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**Exploring the influence of line management on the employee's wellbeing**

by

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**COLLEGE OF BUSINESS AND ECONOMICS**

**University of Johannesburg**

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**2018**

## **DECLARATION OF INTENT AND ADHERENCE**

I, **Rose Boitumelo Mathafena**, student number **920205307**, the undersigned, hereby declare that this dissertation submitted by me in partial fulfilment of the requirement of the Master's Degree in Personal and Professional Leadership at the University of Johannesburg is my own original work, and has not been submitted by me for a degree at another university.

ROSE BOITUMELO MATHAFENA

PRINCIPAL RESEARCHER



## **DEDICATION**

The study is dedicated to my late grandmother Koko Morongwe, Mado Diana Moche. I have great memories of my grandmother as a woman of courage, strength, wisdom, and full of love. Her life will always be a source of inspiration to me and her children.



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## **ABSTRACT**

Management practices have far-reaching implications for both employee wellbeing and organisational outcomes such as job satisfaction, performance, absenteeism, employee engagement and employee turnover. Line management plays a pivotal role in the promotion of employee wellbeing. The aim of the study was to explore the influence of line management on employee wellbeing. Employee wellbeing was explored from the perspective of emotional, mental, physical and spiritual dimensions within the workplace context. Line management practices which enable, as well as undermine, employee wellbeing were comprehensively highlighted.

A qualitative case study approach was adopted for the study. Semi-structured, face-to-face interviews were conducted to gather primary data. The research participants were purposely selected as per non-probability sampling guidelines. Primary data and secondary data were analysed through both content and thematic data analysis methods. The interpretive paradigm prominently facilitated the analysis and the interpretation of research findings.

From the findings, four prominent themes emerged, namely i) practices enhancing wellbeing; ii) practices undermining wellbeing; iii) the impact of wellbeing-enhancing and wellbeing-undermining practices; and iv) best practices to promote wellbeing. The practical contribution of the research pertains to its proposal of guidelines and practices that can be incorporated into management training and development programmes. These programmes aim to improve people management practices in the workplace, while enhancing employee wellbeing. Lastly, the policies, strategies, skills development competencies, and the creation of a culture conducive to wellbeing in the workplace were articulated within the findings. Future research could explore the impact of line management or leadership on employee career wellbeing with regard to career progression and regression.

*Key words:* Employee wellbeing, emotional, mental, physical and spiritual wellbeing, management practices, leadership styles.

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# **1 CONTEXT OF THE STUDY**

## **1.1 INTRODUCTION**

This chapter provides the background to and motivation for the study, the problem statement, the research questions and the research objectives, as well as the structure followed to present the study.

## **1.2 BACKGROUND**

In most organisations employee wellbeing is increasingly becoming high priority. Van De Voorde, Paauwe and Van Veldhoven (2012) broadly equate ‘employee wellbeing’ to the optimal functioning of an employee who is experiencing the quality of wellbeing at the same time. Currently, there is a drive to champion the overall wellbeing of employees within organisations through better human resource strategies, practices and policies (Patel, Goetzel, Beckowski, Milner, Greyling & Da Silva, 2013). Wellbeing in its broader sense incorporates physical, mental, spiritual, social and emotional elements (Myers, Sweeney & Witmer, 2000). Williams and Bruno (2007) identify the consequences of poor employee wellbeing as increased absenteeism, low productivity and poor morale. These consequences affect business performance negatively. It is, therefore, argued that healthy employees are better able to contribute towards performance and productivity within an organisation.

Hymel, Loeppke, Baase and Burton (2011) suggest that it is no longer appropriate to separate health, safety and environmental functions from wellbeing and optimal health improvement programmes. In order to bring improvements, human resources and line management need to consider factors which not only enhance, but also undermine, the overall wellbeing of employees. According to Baptiste (2008), one of the factors affecting employee wellbeing is the quality of line management interaction with employees. Kossek, Kalliath and Kalliath (2012) argue that organisational wellbeing interventions must be holistic and integrated in order to address aspects of culture, climate, management involvement and buy-in and incorporate supportive policies and procedures.

Line management plays a significant role in influencing the employee's experience of the workplace. Xiaqi, Kun, Chongsen and Sufang (2012) contend that managers are owners of power in the organisation and their actions have an impact on both employees and the overall organisation. The functional activities of line management, according to Cole (2004), entail the achievement of organisational objectives through planning, organising, coordinating and controlling work activities, as well as leading employees. Responsibilities of line management include the people management aspects of recruitment, orientation, performance evaluation, rewarding, development, guidance, informing and leading the employees.

Line management is primarily responsible for shaping culture and creating a conducive work climate (Joo & Nimon, 2014). Based on Gilbreath and Benson (2007), there is a positive relationship between line management behaviour and employee wellbeing. Therefore, it is argued that the manner in which line management execute their duties and interact with the employees has a direct impact on employee wellbeing. In their study, Dickson-Swift, Fox, Marshall, Welch and Willis (2014) confirmed that healthy interpersonal relations by management, expressed through care, trust and respect, promote overall employee wellbeing. Employee wellbeing is critical to employees, teams and the entire organisation. For this reason, a lack of employee wellbeing will have an impact on employees' achievement of performance objectives and their productivity (Xiaqi et al., 2012).

