company for 8 years and I am still not considered for a management position. Even though I am asked to train new people all the time and I always make my targets, it is disappointing that when the position for the manager in outbound came up they employed "Luke". And I am sure he is being paid more than the other Black managers too" (INT BC5, 2020: 3).

During informal conversations with the blue collar workers and the union shop stewards, remuneration was raised as an important issue that affected perceived fairness and justice. This was addressed during the interview with Human Resources (HR).

> "Some workers claim that new recruits are remunerated at better rates than the older workers. Is this true?" (INT HR, 2020:5).

It was found that the concerns raised were valid, and there were justifiable reasons for the discrepancies.

> "It is correct when employees raise this. This has also been raised by the union shop stewards. The rate of engagement is determined by union negotiations and this increases with every new negotiation. As a result a person brought in 5 years ago will end up being paid lower than the newer recruits as the rate of engagement has increased substantially with greater union presence. What this means is that

the negotiated rate of increase does not keep up with the rate of engagement and older workers engaged on lower basic wages do not 'catch up' with the new recruits" (INT HR, 2020: 6).

4.2.3. Values: Trust, Respect and Dignity

The values statement of MWD Enterprises includes integrity, accountability, teamwork and collaboration, tenacity and resilience, pride and passion and commitment. Despite this, the findings reveal that the blue collar workers do not trust management.

"I do trust "John" but I see that he is also in a difficult position. There are times when he is forced to reprimand us even though it is not fair. He is forced to make us work overtime, even when we say we cannot" (INT BC11, 2020: 5).

"I remember the time when we were working until 10 pm every night for a whole week and then on Friday a lot of us said that we could not work. "Peter" (IR Manager) came in and threatened us, that we would get warnings if we didn't work of the Friday. We were tired, but they just forced "John" to get us to work. Why could he not stand up for us, and tell "Matthew" the MD that we were tired and we will come back on Saturday" (INT BC10, 2020: 5).

"No I don't trust management. They are only here to fire us if we don't make our targets. We don't matter, only that we make our targets and keep the customer happy. I know that is important but surely they can treat us better "(INT BC5, 2020:5).

"I trust "James" my supervisor and also "John". But otherwise there is no one else. I don't even know if "John" can keep my job safe. It's a very difficult position as I want to better myself but on the other hand I want to show them that they are treating me wrong , so I cannot win" (INT BC8, 2020:5).

The evidence reveals that the mistrust is mainly due to the mistreatment and the lack of respect experienced in the workplace.

"How do we trust them, when they treat us badly and threaten to fire us every day" (INT BC2, 2020: 5).

> "Not really. My manager is controlled by what "Matthew" wants and if he feels like I looked at him in a funny way he can say to my manager that he must fire me and I can be fired. There is no fairness so how can I trust. This same thing happened to "Justice". "Matthew" did not like him at all and Justice was always being sent to HR. One day they took him into a hearing for not making his targets and he was fired" (INT BC28, 2020:5).

The respondents identified the most important values to them and they confirm that the values of management or those that are important to them are not visible in the company. Several examples were given.

> "Hard work, treated with respect and treating me fairly" (INT BC21, 2020: 5).

> "At work, it will be that we are treated fairly. That we are respected and are spoken to well and not shout at like children" (INT BC28, 2020: 5).

> "Fair treatment and to be respected give me opportunities to grow. Tell me clearly what you want me to do" (INT BC17, 2020: 5).

> "Just tell me properly and clearly what you want me to do" (INT BC19, 2020: 5).

The values that the respondents felt were important were hard work, fair treatment and respect. The respondents indicated that they had no dignity and felt helpless and powerless because of the manner they were treated by management. The aspect of mistrust is directly linked to the next major theme which is that of relationships in the environment.

4.2.4. Relationships with Management

The respondents indicate a serious mistrust of management and they felt that they were incapable of conducting any type of relationship with management and this directly affected their performance.

> "Yes. I have quite a good relationship with "John". But he is afraid of "Matthew" and "Mark". Sometimes I feel sorry for him and I really try to make sure that he doesn't get into trouble. At the end of the day he is on the same boat as us. There is

nothing that he can do to protect us from them. I sometimes think that he just does what has to be done so that “Mark” does not shout at him” (INT BC19, 2020: 5).

“Yes. I feel positive that I work with “John”, but it doesn’t change that we are still scared. Senior management still controls everything and “John” is just as abused as the rest of us. I think that I can do better if I am not so scared of losing my job. I have seen how the labour brokers are just taken off site if they do not do what they are told. We cannot do anything to change the way things are done…” (INT BC18, 2020: 5).

“Yes. I have built a good relationship with “Luke”. Although he is still new and he was brought in over many of us that have been here for years, he is not like the other managers. He makes the work environment more positive because he is calm and he handles the pressure of the department well. The cage is a difficult place to work in and many managers have failed here and some were fired for not making it” (INT BC21, 2020: 5).

“Yes. My manager is a good man and I respect him because he doesn’t treat me badly. It makes me feel that I don’t want to let him down and I try harder to make sure that I achieve my targets” (INT BC12, 2020: 5).
“Managers don’t care about us as people; we are just numbers, so how can I care about them I just do what I have to do” (INT BC2, 2020: 5).

“My manager is always telling us how we are useless, and get orders wrong and we are going to lose customers and then there will be no jobs for us” (INT BC29, 2020: 5).

Respondents in the Inbound Department share a similar, positive view of the relationship with the manager.

“Yes. It is when I am happy here or comfortable to be here then I will perform at my best. If management meets us half way then we can work together. But with “John”, he does his best to balance what “Matthew” and “Mark” does to us by trying to stand up for us (INT BC2, 2020:5).

“I feel positive that I work with “John”, but it doesn’t change that we are still scared. Senior management still controls everything and “John” is just as abused as the rest of us. I think that I can do better if I am not so scared of losing my job. I have seen how the labour brokers are just taken off site if they do not do what they are told” (INT BC8, 2020:5).

The respondents were asked a very important question that clearly indicated how they felt about their work environment. They were asked if they would recommend this company to family members. In this question, the overall view of the company is explored. The question is posed to determine if the blue collars would want people they cared about to be employed in the company and responses were varied based on the immediate need of the workers.

> "This is a job and we get paid on time. But if I can do better for my children I will not want them to be in this environment. A lot of times I feel like we are treated badly because of my colour. I think that "Mark", "Matthew" and "Mary" take advantage of us because they can. It is about race. They feel like they can treat us anyhow and there is nothing we can do about it. They can just fire us at any time…" (INT BC16, 2020: 4).

> "Yes. Although we are badly treated, we get paid on time and it is a job" (INT BC14, 2020:4)

> "I don't know. It is a job and I try my best, but it is not a good place to work .It supports me and my family" (INT BC25, 2020:4).

> "No. even though I work here, when I get another job I will leave" (INT BC13, 2020:4).

> "No. This place makes a person feel so small like we don't matter, like we are children" (INT BC24, 2020:4).

The respondents demonstrate that their jobs are a means to an end for them. Work is about surviving and if they could find other work they will not be with the company.

> The fact is we are powerless and can be fired at any time but because we are desperate for our jobs, we have to be here" (INT BC23, 2020: 7).

> "Top management know this and that is why they can get away with what they do to us" (INT BC29, 2020: 7).

4.2.5. Desired Management Behaviour

This section explores the specific aspects of management that will contribute to greater levels of engagement. It begins with the positive and negative management experiences and thereafter provides insights into what is expected of management. The respondents first described their positive experiences with management. The experiences cited were related to receiving a portion of their wages during COVID lock down and receiving freezer jackets last winter.

> "The fact that "John" stood up for us when our jobs were threatened, and that management actually listened. They must understand that we are not machines that can just work and work. The work we do is difficult and we also need to rest" (INT BC18, 2020: 4).

> "I think the fact that "Mary" (Site Director) stood up for us in winter and got us the freezer jackets. Ever since I have been here we have all been complaining about how cold the warehouse is and we were just ignored. She has just been in the position for only 1 year and she got us the jackets" (INT BC21, 2020: 4).

> "The warehouse is extremely cold in winter. The ladies that do the admin are always complaining about the cold as they do not move around as much as we do. We have been asking for the jackets for the past three years, actually since I started here. Last year, it was approved and we got the jackets. I think that "Mary" made this happen, so I am grateful that at least in the winter we can be warm" (INT BC27, 2020:4).

The workers further recognise the act of goodwill from management during the lockdown period.

> "During the shutdown of the COVID 19 – the management continued to pay us our salaries. We were very afraid that we will not get paid, but somehow they still did. I am grateful to the management for this" (INT BC19, 2020:4).

> "Now, with the virus, the company still paid us for April even though we did not work. And they paid us 50% in May. It helped us to survive" (INT BC23 2020: 4).

> "During the shutdown of the COVID 19 – the management continued to pay us our salaries. We were very afraid that we will not get paid, but somehow they still did. I am grateful to the management for this" (INT BC1, 2020: 4).

Some respondents also cited the process of recognising the top performers as a positive management experience.

> "I think that putting the top performer in place" (INT BC5, 2020: 4).

> I can only say it is the reward system now for the top performers" (INT BC8, 2020: 4).

> "I think that we all feel like we have a common enemy. There is a feeling of relief that we belong to the union so at least they cannot just fire us as "Mark" always threatens". **Think of a positive example?** "I can only speak of a positive experience with "John" (my immediate manager) and I think it would be the time when he acknowledged me for putting in extra time to complete the urgent order. Besides that I can think of the time when a picker was given an opportunity to move from the Picker position into the Inbound Clerk position. He has been here for a long time, and was given the opportunity to move to a better position with more money. This gave me hope that at least they recognise a good worker. It inspired me to keep trying harder" (INT BC15, 2020: 4).

The respondents were encouraged to look to the future and provide information on the type of initiatives they would implement if they became managers. The respondents were not given any guidelines or suggestions. They were given free rein to use their initiative so that the feedback could be incorporated into the management model.

> "I would speak to the staff with respect. No shouting and swearing, I know there is a lot of pressure but we must remember that we are dealing with people" (INT BC24, 2020: 5).

> "Provide opportunities for staff. I work really hard and will appreciate opportunities to grow. Teach people to do things well. Not shout when we do things wrong. Hear the people at the bottom, we do the work and know the challenges. If we take this into account it will solve a lot of our problems. I will teach them properly how to do things. Not learn from each other" (INT BC5, 2020:5)

> "I will teach them properly how to do things. Not learn from each other. If we can give our people the right tools to do the work them we can do it properly. Allow us to speak, and hear our voice. If they do this, we will be better at what we do. Give out the work more fairly, so that we are all given a chance to do well" (INT BC8, 2020: 5)

> "… Make the environment positive so that we feel safe. Treat us like grown men and respect us" (INT BC6, 2020: 5).

> "The managers are the reason that the people cannot do the jobs properly. They feel like if the make us feel bad they will get us to work. It is not like that. They must treat us with respect and it will be better" (INT BC20, 2020: 5).

> "Give the people more chances to be better. We all want a better life for us and our families but there is no way here to allow us to have better lives. How can we be better when we are told we are useless all the time" (INT BC29, 2020: 5).

The evidence clearly showed that the level of disrespect and mistreatment was a challenge in the company. The respondents to provide a picture of what their ideal manager would look like. In addition to describing their ideal manager, they were asked to provide the characteristics the manager would have.

In describing the ideal manager:

> "It's hard to say. I think that in this time the ideal manager must be able to understand our challenges and treat us like people" (INT BC12, 2020: 6).

> "I think it would be our shop steward. He does not allow managers to take advantage of him. He stands up for his rights and also for ours, as our shop steward. He addresses issues straight on and he gets results" (INT BC11, 2020: 6).

> "He is not a celebrity, but it's better because he is a real life role model. The other person is the IR Manager, "Peter". I look at him and how he moved from being a picker in Outbound and is now the IR Manager, He also started like me, but he made himself seen and he progressed. I really admire him and it motivates me that one of us, can advance to a senior level in the company" (INT BC20, 2020: 6).

> "Show me the positives of performing well, not just the same old thing of being shouted at every day" (INT BC7, 2020: 6),

"Besides treating me as equal because I am a person I think he must be able to teach me and allow me to grow in the company." (INT BC1, 2020: 6).

The best qualities and characteristics in a manager were listed as:

"He tries to protect us from senior management but that is also wrong because he does not need to. Also he tries to take responsibility for giving out the work but he is generally overruled by "Mark" (INT BC28, 2020: 6).

"He has a lot of experience and I trust that he knows what he is doing. He is good at his job. The fact that he does not stand up for us when he sees the unfairness, is something I just cannot ignore" (INT BC18, 2020: 6).

"He is also always willing to take the time to train us in better and faster ways of doing things, a way of making life a bit easier" (INT BC16, 2020: 6).

"He is more in control. He does not lose his temper and shout, but I hope that he doesn't change over time and become like the other managers" (INT BC10, 2020: 6).

"Respect for people. He sees us as human beings" (INT BC3, 2020: 6)

"He understands where we come from" (INT BC5, 2020, 6).

"He is black and he understands where we come from. We are equal, not to be looked down yes I think it is that he treats us as equal. As people and not as just here to do the work and if we don't do it then we are fired" (INT BC26, 2020: 6).

The top behaviours expected from management were described as:

"He does not let senior management shout at him and take it out on us. **Why do you think he gets this right?** It could be that because he is white and also that he was brought in recently, that he does not behave like the other managers" (INT BC6, 2020: 7).

"He tries really hard to support us. He tries to buffer us from top management. For this I am grateful because it takes off some of the pressure from us. **Why do you think he gets this right?** It could be that he understands the situation a lot better.

In addition to the desired management behaviour, the specific South African perspective is considered. The important aspects of diversity and culture in MWD Enterprises are examined.

4.2.6. Diversity and Culture

In this section the diversity practices and the organisational culture at MWD Enterprises is examined and the concept of Ubuntu is discussed.

Diversity and culture are important aspects as these are the building blocks for successful management in a multicultural company such as MWD Enterprises. The topics explored include overcoming the history of South Africa, the issue of race in the company, the experience of discrimination, culture and bringing the principles of Ubuntu into the workplace.

The respondents showed frustration and they indicated that they still felt trapped in the apartheid era. The respondents clearly articulated that race was the main contributing factor to the way management treated them.

> "Yes. Like the example of "Peter" who has achieved so much in the company. Then there are people like me that cannot get a break. Why do they bring in white managers over us that have been here for so long? The reasons they give is that we are not trained, but then show me where we can be trained. A white manager was brought in as the senior manager over an existing black manager, and I wonder if it is a race issue. Was "John" not considered because he is African and "Luke" is white?" (INT BC20, 2020:7).

> "No. the fact that we are treated the way that we are shows me that the whites still have all the power and also look at how many white managers there are compared to Black managers. It looks like we are stuck in the past" (INT BC25, 2020:7)

> "No. But if we stay in the past we will never move forward. The time is to make a difference. Yes I am caught in this situation, because of our history but I believe that we can make it better" (INT BC13, 2020: 7).

> "No, we are still in the same boat as we were. Apartheid and white man still rule over us. Not just by the position but because they can abuse us and think that it is

fine. And we talk about affirmative action, nothing has changed, Look at how many black managers there are. Hardly any, but we are still bringing in white people" (INT BC4, 2020:7).

"No. the fact that we are treated the way that we are shows me that the whites still have all the power and also look at how many white managers there are compared to Black managers. It looks like we are stuck in the past" (INT BC8, 2020: 7).

"No if you look at how they treat us then you can see that it is still the same because we are black the managers feel like they can do anything and get away with it." (INT BC29: 2020: 7).

"I cannot say that we have. If I look at my life, I still face the same problems that my parents faced. I live in a hostel and my family is at home, In my daily life I have not seen any improvement. The government talks about jobs and all that but it has nto improved my life. I am still struggling to make a living, working and being shouted at like little children and afraid that any day I can be fired" (INT BC11. 2020: 7).

"I will use "Luke" as the example. He is a good manager, yes, He understands us and he makes us motivated but he is white. He can stand up to "Matthew", because he is white. No black manager can, I have seen so many fail because nobody listens. I have seen two managers come and go, because they failed to manage the team according to what senior management wants. I think in a way it was better not to promote someone from within because a black manager would have failed. That is just how I feel, because I see the trend. Things changed when we got a white manager; it has to make you think." (INT BC16, 2020: 8)

In this next section, the culture of the organisation is assessed in terms of experienced discrimination and divisions within the company. The respondents indicated that discrimination and racial division was still evident in the company.

"We are discriminated against every day. Just the fact that we are in this environment with little hope of change is discrimination. I did not ask to be born African, I just was. There is discrimination in everything we do in things like we need union representation, but managers don't. Why? I cannot say discrimination based only on race but because of my work. I feel like I don't matter and that I have to accept what is done without questioning. For me discrimination is not being heard, not being given a voice" (INT BC23, 2020: 8)

"Look at how they dealt with us when there was theft in the cage. They made us feel like we were criminals it was handled very badly and look now we are back at work like nothing happened" (INT BC17, 2020: 8).

"I hope not to sound negative, but I have to look at my background and how I am forced to be here because I need to live. I have to travel from 5am to get to work, because I live far away, I work here for almost minimum wage and I see little opportunity to change my life. I am discriminated, because I am not given the opportunity and no matter how hard I try I cannot seem to change things. I am young and where some people have the opportunity to study and be better I am here being shouted at for not making my target" (INT BC18, 2020: 8).

"Discrimination is everywhere, and I don't think we even see it. We are made blind to it because we are afraid of losing our jobs. We cannot speak out because we are still ruled with fear" (INT BC4, 2020: 8).

"I think it is discrimination to force us to work on Saturdays even when we don't want to. You cannot tell us that we will be fired if we don't work" (INT BC13, 2020: 8).

The respondents indicated that there was a definite "them and us" (managers versus blue collar, black – white, male – female) culture.

"Yes. It is always coming back to black and white and I cannot see how that will change in this place. We are low level workers and they the white man believes they can get away with anything and we have to remain silent" (INT BC24, 2020: 7).

"Yes. The managers always treat us as lower than them. The way they speak to us sometimes makes us feel like small children. Even we treat our children better" (INT BC30, 2020: 7)

"The culture is us against them and they need to change the attitude of management in order for us to move forward as a company. We cannot still be doing apartheid things now and think that it is okay. It will not work" (INT BC3, 2020: 9).

"The culture in this company is degrading to us as men. As black people in this country we are still being targeted and threatened as in the days of apartheid. It is not right" (INT BC9, 2020: 9).

> ‘I feel that sometimes the White managers look down on us because we are Black. Because they even swear the Inbound Manager “John”, He is a manager but is it because he is Black that they feel that they can shout at him in front of us. How can we respect him?” (INT BC11, 2020: 9).

The respondents provided valuable input into overcoming the culture of strife and division. The central theme again was respect and dignity.

> “Teach the managers respect. They cannot threaten us with our jobs everyday of our lives. If we were not desperate to earn money to live then why would we be here? They do not care how they treat us or speak to us. How can we teach them that we are human beings just like them and when they treat us well then we will do our best” (INT BC17, 2020: 7).

> “It is easy to say that we must change management, but how do we change how black people are treated. We are in a place where whites still rule over us, and even though we try, how do we change it. It is very frustrating” (INT BC20, 2020: 7).

> “I think it can be overcome if we can get management to change their behaviour. They must treat us with respect and understanding. We are in this place because we did not have the same opportunities that they did and they need to understand this and understand that it doesn’t make us less than they are, we are different because of the jobs we do” (INT BC18, 2020: 7).

The respondents were asked for their views on Ubuntu as a management tool to resolve the challenges in the company. The feedback was mainly positive and the respondents felt that it could be a solution.

> “Ubuntu is for us Africans. I cannot expect others to understand this. It is our culture and it makes us feel like we belong. It refers to something bigger than just me” (INT BC30, 2020: 8)

> “Ubuntu can work but how can we force people to care about things like that. They believe that they have all the power and they don’t care about things like treating people well. How can you chase a person off the premises because he chose to stand up for himself when the Director was swearing at him and talk about Ubuntu?” (INT BC3, 2020: 8)

> "Ubuntu is - for managers to believe that we are worthy of being treated equally because we are people just like them and to create the work environment around this. I feel that, when this happens, then we can work together as a team to grow the company. There should be no more shouting and screaming at us, but also the way that the work is planned needs to change. Not telling us on the same day that we must work overtime, or else face the consequences. We have lives and management does not look at us like this. When we feel human we will do more. Also, as a Black person, if you have become successful, then you need to remember where you came from. Don't look down on the rest of us, or make yourself better than me. You are not. Under this sun, we are one and the same. Even this virus does not differentiate. You are affected the same way as anyone else, black, white or yellow. If we start to look at life like this, won't this place be a better one" (INT BC1, 2020: 8).

> "No. Things like Ubuntu comes from a place of caring and feeling for other people, I cannot see how we can teach our managers to care about black people" (INT BC27, 2020: 8).

> "No. Things like Ubuntu is from inside. It means that you have to care and show it. Here there are only people who want to get the numbers; there is no feeling for the people. Ubuntu can work but how can we force people to care. It has to come from inside. And I am not sure how we change things; I don't know how it can be done" (INT BC30, 2020: 8).

> "How can we teach managers to care that we have feelings just like them. We get frustrated, tired, angry, everything just like them" (INT BC11, 2020:8).