The study of Personal, Interpersonal and Professional Leadership (PPL) focuses on human behaviour in an organisational context, and specifically with regard to personal, interpersonal and work aspects (Smith, 2009a). People experience life through the inner life dimensions, namely the spiritual, emotional, mental and physical dimensions (Verrier & Smith, 2005). The external life dimensions relate to social, ecological, financial and career aspects. This study entails an exploration of the influence of line management on employee wellbeing and is conducted within the field of PPL. 'Wellbeing' is a broad, multifaceted concept and will, for the purpose of this study, be defined from the mental, emotional, physical and spiritual dimensions.

### 1.3 MOTIVATION FOR THE STUDY

Human resources in organisations are tasked with the function of facilitating employee wellbeing in the workplace by providing emotional and psychological counselling, financial planning services, dietary advice, legal support and other wellness-related services and support. Similarly, line management play a critical role in ensuring and influencing employee wellbeing at emotional, mental, physical and spiritual level.

Joo and Nimon (2014) assert that leaders largely influence employee behaviours. Line management, therefore, can influence the wellbeing of employees, either positively or negatively, while interacting with them in the workplace. Kiarie, Maru and Cheruiyot (2017) argue that management practices are key in influencing employee outcomes such as performance, job satisfaction and productivity. Managers' behaviour towards employee wellbeing is critical, as it manifests in factors such as employee performance, productivity, absenteeism, job satisfaction, attrition, motivation, engagement and morale in the workplace.

The current study gathered employees' experiences of line management practices which influence their wellbeing in the workplace. The impact of line management practices which enhance employee wellbeing will be highlighted, as well as those which undermine employee wellbeing. The insights from the study will advance the cause of workplace wellbeing at mental, emotional, spiritual and physical levels. In addition, best practices which improve and guide line management practices will be developed to support the learning and development of line management skills, all of which will contribute towards workplace wellbeing.

Baptiste (2008) argue that human resource approaches aimed at improving employee performance, overshadow the importance of employee wellbeing. The findings of Baptiste's study emphasized the value of line management's contribution towards employee wellbeing, as opposed to the implementation of the Human Resources intervention only. The study conducted by Avey, Luthans, Smith and Palmer (2010) to assess the impact of Psychological Capital on the enhancement of employee wellbeing is distinct from the current study, in that it focuses on the employee's social attributes in enhancing wellbeing as opposed to management practices. The study by Wilson, Dejoy, Vandenberg, Richardson & McGrath (2004) proposes that employee wellbeing is influenced by how the employee perceive their immediate work environment in terms of job design, organisational climate and also career prospects. How the employee views the job



environment feeds into how the employee adjusts to their work. The current study is demarcated from the aforementioned studies is that it explores the impact of line management practices on employee wellbeing, as opposed to human resource interventions, employee attributes or the organisational climate.

#### **1.4 PROBLEM STATEMENT**

Employee wellbeing is viewed as solely a human resources function, whereas the role of line management with regard to employee wellbeing has not been defined adequately. Gilbreath and Benson (2007) assert that line management contribute significantly towards workplace health and wellbeing. Interactions between line management and employees are frequent (Sias, 2009) therefore, the quality of these interactions has implications for wellbeing. In a similar vein, De Jong and Hartog (2007) argue that the quality of social exchanges between employee and supervisor has an impact on employee outcomes such as job satisfaction, performance, engagement and intention to stay. However, most wellness programmes in the workplace are not fully integrated in that they only address the symptoms of stress, fatigue, burnout, depression, illness, absenteeism, a lack of engagement, and low morale and motivation. Furthermore, the impact of line management practices on the overall wellbeing of employees has been ignored and down-played. The insights gained from employees' experiences in this study will shed light on the best management practices towards improving wellbeing in the workplace.

#### **1.5 RESEARCH QUESTION**

Guided by the background of the study and the problem statement, the main research question, with four sub-questions, was formulated as follows:

To what extent do line manager practices (leadership styles) influence employee wellbeing on an emotional, mental, physical and spiritual level, and what best practices (leadership styles) can be identified to inform the learning and development of line managers?

##### **1.5.1 Sub-Questions**

- What kind of line management practices (leadership styles) *enhance* employee wellbeing on an emotional, mental, physical and spiritual level?

- What kind of line management practices (leadership styles) *undermine* employee wellbeing on an emotional, a mental, physical and spiritual level?
- How can line management practices (leadership styles) improve employee wellbeing on an emotional, a mental, physical and spiritual level?
- To what extent can this be transferred to the learning and development of line managers?

## **1.6 EMPIRICAL RESEARCH OBJECTIVE**

The main objective of the study is to explore the extend to which line management practices (leadership styles) influence employee’s wellbeing on an emotional, mental, physical and spiritual level, and also to identify the best practices (leadership styles) that will inform the learning and development of line managers.

### **1.6.1 Sub-Objectives**

- To investigate the lived experiences of employees with regard to their line manager’s management practices (leadership styles).
- To develop best practices (leadership styles) for organisations which will guide and develop line management and enable them to advance and contribute constructively towards employee wellbeing on an emotional, mental, physical and spiritual level in the workplace.
- To develop a conceptual framework illustrating the influence of line management practices on employee wellbeing.

## **1.7 LITERATURE RESEARCH OBJECTIVES**

The exploratory literature research objectives were as follows:

- To explore the literature related to corporate wellness programmes.
- To explore the dimensions of employee wellbeing.
- To explore the literature with regard to various line manager practices (leadership styles) that may enhance or undermine employee wellbeing.

- Explore the implications of the existing theories of wellness.

## **1.8 STRUCTURE OF THE RESEARCH**

The study is presented in five chapters. Chapter 1 mainly gave the context and background of the phenomenon under study. Chapter 2 provides a literature review pertaining to employee wellbeing and the influence of line management practices (leadership styles). Chapter 3 outlines the research method selected for this study. The data analysis and the findings are presented in Chapter 4. Chapter 5 discusses the findings of the study and conclusions drawn and conclude with some recommendations and suggestions for future research.

## **1.9 CONCLUSION**

Juniper, White and Bellamy (2009) highlight the importance of employee wellbeing in organisational success and performance. When employees are not functioning at the optimal level of wellbeing, they are likely to be less productive, more absent from work, disengaged, demotivated and less committed to the work and the organisation. Xiaqi et al., (2012) concur by stating that employees subjected to an unhealthy work environment are likely to feel anxious, helpless and fatigued, and display low emotions, unhealthy self-esteem and poor mental health. Such employees cannot positively contribute towards the success of the organisation. Systematically, unwell employees become a liability to the organisation. To prevent this, line management need to proactively play a key role in positively influencing employee wellbeing through constructive and positive management practices.

The next chapter explores the literature related to line management and their influence on employee wellbeing at the emotional, mental, physical and spiritual levels in the workplace. Leadership theories applicable to management practices (leadership styles) are also discussed.

## **2 LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter provides a theoretical basis from which to explore the phenomenon of employee wellbeing. Lapan, Quartaroli and Riemer (2012) argue that a literature review is critical in informing the researcher about existing knowledge in order to avoid re-stating what is already known. Botma, Greeff, Mulaudzi and Wright (2010) emphasise that research should be conducted from an established and existing knowledge base. According to Lapan et al., (2012) a literature review familiarises the researcher with key debates, context and insights regarding the research topic and will enable the researcher to find the most effective way of conducting the study. Furthermore, the literature broadens and enriches the study by taking what exists to the next level of insight.

This chapter addresses the following literature objectives:

- To explore the literature related to corporate wellness programmes.
- To explore the dimensions of employee wellbeing.
- To explore the literature with regard to various line management practices (leadership styles) that may enhance or undermine employee wellbeing.
- Explore the implications of the existing theories of wellness.

### **2.2 CORPORATE WELLNESS PROGRAMMES**

Employee assistance programmes, or sometimes referred to as wellness programmes, were introduced into the workplace to support and assist employees experiencing psychosocial, physical, financial and legal problems. These programmes are positioned to enhance business productivity, performance and profitability (Matlhape, 2003). Companies implement wellness programmes for various reasons, for example, employee benefits, occupational, health and safety compliance, provision of a caring culture, and social investment. Wellness could also be viewed as a component of the health and safety or human resources strategy. Other reasons include improvement of employee relations, compliance with labour-related legislation, the reduction of presentism, and the mitigation of health and safety hazards (Sieberhagen, Pienaar & Els, 2011).

From a business perspective, the investment in employee wellness programmes relates to competitiveness. Sigalas (2015) defines ‘competitiveness’ as the organisation’s ability to first provide high-quality products and services and high-quality standards and customer care, and, secondly, to gain financial strength and increase productivity and organisational capabilities. Organisations need and also depend on, their employees to drive performance and achieve both strategic and operational goals and deliverables. Therefore, enhanced employee wellbeing is essential for success in any organisation.

According to the literature, the benefits of employee wellness programmes are associated with long-term health improvements, reduced health risks, reduced medical aid costs and reduced absenteeism, all of which have a positive impact on productivity (Hymel et al., 2011). Edries, Jelsma and Maart (2013) note that health-promoting educational interventions in the workplace have been shown to improve the self-efficacy, health and fitness of employees. In fact, the workplace is an ideal context in which to conduct health education initiatives, as employees are gathered in one place for long periods of time.

Baptiste (2008) argues that the wellbeing of employees should be taken seriously, because work pressures and stress affect their emotional, mental and physical wellbeing. This leads not only to increased medical insurance costs, but also the high cost of absenteeism. A proactive approach to employee wellbeing has a positive impact on business effectiveness and employee performance (Baptiste, 2008).

Low productivity, high employee turnover and absenteeism are caused by various factors such as physical and psychological illnesses, work-related stress, social problems, and financial and legal problems. All these factors increase the pressure and amount of stress faced by employees. Organisations can contribute towards reducing and mitigating work-related stress. Some contributing factors to work-related stress are conflicts at work, poor and low-quality work relationships, excessive workload, and unfair and unethical practices. Line management can play a pivotal role in relieving and preventing some workplace-related stressors by improving the quality of relationships with employees.

With the above review, the first theoretical objective has been achieved, namely to explore the literature related to corporate wellness programmes.

## 2.3 THE DIMENSIONS OF EMPLOYEE WELLBEING

Furness-Smith (2015) views wellbeing primarily as the extent to which each person feels that their unique life aspirations, dreams and expectations are being met. The concept of 'wellbeing' is thus associated with some level of contentment, wellness and happiness with one's life. Singh and Arora (2010) argue that wellbeing is a subjective perception of individuals about their overall satisfaction with their life aspects, taking into account and aggregating both negative and positive life experiences. Caan (2016) broadly defines 'wellbeing' with regard to how well one is doing in relation to the natural environment one lives in, one's occupation, economics and personal finances, health, social relationships, education and skills. Personal wellbeing also seems to be related to emotional and mental states and a feeling of a sense of purpose and fulfilment. Singh and Arora (2010) highlight that the life domains, or dimensions, where wellbeing is experienced are the physical health, spiritual, occupational, social and environmental dimensions.