> For now I think we must teach about respect then about caring. Or maybe we just start talking about it (INT BC24, 2020: 8).

> I am not sure how we can do but maybe to try to train the managers on how to treat people of another race with respect and stop making us feel like children (INT BC29, 2020: 8).

In this section on diversity and culture, it is concluded that the blue collar workers are still impacted by the culture of apartheid nearly thirty years after democracy. The effects and affects of the 'new' South Africa have not reached them and they still struggle with a workplace structured along racial lines.

The blue collars still experience discrimination in everyday aspects of their work. Moreover, it has been a consistent finding that they are mistreated by a predominantly white management hierarchy. This results in a culture of mistrust and segregation, and a poor work ethic. The overall result has been poor performance, productivity and profitability.

4.2.7. Conclusions

The empirical findings clearly indicate that the blue collar workers are demotivated, feel disrespected and devalued. As a result the morale is low and this impact the productivity. The respondents confirm that management do not live the values and regularly abuse the power associated with being in a management position. The evidence is clearly visible in the respondents not wanting to be at work as a result of management shouting and swearing at them on a regular basis. The organisational and HR practices are unfair and inconsistent. The recruitment processes are not transparent and neither are the remuneration practices.

The workers list the situations regarding the provision of freezer jackets, payment of salaries during lockdown, promotions and implementation of the top performer award as positive experiences of management. The major negative experiences centres around the handling of discipline, performance, overtime and the overall treatment of people. It is observed that the positive experiences are mainly impersonal in nature and the negative experiences are related to the treatment of the workers albeit from a disciplinary, overtime and performance perspective.

The flagrant disregard of the wellbeing of the workers, the mistreatment and verbal abuse in the environment, the lack of respect and dignity makes relationships and support in the company impossible. Furthermore, the culture does not reflect diversity in the workplace, there is discrimination not only in the treatment of the workers but also in the organisational practices and the racial divide is still clearly visible.

The second part of the findings is related to the specific actions of good management practices. This includes what the blue collars believe would be the best

rules and guidelines to create a positive working environment. The major findings are related to no shouting and swearing at the workers, providing opportunities for improvement, opportunities to learn and grow, being taught the right way of doing things, relooking at the disciplinary processes and the target setting process. The best qualities and characteristics of the ideal manager are highlighted as understanding, care, listening and teaching and treating workers as equals.

An important aspect of this section includes the reasoning of the blue collar workers on addressing the challenges within the environment. The participants were asked to relate their views on overcoming the culture of the company, the practice of Ubuntu and how it can be a practical solution in the workplace. The findings indicate that the blue collars have a sense of hopelessness and helplessness about the 'us' versus 'them' culture in the workplace and believe that Ubuntu is a black owned concept that is not understood by the white managers but believe that it could be a solution for the challenges in the company.

In order to achieve data triangulation, semi structured interviews were also conducted with the management. The findings are presented below.

4.3. The Management Perspective

In this section the findings from the semi structured interviews conducted with management is presented. The interviews were conducted with seven managers across the departments. The findings are presented according to the major themes with the exception of the management style and the challenges experienced by management.

4.3.1. Management Style

> "I can best describe my management style as trying to get these people to do what I expect them to do. All I see is the laziness and they try to do as little as possible and as slowly as possible. What else can I do to get the orders out on time, but to shout at them and force them to work" (INT MNG1, 2020:1).

“I get the job done. I use all that is available to me to make sure that we deliver on the orders. But it is a difficult task because it is impossible to motivate the workers to do what needs to be done. Sometimes, I also shout at them, because it is so frustrating that they are so lazy and they just don’t care about doing their work properly”. (INT MNG2, 2020: 1).

“… managing in this environment is like pulling teeth. If I am not constantly on their backs, they will slack off and then we will get orders wrong, we will not deliver on time and we will have a lot of unhappy clients. What is worse is that they just don’t care if we lose customers’’ (INT MNG3, 2020:1).

“The most difficult part of my job is getting the workers to do what they need to do. They do everything in their power to make sure we don’t succeed. We are constantly finding that there I theft from the trucks. I don’t know how many drivers we have fired for this. Now we are even putting cameras in the trucks to reduce the loss of stock.”(INT MNG4, 2020: 1)

“I have recently joined the company, and I am sometimes shocked at the way that senior management behaves toward the workers, and even with us managers. It also seems that other managers have adopted this type of behaviour. I have many years of management experience and I am not sure that it works. I try to work with the people to get the best out of them and I have been quite successful. I have increased the numbers of orders going out daily and also the correctness of the orders has improved” (INT MNG5, 2020: 1).

“I am the training manager, and I don’t manage staff directly, but I have seen managers shout and scream at the workers. The workers also confide in me, because we spend time in a training environment away from the floor, and they are constantly complaining about how management treats them. I have also seen managers shout at the workers in front of their colleagues. I think the worst is when we as managers are shouted at in front of the workers. There is no respect or dignity in this environment…” (INT MNG6, 2020: 1).

“I have been here for 5 years and I know that if you don’t shout and scream at the workers we will never succeed. They are basically lazy and will get away with doing as little as possible. They don’t care that we are here to work, but they always have issues. If it not that we are forcing them to work overtime, then we are too harsh by sending them to HR when they don’t make their targets. I have to force them to work, if I don’t then I will fail to do what I am supposed to do” (INT MNG7, 2020: 1).

4.3.2. Management Challenges

The main management challenges were identified as being workers being lazy, being deliberately disruptive and having bad attitudes.

> "I find that the workers don't work with me, they actually work against me. Even if we have very important orders, they will refuse to put in extra time, they will clock out at exactly 5pm, leaving orders incomplete …" (INT MNG1, 2020: 1).

> "The attitude of the workers… They just don't care about anything… (INT MNG2, 2020: 1).

> "It has to be the way senior management treat even us as the operations management team. It is no different from the way they treat the workers… getting shouted at as a manager is demeaning at the least and I feel so small. Sometimes I feel it's because I am a Black manager, and that's why it is like this... (INT MNG4, 2020: 1).

The evidence suggests that even at the management level there are divisions along racial lines.

> "As a black manager, I would have thought that the workers will work better for me, but they just don't respect me. I think it's because of senior management shouting at me in front of them… "Mark" forgets sometimes that he is doing it in front of the workers…" (INT MNG3, 2020: 1).

4.3.3. Recognition and Motivation

The management approach to recognising the workers were inconsistent:

> "I think it is, but it doesn't even make much difference. It doesn't last, once you tell them they have done well, they just go back to being lazy again" (INT MNG2, 2020: 3)

> "It's just a waste of time, because it doesn't last. Even the top achiever, they get the vouchers and then it's all back to normal" (INT MNG3, 2020:3).

> "I have only been here for a few months, but I see that the workers like being told that they are doing well. And I try to make sure I remember, so that we can change the moral of the workers" (INT MNG2, 2020:3).

> "Nothing will work with these people, whether we recognise them or not, its not going to help. That's the reason why the company had to downsize; we cannot get them to work…" (INT MNG 5, 2020:3)

The approach to motivating the workers were also largely lacking

> "We have our morning meetings and we go through what is expected for the day. I tell them what the urgent orders are and we get going…" (INT MNG1, 2020: 3).

> "We have our top performer award, and they are entitled to getting their vouchers…that helps" (INT MNG2, 2020:3)

> "… There is not much to do, we tell them what needs to be done and we get it done…" (INT MNG3, 2020:3).

> "I try to speak to them about the issues they face, but they don't really open up , I think it has to do with the culture of the company. As I mentioned, I am still quite new, and there is a lot that can be done to motivate the workers" (INT MNG3, 2020:3).

> "As a black manager that has been here for a long time, I feel for the workers and they speak to me about and I think that if we treat them well, they will be more motivated to perform better"(INT MNG4, 2020:3).

The management team provided evidence that they believed that any effort to recognise and motivate the workers would be fruitless. The black managers however felt differently and believed that the workers will respond to being treated with respect and dignity.

4.3.4. Management and Organisational Practices

The remuneration rates for black managers were also raised as an unfair HR practice.

> "I have been with the company for 9 years but a white manager was employed in 2018 at a higher salary than mine. How do we explain this?" (INT MNG6, 2020: 4).

A black manager stated:

> "I was promoted to Technical Training Manager in 2018. It was a new position and my role changed completely. I moved from an Admin position into the training role and I have to train the shop floor workers on the new warehouse systems. I went on training courses and became a super user for both training as well as fixing system issues. My salary was only increased by 5% and I am still way under the salary of other managers. I took on more responsibilities thinking it will be good for me, and now no one will listen to me. It is very frustrating" (INT MNG5, 2020: 3).

An analysis of the remuneration schedule for the Distribution Centre staff was conducted and on closer examination it was found that the salary packages of black managers were generally lower than that of white managers with similar years of experience.

4.3.5. Values: Trust, Respect, and Dignity

The managers indicated that it was not important for the workers to trust them:

> "I am not sure; it is very hard to tell…" (INT MNG1, 2020:4)

> "It is not important, they are here to do their jobs and so am I" (INT MGT2, 2020: 4).

> "There is no need for them to trust me; I need the job done" (INT MNG3, 2020: 4).

> "There is no trust, from either side. They don't trust management and we can't trust them, it works both ways…" (INT MNG5, 2020: 4).

> "We need the work done, and trust in this work is not important…" (INT MNG6, 2020:4).

4.3.6. Relationships

Managers indicated that supportive relationships in the work environment were not important and felt that this will not impact on the performance at all.

> "… There is not really relationships as you say; we are all here to do our jobs, not to be social…" (INT MNG1, 2020: 4).

> "It is not really possible to have relationships in this environment. There is the worker and there are lots of issues in between, I think for me it will become an issue of how to manage the performance… "(INT MNG2, 2020: 4).

> "I am not sure that it will make a difference of we have a relationship at all…" (INT MNG4, 2020: 4).

4.3.7. Diversity and Culture

The management team were asked to describe if they felt there was a 'them' versus 'us' culture. It is evident that the culture is deeply divided and management have the same perception of the 'us' versus 'them culture'.

> "Yes. They are here to work against us management. I believe that this is a rift created by top management attitude towards the workers. They believe that we are below them and that they can do anything and get away with it. There is no thought that we are dealing with human beings and they must be treated as such" (INT MNG1 2020:2).

> "There is definitely a gap in the culture. They are here to make our lives as difficult as possible while we work to make sure that we have jobs. The workers just don't understand that if we keep messing up orders, we will lose customers and we soon will have no jobs. All they are interested in is to have their own way, and to do as little as possible" (INT MNG3, 2020:1).

> "There is this divide between us the management and the workers, and I believe it starts with us, but I have no idea how to change this. It's a difficult issue to address and I don't think it is just the job of the operational managers, it is the job of the whole management team" (INT MNG7, 2020: 1).

> “It’s hard not to see it. The guys just make it so difficult to get the work done. It’s almost like pulling teeth. Getting them to do things properly makes life difficult” (INT MNG2, 2020:1).

> “As a fairly new manager here, I can certainly see it and it’s as if the workers want to make things difficult... for us managers” (INT MNG5, 2020:2).

> “No there is definitely still a division between the workers and us managers. And I am not sure if we can ever get past it” (INT MNG4, 2020:2)

> “I think that is the reason for the problems we managers face, they will not work with us, but they don’t realise it’s about the business and our jobs…” (INT MNG6 2020: 4).

The management team confirm the findings of the blue collar workers that the company is divided along racial lines even thirty years after democracy. There is a racial divide even within the management team.

> “Never, we black people are still looked down on and treated the same as during the apartheid years. The management is still mostly white, they still treat black people badly and there is no fairness and justice when it comes to salaries. We black people must accept this because we need our jobs, nothing has really changed. We are still fighting the same fights we did all those years ago” (INT MNG1, 2020: 2).

> “I can honestly say that as a black female, even within the management team, there is an invisible line… I feel it” (INT MNG4, 2020:2).

> “As a black manager myself, I have seen that when you speak nicely to the team you can get results. There are some that just don’t care, and I think there will always be that, but overall I get them to work with me. But I see in other departments, they are almost rebellious, because of management” (INT MNG2, 2020:2).

4.3.8. Conclusions from Management Perspectives

The dominant management style is clearly pre apartheid autocratic, and disciplinarian. As a result the managers find that the workers actively work against

them. The management team are not involved in recognising or motivation the workers, and believe that the job must get done at any cost.

The management findings support the finding of the blue collar workers that there is a divided culture and this is impacting all aspects of the business. The racial divide is evident even at management level, and the salaries of black managers are lower than their white counterparts, even thirty years into democracy. Furthermore, white managers are being employed over black employees who have been in the company for years.

4.4. Observations

Informal observation of management and worker interaction was conducted on an ongoing basis however, there were specific types that bear mentioning.

4.4.1 Toolbox talks

During the toolbox talks, it was noted that the staff members were reserved and unwilling to take part fully in the meetings. Whilst management addressed the staff and invited them to provide input it was observed that the workers were hesitant. Once the meetings were over, they commented amongst themselves regarding the issues raised, but they did not address it with management.

This enforced the culture of us versus them. It further, demonstrated the fear experienced by the workers to address the issues facing them.

4.4.2 Morning meetings

The morning meetings were held to prepare for the day. During this meeting the manager informed the workers of the number of orders in the system and the requirements to meet the orders scheduled for that day. He also informed the workers of the possible urgent orders that could come through to be completed.

The workers did not take part in the planning process. This was done by the manager and communicated to the workers. There was no opportunity for feedback or comments. There was no formal agenda and the meetings were based on the number of orders to be completed for the day.

The second part of the meeting was to address the performance of the previous day. The manager addressed the number of 'failed' orders. These were the orders that came through on the system for completion and were not completed. This reflected the non delivery to the customers and the manager stressed on the financial implications of these orders.

This part of the meeting also covered the non performance of the individuals and the manager informed the workers which of them would need to go to the HR office for counselling and warnings.

The morning meetings lasted for 10 to 15 minutes and the managers ended by giving the workers an opportunity to ask any questions they had on the day's work.

4.5. Document Analysis

As a research method, document analysis is particularly applicable to qualitative case studies (Stake, 1995; Yin, 1994). Furthermore, as Merriam (1988) pointed out, that documents assists in finding meaning, understanding information and to discover insights relevant to the research problem.

In order to supplement, substantiate and confirm the data collected, a range of documents were requested and received from the Human Resources Department and sourced from the internet. The relevant documents are included in the appendices.

4.5.1. The Vision, Mission and Values of MWD Enterprises

The first set of documents reviewed was the vision, mission and values of the company (See Appendix H). This was obtained from the internet. This document provided information on the culture and direction of the company.

The vision of the company is to be the master distributor, stockist and supplier of reputable brands into Africa. The company values are reflected as: (1) Integrity, (2) Accountability, (3) Tenacity & Resilience, (4) Teamwork & Collaboration and (5) Pride, Passion & Commitment.

The existence of the vision, mission and values statement is very encouraging, however, the findings from the semi structured interviews reveal that the values of the company is not being lived. The results are clearly evident in the culture of the company, the low morale of the blue collar workers and the dominant style of management.

Overall, the financial situation of the company in the recent years can be attributed to this failing. When a company has failed to progress past the history of the country, it is inevitable that there will be far reaching consequences.

4.5.2. Memorandum to Managers for Managing Non Performance

The Managers were given a memorandum on the process to manage non performance. While the process started with counselling the staff member first and followed the disciplinary process, there are no documents supporting performance management in the company. In the absence of a proper process where performance measures are documented, this process is deemed unfair (Refer to Appendix F).

4.5.3. Disciplinary Code and Procedure

An analysis if the disciplinary code was conducted. There were two important points in the code. Firstly, if the disciplinary code was fairly and justly applied to managers and the workers alike, the incidents of swearing or abusive language and intimidation will likely decrease or stop occurring altogether. Secondly, non- performance is not regulated by the disciplinary code. Therefore, it is unjust and unfair that managers use this code as a means of 'punishment' for non performance. (Refer Appendix E).

Table 5: Excerpt of MWD Enterprises Disciplinary Code

OFFENCE DESCRIPTION	1ST OFFENCE	2ND OFFENCE	3RD OFFENCE	4TH OFFENCE
1) Swearing or abusive language	Verbal Warning	First Written Warning	Final Written Warning	Dismissal
2) Intimidation	Dismissal			

4.6. A Summary of the Findings

There is substantial empirical evidence that the blue collars are disengaged in the performance of their work. This is attributed mainly to management style.

Employee engagement was directly related to recognition of human dignity. The blue collar workers report a culture of disrespect, discrimination and generally feeling devalued. The blue collars considered respect for their humanity as primary importance. Further, the evidence suggests there is unfairness and inequality in terms of the organisational and management practices. The blue collars report inconsistencies in the application of the code of conduct and the performance management system. Moreover, there is the constant threat of being fired which contributes to them being constantly fearful of losing their livelihood. Furthermore, the blue collar workers are resentful of being the subject of derogatory language and bullying from senior management. The work relationships and support needed for engagement is nonexistent in the company.

The major contributing factors include a mistrust of management; management values that did not align with the expected basic values of human dignity and respect and a lack of supportive relationships. Several workers explicitly expressed that they are not happy in the environment and have cited management behaviour as the major contributing factor.

The conclusions drawn from the findings include (1) that while recognition is important to the blue collars, the recognition of their humanity is more important; (2) justice and fair treatment is important but relationships and trust are key; (3) Respect in the way they are treated and spoken to is crucial and (4) a work environment that was secure and safe from threats of being fired and losing their livelihoods.

The strategy of pattern matching was used to match the themes identified in the empirical evidence to the four pillars of engagement. The four pillars of engagement presented are (1) Recognition, (2) Nature and Characteristics of the Job, (3) Justice and Fairness and (4) Support.

5. Interpretation and Discussion of the Research Findings

The purpose of this section is to synthesise the empirical findings and theoretical conceptualisations of this research. The presentation of the chapter is structured according to the research objectives.

5.1. Definition and Conceptualisation of Blue Collar Employee Engagement

The definition and conceptualisation of Blue Collar Employee Engagement (BCEE) represents meeting the requirements for the first sub-objective of the research. There are four major sections. The first section presents a definition of BCEE; in the second section, there is a discussion of the particular antecedents to BCEE and in the third section; the theoretical foundations is discussed. Finally, there is an evaluation of BCEE.

5.1.1. Defining Blue Collar Employee Engagement

A foundational consideration for defining blue collar employee engagement is the multi faceted nature of the construct. The work of Saks (2006) and Maslach et al. (2001) provided input into the high level themes that are used to drive the definition and conceptualisation of blue collar employee engagement in this research. The themes are reflected as: (1) Recognition, (2) the Nature and Characteristics of the Job, (3) Justice and Fairness and (4) Support (see Table 2).

With the strategy of pattern matching, this section presents empirical evidence that links the themes from the empirical findings to the four pillars of employee engagement (see Table 2).

- **Recognition**

According to traditional employee engagement theories employees are more likely to engage themselves at work to the extent that they receive rewards and recognition for their performance. Moreover, a lack of rewards and recognition leads to disengagement or burnout (Maslach, 2002). In this research, it is established that

recognition refers to the 'the recognition of a person's humanity' for blue collar workers.

Whilst, recognition of performance is important the recognition of human dignity for the blue collar worker is the pre requisite for psychological meaningfulness as identified by Kahn (1990). Psychological meaningfulness for the blue collar is inferred from the extent to which they are treated with respect and dignity in the organisation.

> "Yes, we received the monthly performance vouchers but I think that management makes this place a very difficult place to be. They treat us like animals and it seems like that they hate us" (INT BC15, 2020: 1).

> "Managers do not even respect that we are human beings, I am treated as bad as it was in the old days so what difference does it make that we get the monthly voucher" (INT BC26, 2020:1).

> "… There is a serious problem with top management. They constantly use bad languages with us and even with other managers. Everybody complains but we cannot do anything about it" (INT BC17, 2020: 3).

When the blue collar worker is afforded the opportunity to be recognised as a person, a human being worthy of respect, this is of primary importance and they are more likely to be psychologically present and engaged in the performance of their work.

- **Nature and Characteristics of the Job**

In engagement literature, the nature and characteristics of the job is closely associated with a challenging job, the opportunity to develop and use different skills and the opportunities to make important decisions. Saks (2006) argues that employees who are provided with enriched and challenging jobs will feel obliged to respond with higher levels of engagement which results in a feeling of psychological safety.

In the context of the blue collar environment, this component is linked to job continuity and security. Blue collars are vulnerable politically, socially and economically, and they are engaged to the extent that they perceive that the job is

stable (continuity) and secure (they will be paid on time). Work for blue collar workers is primarily about survival.

> "At the end of the day, I am here to earn money to support my family. Coming to work is not about my job, but I have four children to support and also support my mother and younger sister. The job itself does not make me do my best, but it allows me to live" (INT BC23, 2020: 2).

> "This job means I can put food on the table, so I will be here for that…" (INT BC21, 2020: 2).

> "I must support my family so I have to be here…" (INT BC14, 2020: 2).

> "As long as I can feed my family I need this job …" (INT BC3, 2020: 2).

> "I support my parents and also I have four children and my wife, so I need this job" (INT BC4, 2020: 2).

> "Yes. Although we are badly treated, we get paid on time and it is a job" (INT BC14, 2020: 2)

The extent to which the blue collar feels that their job is secure and stable (free from the threat of being fired and getting their wages on time), is the extent to which he will experiences a sense of psychological safety and thus be engaged in the performance of his work.

- **Justice and Fairness**

The third theme of blue collar engagement in this research relates to the extent to which the blue collar workers feel they are fairly and justly treated. The blue collars were specific in citing incidents where they perceived unfair organisational practices and unfar treatment by management.

Several respondents expressed being forced to work overtime as a negative from management. Some respondents stated:

> "There are so many to speak about but I think the one that stands out is when I had failed to make targets for 4 days in a row and we missed a big order on the Thursday. So we had to make up on Friday. We were asked to work overtime and everybody was refusing because it was month end. We were all threatened to be

> fired. It was negative because they thought that they could force us to work by threatening to fire us. Nobody worked" (INT BC12, 2020: 4).

The respondents also expressed their dissatisfaction of how issues were dealt with by management and used an incident where they were accused of theft and the process that management used:

> "It has to be last year when there was theft in the Cobra cage, we were all suspected of stealing. It was difficult as we were all suspended and we felt like we were criminals. Management sorted it out and found the culprits and I came back to work" (INT BC22, 2020: 5).

> "No management don't know anything about respecting us… they do not even care about whether we have the tools to do our jobs but they want us to get the orders done. They don't listen to us when the system hangs but they just want targets met" (INT BC17, 2020: 3).

The workers raised the recruitment and movement of workers and the remuneration practices as unfair.

> "We have raised it many times with HR that it is unfair that people are being moved into positions without the position being advertised or even communicated that it was a vacancy..." (INT UNION1, 2020: 3).

> "It makes me so angry that "Peter" (IR Manager) just moves people into positions without giving us an opportunity, it seems that even though we have been here for longer, if you are not his friend then you will not have those chances". (INT BC22, 2020: 3).

The perceived unfairness of the organisational practices has led to the blue collar workers thinking negatively toward management and the company and they are ultimately disengaged.

- **Support**

It is established that positive organisational and supervisor support leads to employee engagement. In the context of this research, the blue collar worker equates support with the relationship with their manager. Relationships with their

managers are based on trust, the values of management and culture and are explicitly related to being treated with respect.

> "I trust 'Luke' but he is new. And he may become like the others. Also, he cannot protect me from being fired. I cannot trust anyone in management because it seems like we can just be fired and replaced" (INT BC15, 2020:5).

The blue collars indicated that understanding, respect and the ability to listen as the most important values expected from management,

> "To be understood as a human being, respect and fair treatment (INT BC3, 2020: 2).

> "Definitely respect. And also to care about people. If the management care about us, then we will all work better instead of us just waiting to see what will happen every day"(INT BC16, 2020: 5).

A positive relationship with their managers is a major contributing factor for engaging the blue collar worker. Within the socio political context of the blue collar environment and the history of racial segregation, positive work relationships with managers translates into feeling supported (psychologically meaningful) and ultimately more engagement in the performance of their jobs.

In his research, Khan (1990) stated that in addition to being a multi faceted construct, employee engagement is multidimensional in nature and identified the dimensions as: physical, cognitive and emotional. According to Kahn (1990) the physical element is reflected in performance of the job (the nature and characteristics); cognitive reflecting the thoughts about the job (justice and fairness) and the emotional element being the feelings related to the job (supportive relationships with management). When these three facets are positive, it generates an engaged state in a person and provides three psychological human conditions: meaningfulness, availability and safety.

It has been established in this research that colonisation and apartheid has had deep and severe consequences on all aspects of South African society. The history of this country has created the blue collar environment that is made up of predominantly black South Africans and racial tensions, discrimination and lack of diversity are rife

in this arena of society. Moreover, empirical research has confirmed that black inferiority and white supremacy still dominate this environment. This is evident in the verbal abuse and bullying tactics of management. Thus, a fourth dimension which is the (4) recognition of human dignity (the socio-political dimension) is required for the South African blue collar environment. This reflects the organisational climate of values driven behaviours such as respect, dignity and fair and proper treatment of blue collar workers.

The four dimensions, therefore are (1) Cognitive (Justice and Fairness), (2) Organisational or socio-political dimension (Recognition of Human Dignity), (3) Physical (Nature and Characteristics of the work environment) and (4) Emotional (Supportive Relationships) are positioned as the four pillars of blue collar employee engagement.

This research provides substantial evidence that the fourth dimension must be considered in defining employee engagement for the blue collar environment. Therefore, in this research the multidimensional nature of the construct is confirmed (Saks, 2006) and a fourth dimension is added: the socio-political recognition and respect for human dignity. Therefore, employee engagement is defined and presented in its most basic form as:

“Engaging the mind, body and soul of the blue collar worker through supportive management relationships and fair, transparent organisational practices supported by respect for human dignity within a safe work environment free from discrimination, inequality and prejudice”.

Therefore, this research proposes that within a stable organisational environment where there is mutual respect for human dignity, a safe work environment, fairness and justice, and supportive management, employee engagement in blue collar workers is likely to occur. The whole crux of employee engagement is that it has positive organisational outcomes. When individuals have positive experiences at work, this leads to greater feelings of wellbeing and translates into positive organisational outcomes.

In the next section, blue collar employee engagement is conceptualised by presenting its antecedents and theoretical foundations.

5.1.2. Conceptualising Blue Collar Employee Engagement

The conceptualisation of blue collar employee engagement consists of presenting the antecedents of blue collar engagement and the theoretical foundations of blue collar engagement. The empirical research provides substantial evidence that the themes identified from Saks (2006) and Maslach (2002) are confirmed in the blue collar environment. Furthermore, it is confirmed that there are significant differences in interpretation and meaning from the existing research of Saks (2006) and Maslach et al. (2002).

5.1.2.1. The Antecedents of Blue Collar Employee Engagement

Accordingly, a model for blue collar antecedents is presented in Figure 10.

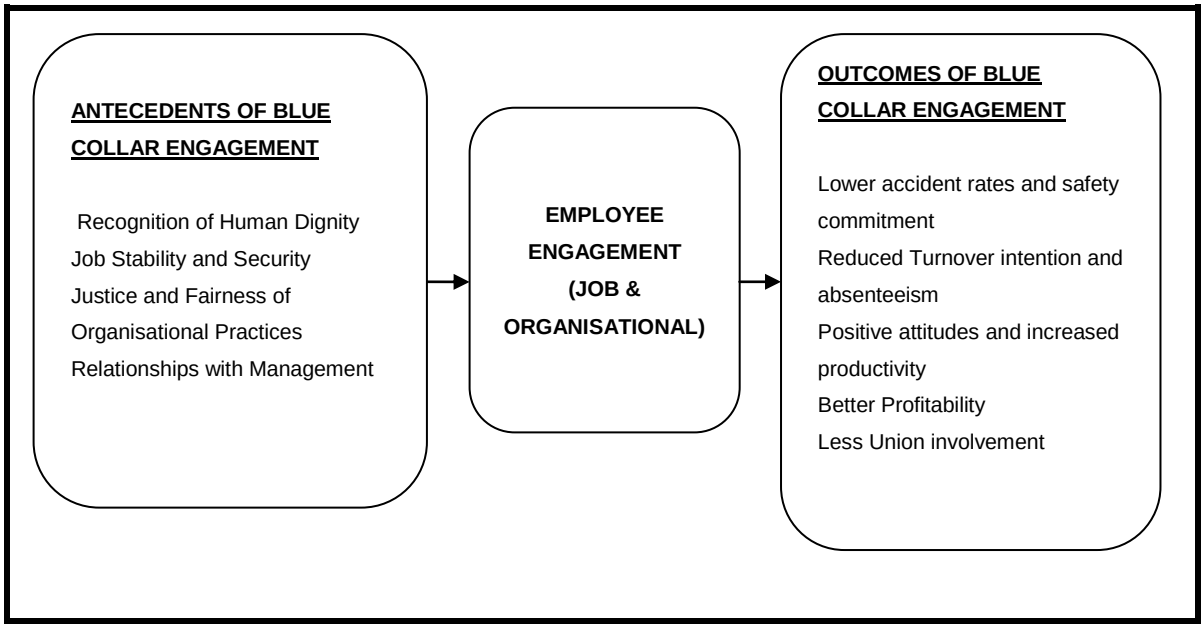


Figure 11: Antecedents of Blue Collar Employee Engagement

In terms of the recognition, it is confirmed that the recognition of human dignity and respect is of far greater importance to the blue collar worker than the recognition of good performance. In the socio-political context of the organisational environment serious shortcomings in respect for human dignity and the treatment of the blue

collar workers were identified. The recognition of human dignity and a culture built on trust and respect is critical for engagement in blue collar workers.

In the blue collar environment, the nature and characteristics of the job refer to a safe physical work environment. A safe environment is further defined as a stable work environment that contributes to the survival of blue collar workers, where they are able to meet their family responsibilities.

The perception of fairness and justice is consistent with the antecedent as identified in previous employee engagement research. The empirical data reveal the unfair organisational practices in recruitment, promotions, disciplinary processes, remuneration and even recognition processes can lead to dissatisfaction and disengagement.

Organisational support is a key indicator of employee engagement with blue collar workers. In this volatile and unstable environment, the workers need to feel supported by management in order to be engaged in the performance of their work. This is reflected in the work relationship with management. The empirical evidence reflects that there is a breakdown in the relationship between management and workers due to the socio-political influence of apartheid and the lack of diversity in the organisation.

It is evident from the findings in the empirical research that there are considerable differences in the conceptualisation of blue collar employee engagement and the traditional view of employee engagement (Bakker et al., 2003; Bakker et al., 2008; Harter et, al. 2002; Schaufeli and Bakker, 2004; May et, al. 2004 and Brand-Labuschagne, et, al. 2012).

5.1.2.2. The Theoretical Foundations for Blue Collar Employee Engagement

The theoretical foundations attempt to explain the reasons why employees choose to engage in the performance of their work. Two of the most famous theories relating to engagement is the Social exchange theory (SET) and the Job Demands–Resources (JD–R).

SET is based on the reciprocal relationship, where employees is given resources by the employer and feel the need to respond in kind (Cropanzo and Mitchell, 2005). One way the employee does this is through their level of job engagement. Furthermore, Saks (2006) argues that the extent to which cognitive, emotional and physical resources an employee needs to perform is contingent on economic and socio-emotional resources received from employers. According to Saks (2006) the employer-employee relationship develops over time, and through the interactions certain rules of engagement develop. The rules of engagement are based on mutual commitment and trustworthiness.

According to Demerouti and Bakker (2011), the main assumption of the JD-R model is that there are specific demands resulting in job-related stress in relation to job specific resources (Demerouti and Bakker, 2011). According to this model, job demands are any aspect of the job that requires effort from an employee. These can be cognitive, emotive or behavioural (Naharang, Morgenson and Hoffmann, 2011). Job demands are not necessarily "negative, but may turn into job stressors when meeting those demands requires high effort from the employee" (Schaufelli, Bakker and Van Rhenen, 2009: 2). According to Coetzer and Rothmann (2007), job resources play an important intrinsic motivational role and should be used to improve effort exerted on the job. The JD-R model is useful in explaining the variances in engagement between different employees within the same workplace.

According to the empirical findings in the research, the importance of relationships and communication between management and workers and respect and dignity for the person are significant. Based on this, a suitable theoretical approach to understand employee engagement in blue collar workers is found in the Human Relations Theory. The Hawthorne Effect was used to establish the relationship between 'man' and the structure of formal organisations. Mayo (1933) stated that workers needs are decisive factors in achieving organisational effectiveness. Furthermore, Mayo (1933) stated that the process of motivation involves choosing between alternative forms of action in order to achieve some desired end or goal.

The pioneer in this field however, was Mary Parker Follett who during the 1920s, long before the Hawthorne studies, recognised that a worker was a complex person

so that even at work a person is still a father, a mother, a citizen, a religious believer, an artisan, and a businessperson and should not be dealt with solely as an employee but as a whole person with other interests, abilities, and persuasions. Follett (1918) established a clear cause and effect relationship between the jobs performed, the physical work environment and the productivity and well being of the worker. Moreover, improper job design, fatigue and other conditions of work blocked efficiency.

The Hawthorne studies (1933) concluded that productivity and morale are dependent on psychological factors. Management behaviour plays a central role in worker behaviour, the extent to which workers are satisfied with their jobs and productivity. It is also concluded from the Hawthorne studies that non economic rewards or sanctions greatly impact worker behaviour.

The biggest criticism of the Human Relations approach is the lack of a scientific foundation that is found in Classical management theories. Another, important criticism is the anti-union and pro-management view. This is important the blue collar environment which is highly unionised and predominantly anti management. According to Kumar (2016) Mayo underestimated the roles of unions and failed to integrate it into his studies. Further, Mayo (1933) failed to consider the nature of work, the environmental factors of worker attitudes and behaviour and the impact of conflicts and tensions on the worker; focusing only on interpersonal interaction.

The importance of the Hawthorne studies is that it uncovers the strong group identity of the factory workers. Moreover, informal group behaviour was so strong that it rendered formal supervision powerless and supervisors had to cater for the social needs of the worker within the group.

5.1.3. Definition and Conceptualisation of BCEE: A Summary

The definition and the conceptualisation of BCEE is a central feature of this research because the ultimate outcome of the management model is an engaged blue collar workforce. Therefore, it is essential to provide clarity at this point.

Overall, this research confirms that there is a lack of respect, disregard for human dignity, mistrust in management and a general feeling of negativity experienced by the blue collar worker. The result is a disengaged blue collar workforce.

> "The management team do not respect us, they treat us badly because they can and they know that we need our jobs. We are dependent on this and therefore they know that we are powerless" (INT BC10, 2020: 2).

> "I am happy when I am left alone by management. They are here to abuse us and swear at us like children. They have no care about how they treat us. This makes me very angry and I don't think about being happy at work" (INT BC5, 2020: 2).

Moreover, the workers confirmed that they cannot be themselves at work for fear of being discriminated against.

> "No. this is only work, and I cannot be myself here. If I do then people will not understand. I have to hide all my problems and the issues in my life or it may be that it can be used against me. I cannot trust many people in this environment" (INT BC7, 2020: 2).

The principles of blue collar employee engagement for this research are drawn from employee engagement literature for two reasons (1) employee engagement is the ultimate expected outcome for the research and (2) the inductive approach used in the research. Thus, blue collar employee engagement, in the context of this research, is based on two foundational principles: the multi dimensional and multi faceted nature of human beings.

The first principle is based on the multi faceted nature of employee engagement. The antecedents identified by Saks (2006) are job characteristics, perceived organisational support, perceived supervisor support, rewards and recognition, procedural justice and distributive justice and Maslach et al. (2002) identified sustainable workloads, choice and control, appropriate rewards, recognition, community and social support and fairness, justice and values as the antecedents of employee engagement. The antecedents identified by Saks (2006) and Maslach (2002) reflect the multi-faceted nature of employee engagement and form the basis of the four pillars of employee engagement identified in this research. The four pillars

are (1) Recognition, (2) Support, (3) Justice and Fairness and (4) the Nature and Characteristics of the Job.

The second principle is drawn from the multi dimensional nature of employee engagement. Saks (2006) defines engagement as a unique construct consisting of cognitive, emotional and behavioural elements relating to an employee's involvement in the performance of their role. Rothmann and Rothmann (2010) confirmed this in a South African environment that employee engagement comprises three dimensions, namely a physical component (being physically involved in a task; showing vigour and a positive affective state), a cognitive component (being alert and experiencing absorption and involvement), and an emotional component (being connected to the job and others while working, showing dedication and commitment).

The four dimensions identified in the empirical evidence, are (1) Cognitive (Justice and Fairness), (2) Organisational or socio-political dimension (Recognition of Human Dignity), (3) Physical (Nature and Characteristics of the work environment) and (4) Emotional (Supportive Relationships) are positioned as the four dimensions of blue collar employee engagement that will be utilised throughout this research.

The first objective of this research has been presented thus far and blue collar employee engagement has been defined and conceptualised. The next section presents the aspects of management style that will actively engage blue collar workers.

5.2 The Aspects of Management Style for Engaging Blue Collar Workers

This section represents the achievement of the second research sub-objective. In addressing the aspects of management style for engaging blue collar workers, the current style of management that are leading to the disengagement of the blue collar workers are presented. Thereafter, the aspects of management that will lead to engaging behaviours are discussed according to the four employee engagement dimensions. The desired management style is described and in conclusion, the empirical findings are summarised.

5.2.1. The Cognitive Dimension (Justice and Fairness)

The first dimension relates to the extent to which the blue collars perceive fair and just treatment. In this research, this refers to the disciplinary processes, the allocating of work, overtime, HR practices and adequate training.

The empirical evidence highlights the current aspects of management style and the perceived unfairness of organisational practices according to the blue collar worker:

> "We have complained to HR many times about the unfairness that people are moved into positions and we were not even aware there was a vacancy" (INT BC4, 2020: 4).

> "It has to be the time when they were forcing us to work overtime. The HR was here telling us that if we didn't work we will be disciplined on Monday and also that the Saturday overtime will be cancelled. They forget that overtime is voluntary and that they sound not make us puppets and force us to work. It made me look at management in a different light. It was very wrong of them (INT BC20, 2020: 5).

> "There are many things that management falls short in. Here there are mass disciplines, when we don't make our targets we are all sent to HR to receive warnings. Management does not take the time to understand why we fell short (INT BC25, 2020:5)

> "I have been with the company for 9 years but a white manager was employed in 2018 at a higher salary than mine. How do we explain this?" (INT MNG6, 2020: 4).

The respondents also expressed their dissatisfaction of how issues were dealt with by management and they used an incident where they were accused of theft and the process that management used:

> "For me I can say it was the time when management accused some of us that we stole pipes. There was no proof of anything but they called some of us in and just started accusing us and telling us that we must just confess and go quietly. They suspended us; only to call us back after investigating it and finding we are innocent. I felt like a criminal and they looked stupid in the end" INT BC5, 2020: 5).

> "I think there has to be a change in the management. They need to understand that when they treat us well, we will work harder. Also they must tell us clearly what we need to do, instead of changing all the time" (INT BC21, 2020: 5).

The blue collar workers provide valuable insights into their perception of justice and fairness in MWD Enterprises. The recommendations include:

> "I will look at the disciplinary process for underperforming staff. I don't think that the way it is being done is fair. Why must we go to HR to explain, when I am the manager I will manage my team myself and not make HR responsible for this" (INT BC, 2020: 132).

> "Also I will relook at the target setting process. Managers must allow for times when the orders are low. We cannot set the targets the same, as a blanket approach. This is the reason why we have to go to HR so much" (INT BC, 2020:145).

> Relook at how the overtime is allocated" (INT BC, 2020: 159)

> "Look the work processes for receiving, how can we be expected to work with the volumes we had in December and survive. Support us not blame us" (INT BC, 2020:168).

> "I will look at how the jobs are accepted and given to us. Sometimes we are given work in error and it confuses us or work is duplicated or we are give work all over the warehouse so that it takes us longer to do"(INT BC, 2020: 187).
> "Provide opportunities for staff. I work really hard and will appreciate opportunities to grow. Teach people to do things well. Not shout when we do things wrong. Hear the people at the bottom, we do the work and know the challenges. If we take this

into account it will solve a lot of our problems. I will teach them properly how to do things. Not learn from each other" (INT BC5, 2020:5)

"I will teach them properly how to do things. Not learn from each other. If we can give our people the right tools to do the work them we can do it properly. Allow us to speak, and hear our voice. If they do this, we will be better at what we do. Give out the work more fairly, so that we are all given a chance to do well" (INT BC8, 2020: 5)

"No more swearing on the floor. It should not be allowed. We are adults and must be treated so, not to be degraded and mistreated. Why? Because we need a job? we cannot be in management" (INT BC11, 2020: 5).

5.2.2. The organisational Dimension (Respect for Human Dignity)

The most important aspect of management behaviour highlighted in this quadrant is the lack of respect experienced by the blue collar workers. The associated feeling of helplessness and powerlessness makes it impossible for the individual to be engaged in the performance of their work.

"I hate getting shouted at by management in front of my friends. That makes me angry" (INT BC20, 2020: 4).

The specific aspect of management required in this dimension: Respect and Dignity. This hinges on recognising the psychological impacts of discrimination and segregation on all South Africans. When the culture of the white supremacy and black inferiority is considered from a practical perspective, it is within these components, the recognition of human dignity becomes a possibility.

The workers also highlight the constant threats of being fired as being a core element of this dimension:

"Yes. I have quite a good relationship with 'John'. But he is afraid of 'Matthew' and 'Mark'. Sometimes I feel sorry for him and I really try to make sure that he doesn't get into trouble. At the end of the day he is on the same boat as us. There is nothing that he can do to protect us from them. I sometimes think that he just does what has to be done so that they don't shout at him also" (INT BC3, 2020:3).

> “It doesn’t change that we are still scared. Senior management still controls everything and ‘John’ is just as abused as the rest of us. I think that I can do better if I am not so scared of losing my job. I have seen how the labour brokers are just taken off site if they do not do what they are told” (INT BC12, 2020: 3).

> “I don’t trust management. Because I am told that if I don’t perform then I will be fired. How can they expect me to work hard when that threat is over my head all the time? (INT BC5, 2020: 3).

This dimension is crucial for transformation in the company and the South African blue collar workforce as a whole. The most important changes suggested by the blue collar worker are being treated with respect and dignity:

> “I will treat them with respect and allow them to have a voice and speak when they have ideas to make things better. The most important thing is to make them feel like they matter and I will do this because I know how it feels like I am not seen or heard” (INT BC14, 2020: 5).