Juniper et al., (2009) confirm the link between employee wellbeing and aspects such as mental and physical health, organisational environment, relationships, a sense of purpose and direction, and being in control. According to Maxwell, Day and Casey (2013), optimal wellbeing is experienced when one has physical, mental and social health, expressed through full functioning, productivity, energy and vitality. The elements, or dimensions, of wellbeing mainly refer to physical, mental, emotional, financial, social and spiritual aspects (Sieberhagen et al., 2011).

The Personal, Interpersonal and Professional perspective of wellbeing is critical in contextualising the concept of 'employee wellbeing'. Smith (2009a) argues that life is lived and experienced through the four inner/internal dimensions and the four external dimensions. Smith (2009a), iterates that life experiences are expressed at a personal, interpersonal and professional level. The four internal dimensions are spiritual, mental, emotional and physical (Verrier & Smith, 2005), while the four external dimensions are social, vocational, financial and ecological. The inner dimensions are experienced at a personal level. In contrast, relationships and social interactions manifest at an interpersonal level, in the external dimension. Lastly, the vocational and financial dimensions are clustered at a professional level.

### 2.3.1 Emotional Wellbeing

Emotional wellbeing entails the awareness and management of one's emotions in a conducive and constructive manner (Verrier & Smith, 2005). Smith (2009a), contends that emotional wellbeing is expressed when one is aware of one's emotions, the impact of one's emotions, and how to direct them constructively in both action and word. This includes the correct interpretation of and appropriate response to emotions. Emotional wellbeing also refers to one's ability to be aware of one's own emotions and those of others and to intelligently regulate and manage these emotions.

The World Health Organisation (WHO, 2010) defines 'emotional wellbeing' as a collection of multiple emotional experiences at a given time and a reflection of the varying emotional states of an individual. According to Vanhove and Herian (2015), wellness implies optimal mental functioning and the collection of experiences leading to an overall positive emotional state. Hankin, Kassel and Abela (2005) link stressful interpersonal relations to the emotional distress symptoms of anxiety, insecurity and depression. Moreover, exposure to negative situations and environments affects emotional wellbeing negatively. Emotional wellbeing is critical for the optimal functioning of the employee with regard to workplace interpersonal relations, teamwork and also the ability to cope with job demands and work-related stresses.

### 2.3.2 Physical Wellbeing

According to Verrier and Smith (2005), physical wellbeing is a state of health experienced in the physical and biological systems of the body. This includes healthy levels of energy, proper functioning of the vital organs, overall fitness, healthy eating habits, and sufficient rest and exercise. Smith (2009a) associates physical wellbeing with cardiovascular functioning, physical energy, muscular health and flexibility.

Physical wellbeing refers to the full functioning of one's vital bodily systems through experiencing optimal health and fitness. Myers and Sweeney (2004) attribute physical wellness to exercise and adequate nutrition through a healthy diet. Looking after one's physical health includes the intake of adequate healthy fluids and adhering to an adequate resting routine and normal sleeping patterns. A lack of physical wellbeing is aggravated by, and linked to, social stressors and poor psychological health (Williams, Yu, Jackson & Anderson, 1997).

### 2.3.3 Mental Wellbeing

Based on Ganga, Kutty and Thomas (2014), mental wellbeing enables people to experience a meaningful life of creativity and productivity and implies much more than an absence of mental and psychological disorders (WHO, 2010). Mental wellbeing relates to having multiple strengths, resilience and competency. Flourishing, coping with life challenges, and having a sense worth and high self-esteem are all signs of mental wellbeing. The positive contributions of strengths associated with mental wellness, which a healthy person can make to one's life and to the community constitutes wellbeing. Carmeli, Yitzhak-Halevy and Weisberg (2009) describe mental wellbeing as positive psychological functioning, continuous learning and growth, maintenance of healthy relationships, healthy assessment of one's quality of life, self-mastery and autonomy. In short, mental wellbeing is about having healthy self-worth, while living out one's purpose on earth. Ultimately, mental wellbeing is the ability to be highly conscious of managing one's thought processes and acting and responding appropriately to them. Hausken, Skurtveit, Rosvold, Bramness and Furu (2007) identify mental distress symptoms as panic, anxiety, sleeplessness, negative self-image, sadness, tension and hopelessness. These mental distress symptoms are similar to emotional distress symptoms.

### 2.3.4 Spiritual Wellbeing

Fisher, Francis and Johnson (2000) emphasise spiritual wellbeing as a heightened awareness of being whole and integrated in all aspects of life, including the spiritual dimension which is the inner core of one's being. Spirituality is expressed at a personal, interpersonal, environmental and transcendental level. People experience spiritual wholeness at a personal level when they live out their purpose and values and experience a sense of meaningfulness. At an interpersonal level, spirituality is expressed through the exchange of love, hope, sharing, joy, caring, fairness and justice, while at an environmental level spirituality entails the nurturing of the social environment and the ecological environment. Spirituality on the transcendental level is concerned with connecting with the Creator of the universe, the Essence and Source of Life, being God. Interestingly, Ayoun, Rowe and Yassine (2015) note that spirituality in the workplace positively affects the development of ethical practices in the organisation, as spiritual expressions are mostly based on moral and ethical values. Ayoun et al., (2015) state that spirituality brings



interconnectedness to the entire life form and transcends the emotional, physical and mental dimensions of human life expressions and experiences.

Spiritual wellbeing is related to feelings of being integrated, whole and spiritually healthy in relation to all life aspects, while experiencing meaning, purpose and fulfilment. Fisher et al., (2000) associate spiritual wellbeing with concepts such as the celebration of life, valuing of self, the appreciation of life, justice, honesty, beauty of art, forgiveness, wisdom, belief, reverence and admiration of God. Thus, it pertains to experiencing a sense of purpose, meaning and living one's values. De Klerk (2005) views spiritual wellness in essence as connectedness with the universe and the consciousness of life energy and force.

Factors such as experiencing personal growth and self-actualisation, and finding meaning and purpose, are core to spiritual wellbeing and go beyond the experience of and search for mere happiness. On the other hand, a lack of spiritual wellbeing is experienced through feelings of losing control, poor self-worth, a lack of inner peace, loneliness, isolation, a lack of meaningfulness, and doubting one's purpose and reason for existence (Murray, Kendall, Boyd, Worth & Benton, 2004).

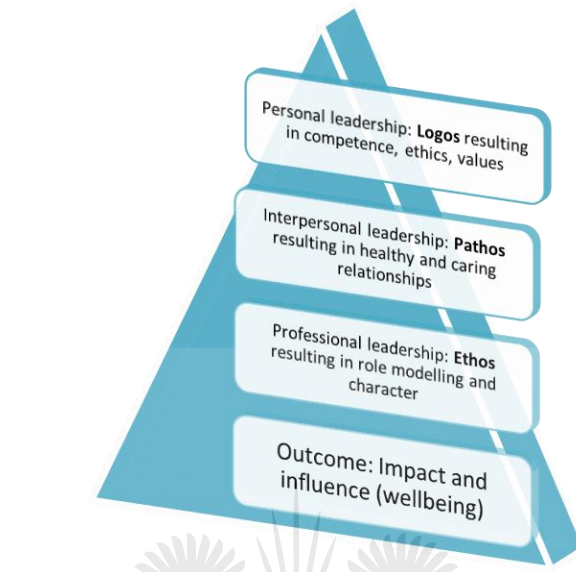
With the above review, the second theoretical objective has been achieved, namely to explore the literature and investigate the dimensions of employee wellbeing. The third theoretical objective, namely to explore the literature with regard to various line management practices (leadership styles) that can enhance or undermine employee wellbeing, is addressed below.

## **2.4 THE EFFECT OF LINE MANAGEMENT PRACTICES (LEADERSHIP STYLES) ON EMPLOYEE WELLBEING**

The literature emphasises the significant role of management in determining employee wellbeing (Robertson, Healey, Hodgkinson, Flint-Taylor & Jones, 2014). High-quality relationships between employee and supervisor are associated with improved wellbeing, while poor-quality relationships are characterised by increased mental and general health problems.

According to Smith (2009b), leadership is first viewed as a personal challenge of 'ethos' in that leadership starts from the inside to be expressed externally. Secondly, leadership is a relational and interpersonal challenge referred to as 'pathos'. Lastly, leadership is practised in workplaces

and also professionally, and this challenge is termed ‘logos’. The Pyramid of Leadership and Influence in Figure 2.1 illustrates leadership influence and credibility.



(adapted from Smith, 2009b)

**Figure 2.1: The Pyramid of Leadership and Influence**

According to Smith (2009a), highlights that Personal Leadership entails self-mastery and self-management practices by a leader or manager in the emotional, physical, mental and spiritual – or internal – dimensions. Mastrangelo, Eddy and Lorenzet (2004) go further to state that personal leadership entails the leadership behaviours which are expressed when leaders perform their management responsibilities. These behaviours include expertise, care, trust and ethical conduct. In the context of this study, the managers need to be skilled in self-management practices, self-awareness, emotional intelligence, and show alignment of their internal values by living these values and express ethical awareness and conduct.

Smith (2009a) explains that Interpersonal Leadership is about relating to others in a healthy and conducive manner in order to build and maintain healthy relationships. The practice and field of PPL recognise the need for other people and the ability to relate to one another harmoniously, while addressing interpersonal challenges constructively. In this study, the line manager related to direct employees in order to influence them to perform and deliver work-related results. The quality of the social exchange between the manager and the employee was key to the study.

Professional Leadership, based on Smith (2009a), pertains to management's developing leadership behaviours that are effective in the workplace. For the purposes of the study, leadership theories related and also associated to wellbeing, such as transformational leadership, authentic leadership, servant and ethical leadership, were included. From Mastrangelo et al., (2004) perspective, leadership entails coordinating organisational resources to meet business objectives and attain goals. Knowledge of dark leadership, or what is interchangeably referred to as toxic, unethical and abusive leadership, is important in creating awareness about this type of leadership and its threat to employee wellbeing.

To this extent the following section is included for discussion, namely the relationship between the leader and the follower, or leader-member exchange.