> “I would speak to the staff with respect. No shouting and swearing, I know there is a lot of pressure but we must remember that we are dealing with people” (INT BC6, 2020:5).

> “I think for me, it is respect for me as a person, a human being. It is important because I don’t like being treated the way I do. It feels like I am just a number and that management can do as they please and there are no consequences for them treating us badly. An example that I can give you is the shouting and swearing at us on the floor when they see things is not as they want it. Sometimes, I feel like they enjoy doing this so that they have power over us” (INT BC4, 2020:5).

> “Don’t shout. We are grown men. We cannot be treated like children. You know they say that people remember the way you treat them and this will make me work harder. Get the trust of the men. When we begin to feel safe then we can focus on working instead of being threatened to be fired every day” (INT BC14, 2020: 5)

> “It is important that I feel like my manager knows that I am a person. It is not acceptable for me when the senior managers come down to the floor and start shouting and swearing at us when things are not the way they want it. It makes it very difficult for me to want to be here, or want to be my best” (INT BC28, 2020: 4).

> "Respect; I am a human being as because of this I should be respected. No matter the colour of my skin and no matter what job I am doing" (INT BC7, 2020: 5).

> "No more swearing on the floor. It should not be allowed. We are adults and must be treated so, not to be degraded" (INT BC3, 2020: 5).

> "I think there has to be a change in the management. They need to understand that when they treat us well, we will work harder. Also they must tell us clearly what we need to do, instead of changing all the time" (INT BC21, 2020: 5).

> "I would try to not make the staff to feel so threatened, you know. Stop the shouts and threats so that we don't work against management and work with them. Treat us like grown men and respect us, not look down at us like we are less than them because we are black" (INT BC3, 2020: 5).

> "I am motivated when I feel like I am doing well. I know that when the orders come through to me, then I have to complete them and make sure that it is correct. This is when I feel motivated to do more. I also fell like I can do more when my manager compliments me on doing well especially when he does it in front of my team members" (INT BC25, 2020:2).

The empirical findings provide substantial evidence of racial divisions, discrimination, threats and the use of derogatory language in the workplace. Thus, it is clear that this dimension is critical for engaging the blue collar workforce.

5.2.3. The Physical Dimension (Job Safety and Security)

A significant positive factor impacting MWD Enterprises currently is the act of goodwill during the level 5 lockdown as a result of COVID 19. The workers acknowledge the act of goodwill from the company:

> "During the shutdown of the COVID 19 – the management continued to pay us our salaries. We were very afraid that we will not get paid, but somehow they still did. I am grateful to the management for this" (INT BC1, 2020:5).

> "During the shutdown of the COVID 19 – the management continued to pay us our salaries. We were very afraid that we will not get paid, but somehow they still did. I am grateful to the management for this" (INT BC22, 2020: 5).

This highlights the importance of basic survival, and their ability to support their families.

> "At the end of the day, I am here to earn money to support my family. Coming to work is not about my job, but for my personal needs. I have four children to support and also support my mother and younger sister. The job itself does not make me do my best, but it allows me to live. Sometimes I really do not feel like coming to work, because it feels like I just have to do as I am told, and not ask any questions. Also, when I don't reach my targets, it becomes very hard to be happy at work as we are not allowed to explain, as my manager just says to me that I must not make any excuses. But sometimes, it is impossible because the orders are low or the system gives us problems" (INT BC23, 2020: 5).

The blue collars cited another positive example of this dimension where management provided freezer jackets for the staff for the winter months.

> "I think the fact that 'Mary' (Site Director) stood up for us in winter and got us the freezer jackets. Ever since I have been here we have all been complaining about how cold the warehouse is and we were just ignored. But she has just been in the position for only 1 year and she got us the jackets" (INT BC2, 2020: 4).

The acts of goodwill are perceived as management caring about their wellbeing and leads to more engaged behaviour. However, a major concern is the verbal abuse experienced by the blue collar workers in the work environment.

> "I trust "Luke" but he is new. And he may become like the others. Also, he cannot protect me from being fired (INT BC19, 2020:5).

5.2.4. The Emotional Dimension (Positive Management Relationships)

In this dimension it is established that positive organisational and supervisor support leads to employee engagement (Saks, 2006). In the context of this research, the blue collar worker equates support with the relationship with their manager. Relationships with their managers are based on trust, the values of management, and the culture which are explicitly related to being treated with respect.

> "Yes. It is when I am happy here or comfortable to be here then I will perform at my best. If management meets us half way then we can work together. But with 'John'

he does his best to balance what 'Mark' and 'Matthew' does to us and tries to stand up for us" (INT BC22, 2020: 3).

"Trust us, when you trust me I will work harder and not try to spite management. There is a environment where we know that management expect the worst of us and that is why many people don't give their best. I know I will and I know many others feel the same" (INT BC15, 2020:5).

"He gets me to work with him not against him how? He treats me as an equal. He doesn't talk down to me or look down on me. I am there to do my work and he knows I will get it done (INT BC11, 2020: 7).

"He is calm; he does not lose his cool and raise his voice. He is reasonable and he listens to us. He takes the time to understand what is going on and then he defends us" (INT BC19, 2020:6).

The blue collar workers cite listening, understanding, trust and compromise as the specifics expected from managers as the building blocks for management relationships. Furthermore, the workers suggest that the management must stop the shouting and swearing and the bullying tactics so that they can be motivated to work harder.

5.2.5. Desired Management Style

The respondents to provide a picture of what their ideal manager would look like. In addition to describing their ideal manager, they were asked to provide the characteristics the manager would have.

In describing acceptable management style the workers include:

"I think that in this time the ideal manager must be able to understand our challenges and treat us like people" (INT BC12, 2020: 6).

"Show me the positives of performing well, not just the same old thing of being shouted at every day" (INT BC7, 2020: 6),

"Besides treating me as equal because I am a person I think he must be able to teach me and allow me to grow in the company." (INT BC1, 2020: 6).

"He has a lot of experience and I trust that he knows what he is doing. He is good at his job. The fact that he does not stand up for us when he sees the unfairness, is something I just cannot ignore" (INT BC18, 2020: 6).
"He is also always willing to take the time to train us in better and faster ways of doing things, a way of making life a bit easier" (INT BC16, 2020: 6).

"He is more in control. He does not lose his temper and shout, but I hope that he doesn't change over time and become like the other managers" (INT BC10, 2020: 6).

"Respect for people. He sees us as human beings" (INT BC3, 2020: 6)

"He understands where we come from" (INT BC5, 2020, 6).

"He is black and he understands where we come from. We are equal, not to be looked down yes I think it is that he treats us as equal. As people and not as just here to do the work and if we don't do it then we are fired" (INT BC26, 2020: 6).

"He tries really hard to support us. He tries to buffer us from top management. For this I am grateful because it takes off some of the pressure from us. **Why do you think he gets this right?** It could be that he understands the situation a lot better.

5.2.6. Aspects of Management Style for BCEE: A Summary

In this section, a comprehensive overview has been presented of the most prominent aspects of management style that engages blue collar workers in the performance of their work as well as the desired management characteristics.

In summary, the cognitive dimension relates to the extent to which the blue collars perceived that they are fairly and justly treated and highlights two areas of concern regarding management in the company: the organisational practices and the unfair treatment by management. The workers highlighted the recruitment practices, the disciplinary processes, being forced to work overtime and inconsistency in the

compensation of managers as the organisational practices that were considered unfair. The workers further highlighted that management treated them unfairly.

The most important aspect of management behaviour highlighted in the organisational dimension is the lack of respect experienced by the blue collar workers. It is highlighted as covert racism. A core element is the use of derogatory language. Further, the blue collar workers report a constant threat of being fired, that makes them feel unsafe and in a constant state of fear. The blue workers articulate that the bullying behaviour must stop.

The physical dimension reflects the positive actions of management by providing the freezer jackets for the winter, so that staff can be warm. Secondly, the management contributed to the survival instinct of the workers in that they were paid a portion of the wages during the COVID 19 shutdown.

In the emotional quadrant it is established that positive organisational and supervisor support leads to employee engagement. The blue collar worker equates support with the relationship with their manager. Relationships with their managers are based on trust, the values of management, and the culture which are explicitly related to being treated with respect.

The organisational culture was examined at MWD Enterprises using specific questions to both the blue collar workers and management. The culture of the organisation reflects the history of the country, based on segregation and discrimination with the blue collar worker identifying race as a major contributing factor.

> "… That's one of the main reasons that the company had to down size. They had no idea how to grow the company to include everybody and there was too much fighting inside" (INT BC4, 2020: 7).

> "It is always coming back to black and white and I cannot see how that will change in this place. We are low level workers and they the white man believes they can get away with anything and we have to remain silent" (INT BC24, 2020: 7).

“Yes. The managers always treat us as lower than them. The way they speak to us sometimes makes us feel like small children. Even we treat our children better” (INT BC30, 2020: 7)

“Yes, it is black vs. white. Every time a white manager shouts at a black man it becomes about us against them. They are privileged to be in a position where they can shout at us. It’s the managers against us” (INT BC6, 2020: 7).

5.3. The CoPE Management Model

The CoPE Management Model is presented in this section as the achievement of the overarching objective of this research. The empirical evidence from blue collar workers has thus far led to the conceptualisation of employee engagement for blue collar workers, and provided the specific aspects of management style that will lead to engagement in blue collar workers. Based on the information provided, the CoPE management model is developed.

The CoPE Management Model

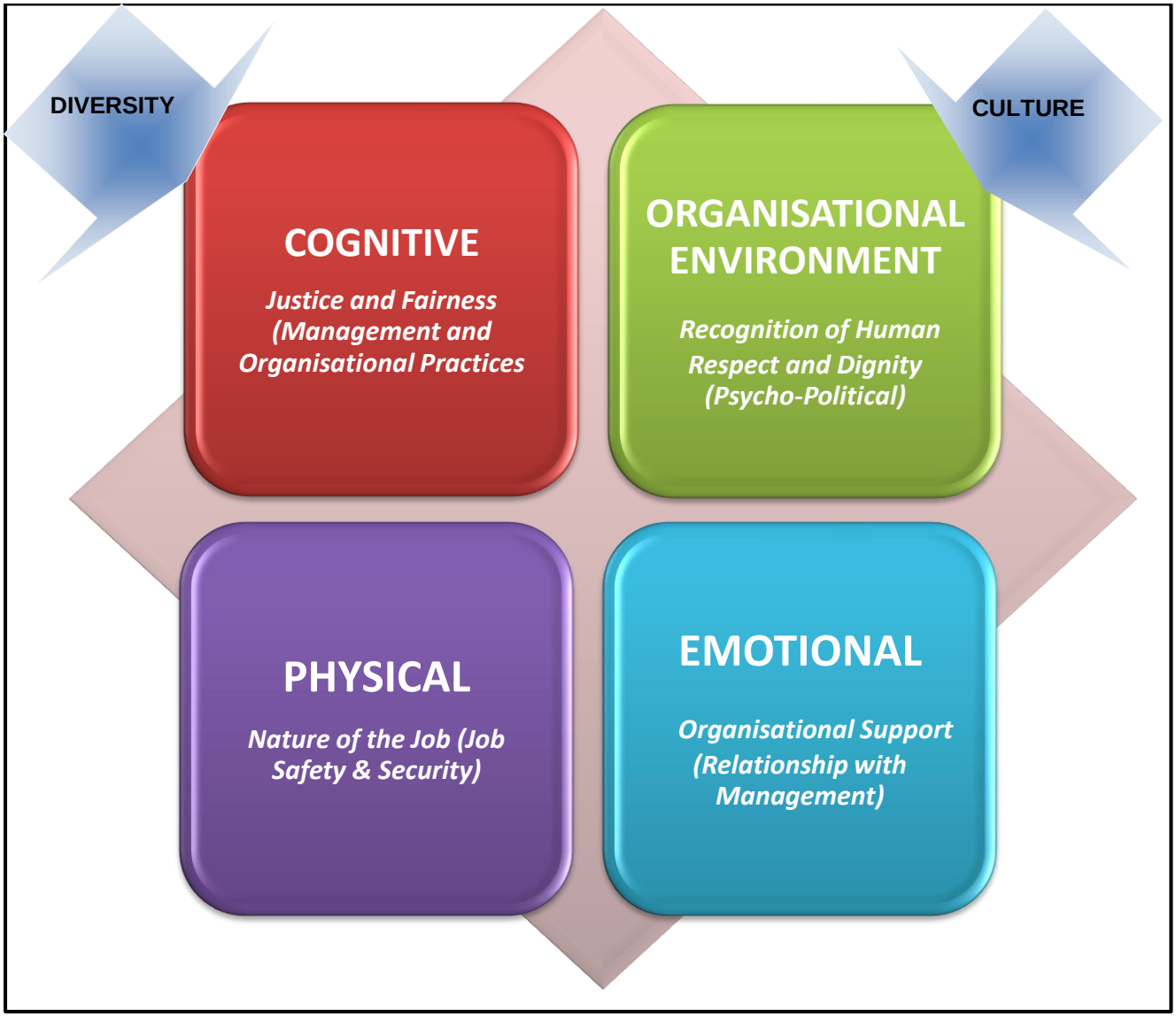


Figure: 12: The CoPE Management Model

The four dimensions of the management model are presented as:

5.3.1. The Cognitive Dimension

This dimension addresses the justice and fairness of organisational and management practices and the extent to which the blue collar workers perceive that they are justly and fairly treated**.**

> "Teach the managers respect. They cannot threaten us with our jobs everyday of our lives. If we were not desperate to earn money to live then why would we be here? They do not care how they treat us or speak to us. How can we teach them that we are human beings just like them and when they treat us well then we will do our best" (INT BC17, 2020: 7).

Colquitt and Zipay (2015) define organisational justice as the perceived adherence to rules that reflect appropriateness of decisions. According to Colquitt and Zipay (2015) when employees feel uncertainty they devote more attention to justice issues. Uncertainty management theory argues that employees think about justice because it helps them to manage the uncertainty (Lind and Van den Bos 2002). The authors further argue that people use fairness to manage their reactions to uncertainty, finding comfort in even unrelated fair experiences and finding additional distress in unfair experiences.

5.3.2. The organisational Environment dimension

This dimension is introduced to address the effects and affects of colonialism and apartheid in the South African workplace. The organisational Environment dimension highlights the recognition of human dignity and respect for the blue collar workers and addresses the psychological impacts of colonialism and apartheid on the mind of the blue collar worker. Hence the recognition pillar is encompassed in the organisational dimension to reflect recognition of human dignity for the blue collar worker.

> "The way we are treated is almost like we are slaves, not like people "(INT BC2, 2020: 4).

> "I hate being treated like a child. The management have no respect for us as elders. I am 58 years old and the manager speaks to me like I am stupid, like I am not a human being" (INT BC5, 2020: 4).

The threats in the workplace, reflects an abuse of power, discrimination and psychological abuse.

> "Discrimination is everywhere, and I don't think we even see it. We are made blind to it because we are afraid of losing our jobs. We cannot speak out because we are still ruled with fear" (INT BC2, 2020: 4).

Einarsen (2000) suggests that persistent negative acts of humiliation, and verbal abuse in the workplace amounts to bullying. In the company, the bullying tactics used by management reflects the power imbalance between the managers and the blue collar workers (Jenkins, Zapf, Winefield, and Sarris, 2012) and the consequences are that the blue collar workers are feeling helpless and cannot defend themselves against the negative behaviour of management.

Supervisors and line managers play an important role in the employee's experience of their work. Abusive supervision is simply the wilful mistreatment of subordinates (Tepper, 2007) and from the viewpoint of the worker, if the organisation appoints supervisors and managers that humiliates and insults them, both parties are responsible and they react negatively to the organisation. When employees are exposed to workplace bullying, they perceive high levels of job insecurity, which in turn reduce their work engagement

Moreover, when organisations fail to take corrective action to lessen or prevent the abuse this suggests to employees that the organisation does not value their well-being and accordingly there is a negative reciprocity norm that validates and invites the return of mistreatment (Eisenberger, Lynch, Aselage, and Rohdieck, 2004). Restubog, Hornsey, Bordia, and Esposo (2008) argue that intentional devaluation by the manager is demeaning and challenges the persons status as a worthwhile human being which lessens the employees' motivation to work with the company achieve its objectives.

The recognition of the blue collar worker as a human being worthy of respect, to be treated with dignity is of primary importance and they are more likely to be engaged in the performance of their work when they feel they are being treated with respect and dignity. The critical element of this dimension is recognising the historical factors that dictate the psycho political environment and its impact on the blue collar environment.

5.3.3. The Physical Dimension

This dimension refers to job safety and security that reflect some positives.

> "The warehouse is extremely cold in winter. The ladies that do the admin are always complaining about the cold as they do not move around as much as we do. We have been asking for the jackets for the past three years, actually since I started here. Last year, it was approved and we got the jackets. So I am grateful that at least in the winter we can be warm" (INT BC12, 2020:4).

> "Now, with the virus, the company still paid us for April even though we did not work. And they paid us 50% in May. It helped us to survive" (INT BC17 2020: 5).

This dimension encompasses the workers need for survival. The continuity experienced during the COVID 19 lockdown and the provision of freezer jackets for winter are positive management actions.

5.3.4. The Emotional Dimension

In this dimension, the need for support from management and is representative of relationship in the work environment.

Several empirical studies have demonstrated that supervisor support is a strong predictor of employee engagement (Bakker and Demerouti, 2007; Bakker, Demerouti, and Euwema, 2005; James et al., 2011; Richman et al., 2008; Salanova et al., 2005). This is confirmed in this research. According to Swanberg et al. (2008), supervisor support promotes social and psychological wellbeing in employees. From this perspective, supportive relationships are essential for motivating employees to

excel in the performance of their work. The importance of this dimension must not be underestimated as the socio-political environment must be acknowledged. It is highlighted that in an environment of racial segregation and psychological trench warfare (Gramsci, 1971), the concept of supportive relationships will be difficult and challenging.

> "He listens to us, when we have a problem he at least tries to help us, Not just swear at us or threaten to fire us. He teaches us the right way of doing things which is not always done, when there is something new he teaches us. He doesn't swear at us. It's almost like he understands how to treat people with respect" (INT BC11, 2020: 6)

An important aspect of this dimension of the CoPE management model is psychological safety that stems from the amount of care and support employees feel they receive from the company and their direct manager (Kahn, 1990). When the blue collar worker feels he is supported by management and has a good relationship with management, he is more likely to be engaged in the performance of his work. Moreover, psychological safety is associated with a sense of being able to show and employ themselves without fear of negative consequences (Saks, 2006).

The model is held together by the concepts of diversity and culture in the South African context. In order to manage the diverse workforce effectively, managers must embrace diversity and have the ability to tailor their management style to suit the different contexts and people they are managing (Khoza, 1994; Booysen, Nkomo and Beaty, 2002; Booysen, 2005). Moreover, globalisation, international competition, the implementation of affirmative action and equal opportunity programmes together with the challenges of cultural, racial and ethnic diversity in this sector requires a different style of management.

5.3.5. Diversity and Culture

The management of diversity and culture in MWD Enterprises are explored using the strategy of pattern matching as the issues of discrimination, the history of the

country, the issue of race and the culture of the company were examined from the perspective of the blue collar worker as well as from management.

5.3.5.1. Managing Diversity

There is substantial evidence that the blue collar workers in MWD Enterprises are made to feel inferior, unappreciated and 'less than human' because of racial discrimination and segregation in the company.

> "Everything is about race in this company, do you see any whites on the shop floor, putting up with this treatment from white managers. No. it only us black people" (INT BC13, 2020: 6).

From a management perspective, the empirical findings confirm that management are dismissive of diversity and equity:

> "The past history of this country is the past and I think that we need to move on from this, and not let it continue to affect how we do things" (INT MNG3, 2020:2).

There is much discussion on diversity related topics such as affirmative action, segregation, marginalisation and multiculturalism (Van der Wal and Ramotsehoa, 2001; Booysen, Nkomo and Beaty, 2002; Mbigi, 2000; Thomas and Bendixen, 2000 and Booysen, Nkomo and Beaty, 2002). The work of Sam and Berry (2010) is introduced into the research to describe the process of psychological and cultural change that the blue collar workers and the white manager went through when apartheid was abolished in 1994.

Sam and Berry (2010) argue that individuals in all groups undergo psychological changes when adapting in new situations. This change manifests in the form of greater sense of wellbeing or self esteem or socio-cultural shifts like learning a new language. The more problematic adaptations show up as acculturative stress (Berry, Kim, Minde, and Mok, 1987) which manifests as uncertainty, anxiety or depression.

Sam and Berry (2010) put forward the four basic acculturation strategies namely, assimilation, integration, separation, and marginalisation. In particular, the strategy of assimilation or the melting pot for the non-dominant group is used when individuals

do not retain their cultural identity, but adopts the values and traditions of the new society or organisation. This reflects the approach of many South African companies because of the history of the country. This is still the approach of managers and employees in the new South Africa and they shy away from embracing cultural differences and tend to focus on assimilation and similarities.

In other words, in a company such as the MWD Enterprises the culture, norms and traditions of the blue collar workers are abandoned and ignored and are assimilated into a Eurocentric management model where they are considered inferior and treated as unimportant and nonexistent – without an identity.

> … if you look at how they treat us then you can see that it is still the same because we are black the managers feel like they can do anything and get away with it." (INT BC: 2020: 94).

De Lavallade in O'Mara (1994: 226) state "the melting pot theory has lost ground and the new terminology refers to the mix of people in the workplace as a 'salad bowl'; the emphasis is on valuing the distinctive differences of people." Managing diversity, then must embrace the conditions of multiculturalism in its totality.

While there is no question that multiculturalism refers to the presence of cultural diversity in a society, a second core element of multiculturalism articulated by Berry et al. (1977) is that of equitable participation. Sam and Berry (2010) argue that a view of multiculturalism that only considers the existence of cultural diversity leads to separation or segregation; equal participation without diversity will result in assimilation or the pursuit of the melting pot; in the absence of diversity and equity, marginalisation and exclusion occurs; but when both diversity and equity are present, integration and multiculturalism are found.

Allard (2002) argues that in a South African context, policies have moved from one extreme (assimilation into the dominant workforce), swung to the opposite extreme (differentiation based on diversity), and now needs to came back to a more central position of integration, incorporating elements of both extremes. Van der Wal and Ramotsehoa (2001) and Booysen, Nkomo and Beaty (2002) point out that even though best practice diversity management is practised by some companies, most South African organisations are still very much stuck in the assimilation. The authors

state that multiculturalism is not confined to simple hiring quotas or superficial training on peripheral diversity issues like sexual harassment, but needs comprehensive diversity policies.

A critical factor to multiculturalism is that a multicultural or multi ethnic workforce must be managed specifically for the company to function optimally (Mbigi, 2000; Thomas and Bendixen, 2000 and Booysen, Nkomo and Beaty, 2002). Therefore, diversity must be clarified before operationalising its use in this research. The empirical findings reflect the experience of diversity at MWD Enterprises:

> "Yes. Like the example of "Peter" who has achieved so much in the company. Then there are people like me that cannot get a break. Why do they bring in white managers over us that have been here for so long? The reasons they give is that we are not trained, but then show me where we can be trained. A white manager was brought in as the senior manager over an existing black manager, and I wonder if it is a race issue. Was "John" not considered because he is African and "Luke" is white?" (INT BC20, 2020:7).

> "No, we are still in the same boat as we were. Apartheid and white man still rule over us. Not just by the position but because they can abuse us and think that it is fine. And we talk about affirmative action, nothing has changed, Look at how many black managers there are. Hardly any, but we are still bringing in white people" (INT BC4, 2020:7).

> "No we are still in a white management company. The few black managers still don't have a voice and have to do what senior managers who are white tell them to do Even my manager has to do as he is told. Look at how they gave him such a hard time when they had to close the receiving. No we are still dominated" (INT BC7, 2020: 7).

> "As a white manager in this setting, the workers are still stuck in the past and I don't know how I can change this. It's impossible to get them to think differently…and it is so frustrating for me. Can we not just move on and get this over with" (INT MNG2, 2020:2).

> "Yes. It is always coming back to Black and white and I cannot see how that will change in this place. We are low level workers and they the white man believes

> they can get away with anything and we have to remain silent" (INT BC24, 2020: 6).

Diversity cannot exist without equitable participation in this environment. The evidence supports that black managers are paid less than their white counterparts and furthermore, black candidates are overlooked when management positions become available. This means that equity has not yet reached the blue collar sector.

> "I have been with the company for 9 years but a White manager was employed in 2018 at a higher salary than mine. How do we explain this?" (INT MNG6, 2020: 4).

Another Black manager stated

> "I was promoted to Technical Training Manager in 2018. It was a new position and my role changed completely. I moved from an Admin position into the training role and I have to train the shop floor workers on the new warehouse systems. I went on training courses and became a super user for both training as well as fixing system issues. My salary was only increased by 5% and I am still way under the salary of other managers. I took on more responsibilities thinking it will be good for me, and now no one will listen to me. It is very frustrating" " (INT MNG5, 2020: 3).

> "Apartheid may be over, but some people still think like we are still living in those times. It is not dead at least not here. Look at the way White managers are still being brought in over us who have been here for years, where is the fairness" (INT BC7, 2020: 7).

The importance of equitable participation in a diverse company such as MWD Enterprises is evident. However, the focus of embracing diversity in this sector is a mind shift. This entails an acknowledgement of the psychological changes in the mind of the black South African brought about by colonialism and apartheid.

Diversity in the blue collar sector, therefore, means also acknowledging the impact of colonialism and apartheid on the psychology of the white South African. Whereas, blacks were programmed to be inferior, whites were programmed to be superior. Moreover, diversity is not simply affirmative action and employment equity, and elevating black South Africans, it is about the creation of an equal workplace. An

equal workplace that is not based on white South African ‘accepting’ black South Africans, diversity is about moving past the ‘us’ versus ‘them’ culture.

5.3.5.2. Culture

Allard (2002) argues that culture envelopes people so completely that they often are not open to different ways of dealing with the world, or realise that others may have a different outlook on life and a different logic and a different way of responding to people and situations. Furthermore, Hofstede (1996) points out that processes taking place in society, cultures or subcultures cannot be isolated from organisational culture and practices like management or leadership. Values, attitudes and behaviours that are relevant to work and organisations are carried into the workplace, as part of the employees’ cultural baggage. Allard (2002) argues that managers behave in terms of both organisational and personal backgrounds, as do workers who bring their different cultural backgrounds to their organisations.

Thomas (2001) points out that diversity also has an influence on organisational culture. The multidimensional and cross-cutting nature of culture is reflected in the different dimensions of diversity, which reflect individuals’ different cultural constellations or identities. Thus, it is evident that individuals, who are socialised within their own cultures, bring their socialised behaviour into the organisations within which they work. It is imperative for individual employees, managers and organisations to, as Offerman and Phan (2002) put it, “learn to be able to function effectively in a diverse context where assumptions, values and traditions of one’s upbringing are not uniformly shared with those with whom one needs to act – to be culturally intelligent”.

> “John” is very experienced and teaches us about how things in inbound work He doesn’t just give us our work and expects us to do it. He teaches and guides me in the right way of doing things; I appreciate the things I have learned from him. He listens to us, like with closing of the receiving; we were telling him that we were not coping even with overtime. The most important thing is that he understands us. He knows the circumstance we live in, he is black. Even though he is Zulu, he still knows where we come from. He understands” (INT BC15, 2020: 6).

> "He is calm; he does not lose his cool and raise his voice. He is reasonable and he listens to us. He takes the time to understand what is going on and then he defends us" (INT BC19, 2020:6).

> "He gets me to work with him not against him how? He treats me as an equal. He doesn't talk down to me or look down on me. I am there to do my work and he knows I will get it done (INT BC11, 2020: 7).

> "He tries really hard to support us. He tries to buffer us from top management. For this I am grateful because it takes off some of the pressure from us

Hofstede (1991, 1994) and Allard (2002) point out that a person's behaviour is only partially determined by their mental programmes. A person still has the ability to deviate and adapt to differing contexts, to react in new ways and to learn new behaviour. This means that although most human behaviour is embedded in internalised cultural socialisation, people can still step outside their cultural frameworks into other cultural frameworks in order to understand each another better and to adapt to different environments and situations.

There are different demographic and organisational variables that create a diverse culture in an organisation and Binedell (1992) claims that organisational and management philosophies typically evolve in harmony with the cultures within which they function. However, in South Africa, despite being a complex society of several cultures and subcultures, for historical reasons, the dominant organisational and management practices are still Anglo-American. The South African organisational context is characterised by ingrained socialised assumptions that "White is right", "West is best" and "Think manager, think male" (Booysen, 1999). This picture is made even more complex and biased by the skewness that still exists in the representation of managers in terms of the population groups. This skewness poses a number of management challenges for South Africa.

In the next section these management behaviours are incorporated into a management implementation for MWD Enterprises.

5.4. The Implementation of the CoPE Management Model

This section is related to the achievement of the third sub-objective of this research. Therefore, the focus of this section is the implementation of the CoPE Management Model for MWD Enterprises.

The case information presented on MWD Enterprises has highlighted several challenges in recent years that have led to downsizing, a delisting from the JSE and other negative implications for the company such as job losses, branch closures and retrenchments. What is needed at MWD Enterprises is a more culturally diverse management team to deal with a culturally diverse workforce.

There are three fundamental considerations that are important for the implementation of the CoPE management model.

First, the recognition that the psychology of all South Africans has been affected in different ways and the CoPE management model addresses this central theme in the attempt to contribute to the rewriting of management in the blue collar environment. Even prior to the birth of apartheid in 1948, the legacy of slavery, the domination of the White supremacy and the subjugation of the Black people has led to certain 'African' cultural beliefs and values (Nkomo, 2011) of being inferior and being 'the other'. Whiteness, on the other hand, is in any context is associated with privilege, material and psychological entitlements and afforded positions of power in racially stratified societies (Green et al., 2012).

Second, changing racism requires moving from simply recognising racism with its associated privileged white practices, to interrogating the dominant position of the white person (Green et al., 2012). Fanon (1968) calls for the recognition of the humanity of the Black person. With the abolishment of Apartheid in 1994, transforming the South African business environment away from the discriminatory structures and practices to ones which reflect the demographic composition and values of South African society has been a major focus. However, the basis of the CoPE management model is that racism is not a black issue; it is a societal and

organisational issue, and hence must be addressed by all parties. Diversity is not a gift bestowed on black South Africans by white South Africans (Green et al., 2012).

Third, diversity and equality is more than an approach it is a mind shift. Franchi (2003) demonstrates this as the expression of symbolic racism and uses affirmative action in South Africa to make his point clear. The racial construction of privilege in South Africa in the past has meant that affirmative action is inevitably based on race, namely black people belong to the target group and white people to the non-target group. While not referring to 'race' directly, the otherness and inferiority of the 'target group' is constructed in subtle ways. This highlights the tension that there are different experiences and meanings of race, therefore using this model to effect change requires us to recognise a range of different experiences and meanings of apartheid and discrimination.

The management implementation approach is introduced in this section. Once again the implementation is presented according to the four dimensions of the CoPE management model.

5.4.1. The Cognitive Dimension

The input from the blue collar workers provide valuable insights into what is expected from management:

> "I will look at the disciplinary process for underperforming staff" (INT BC, 2020: 132).

> "Also I will relook at the target setting process". (INT BC, 2020:145).

> Relook at how the overtime is allocated" (INT BC, 2020: 159)

> "Look the work processes for receiving" (INT BC, 2020:168).

> "I will look at how the jobs are accepted and given to us."(INT BC, 2020: 187).

Managing justice and fairness is a key task for managers and the organisation as a whole. The way the blue collar workers think about justice and fairness impact a number of important behaviours, from cooperation to engagement and spontaneous positive and negative actions.

The appropriate management action from the recommendations is: **A systemic and cultural commitment to justice and fairness as defined by the blue collar workers by:**

- **Looking at the disciplinary process for underperforming staff -** Do not conduct mass disciplines. The managers must be responsible for managing non performance, not HR.
- **Review the allocation of overtime.**
- **Looking at the work processes** to ensure that work is efficiently allocated.
- **Look at how the jobs are accepted and given to us** so that it is allocated to the staff methodically.

5.4.2. The organisational Environment Dimension

This dimension is crucial for transformation in the company and the South African blue collar workforce as a whole. The most important changes suggested by the blue collar worker are being treated with respect and dignity:

> "I think for me, it is respect for me as a person, a human being. It is important because I don't like being treated the way I do. It feels like I am just a number and that management can do as they please and there are no consequences for them treating us badly. An example that I can give you is the shouting and swearing at us on the floor when they see things is not as they want it. Sometimes, I feel like they enjoy doing this so that they have power over us" (INT BC4, 2020:5).

> "Don't shout. We are grown men. We cannot be treated like children. You know they say that people remember the way you treat them and this will make me work harder. Get the trust of the men. When we begin to feel safe then we can focus on working instead of being threatened to be fired every day" (INT BC14, 2020: 5)

> "Respect; I am a human being as because of this I should be respected. No matter the colour of my skin and no matter what job I am doing" (INT BC7, 2020: 5).

Moreover, the blue collars reported discrimination, racial segregation and being stuck in Apartheid as major issues in the company. Nearly 30 years after democracy, this empirical evidence confirms that the blue collar workers are still experiencing discrimination in the workplace. The structuring along racial lines is still prevalent and the discrimination that is part of being black and the sense of resentment has not yet been resolved:

> "We are discriminated against every day. Just the fact that we are in this environment with little hope of change is discrimination. I did not ask to be born African, I just was. There is discrimination in everything we do in things like we need union representation, but managers don't. Why? I cannot say discrimination based only on race but because of my work. I feel like I don't matter and that I have to accept what is done without questioning. For me discrimination is not being heard, not being given a voice" (INT BC5, 2020: 4).

> "Discrimination is everywhere, but I refuse to let it affect me. Yes we are afraid to speak for fear of our jobs but I believe that we can work with what we have and make small changes all the time. I am working hard to get to management so that I can make a difference" (INT BC11, 2020:8).

Maier (2002: 409) concludes that diversity "asks the corporate world to acknowledge or re-discover its humaneness". Furthermore Maier (2002) argues that leading diversity is about creating an inclusive, humane and respectful environment. Boon (1996) suggests that culture goes beyond race, it is about humanity.

Therefore, the recommended management action is: **Creating a culture that embraces respect for human dignity and diversity.**

A second important recommendation by the blue collars is that Ubuntu could be a solution for improving employee engagement in the work environment. The concept of Ubuntu being described as 'a person is a person through other people (Mbigi, 1997)'or 'Humanity towards others,' To the blue collar workers, Ubuntu represents hope that change is possible and will indeed enter the workplace.

> "The very being of Ubuntu will teach them that they are wrong when they treat us like this. You cannot swear at another man in front of his colleagues and speak about Ubuntu. It will definitely improve things if people like "Mark" were taught about Ubuntu" (INT BC2, 2020: 8).

> "Yes Ubuntu can make a difference, but it has to be taught to the white man as I think that they just don't care about us human beings. It is only about meeting the targets and it doesn't matter how people are treated. For a manager to swear at a black manager in front of his staff is not right" (INT BC22, 2020: 8).

> "If we can treat each other with respect, understand each other and be fair to one another. It can make a difference. But I cannot see how we can do this" (INT BC6, 2020: 8).

> "Ubuntu is - for managers to believe that we are worthy of being treated equally because we are people just like them and to create the work environment around this. I feel that, when this happens, then we can work together as a team to grow the company. There should be no more shouting and screaming at us, but also the way that the work is planned needs to change. When we feel human we will do more. Also, as a Black person, if you have become successful, then you need to remember where you came from. Don't look down on the rest of us, or make yourself better than me. You are not. Under this sun, we are one and the same. Even this virus does not differentiate. You are affected the same way as anyone else, black, white or yellow. If we start to look at life like this, won't this place be a better one" (INT BC1, 2020: 8).

The fundamental requirement of this dimension is the desire for recognition and respect of human dignity. In this context, it means a humanistic approach to management using the principles of Ubuntu. In addition to equitable race and gender representation at management level, the African thought system of Ubuntu is emphasised for its humanistic approach as a means of resistance to western type management approaches.

In this approach there is a reconnection to an Afro- centric management approach and African values as the ultimate expression of the desire for emancipation and resistance to domination (Nzelibe, 1986). The creation of an organisational culture

based on the principles of Ubuntu, requires a mind shift on the part of the management. The culture of Eurocentric management styles must be left behind in favour of a uniquely African organisational order.
The application of values based management approach is one way to instil the Ubuntu social values into an organisation. This is a value-driven, change-orientated and a developmental style of leadership distinguished from the rigid, structural traditional forms of leadership practised in the blue collar environment.

A Values-based management approach will create a value laden culture that encourages equal participation in decision making, supports risk taking, develop a sense of community amongst team members; convey a strong emotional conviction and instil values that generate a sense of belonging amongst team members (Poovan, Du Toit and Engelbrecht, 2006). This is considered Afro-centric leadership and it is founded on an inclusive Ubuntu based value system, where the interdependence of people is recognised in the workplace. The concept of Afro-centricity promotes the principles of communalism, participation and connectedness thereby producing a uniquely African leadership style.

The principles of Ubuntu, such as sharing of opportunities, responsibilities and challenges, participatory decision making and leadership, and reconciliation as a goal of conflict management, are used as the point of departure in assessing a range of leadership challenges. Ubuntu requires that leaders model the way for others and Ncube (2010:79) states that as a role model, the leader legitimises his or her leadership by a commitment to such African values as honesty, sincerity, truthfulness, compassion, empathy, dignity, and respect for others. Ubuntu is not a plain sailing form of leadership. As any other models, communities need to be prepared to be receptive to it. Ubuntu as a philosophy can also not be seen as a one size fits all solution in the challenges that the African society faces today

Fox (2010: 125) provides the following practical examples of Ubuntu behaviour.

- The way one talks (good, positive words spoken in a relaxed, positive manner);
- The way one walks (relaxed, in an unstressed way)
- The way one smiles (in a friendly way, natural)

- The way one treats others, especially elders, children and those in need
- The way one greets (in a friendly way, and by hugging and inquiring about the other's wellbeing)
- The way one practises moral values, such as caring, sharing, respect and compassion in daily life.

According to Mbigi (1997) there are five key values of Ubuntu. These are survival, solidarity spirit, compassion, respect and dignity. Survival is described as the ability to live and exist in spite of difficulties through a collective psyche. It is this psyche that allows Africans to pool their resources, preserve, and create the feeling community. Through a collective and collaborative spirit, South Africans have developed a shared will to survive.

Solidarity spirit is related to survival and developed through the combined efforts of individuals in the service of their community. The bonds of solidarity are created and maintained through spiritual values. Compassion **i**n the African milieu is the reaching out to others and practising humanism so that relationships can be formed. The underlying belief is that all human beings are interconnected and share a common and communal responsibility for each other.

Respect and Dignity refers to an objective, unbiased consideration and regard for rights, values, beliefs and property. Closely related to respect is dignity which is outlined as a quality that earns or deserves respect. Respect and dignity are considered are considered one of the building blocks of African society.

According to Poovan et al., (2006) this value system has to be taken into consideration for managing diverse teams in African based institutions, as these values have important implications for the work ethic.

The second management implementation action for this dimension is**: the Application of Values based management style based on the African values of Ubuntu.**

It is important that the work environment be perceived as free from the threats and bullying tactics that have been identified.

> "Managers on the whole are not very good. Mostly there is no respect and they don't treat us fairly. We are always threatened for our jobs and that makes us scared all the time" (INT BC23, 2020: 3).

In addition to wanting to feel respected, valued and being treated with humanity, the blue collar workers have specified several areas of focus in creating a positive workplace:

> "No more swearing on the floor. It should not be allowed. We are adults and must be treated so, not to be degraded" (INT BC3, 2020: 5).

> "Don't shout. We are grown men. We cannot be treated like children. You know they say that people remember the way you treat them and this will make me work harder. Get the trust of the men to feel safe then we can focus on working instead of being threatened to be fired every day" (INT BC2, 2020: 5).

> "I would try to not make the staff to feel so threatened, you know. Stop the shouts and threats so that we don't work against management and work with them. Treat us like grown men and respect us, not look down at us like we are less than them because we are black" (INT BC3, 2020: 5).

> "He gets me to work with him not against him how? He treats me as an equal. He doesn't talk down to me or look down on me. I am there to do my work and he knows I will get it done (INT BC11, 2020: 7).

> "He is calm; he does not lose his cool and raise his voice. He is reasonable and he listens to us. He takes the time to understand what is going on and then he defends us" (INT BC19, 2020:6).

The summary of the recommendations from the empirical evidence is presented. The first set refers to behaviour that must be stopped:

- **No more swearing on the floor**
- **Don't shout. We are grown men. We cannot be treated like children**
- **I would try to not make the staff to feel so threatened**

In the second set, there are recommendations regarding, positive reinforcements in the environment:

- **I am motivated when I feel like I am doing well**
- **When my manager compliments me**
- **He gets me to work with him , he is reasonable**
- **He takes the time to understand**
- **He treats me as an equal**

The challenge in this dimension is that the behaviours are culturally, psychologically and politically motivated by the history of apartheid. The approach to changing the culture and values in the organisational dimension drives long term transformational change but immediate observable change can be achieved through taking consistent corrective action when necessary.

The third management implementation action for creating a more positive working environment: **Take corrective action to prevent mistreatment and abuse.**

5.4.3. The Physical Dimension

A key aspect of this dimension is survival. In the current aspects of management style, the blue collar workers identify the provision of the freezer jackets and the payment of wages during lockdown as positives. There are however, some aspects of the physical work environment that are highlighted as areas for further management action.

> Provide opportunities for staff. I work really hard and will appreciate opportunities to grow. Teach people to do things well. Not shout when we do things wrong. Hear the people at the bottom, we do the work and know the challenges. If we take this into account it will solve a lot of our problems. I will teach them properly how to do things. Not learn from each other" (INT BC5, 2020:5)

> "I will teach them properly how to do things. Not learn from each other. If we can give our people the right tools to do the work them we can do it properly. Allow us to speak, and hear our voice. If they do this, we will be better at what we do. Give

> out the work more fairly, so that we are all given a chance to do well" (INT BC8, 2020: 5).