### 2.3.5 Leader-Member Exchange

The Leader-member exchange theory (Kang & Stewart, 2007) focuses on the degree and quality of the psycho-social support and valuable interpersonal exchanges between the leader and the employee. Leader-member exchange determines the quality of social influence that the line manager has on the employee (Breevaart, Bakker, Demerouti & Van Den Heuvel, 2015). Management can exert high-quality influence on employees by providing support, motivation, opportunities to develop and participate in decision making, as well as other wellbeing. Low-quality and dysfunctional leader-member social exchanges do, unfortunately, occur in organisations and must be flagged (Othman, Ee & Shi, 2010). Dysfunctional practices are characterised by poor communication, indifference, aggression and abuse from management towards employees. Van Dierendonck, Haynes, Borrill and Stride (2004) claim that supervisor behaviour has a significant impact on employees' experiences in the workplace. Negative experiences increase employee stress, while positive experiences promote employee wellbeing.

Cheng, Chang, Kuo and Cheung (2014) found that management plays a key role in setting and creating a social climate in an organisation. Similarly, Xiaqi et al., (2012) argue that leaders own and possess power in organisations, which directly affects both business outcomes and the employees. The relationship between the manager and employees is critical, more specifically with regard to issues of trust. Healthy manager and employee relationships promote employee wellbeing which, in turn, results in employee effectiveness. According to Sias (2009), supervisor

and subordinate relationships are extremely important, and are defined by the supervisor holding direct, formal authority over the employees. Typically, the supervisor provides the employees with overall leadership and direction, acts as a source of information, gives them performance feedback and appraises their performance.

Managers play a role in employee socialisation in the workplace by means of information exchange, guidance, instruction and the assignment of tasks. Managers' influence on employees has implications for their attitudes and perceptions regarding not only the managers' quality of treatment with regards to conduct towards employees, but also the whole organisation. Furthermore, managers are responsible for training, developing, monitoring, disciplining and rewarding employees.

In performing daily management duties, managers need to display support and respect and treat employees with dignity. Even when negative feedback is given, it must be conducted in a constructive way. Another positive role played by management is the mentoring of employees towards growth and career development. Mentoring has a positive impact on employees and their perception of the workplace. Sias (2009) supports the idea that leader/supervisor behaviour has a direct impact on employee attitude, motivation and performance.

Sias (2009) mentions that high-quality relationships between manager and employee lead to trust, improved relationships, and voluntary contribution and high performance by the employee and high performance. Mutual trust, respect and support are important in the social exchange between manager and employee. Kelloway and Barling (2010) contend that the quality of the relationship between supervisor and employee is linked to outcomes such as workplace health and physiological wellbeing.

It is important that employees be managed and led in a fair, humane and ethical manner in order to nurture their overall wellbeing. Cheung and Chan (2012) argue that organisations aspire to employ skilled and innovative employees with the hope that they would achieve high performance and, ultimately, strengthen overall company competitiveness. Therefore, these skilled employees should be engaged, managed and retained through positive social exchanges with line management.

However, Kelloway and Barling (2010) caution that the occupational health status of employees is largely influenced by leadership, including negative outcomes such as stress, fatigue, poor physical health, alcohol usage, and reckless and unsafe work behaviours.

With the above review, the third theoretical objective has been achieved, namely to explore the literature with regard to various line management practices (leadership styles) that may enhance or undermine employee wellbeing.

### 2.3.6 The Influence of Line Management Leadership Styles (Practices) On Employee Wellbeing

Cameron, Quinn, DeGraff and Thakor (2014) are of view that leadership and management should not be distinguished, because management responsibilities include the leading of people. Additionally a good leader has effective management and supervisory skills. Whetten and Cameron (2016) asserts that a leader does what is right, while a manager does things the right way. In demarcating this particular study, management and leadership refers to an individual in an organisation who has supervisory and line management responsibilities over the direct reports. The differentiation between the various hierarchical levels of management is not relevant for the study. The good management and leadership practices refers to the manner in which managers go about fostering productive, healthy and growth yielding interpersonal relationships in a work context ( Whetten et al. , 2016).

Based on a literature analysis by Kelloway and Barling (2010), leadership affects overall employee wellbeing. These authors describe leaders as those who have direct reports to manage and supervise (Kelloway & Barling, 2010). Management and leadership studies have over the years focused on healthy and functional leadership behaviours that lead to effectiveness, for example, transformational leadership and charismatic leadership (Xiaqi et al., 2012).

The literature defines several leadership styles and practices. However, for purposes of the study, specific leadership styles were selected, namely transformational, empowering, ethical, servant, and authentic leadership, due to their strong links with employee wellbeing outcomes. Nielsen, Yarker, Brenner, Randall and Borg (2008) associate transformational leadership with employee wellbeing through the creation of rich, purposeful and meaningful work. Authentic leaders are found to have positive values, characterised by ethics, morality and care for the wellbeing of their followers (Toor & Ofori, 2008). Empowering leadership, together with transformational

leadership, fosters positive employee wellbeing and health, and promotes psychological wellbeing (Tuckey, Bakker & Dollard, 2012). Similarly, Kalshoven and Boon (2012) argue that both ethical leadership and human resource services play a vital role in promoting employee wellbeing by providing support and help. According to Kool and Van Dierendonck (2012), servant leadership has been positively linked to the psychological empowerment of employees, as well as enhanced employee self-esteem and wellbeing. Each of these practices will be explored in depth below. In addition, toxic and dark leadership styles will be discussed, together with their undermining effects on employee wellbeing.

#### 2.3.6.1 *Transformational leadership*

Transformational leaders have a strong influence in directing employees through inspiration, motivation, and a considerate and caring attitude, while simultaneously helping them grow and develop (Achua & Lussier, 2013). Chan and Mak (2014) concur by stating that transformational leaders motivate and inspire their followers by sharing a positive vision of the future and, in this way, creating a sense of hope and optimism. Transformational leaders also display care for employees by being considerate, encouraging and supportive. Employees are further stimulated intellectually by being involved in problem solving and innovative projects. These leaders also influence their followers by displaying exemplary ethical conduct and high moral standards.