The blue collar workers propose that teaching them to perform their tasks well and not learn from each other will reduce the possibility of errors and rework, improve performance and give them opportunities to improve their position in life.

The specific management implementation action is based on the following areas highlighted by the blue collar workers: **Provide opportunities for growth and development to improve my position in life.**

5.4.4. The Emotional Dimension

The blue collars indicated that understanding, respect and the ability to listen, trust and compromise as the qualities expected from management as indicators of positive organisational and supervisor support. Positive relationships with their managers are a major contributing factor for engaging the blue collar worker. This is reflected in the physical performance of the job and translates into psychological safety.

> "To be understood as a human being, respect and fair treatment (INT BC26, 2020: 5).

> "Definitely respect. And also to care about people. If the management care about us, then we will all work better instead of us just waiting to see what will happen every day"(INT BC28, 2020: 5).

> "First don't shout. Listen to what the people have to say. We are here doing this everyday and we can show you better ways of doing things" (INT BC18, 2020: 5).

> "Trust us, when you trust me I will work harder and not try to spite management. There is a environment where we know that management expect the worst of us and that is why many people don't give their best. I know I will and I know many others feel the same" (INT BC15, 2020:5).

Perceived supervisor support is not purely psychological in nature. It is determined by the socio-political environment within the company. The blue collar workers get

their views on management support from the environment and this implies that supervisor relationships are determined by the culture of the company, the physical work environment and the extent to which the blue collar worker perceives fair and just treatment from management. Effective employment relationships between diverse employees in the company become possible when the differences are understood accepted and valued (Allard, 2002; Booysen, Nkomo and Beaty, 2002).

The management action: **Diversity training and specifically racial sensitivity training for higher cultural intelligence.**

5.4.5. An Overview of the Implementation for MWD Enterprises

The overall management approach consists of the following actions:

(1) A systemic and cultural commitment to justice and fairness as defined by the blue collar workers by:

- Looking at the disciplinary process for underperforming staff
- Looking at the work processes.
- Look at how the jobs are accepted and given to us
- No more swearing on the floor

(2) Creating a culture that embraces respect for human dignity and diversity.

(3) Application of Values based management style based on the African values of Ubuntu.

(4) Take corrective action to prevent mistreatment and abuse.

(5) Provide opportunities for growth and development to improve my position in life.

(6) Diversity training and specifically racial sensitivity training for higher cultural intelligence.

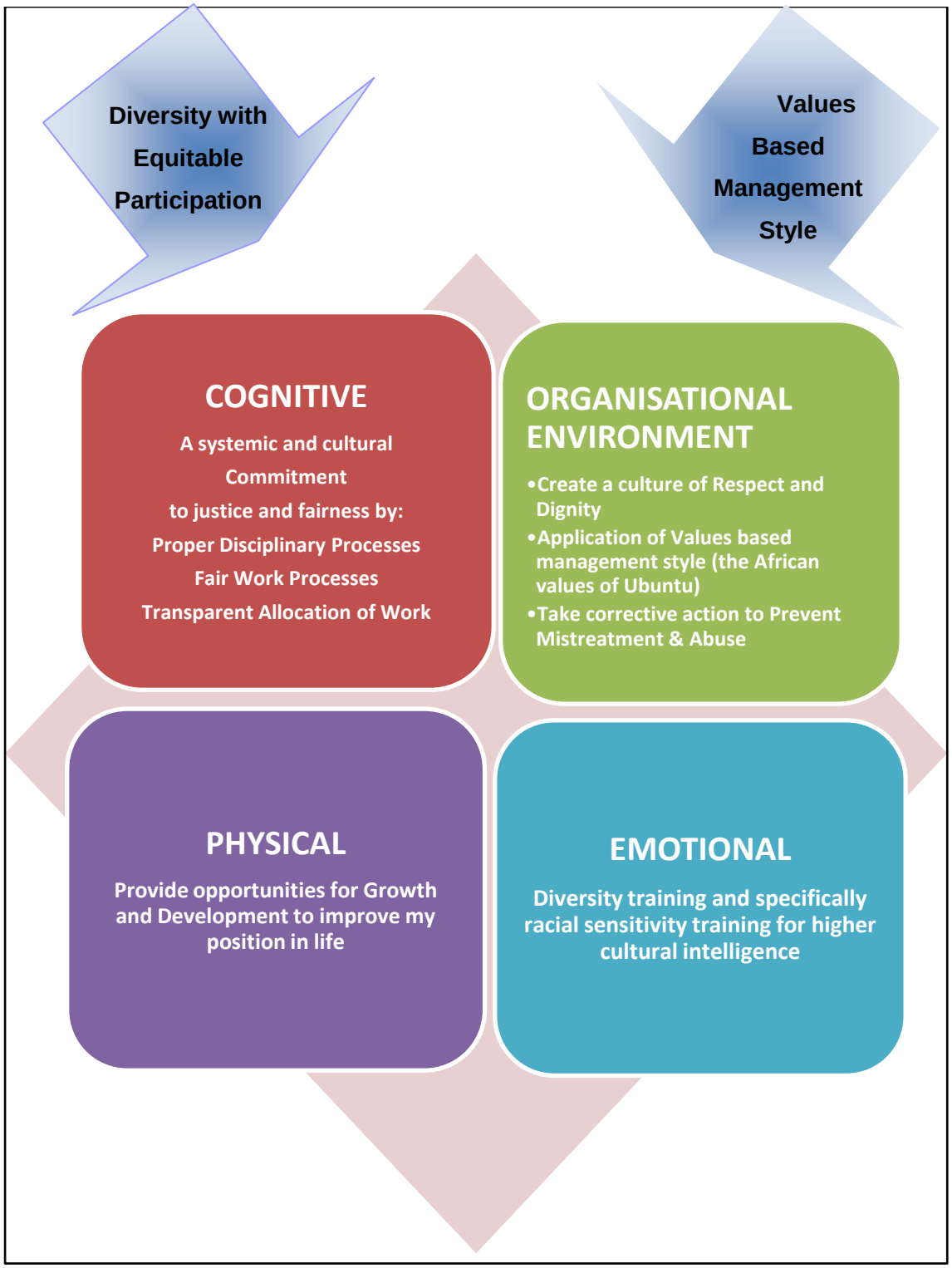


Figure 13: Presentation of the Implementation for MWD Enterprises

Table 6: A summary of the Implementation for MWD Enterprises

COGNITIVE A systemic and cultural commitment to justice and fairness as defined by the blue collar workers by • **Look at the disciplinary process for underperforming staff -** Do not conduct mass disciplines. The managers must be responsible for managing non performance, not HR. • **Looking at the work processes** to ensure that work is efficiently allocated. • **Look at how the jobs are accepted and given to us** so that it is allocated to the staff methodically.	**ORGANISATIONAL** **Creating a culture that embraces respect for human dignity and diversity.** **Application of Values based management style based on the African values of Ubuntu.** **Take corrective action to prevent mistreatment and abuse.**
PHYSICAL **Provide opportunities for growth and development to improve my position in life.** • Teach us properly how to do things, not learn from each other. • Proper training to reduce the possibility of errors and rework.	**EMOTIONAL** **Diversity training and specifically racial sensitivity training for higher cultural intelligence.**

5.5. Verifying the CoPE Management Model.

In this section the instrument for the testing of the CoPE management model is developed to address the fourth objective of this research. The overarching objective of this research is the development of a management model (CoPE management model) to lead to higher levels of employee engagement in blue collar workers which will result in positive organisational outcomes including improved productivity, lower absenteeism rates, and lower accident rates. Thus, the testing of the model will be based on assessing the state of engagement of the blue collar workers based on the elements highlighted in the empirical evidence.

5.5.1. Development of the CoPE Verification Instrument

The procedure of scale development suggested by De Vellis (2003) was followed. This included (1) the conceptualisation of the construct for measurement, (2) item generation and (3) instrument development. Therefore, for the development of the instrument, the relationship between employee engagement (the latent variable) and its observed indicators (items) are defined and the definition of BCEE is clearly stated. Second, the items for measurement are generated based on the definition of the construct and the relationship identified. Third, the instrument is presented.

5.5.2. The Conceptualisation of Employee Engagement for Measurement

According to Nunnaly and Bernstein (1994) relationships between the variables and items must be defined as either reflective or formative in nature. In the reflective model, Nunnaly and Bernstein (1994) argue that the latent variable (employee engagement) is assumed to be the cause of the manifested behavioural indicator hence, any change in the value of the construct will result in a change in its reflective indicator. Therefore in defining the relationship employee engagement will cause positive organisational behaviours such as improved performance and productivity, reduced absenteeism and turnover intentions and lower accident rates. The reflective model will be used for the purposes of this study

Figure 13 provides an overview of the inter-relationship between the outcomes of BCEE and the items identified in the Implementation of the CoPE Management model or MWD Enterprises (see section 5.4).

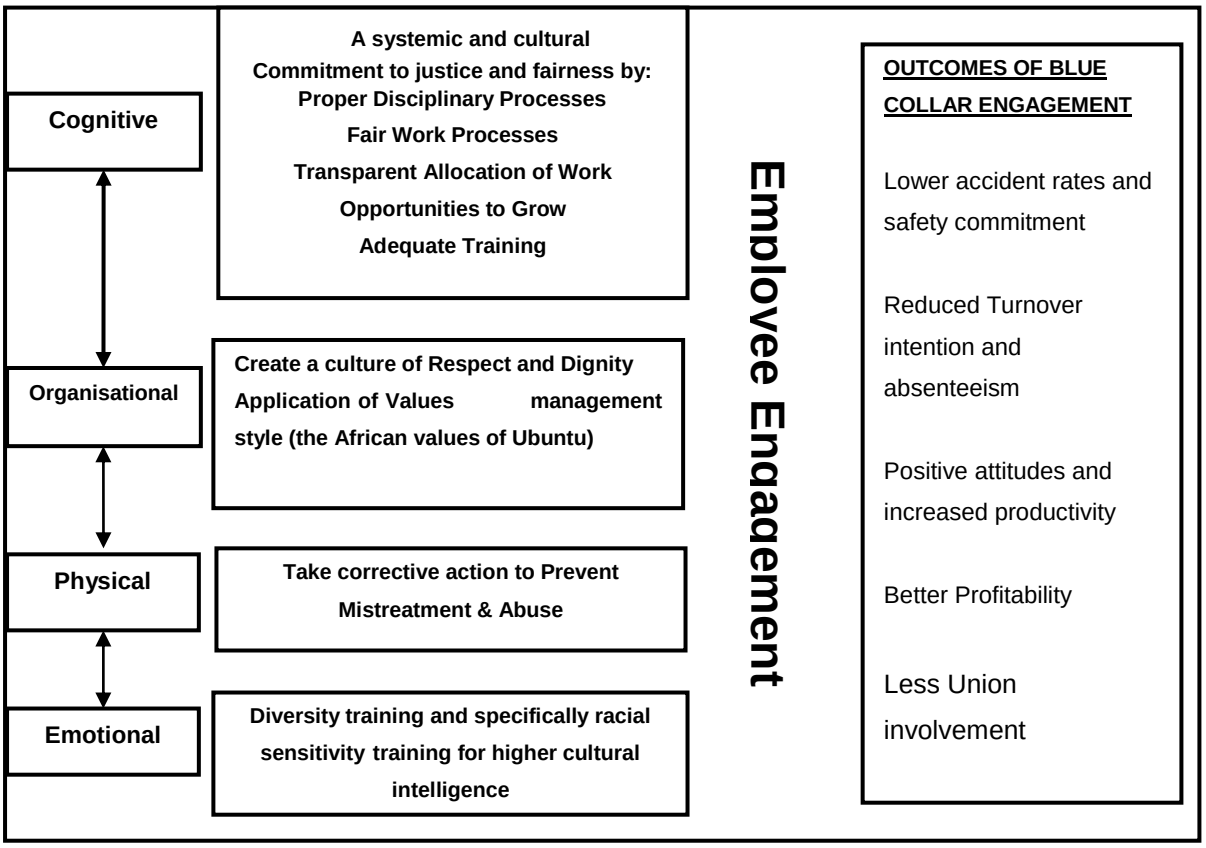


Figure 14: CoPE Engagement Framework

The items in the instrument are based on the relationships between the four dimensions of the CoPE management model and the outcomes of BCEE. The next step addresses the item generation and evaluation.

It is observed by many authors (Albrecht, 2010; Briner, 2014; Macy and Schnieder, 2008; Newman et al. 2011 and Truss et al. 2014) that the measurement of any construct would be more accurate and useful if it provides common items linked to a clear definition.

In this research employee engagement in blue collar workers has been defined as:

> "Engaging the mind, body and soul of the blue collar worker through positive work relationships and transparent organisational practices supported by respect for human dignity within a safe, stable environment free from discrimination, inequality and racial prejudices".

5.5.3. Item Generation

In identifying the items for inclusion in the measurement instrument the recommendations of Schwab (1980) was followed. The purpose of this phase was to systematically and comprehensively review the items identified in the empirical evidence relating to measuring employee engagement for blue collar workers.

The steps in this process included: (1) Items derived from the empirical findings were formed to address the content area of each management dimension (emotional, cognitive, physical and socio-political) in relation to producing a state of engagement (see section 5.2.6), (2) Reviewing the items according to the themes they measured.

The items from the empirical evidence to address the content area of each management dimension and engagement indications are listed in Table 7.

Table 7 reflects the generation of the items.

Table 7: Item Generation

Items to address as per management dimension	Engagement Indicator
Cognitive • Do not conduct mass disciplines. The managers must be responsible for managing non performance, not HR. • Looking at the work processes to ensure that work is efficiently allocated. • Look at how the jobs are accepted and given to us so that it is allocated to the staff methodically.	• **The company policies are fair and just** • **I am allowed to provide input into how the work is allocated** • **I feel safe to be myself at work**
Organisational • Creating a culture that embraces respect for human dignity and diversity. • Application of Values based management style based on the African values of Ubuntu • Take corrective action to prevent abuse and mistreatment.	• **My manager treats me with respect and dignity** • **I work together with my team to get the work done** • **There is a sense of Ubuntu in the environment (helping each other for the greater good).** • **There are processes in place to deal with bullying tactics**
Physical • Provide opportunities for staff to grow and develop • Teach us properly how to do things, not learn from each other - Proper training to reduce the possibility of errors and rework.	• **I have enough opportunities to grow within the company** • **I am given proper training to do my job well.**
Emotional • Diversity training and specifically racial sensitivity training for higher cultural intelligence.	• **My manager supports me in the performance of my job** • **My manager inspires me to do my best at work** • **I trust my manager** • **I have a good relationship with my manager**

5.5.4. Instrument Development

When developing the instrument, close attention was paid to the wording of items as the target sample of blue-collar workers are unique in that their work experience, level of education and their work conditions. The Instrument is presented below.

Figure 15: The CoPE Verification Instrument

Department						
Race	**African**	**Colored**	**Indian**	**White**	**Other**	
Education						
Years of work experience						

Item	1	2	3	4	5
Cognitive Quadrant					
The company policies are fair and just					
I am allowed to provide input into how the work is allocated					
I feel safe to be myself at work					
Organisational Quadrant					
My manager treats me with respect and dignity					
I work together with my team to get the work done					
There is a sense of Ubuntu in the environment (helping each other for the greater good)					
There are processes in place to deal with bullying tactics					
Physical Quadrant					
I am given proper training to do my job well					
I have enough opportunities to grow within the company					
Emotional Quadrant					
My manager supports me in the performance of my job					
My manager inspires me to do my best at work					
I trust my manager					
I have a good relationship with my manager					

5.5.5. Discussion of the CoPE Verification Instrument

The development of the CoPE Verification instrument is based on the empirical evidence from the blue collar workers at MWD Enterprises and warrants certain observations.

First, the framework (Figure 17) reflects employee engagement at individual level. It consists of a holistic, four dimensional approach to engaging the blue collar workforce. The actions included in the management approach are translated into items that reflect engagement indicators (see table 7).

Second, the instrument measures engagement levels using the Likert scale from 1-5 (1- Low Engagement and 5 - High Engagement). This instrument measures the impact of the model on the engagement of blue collar workers.

Third, the impact of the model is dependent on the following practical conditions:

- A phased approach.
- Demonstrated commitment from all levels of management
- Realistic time frames

Fourth, the dimensional approach of the model and the instrument allows for the analysis of each dimension and more direct application of the management approach.

Fifth, the measurement items are phrased for a typically South African blue collar workforce. The differences in language and idiomatic expressions specific to South Africa is considered thereby contributing to the validity (Aguinis and Edwards, 2014; Klassen et al., 2012; Mason et al., 2008; van Rooy et al., 2011).

The final version of the CoPE Management Verification Instrument was evaluated in a pilot study. The pilot study consisted of 5 blue collar workers to assess the wording and understanding of the scale. The overall reliability of the tool was assessed and no items were changed. Only two items were re-worded to prevent

misunderstanding. The validity of the items was not tested in this research, and is noted as implications for future research.

5.6. Discussion of the Findings of the Research

The challenges of affirmative action, adverse labour relations, open conflict and violence, skills shortage, changing technology, globalisation and international competition, the loss of jobs in mining and manufacturing, wage disparities, retrenchments and strike action are all an integral part of the South African workplace (Maritz, 2002; Folarin, 2013; Whyte and Auala, 2018; Bhorat et,al, 2016). In addition to these challenges, this research has confirmed that the blue collar environment has been found to be mired in discrimination and racial segregation. Jackson and Van der Vjver (2018) concluded that in a work environment characterised by segregation, discrimination and subtle racism, ethnic members chose separation as the acculturation response which results more negative outcomes than positive outcomes for the organisation

In a sector where there are mainly black South Africans in a predominantly white management hierarchy (South African Department of Labour, 2017) the transformations of the new South Africa have still not touched them. Thus, it is safe to say that the influence of colonialism and apartheid did not end when South Africa held its first democratic election in 1994, but the colonial experience continues even now (Licata, 2012). Hook (2001) observes that colonisation in South Africa was the means of disrupting culture, history and identity by inflicting powerful forms of psychological damage and the author introduces the concept of the ‘politics of psychology’ as the means of addressing the injustices and inequalities that were created. He advocates for the interrelatedness between the consciousness of self and emancipation as a means to address the effects of colonialism. There are two important considerations to make this possible: (1) diversity, (2) multiculturalism.

Thomas (1990) observed that affirmative action is incapable of creating a diverse culture for multicultural organisations. The author argued that diversity considers every member of the workforce and the author advocates for moving from affirmative action to managing diversity. Thomas (1999) argues two major components of

managing diversity: (1) change is the responsibility of the organisation and (2) diversity is for the benefit of the entire workforce. Thomas (1990) and (1999) indicate that even white males must be included in diversity and that diversity goes beyond race, gender, age, background, function, lifestyle and personality differences. In the article, Thomas argues that the additional benefit of diversity will be increased productivity.

Berry and Ward (2016) claim the concept of multiculturalism has acquired many meanings that vary across many societies. The authors elaborate that multiculturalism describes (1) a demographic fact, (2) policies or programs to manage intercultural relations and (3) the psychological component that includes an individual's decision to accept or reject multiculturalism. In the South African context, multiculturalism prior to 1994 was considered a problem to be reduced and eliminated and the melting pot approach was embraced. The post colonial situation in this country now is to move from the melting pot to a larger inclusive culturally plural society with equal power and equal rights (Jackson and Van der Vijver, 2018).

This research confirms the findings of Jackson and Van der Vijver (2018) that found South African organisations are still challenged by the legacy of apartheid as a dividing factor through 'covert racism', prejudice and stereotyping. Furthermore, the author of this research is in agreement with the recommendations of Jackson and Van der Vijver (2018) that calls for diversity initiatives that acknowledge and celebrate individual differences and a culture that ensures dignity, respect and valuing differences, is understood by all employees and form part of the organisation's DNA.

The organisational environment quadrant of the CoPE management model addresses blue collar workers articulation to be treated with respect and dignity without the bullying tactics of management within a threat free environment. The focus of this quadrant is to address the psychological, social and political damage of colonialism and apartheid that is found in the blue collar environment. The socio-political dimension of South African history has been overlooked but it is a major contributing factor to the poor performance and productivity in the blue collar environment. Furthermore, the required change in mind set is that the blue collar

worker is not ‘less than’ because of his race or the nature of the work he does. This dimension of the model is the most critical aspect of management in the blue collar environment and one that is noticeably absent in management models.

Based on the findings of the empirical evidence, the socio-political environment, management relationships, respect and dignity and a safe and continuous work environment were the defining factors identified for meaningful employee engagement of blue collar workers. The model itself whilst being directed to improve the work environment of the blue collar worker is in itself a management tool that empowers and creates awareness of the possibilities within this environment. This model of management presents steps for managers and each dimension of the model will take on its own meaning depending on the work environment of the organisation and the size and focus of the quadrant will shift accordingly.

While there is no question that multiculturalism refers to the presence of cultural diversity, a second core element of multiculturalism articulated by Berry et al. (1977) is that of equitable participation. Berry and Ward (2016) confirm that within a culturally diverse organisation there must be both cultural diversity and equity for true multiculturalism to exist. According to Berry and Sam (2010) a view of multiculturalism that only considers the existence of cultural diversity leads to the emergence of separation. Mazibuko and Govender (2017) note that while legislation has made transformation in the South African workplace mandatory not all companies have come to fully understand that both diversity and equity benefit the organisation.

In the cognitive quadrant of the CoPE management model, it is empirically identified that the blue collar worker will be engaged in the performance of his work to the extent that he perceives that he is fairly and justly treated. The management and organisational practices in terms of fair wages, recruitment practices and disciplinary processes were identified as being critical. Furthermore, the physical quadrant which reflects the experience of the physical work environment, it was empirically confirmed that in the presence of threats and mistreatment the blue collar worker cannot be engaged in the performance of his work. The blue collar worker needs a stable (continuous) and safe (threat-free) environment to thrive and be engaged.

This means a fundamental change in management behaviour relating to bullying, threatening the workers and the use of derogatory language.

The emotional quadrant reflecting the way the blue collar worker feels about his job is related to supportive relationships in the work environment. When the blue collar worker, feels like he has the support of management and colleagues he is more likely to become engaged in the performance of his work. The empirical evidence is in line with the principles of the collectivism and community found in Ubuntu.

In the field of cross cultural management, Adler (1983) argues that there are three central questions in cross-cultural management. (1) What is the impact of culture on the behavior of people within organisations? (2) To what extent, must managerial styles be altered when working with people from different cultures? (3) To what extent is the managing of cross-cultural integration different from managing interaction within culturally homogeneous groups? In the pursuit of understanding the convergence of these three areas the Hofstede Model (Hofstede 2001, Hofstede and Hofstede, 2005; Hofstede, 2007), and GLOBE Model (House et al, 2004) models have provided much insight into the structure of national and organisational cultures.

Sam and Berry (2010) pose the question: What happens to people when they move from the culture in which they have been born and raised to a new and unfamiliar culture? As a field of study, cross cultural psychology has become a major source of the development and display of human behavior in intercultural contexts. In the critical blue collar sector, characterised by low productivity where growth is needed to address poverty, unemployment and inequality, this research examines the historical inequalities that still exist within the blue collar sector and provides a management model to engage blue collar workers in the performance of their work.

In defining a climate of diversity enhancing conditions such as multicultural policies and practices more positive intergroup attitudes, trust, more positive perceptions of out-group intentions in working towards peace, enhanced performance, and a strong company culture increases in productivity and when diversity is managed effectively, employees learn more about each other so that communication is improved, with

less stereotyping and discrimination among the employees (Joubert, 2017; Tropp et al., 2017; Mazibuko and Govender, 2017; Franken, 2015).

The management approach is designed to be practical and straightforward but requires a significant culture shift including interrogating subtle forms of covert racism. With the development of the CoPE management model the overarching research objective of this research is fully achieved. The theoretical and practical contributions and implications of the CoPE management model are discussed in the next section.

6. Contributions, Implications and Conclusion

The research problem of this study: **what management approach will improve employee engagement levels in blue collar workers** to increase productivity, improve the employee experience and ultimately boost the economy of South Africa has been thoroughly examined within its context and there are important implications of the research. The theoretical contributions, practical implications and conclusions are discussed in this section.

6.1. The Theoretical Contributions of the Research

The CoPE management model represents new theory. The development of the CoPE model makes five key theoretical contributions, (1) identifying a uniquely African approach to managing in the blue collar environment, (2) situating the model within a psycho-political domain is a contribution to the field of critical psychology (3) clarifying the impact of political influence contributes to the field of cross cultural management, (4) expanding the field post colonial theory by providing key insights from the blue collar workers in South Africa and (5) expanding employee engagement theory and processes to include the blue collar environment.

6.1.1. The African Management Movement

This research contributes to the field of African management in three ways.

First, the model is based on a values led management approach using the values of Ubuntu (see section 5.4). The implementation of the management model involves a culture change intervention that embraces the values of respect and dignity. These values resonate with the needs of the blue collar workers identified in the empirical findings. Many African scholars believe that Ubuntu is the answer to Africa's management dilemma (Kuk and Bolden, 2006, Mangaliso 2001, Mbigi 1997, Mbigi and Maree, 1995; Mbigi, 1997; Swartz and Davies, 1997; Karsten and Illa, 2005) and Maier (2002: 50) observed a need to "strengthen their empirical African data base"

for the development of an indigenous African management approach. This research contributes to that database.

Second, the model is fundamentally based on the data collected from the blue collar worker. When developing the model and the management approach, the voice of the blue collar worker spoke through the empirical evidence and a great deal of attention was paid to their experience of the new South African workplace. In other words, the model proposes an African based solution for a uniquely African problem.

Third, the author has a South African background with experience in management both during apartheid and post apartheid. Westwood and Jack (2007) contextualise this by highlighting that mindfulness in acknowledging one's positionality is an important aspect of defining contribution. One of the main criticisms of management is the western oriented influence of management theory and practices. This research provides a purely South African perspective on management in South Africa.

6.1.2. The Field of Critical Psychology

This research makes a contribution to the field of critical psychology by placing the model within the concepts of the 'psychology of politics'. The model takes into account how the psychology of the blue collar worker has been impacted by the historical practice of apartheid and the 'politics of psychology' which is the awareness of how psychological action and knowledge can be used as mechanisms to address inequality and discrimination (Hook, 2001). The organisational environment dimension of the CoPE management model addresses the requirements of the blue collar worker to be treated with respect and dignity by identifying and addressing the influence of the psycho-political environment on the mistreatment, disrespect and devaluing of the black South African.

The foundational principles of critical psychology is found in the Black Consciousness movement of Steve Biko, who called for psychological and cultural liberation as a necessary prerequisite for political freedom, declaring "mental emancipation as a precondition to political emancipation" (Biko, 1978: 29). Whilst this is within a different political context, the blue collar workers are still oppressed, and

diversity and equality has been slow to evolve in this environment. It was Fanon (1968) who argued that the subjective nature of black oppression must be dealt with before attempting to create solidarity. Hook (2001) argues that critical psychology would be incomplete if it did not try to take on the injustices and inequalities of the world (see section 2.1.5).

The key focus of this model, therefore, is to address the mistreatment of the blue collar workers through creating an environment that takes the psychology of the blue collar worker into account and provide the processes and procedures to empower the blue collar workers. Further, the mentality of black inferiority and white supremacy is dealt with through a value driven management style, cultural diversity and racial sensitivity.

6.1.3. The Political influences on Cross cultural management

This research makes a theoretical contribution to the field of cross cultural management by providing evidence of the importance of political influences on management style in a multi cultural workplace.

In developing the COPE management model, the blue collar workers provide substantial evidence that there are still divisions along racial lines and they highlight the feeling of inferiority, powerlessness and helplessness experienced in a white management environment. The culture of the company was described as ‘us’ versus ‘them’ and a ‘black ‘versus ‘white’ culture (see section 2.4.6). Although Bekker and Leildé (2004) conclude that multiculturalism has had a measure of success in the new South Africa Jackson and Van de Vijver (2018) confirm white South Africans are still the group with the highest management positions in organisations and the shift towards diversity, equitable participation and cultural change has been slow to evolve in the blue collar workforce.

It is evident there still is a white dominant position in the blue collar environment and as the white group (the once power wielders of the apartheid state) struggles to come to terms with their new ‘minority’ status (Steyn 2004; Alsheh and Elliker, 2015) and try to maintain white privilege in the face of black power (Steyn and

Foster, 2008) they establish themselves through a more disciplinarian, autocratic and domineering management style.

This research provides substantial evidence that the change in the political environment since 1994 has had several implications for the blue collar worker. Firstly, the blue collar workers have started to speak out against the discrimination experienced in their work environment and are demanding a more humane oriented approach to management. Besides the push toward diversity and equitable participation the blue collar workers are demanding respect and dignity. Finally, the evidence suggests that the blue collar workers will thrive in a workplace that embraces teamwork and community, trust and relationships and a just and fair organisation.

The author concurs with the recommendation of Orr and Hauser (2008) who argue that the Hofstede theoretical constructs be re-examined within the context of the change in the political landscape in recent years that has led to cultural and sub-cultural differences that were constrained over a long period of time and have started to emerge (see section 2.2.4.1).

6.1.4. Expanding Post Colonial Theory

This research is presented as an expansion to post colonial thought in South Africa and presents verbatim evidence of experienced post colonialism in South Africa.

More than two decades later, post apartheid South Africa is characterised by a culture of violence, high unemployment, high rates of crime, pervasive inequality, and millions living in desperate poverty (Maritz, 2002; Reddy, 2015). The collective actions of the masses found in mass demonstrations and violent, threatening discourses indicate impatience, criminality and disrespect for the law, and a collectivism that relies on informality. Reddy (2015:2) attributes this situation to the “common unravelling of the dreams of post-Apartheid expectations, general disappointment and political malaise replacing the optimism and enthusiasm of 1994” (see section 2.1.4).

This characterisation of South African society is reflective of the blue collar workplace. This research confirms that the reforms of post apartheid South Africa has not reached the blue collar worker. Racism, discrimination, inequality and pervasive white supremacy are rampant in this environment.

The production of the CoPE management model addresses these effects of the post colonial workplace in three ways. Firstly, the management model raises the socio-political awareness of the white managers. The organisational environment quadrant, based on the articulation of the blue collar worker to be treated with respect and dignity is based on challenging the belief that whiteness is westernised and therefore good, and blackness is not. At the heart of this, it means creating an awareness that being white does not allow white managers to define themselves and the 'other' in terms of this belief. Secondly, the model challenges the psychological influences of colonialism on the black person. It advocates that multidimensional nature of the blue collar workers and acknowledges their challenges and difficulties. Thirdly, the model creates a new space in the blue collar environment that moves beyond equality, diversity and policies and procedures, but where racism is not an issue for only black people to deal with, but requires white people to renegotiate racial boundaries and question unfair power and privileges and through these practices endeavour to identify, and support the emergence of different relationships (Green et al., 2012).

In summary, the COPE model addresses the white and black discourse that resulted in colonialism and is a result of colonialism in South Africa.

6.1.5. Expanding Employee Engagement Theory

The definition and conceptualisation of employee engagement for blue collar workers is an important contribution of this research. According to Lee and Mohamed (2006), research on employee engagement has focused mainly on the white collar environment and little research has been done on the blue collar workers in South Africa.

In this research the definition and conceptualisation of employee engagement was positioned as one outcome of the COPE management model for blue collar workers.

The associated positive outcomes of engaged employees were confirmed in the research. It was found that being treated with respect and dignity, being fairly treated, a safe environment and supportive management relationships all led to the feeling of wanting to be at work and to put in more effort.

The empirical evidence highlighted a high level of disengagement at the company and the blue collar workers indicated that it was mainly due to management mistreatment; feeling discriminated against on the basis of race, feeling devalued and being unfairly treated. The evidence was used in the articulation of an employee engagement definition (See section 5.3.1).

The recommendations of Shuck and Wollard (2010) were used to address the lack of empirical research on the topic and the empirical findings confirm the dimensionality of the construct, and redefine the meaning of engagement in this environment. The three dimensions cognitive, emotional and behavioural from engagement literature were examined and re-evaluated.

Based on the empirical evidence, the multidimensional nature of the concept was confirmed and the meanings of engagement for blue collar workers were redefined. In the cognitive dimension, the blue collar workers refer to just and fair organisational practises as the antecedent for engagement. In the emotional dimension, supportive relationships with management were identified as important and in the physical environment, the blue collar workers required a safe (free from threats) and continuous (secure) environment to precede engagement. When these three states were present, the blue collar workers felt they would be engaged in the performance of their work.

This approach to exploring employee engagement has provided new insights which are invaluable to informing future research in the field of engagement for the blue collar environment.

This section has provided a comprehensive view of the theoretical contributions of the research. The next section deals with the practical implications of the CoPE management model.

6.2. The Practical Implications of the Research

There are two major practical contributions of this research. First, the indirect economic benefits associated with an engaged blue collar workforce. Second, the opportunity to improve the work experience of a particularly vulnerable section of the population: the blue collar worker or the previously disadvantaged black South African.

The management model developed in this research is a practical and valuable way to correct the history of South Africa. As in any major change, the most positive effects are achieved from incremental changes. This model represents an incremental but powerful tool for change. The socio- political view of previously disadvantaged black South Africans and addressing the psychological trauma experienced by this group of individuals is critical to success in this environment.

Economically, as South Africa and the world continues to come to terms with the impact associated with COVID 19 the blue collar sector is among the most seriously impacted. The United Nations Conference on Trade and Development Report (2020) highlights the construction, manufacturing, transport, logistics; automotive, hospitality and textile sectors as the most seriously impacted and these are the biggest employers of blue collar workers.

The organisations within these sectors are forced to review how they do business as the economic effect of the virus continues to wreak havoc on the economy. The shift has resulted in restructuring, pay-cuts, retrenchments and the possibility of shutting down and COVID-19 has either cost them their jobs or forced them to work under conditions with greater exposure to the risk of infection. What this means is that growth in this sector is needed more urgently now than at any other time. As the world returns to the new normal, this model is aimed at stimulating growth in this sector by introducing an integrated approach to managing blue collar workers.

The empirical evidence proves substantially that there are low levels of engagement in the company and by generalisation in the blue collar sector. Therefore, the most obvious practical value is associated with the improved levels of engagement in the

blue collar sector. This results in immediate translation into better performance (with its related increase in job satisfaction, employee morale, and employee commitment), productivity, reduced absenteeism, lower accident rates, reduced turnover (with its related reduction of costs in recruitment, on-boarding and training) and profitability.

This brings us to the second major practical implication of the CoPE management model. This is related to the socio – political implications for the blue collar worker. The first dimension of the CoPE management model is dedicated to improving the organisational environment by addressing the mistreatment of the blue collar workers. The empirical research has provided considerable evidence of the racial discrimination, bullying tactics and the general mistreatment of the blue collar workers.

This research provides an action plan for the implementation of the model. The approach to the implementation of the model is comprehensive and begins with a review of the vision and mission and values of the company. At this point the recommendation is the inclusion of the five core values of Ubuntu into the values of the company. This aligns the company to unique African values.

Further, the management approach addresses the culture of the organisation and uses the principles of multiculturalism: demographic difference, policies and procedures and diversity and inclusion as the principles of organisational culture. The uniqueness of the model is the approach used in addressing the psychological impacts of apartheid on both the blue collar worker and the white manager as a means of engaging the blue collar worker in the performance of their work.

The management approach promotes a value based management style. This entails the implementation of a ‘living’ culture document with associated consequence management for incidents of non conformance to living the values. In this regard, the organisational or socio-political quadrant is the most vital component and is the foundation of the model as it is where the psychological work of implementing change begins.

The associated empowerment, acknowledgement and validation would be invaluable. It is noted that no management model takes the view of addressing the psychology of the blue collar worker and the 'African' manager to improve performance. Practically, this model deals with both parties of the relationship.

6.3. Recommendations for Future Research

The overall objective of the research was to present a management model for engaging blue collar workers. A definition of blue collar employee engagement as well as the antecedents for blue collar engagement was presented. In addition, a verification instrument has been developed and presented for verifying the CoPE management model.

As a single embedded case study this research cannot provide statistical generalisation. The author notes that further empirical studies are needed to validate the external validity of the model and the testing instrument. It would be noteworthy to see empirical testing of the model outside of South Africa, where the impacts of colonialism has been felt and where there is a significant blue collar component.

Furthermore, the research was conducted in a logistics environment, and the model must be tested in other blue collar environments. More research must be done to confirm findings of this research. A longitudinal study at a blue collar business would be useful to measure the effects that interventions and training programs have on employee engagement over a longer period of time could prove valuable. Surveys and qualitative interviews could be used to gather data and paint a more complete picture of the overall interactions. Interventions may be instituted within all levels of organisation. Furthermore, control groups within the participating organisations could be used to compare employees that receive interventions and employees that do not. The collected data could be used by multiple companies within the industries studied to implement programs that could improve their environments, employee relationships and production.

Furthermore, a significant contribution of this research is the verification instrument for testing the impact of implementation of the model in practice. An important

implication for future research is to test the validity of the verification instrument. The researcher concludes that engagement is a complex construct and suggests that this instrument be validated to ensure its reliability and factorial validity for the South African context. It is envisaged that the proposed measuring instrument will be revised and adapted more than once before it will cover most of the core components of employee engagement.

A significant finding of the research is the discrimination and segregation that is evident in the blue collar environment. More research must be conducted in the South African workplace to gain a better understanding of this phenomenon.

This research has highlighted the importance of changing management style from a socio- political perspective. With the view of improving productivity in the blue collar sector of South Africa the discussion to divulge and communicate the new-age skills for blue collar workers is critical. With exposure to advanced technologies in 2021 the expectation is that this will change conventional blue collar workers into value-generating roles. These roles will demand different skills and technology enabled expertise which will be important to improve efficiency. Research is recommended to investigate the impact of changing technology on the blue collar sector in South Africa.

6.4. Conclusion

The empirical evidence in this research has introduced a post apartheid review of the blue collar environment in South Africa and it was found that discrimination, racism and the indignities of the apartheid era are still rife in this environment. The biggest challenge is the discrimination and the lack of respect and dignity.

Based on this, the management model uses the perspective of critical psychology and the principles of black consciousness to provide insights into managing blue collar workers. Furthermore, the concepts of diversity, multiculturism, and Ubuntu are explored and their most salient points were considered when developing the model. The management model is based on four dimensions, the emotional, cognitive, behavioural and socio-political. The key concepts of employee

engagement and management are linked in each dimension and it is positioned that when all these elements are present in managing blue collar workers, they will become engaged in their work.

The blue collar environment is a challenge. The importance of this sector has been established and growth in this sector is critical to growth in the economy of the country as a whole. As South Africa struggles with poverty, inequality and unemployment this management model addresses the need for engagement and growth in this environment by providing a voice for the blue collar worker.

Apart from verifying the effectiveness of the CoPE management model on engaging the blue collar worker in the performance of their work, the recommendations for future research include an investigation of the applicability within other blue collar organisations.

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Appendix A: SEMI STRUCTURED INTERVIEW QUESTIONNAIRE: BLUE COLLAR WORKERS

Department	
Race	
Highest level of Education	
Years of work experience	

Recognition and Reward

Does your manager recognise you for going the extra mile? Tell me about a time when this happened to you or to one of your team members?

Nature of the Job

What is it about your job that makes you look forward to coming to work every day? Or what makes you not want to come to work?

Do you feel that you can be yourself at work?
What motivates you to be your best? When/how do you realise whether you are motivated or not? Describe your state of mind?

When you have no desire to go to work…what are the things you loath the most?

Could something happen that changes your mind/motivation during the day? Have there been times when your lack of motivation was turned around (or vice versa)?

Justice and Fairness

Do you believe that your manager treats you fairly, and with respect? Why do you feel this way?
Will you recommend this company to your family members? Why?

Supportive work Environment

Do you trust your manager? Why?

Which values are most important for you? Why? How do they become real in daily work life? Give examples?
Does your relationship with your manager affect how you feel about work? And how you perform your

duties? How? Why?

The specific aspects of management

What will you describe as your best or most positive experience (with regards to the management) at work so far?

Tell me about a negative experience that you have had with management?

What happened and what was the outcome?

If you were promoted to Manager within your department, what are some of the things you would do to create a positive work environment?

What rules or guidelines would you put in place being a manager?
What do you believe is your manager's best quality/characteristics?

Describe your ideal manager… Which celebrity/person would you think could be the ideal manager…why…
What is the top behaviour shown by your manager that motivates you to go the extra mile?

Inclusiveness/diversity

Do you think we have overcome the history of our country? And do you think race matters in the company? How?

Have you ever experienced discrimination?

Do you think that managers from the same background understand you better?

Do you think there is a "them and us" (managers versus blue collar, black – white, male – female). When do you feel that? How could it be overcome?

You speak very much about, things like respect, being fairly treated etc, how do you believe that the African concepts such as Ubuntu make this a better place to work?

Describe the culture in your own words?