Chan and Mak (2014) found that transformational leadership brings about positive outcomes in employee behaviour such as employee empowerment, trust in the leader, commitment to the organisation and pride in being associated with a positive leader. Liu, Zhang, Liao, Hao and Mao (2016) regard positive and empowering leadership as a significant contribution towards enhancing employee innovation, creativity and problem solving. Innovative qualities in employees are critical to organisational competitiveness and market positioning. The more the employees feel psychologically safe in the organisation, the more freely and positively they will communicate, participate, contribute and identify with the organisation.

Overall, transformational leaders grow, develop, empower and support direct reports towards the achievement of their personal career goals and purposes. It can be said that transformational leadership is a positive leadership style supportive of employee wellbeing.

### 2.3.6.2 *Empowering leadership*

According to Tuckey et al., (2012) empowering leaders foster a positive working environment and the wellbeing of employees by empowering employees to perform their roles successfully. They delegate responsibility and authority and provide the necessary resources and support for employee success. They also provide employees with opportunities to grow their decision-making skills, experience and knowledge.

The healthy functioning of employees is associated with both empowering and transformational leadership (Liu et al., 2016). Good leaders are concerned with employee wellbeing, which results in the need for employees to be motivated to perform and go the extra mile in their job (Joo & Nimon, 2014).

Liu et al., (2016) associate empowering leadership with the enhancement of employee creativity and innovation. Similarly, Cho, Leem and Shin (2008) attribute business growth and competitiveness to innovation, product development and process improvements. The correct empowerment of employees generally promote aspects of job satisfaction, motivation and engagement, which are closely associated with employee wellbeing.

### 2.3.6.3 *Ethical leadership*

Kalshoven and Boon (2012) state that ethical leaders are honest, truthful, faithful, caring and respectful towards employees. These leaders also allow employees to contribute towards decision making and problem solving. Cheng et al., (2014) identify ethical leaders as those who display ethical values, behaviours, standards and decision making. Their ethics are demonstrated through their behaviour, action and interpersonal relations. Kalshoven, Van Dijk and Boon (2016) note that an ethical leader plays a role in guiding employees where ethics are concerned. This guidance is provided through communication, coaching and feedback. In addition, ethical leaders are fair, consistent, and demonstrate integrity in their actions.

Cheng et al., (2014) support the notion that ethical leadership results in desired employee behaviour such as high performance, motivation, job commitment and trust in the leadership. Employees with an ethical leader display high levels of work engagement and put extra effort into their work. In general, ethical leaders express positive behaviour and develop an ethical work environment and climate, which is conducive to employee wellbeing.

#### 2.3.6.4 *Servant Leadership*

Kool and Van Dierendonck (2012) describe the characteristics of a servant leader as follows: empowering, humble and authentic, and focused on development, mentorship, guidance and engendering healthy interpersonal exchanges. Dutta and Khatri (2017) view servant leadership as a countermeasure and antidote to the challenges of employee burnout, high employee turnover and unethical corporate corruption and behaviours faced by organisations today. The servant leader is inclined to promote ethical values and fairly apply power which, in turn, promote healthy and trusting work relationships. Achua and Lussier (2013) add that servant leadership involves going beyond self-serving behaviour to serving others, supporting their growth and development, both personally and professionally. Servant leaders have a strong moral sense and desire to be of service and work towards the greater good in their leadership and management roles. Traits associated with servant leaders are helping others discover their true potential, as well as trustworthiness, integrity and honesty. They also have a desire to promote others and encourage employee input to problem solving. Psychological wellbeing of employees is enhanced when they experience interpersonal justice (Kool & Van Dierendonck, 2012), through the servant leadership style.

#### 2.3.6.5 *Authentic leadership*

Nichols and Erakovich (2013) describe authentic leaders as those who hold high moral values, have a strong sense of self awareness, and act upon their values and beliefs. In leading their followers, they display high levels of honesty, goodwill and care, and they develop, motivate, grow and engage employees driven by genuine and unselfish motives. Rodriguez and Brown (2016) define ‘authentic leaders’ as self-actualised individuals with highly developed self-leadership qualities. They act and live from owning their emotions, life experiences, thought processes, values and life vision. Their strong moral code, integrity and truthfulness make them effective in building credible and trustworthy relations with others. Moreover, authentic leaders promote hope, confidence, ethics, transparency, optimism and overall wellbeing.

Table 2.1 below presents the dimensions of wellbeing and the positive impact that leadership styles have on these dimensions with regard to organisational outcomes.

Table 2.1:

*The Positive Impact of Leaderships Styles(Practices) On the Dimensions of Wellbeing.*



<b>DIMENSION</b>	<b>POSITIVE IMPACT ON WELLBEING</b>	<b>ORGANISATIONAL OUTCOMES</b>
<b>Emotional</b>	Happiness, positive attitude, emotional stability	Engagement, high performance, job satisfaction, high retention
<b>Mental</b>	Mental alertness, sound decision making, positive self-image	
<b>Physical</b>	Physical health, high energy levels	
<b>Spiritual</b>	Experiencing meaning and a sense of purpose, feeling hopeful, creative, spiritually integrated/ connected, joyful	

The table 2.1, indicates the positive effects of the management practices at emotional, mental physical and also spiritual levels. The relationship between the expressed employee wellbeing with the positive organisational outcomes such as engagement, performance and job satisfaction are also highlighted.