Appendix B: SEMI STRUCTURED INTERVIEWS MANAGEMENT

Department	
Race	
Highest level of Education	
Years of work experience	

1. What are the management challenges you deal with on a daily basis from a people perspective? Give me some examples.

2. How would you describe your management style?

3. How do you recognise top performers?

4. Do you find there is a them versus us culture?

5. How can it be overcome?

6. Do you think we have overcome the history of our country?

7. How would you describe your relationships with your team?

8. What can be done to improve the relationships?

Appendix C: Data Collection

- Observation (OB)
- Management Meetings (MEET)
- Toolbox Talks (TT)
- Document Analysis (DA)
- Semi Structured Interviews – BLUE COLLAR WORKERS (INT BC)
- Semi Structured Interviews – MANAGEMENT (INT-MNG)
- Semi Structured Interviews - HUMAN RESOURCES (INT HR)
- Informal Conversations with Blue Collar Workers (INFC – BC)
- Union Meetings (MEET UNION)

Date	Method	Informants	Reference Code
1/7/2020	Observation	BC/Management	OB (2020)
1/7/2020	Toolbox Talk	BC/Management	TT(2020b)
1/7/2020	Interview	BC	INT BC (2020)
1/7/2020	Interview	BC	INT BC (2020)
1/7/2020	Informal Conversation	UNION	INFC BC (2020)
1/7/2020	Interview	BC	INT BC (2020)
2/7/2020	Interview	BC	INT BC (2020)
2/7/2020	Interview	BC	INT BC (2020)
2/7/2020	Interview	BC	INT BC (2020)
2/7/2020	Informal Conversation	Manager	INFC MNG (2020)
3/7/2020	Interview	BC	INT BC (2020)
3/7/2020	Interview	BC	INT BC (2020)
3/7/2020	Informal Conversation	UNION	INFC UNION (2020)
3/7/2020	Interview	BC	INT BC (2020)
4/7/2020	Interview	BC	INT BC (2020)
4/7/2020	Interview	BC	INT BC (2020)
4/7/2020	Interview	BC	INT BC (2020)
5/7/2020	Interview	BC	INT BC (2020)
5/7/2020	Interview	BC	INT BC (2020)
5/7/2020	Interview	BC	INT BC (2020)
9/7/2020	Interview	BC	INT BC (2020)
9/7/2020	Interview (Manager)	Manager	INT MNG(2020)
9/7/2020	Interview	BC	INT BC (2020)
9/7/2020	Informal Conversation	BC	INFC BC (2020)
16/7/2020	Interview	BC	INT BC (2020)
16/7/2020	Management Meeting	Management	MEET(2020)

16/7/2020	Tool Box Talk	BC/Management	TT (2020)
16/7/2020	Informal Conversation	BC	INFC BC (2020)
17/7/2020	Interview	BC	INT BC (2020)
17/7/2020	Interview (Manager)	Manager	INT MNG(2020)
17/7/2020	Interview	BC	INT BC (2020)
17/7/2020	Interview	BC	INT BC (2020)
22/7/2020	Interview	BC	INT BC (2020)
22/7/2020	Interview	BC	INT BC (2020)
22/7/2020	Interview	BC	INT BC (2020)
22/7/2020	Interview (Manager)	Manager	INT MNG(2020)
23/7/2020	Observation	BC/Management	TT (2020)
23/7/2020	Tool Box Talk	BC/Management	TT (2020)
23/7/2020	Interview (Manager)	Manager	INT MNG(2020)
23/7/2020	Interview	BC	INT BC (2020)
23/7/2020	Interview	BC	INT BC (2020)
6/8/2020	Tool Box Talk	BC/Management	TT (2020)
6/8/2020	Observation	BC/Management	TT (2020)
6/8/2020	Interview	BC	INT BC (2020)
6/8/2020	Informal Conversation	BC	INFC BC(2020)
6/8/2020	Interview	BC	INT BC (2020)
6/8/2020	Interview (Manager)	Manager	INT MNG(2020)
10/8/2020	Interview	BC	INT BC (2020)
10/8/2020	Union meeting	UNION/BC	MEET UN(2020)
10/8/2020	Interview (Manager)	Manager	INT MNG(2020)
17/8/2020	Tool Box Talk	BC/Management	TT (2020)
17/8/2020	Informal Conversation	UNION	INFC UNION (2020)
17/8/2020	Management Meeting	Management	MEET(2020)
17/8/2020	Interview (Manager)	Manager	INT MNG(2020)
17/8/2020	Interview	Manager	INT MNG (2020)
21/8/2020	Informal Conversation	UNION	INFC UNION (2020)
21/8/2020	Interview	Human Resources	INT HR (2020)

Appendix D: THEMATIC INDEX

Category	Theme (Code and Description)
1. Recognition and Motivation	1.1 No meaningful recognition practices 1.2 Only here to earn a living 1.3 Want to be 'seen'- not just a number 1.4 Do not want to be at work
2. Management and Organisational Practices	1.1 Want to be respected - not treated like children 1.2 Equal opportunities 2.1 Unfair practises when appointing Managers 2.2 Unfair recruitment practices
3. Values: Trust, Respect and Dignity	3.1 Want to be trusted 3.2 Need respect from managers 3.3 No dignity because they are treated badly
4. Relationships with Management	4.1 Negative Feelings towards management 4.2 Managers swear at them 4.3 Feeling of separation - Us versus Them/ Blacks versus White managers 4.4 Racism - Treated badly because we are Black
5. Desired Management Behaviour	5.1 Opportunities to grow 5.2 Treated with respect 5.3 Treated as equal 5.4 Understood and Appreciated
6. Management Perspective	6.1 Workers are lazy 6.2 Cannot be trusted 6.3 No sense of urgency 6.4 No discipline 6.5 If they don't want to work , there's the door

Appendix E: DISCIPLINARY CODE AND PROCEDURE

1. DISCIPLINARY CODE

1.1 Purpose

The responsibility and authority for the maintenance of discipline in the Company is vested in management and will be handled in accordance with the procedure set out in Section 2 of this document. It is accepted that a disciplinary code and procedure are necessary for the efficient running of company business, the safety and fair treatment of all employees and for ensuring sound labour/management relations.

The objective of disciplinary action will be correction rather than punishment and where appropriate, Management will adopt a counselling session rather than a disciplinary approach.

Furthermore to provide guidelines for management to ensure the fair, just and uniform application of disciplinary measures and to provide a reference for management engaged in applying discipline.

1.2 Underlying principles

This code is based on the following principles, which must be observed under all circumstances:

1.2.1 The application of discipline is the right and responsibility of line management. Disciplinary action should not be taken lightly; the responsibility for implementing action is reserved for company representatives of the appropriate responsibility and seniority. The imposition of discipline is therefore the prerogative of management only.

1.2.2 Disciplinary steps are instituted in order to obtain the co-operation and involvement of all employees within the workplace, and to protect the interests of both the employee and the employer in the process of dealing with unacceptable behaviour.

1.2.3 In the enforcement of discipline, the emphasis must rather be focused on guidance and rehabilitation rather than on the imposition of punishment. However, where necessary, punishment must be used as a legitimate deterrent in the maintenance of discipline.

1.2.4 In certain instances the company reserves the right to impose the most severe sanction on an employee without having to follow the principles of corrective and progressive discipline.

1.2.5 The application of discipline must at all times be lawful, just, fair and consistent.

1.3 Formal Disciplinary Enquiry

It is required that for every serious offence which may lead to the dismissal of the employee, a formal disciplinary inquiry must be convened prior to deciding on appropriate action. In cases of minor offences an informal enquiry can be conducted prior to imposing a disciplinary sanction. A key aspect of this process is to hear the other side prior to imposing any form of disciplinary action.

Any employee being charged with a disciplinary offence has the following rights:

1.3.1 To be charged timeously

1.3.2 To be fully informed about the charges against him/her; including but not limited to, the nature of the charge, the date of the incident, the place of the incident

1.3.3 To be represented by an employee of his/her choice

1.3.4 To be given reasonable notice of the date of the disciplinary hearing (generally no less than 48 hours)

1.3.5 To an interpreter

1.3.6 To call witnesses and to cross examine the complainant's witnesses or have them cross examined by his/her representative

1.3.7 To state his/her case

1.3.8 To be informed of the outcome of the disciplinary hearing

1.3.9 His/her record to be taken into account

1.3.10 To appeal against the finding and penalty.

1.4 Disciplinary sanctions

Formal disciplinary action may include:

1.4.1 Verbal warning

In case of a moderate offence, a superior should conduct an informal disciplinary interview with the employee that may result in a verbal reprimand.

1.4.2 Written warning

If a verbal warning fails, management should give the employee a formal written warning. A written warning shall be valid for a period of 6 (six) months or otherwise determined by the chairperson.

All written warnings will be recorded on a disciplinary form that will be placed on the employee's file. A copy of the disciplinary form will be handed to the employee.

1.4.3 Final written warning

A repetition of wrongful behaviour or a more serious offence can result in a final written warning. A final written warning shall be valid for a period of 6 (six) months or a period of 12 (twelve) months, or as otherwise determined by the chairperson from date of issue.

1.4.4 Dismissal

- When in the employer's opinion, a series of progressive and or corrective measures have not produced the anticipated effect; or a series of verbal or written reprimands given for minor misconduct have not **sufficed**, the employer should before taking disciplinary action, hold a formal disciplinary enquiry prior to termination of the employee's services.

- In certain instances dismissal without notice will be justified in terms of the company policy and precedent and the principles of the common law.

- The employee must be informed of the reason for his/her dismissal in writing.

- Employees may be liable for dismissal under the following circumstances:

- When an employee on a valid final warning commits a further disciplinary offence. (The nature of the previous offence will be taken into account).

- When an employee commits an offence serious enough to warrant dismissal. Such offences may include, but are not limited to:

  - Gross negligence
  - Theft
  - Misappropriation of Company property or assets
  - Fraud
  - Gross dishonesty
  - Assault
  - Under the influence of alcohol or other substances whilst on duty

1.4.5 Suspension without pay as an alternative to dismissal

- Suspension without pay may only be imposed as a disciplinary sanction, and then usually as an alternative to dismissal.

- The notice of suspension must be in writing, and the reason for the suspension must be stated. It must be stated that the suspension is without loss of benefits, and the duration of the suspension should be stated if possible.

- When an employee has been found guilty of a disciplinary offence, the Chairman of the Disciplinary Hearing will select an appropriate penalty against him/her – taking into account any mitigating circumstances, the employee's disciplinary record and relevant facts and circumstances arising from the case.

2. DISCIPLINARY PROCEDURE

2.1 Suspension

2.1.1 An employee may be suspended from duty, pending a disciplinary investigation and hearing, under the following circumstances:

- When it is alleged that the employee committed a dismissible offence like the offences listed under 1.4.4 above.
- When there are reasonable grounds to believe that the alleged offender may interfere with or influence the disciplinary investigation, tamper with evidence or interfere with witnesses.

2.1.2 Suspension under the circumstances listed above, will be on full pay.

2.1.3 A suspended employee will have the right to visit the Company by prior arrangement with Management for purposes of consulting with his/her representative or witnesses.

2.2 Disciplinary Investigation

2.2.1 When an employee allegedly committed an offence, a member of Management will investigate the case by inquiring into the circumstances and facts surrounding the case and obtaining statements from witnesses if required.

2.2.2 Only upon finding reasonable grounds for disciplinary action will the employee be charged.

2.2.3 A disciplinary charge will be laid within a reasonable time period from the date of the alleged offence.

2.3 Disciplinary Hearing

2.3.1 A disciplinary hearing will be held within a reasonable time after an employee has been notified of the charge(s) against him/her.

2.3.2 The following persons will normally be present at the hearing:

- Chairperson (normally a member of Management who has not witnessed the incident)
- Complainant
- Accused
- Representative
- Interpreter (if requested by the accused)
- Scribe

2.3.3 At the commencement of the hearing the chairperson should read out and explain the misconduct under enquiry. The chairperson should ask the accused if he/she pleads guilty or not guilty. Written minutes should be taken of the hearing and signed by all parties present.

2.3.4 Witnesses will not attend the full hearing, but will only be called as and when they are required to give evidence.

2.3.5 During the Disciplinary hearing: -

- The complainant will make a statement about the charges against the accused
- The complainant will be allowed to call witnesses and cross examine the accused employee's witnesses
- The accused will be allowed to state his/her case
- The accused will be allowed to call witnesses and to cross examine the complainant's witness
- The chairperson will have the right to cross examine any of the parties present.

2.3.6 After the hearing, the chairperson will consider all the evidence which arose during the hearing and will decide on the accused employee's guilt or innocence on a balance of probabilities.

2.3.7 If the finding of the chairperson is that the accused is NOT GUILTY, the case will be dismissed.

2.3.8 The chairperson may only consult the employee's previous work records after he/she has reached a decision on whether or not the alleged misconduct was committed.

2.3.9 Should the chairperson find that the accused has committed the offence; the chairperson must allow the accused the opportunity to give evidence and to argue either by himself or through his/her representative in mitigation of the disciplinary sanction to be imposed. The company should be given the opportunity to address the chairperson in aggravation of sentence.

2.3.10 After the chairperson was addressed in mitigation by the employee and if the employer forwarded any aggravating circumstances, the chairperson should decide on the appropriate action to be taken and inform the employee thereof. In deciding on a sanction the chairperson should take into consideration the following:

- Evidence submitted in mitigation
- Evidence submitted in aggravation (previous record)
- Precedent set within the company (previous decisions)
- Company standing policy and procedure in terms of disciplinary sanction

2.3.11 <u>The outcome of the enquiry</u>

The following outcomes may be handed down to the employee after the enquiry:

- Exoneration
- A verbal reprimand
- A written reprimand
- Dismissal with pay in lieu of notice
- Summary dismissal (without notice)

2.3.12 <u>Right to refer the matter</u>

After the sanction has been handed down the employee must be informed of his/her right to refer the matter to the CCMA or Bargaining Council (if applicable).

- Within 30 days for a dismissal
- Within 90 days for a final written warning

3. PROCEDURE FOR APPEAL

3.1 If the accused wishes to appeal against the disciplinary finding, he/she must lodge a written appeal within two working days from the date of the finding.

3.2 The grounds for appeal must be stated clearly in writing.

3.3 An appeal chairman, which will be a more senior manager, will be appointed.

3.4 The appeal chairman will consider the written appeal, as well as all the records from the disciplinary hearing.

3.5 The appeal chairman may decide to hold a hearing, should the grounds for appeal indicate that there may be new evidence, or if he believes it necessary in the interest of fairness.

4. SCHEDULE OF OFFENCES

OFFENCE DESCRIPTION	1ST OFFENCE	2ND OFFENCE	3RD OFFENCE	4TH OFFENCE
1) Late coming	Verbal Warning	First Written Warning	Final Written Warning	Dismissal
2) Absenteeism	Verbal Warning	First Written Warning	Final Written Warning	Dismissal
3) Obstructive behaviour	Verbal	First Written	Final Written	Dismissal

		Warning	Warning	Warning	
4)	Swearing or abusive language	Verbal Warning	First Written Warning	Final Written Warning	Dismissal
5)	Wastage of material	Verbal Warning	First Written Warning	Final Written Warning	Dismissal
6)	Loafing	Verbal Warning	First Written Warning	Final Written Warning	Dismissal
7)	Lack of punctuality	Verbal Warning	First Written Warning	Final Written Warning	Dismissal
8)	Loss of protective clothing or equipment	Verbal Warning	First Written Warning	Final Written Warning	Dismissal
9)	Poor housekeeping	Verbal Warning	First Written Warning	Final Written Warning	Dismissal
10)	Dereliction of duty	Verbal Warning	First Written Warning	Final Written Warning	Dismissal
11)	Breach of company policy and procedure	Written Warning	Final Written Warning	Dismissal	
12)	Smoking in non-designated areas	Written Warning	Final Written Warning	Dismissal	
13)	Insubordination	Final Written Warning	Dismissal		
14)	Insolence	Final Written Warning	Dismissal		
15)	Bringing the company's name and image into disrepute	Final Written Warning	Dismissal		
16)	Sleeping on duty	Final Written Warning	Dismissal		
17)	Failure to comply with safety, health or security regulations	Final Written Warning	Dismissal		
18)	Being in possession of alcohol, forbidden substances or dangerous weapons in the work place	Final Written Warning	Dismissal		
19)	Sexual harassment	Final Written Warning	Dismissal		
20)	Horseplay	Final Written Warning	Dismissal		
21)	Desertion of post	Final Written Warning	Dismissal		
22)	Negligence	Final Written Warning	Dismissal		
23)	Being under the influence of liquor or forbidden substances whilst on duty	Dismissal			
24)	Unauthorised use of dangerous weapons in the work place	Dismissal			
25)	Dishonest time keeping or clocking	Dismissal			

	procedures				
26)	Grossly offensive behaviour, including fighting or assault	Dismissal			
27)	Gross negligence	Dismissal			
28)	Unauthorised distribution or disclosure of company information	Dismissal			
29)	Intimidation	Dismissal			
30)	Provocation	Dismissal			
31)	Gross insubordination	Dismissal			
32)	Gross insolence	Dismissal			
33)	Unauthorised possession or misappropriation of company property	Dismissal			
34)	Malicious damage or defacing company property	Dismissal			
35)	Altering company records with intent to defraud or deceive	Dismissal			
36)	Desertion: Absent for more than 3 days without good reason or notifying a senior manager	Dismissal			
37)	Buying goods for customers on staff account	Dismissal			
38)	Deviation by drivers from prescribed delivery routes, without authority	Dismissal			
39)	Using the computer password of another employee without authority	Dismissal			
40)	Participation in an unprotected strike	Dismissal			
41)	Smoking in prohibited areas	Dismissal			

5) GRIEVANCE PROCEDURE

5.1 The Grievance Procedure is aimed at providing a structured means for employees to raise grievances and have them resolved. It serves as a guideline for the resolution of grievances, but parties may at any time, by mutual consent, deal with a matter more expeditiously.

5.2 A grievance is defined as any cause of dissatisfaction on the part of an employee or group of employees, arising out of the work situation, but shall exclude:

- A claim or demand for changes in wages and conditions of employment.
- Dissatisfaction over disciplinary action taken by Management.

5.3 An employee who wishes to raise a grievance should firstly take it up with his/her immediate senior. If the complaint concerns the immediate senior, then it should be lodged with the next higher level of Management.

5.4 This procedure caters for the situation where there are two basic levels of Management, the supervisor and the Managers of the company. In certain instances and situations, this may not be the case, and in such situations, the overriding principle that applies is that any grievance that cannot be settled at one level is referred to the Human Resources Department.

5.5 There will be no victimisation of or prejudicial action against any employee using this procedure.

5.6 An employee may put a grievance in writing at any stage of the process, should it be deemed necessary to do so.

5.7 A grievance meeting will be held as soon as possible after the grievance was lodged.

5.8 The meeting will be chaired by a member of Management and all other parties involved shall be present.

5.9 Both parties shall be given an opportunity to state their case and the chairman shall attempt to mediate and find a mutually acceptable solution.

6. ANNEXURES

6.1 Forms

6.1.1 Notification of Verbal Warning
6.1.2 Notification of a Written Warning
6.1.3 Notification of a Final Written Warning
6.1.4 Notification of a Disciplinary Enquiry
6.1.5 HR-05 – Disciplinary Finding and Penalty
6.1.6 HR-06 – Notice of Dismissal
6.1.6 HR-07 – Appeal Form
6.1.7 HR-08 – Notification of a Counselling Session
6.1.8 HR-09 – Counselling Session
6.1.9 HR-10 – Grievance Form

Appendix F: Document notifying Management of Process for Non Performance

MEMORANDUM TO ALL MANAGERS

Please take note that the disciplinary process for non-performance is as follows:

- Counselling

The initial counselling sessions are done by the manager. During the counselling session the following must happen:

- ✓ All reasons for non- performance must be discussed and documented.
- ✓ All targets must be discussed and documented.
- ✓ A record of the discussion must be kept by the manager.

With no improvement the manager initiates progressive discipline with HR (submitting the previous documented discussions). This discussion is formal and documented.

- Verbal Warning – The employee is given a two week period to improve. With no improvement the manager initiates a meeting with HR. The discussion will include all the facts and stats from since the informal counselling discussions were held. With a proven history of non-performance a verbal warning is the outcome of the session held with HR.

At this point the employee already knows their targets and requirements. There should not be a question of the employee not knowing what to do. The discussion must be documented. The employee must be advised that the time frame of the warning is three months.
If the employee then fails to meet his targets without justifiable reasons for two weeks, the next phase of progressive discipline begins.

- Written Warning - A formal discussion is held with the employee, the manager and HR. Management must ensure that they have all the facts pertaining to the performance discussions on hand. The written warning is valid for six (6) months on the employees file.

IF the employee does not improve within a two week period, the next step in this process is to initiate a notice to attend a disciplinary hearing.

- Notice to attend a Disciplinary Enquiry: Should the non-performance continue consistently the employee must be served with a notice to attend a disciplinary enquiry. At this stage all the factors relating to non-performance is presented to an objective chairperson who decides on an outcome (either Final Written Warning of Dismissal).

HR Department (Logistics)

Appendix G: VISION, MISSION AND VALUES STATEMENT

Vision:

> **To be recognized as the master distributor, stockist and supplier of reputable brands into Africa.**

The Mission statement is presented as:

- We are the industry specialists for our customers; understanding their business needs, providing efficient access to key brands, innovative solutions and value added services for mutually beneficial profitability.
- The preferred route to market for our suppliers – working closely with them to achieve synergies which promote market and sales growth for both parties.
- We want to attract, develop and retain top talent in order to foster a high performance environment in which our people thrive.
- We will enhance stakeholder value through optimising our financial performance, being relevant to the communities in which we operate and ensuring the business is managed in a responsible manner

The company values are reflected as:

Integrity

We do the right thing, all the time. We behave in an open and transparent manner. We treat everyone with dignity and respect. Integrity means we are consistently open, honest, ethical, respectful, genuine and fair. We can be trusted to act with due skill and diligence. We live up to the company's requirement of conduct and performance. We treat the company's assets with care.

Accountability

We accept responsibility for our actions. We take ownership of and follow through on matters to ensure we deliver on our commitments. We work constantly and earnestly to accomplish the task undertaken with the necessary degree of care and caution. We make things happen and deliver quality results.

Tenacity & Resilience

We persevere with tenacity. We do not let setbacks take us off course or dent our resolve, we strive for continuous improvement in everything we do and relentlessly pursue our goals and objectives, in a responsible manner.

Teamwork & Collaboration

We collaborate and work together as a team to ensure the collective success of the group. We share knowledge and information, are receptive to ideas, we give and receive constructive feedback. Our decisions and actions are founded on the values and code of conduct of the company.

Pride, Passion & Commitment

Passion is at the heart of our company. We are passionate about what we do. We use our drive, passion and commitment to energize, engage and inspire others. We are committed to the success of our company, our customers, our stakeholders and our suppliers.