Karanika-Murray, Duncan, Pontes and Griffiths (2015) refer to work engagement and motivation as positive work-related emotional and mental states. The wellbeing of employees with positive emotional and mental states is characterised by absorption in terms of work engagement, vigour, and high energy levels, which lead to productivity and high performance. Employees are often referred to as ‘human capital’ since they play a critical role in advancing the competitiveness of their organisations.

Herbert (2016) asserts that highly successful and progressive companies need to engage and retain highly skilled and productive employees, and the promotion of wellbeing is critical in this regard.

Herbert (2016) is of the view that engaged and committed employees have a positive impact on the bottom line, more so than those employees considered to be disengaged. To keep employees satisfied and engaged, organisations should conduct climate surveys and exit interviews to identify factors that motivate, as well as demotivate, employees. Climate surveys are critical in gaining insight into employees’ perceptions about the quality of management, work–life balance, rewards, morale, engagement and retention issues (Schumacher, 2012).

Asamoah, Doe and Amegbe (2014) found that organisations with low employee turnover perform better than those with high employee turnover. The loss of skilled, experienced, qualified and

productive employees has adverse consequences for the organisation, and the quality of leader–member exchanges has a significant influence in this regard.

#### 2.3.6.6 *Toxic and dark leadership styles*

Dark leadership, or abusive leadership, is currently under scrutiny in leadership studies due to its adverse effects in organisations today (Starratt & Grandy, 2010). This dark side of organisational power is often referred to as ‘petty tyranny’, ‘abusive supervision’, ‘workplace bullying’, and ‘toxic’ or ‘destructive leadership’. According to Xiaqi et al., (2012), the behaviour of abusive managers is sometimes referred to as destructive, dysfunctional or dark leadership. Their practices are destructive and characterised by bullying and verbal aggression. However, physical violence and abuse are excluded from the description.

Xiaqi et al., (2012) confirm that dark leadership do exist in organisations, and attention must be paid to its effect. This type of leadership is often referred to as bullying, aggressive and abusive management. Sias (2009) notes that dysfunctional relationships between supervisors and employees are characterised by harassment, deception and abuse. Abuse in the workplace refers to hostile verbal, non-verbal and non-physical behaviours displayed by supervisors towards employees, for example, put-downs, undermining, hypercriticism, discrimination, mocking, name calling, harshness and intimidation.

Starratt and Grandy (2010), those who use power to oppress and show vindictiveness, punish unjustly, undermine, self-promote and use fear to terrorise employees are rather inconsistent. Nichols and Erakovich (2013) explain that inauthentic leaders, in comparison to authentic leaders, are corrupt, able to manipulate others and act towards promoting their hidden selfish agendas. Furthermore, they would not hesitate to harm or sacrifice others in their strive towards power and popularity.

Xiaqi et al., (2012) link bad supervision to high turnover, low productivity and low morale. Other identified effects of abusive supervision are low self-esteem, fatigue, physical exhaustion, interpersonal conflict, reduced self-efficacy, and poor mental and emotional health. Liu et al. (2016) emphasise that dark supervision hampers employee creativity and stirs up paranoia, distrust and a constant fear of being harmed or ill-treated. Among the negative effects of dark leadership are distress, anxiety, deviant behaviour, turnover, absenteeism and poor psychological health. In

this regard, Starratt and Grandy (2010) found that employees who experienced abusive supervision felt humiliated, hopeless and anxious. In order to cope with the abuse, they became disengaged, distant and often opted to resign.

Nichols and Erakovich (2013) caution of significant damage that can be attributed to unethical leaders in organisations, and that the power of ethical conduct by management cannot be underestimated. These authors hold the view that employees are not satisfied with unethical and unfair leaders.

Bernstein and Chemaly (2016) contend that individuals who are subjected to negativity have high levels of stress which present in the form of anxiety, fearfulness and negative emotions. Stress might trigger restlessness, poor sleeping habits and other self-destructive tendencies. According to Smith (2009c), the body–mind–emotion connection is powerful, because negative stress can contribute to an increase in blood pressure, a weakening of the immune system and an increase in bodily ailments.

Table 2.2 displays the impact of leadership styles (practices) that could undermine employee wellbeing. Sadly, dysfunctional, unauthentic, toxic leadership practices can have a negative impact on employee wellbeing at emotional, physical, mental and spiritual levels.



**Table 2.2:**

***The Negative Impact of Leaderships Styles(Practices) On the Dimensions of Wellbeing.***

<b>DIMENSION</b>	<b>NEGATIVE IMPACT ON WELLBEING</b>	<b>ORGANISATIONAL OUTCOMES</b>
<b>Emotional</b>	Stress, anxiety, sadness, anger, burnout	Absenteeism and presentism, high employee turnover, low engagement or disengagement, poor performance, low morale
<b>Mental</b>	Depression, poor concentration, poor memory, forgetfulness, poor self-image, irrational thoughts	
<b>Physical</b>	Exhaustion, lack of energy, physical ailments	
<b>Spiritual</b>	Hopelessness, lack of purpose and meaning, spiritual disconnection, emptiness	

Table 2.2 indicates the negative effect of line management practices on the wellbeing dimensions of emotional, mental, physical and spiritual. Furthermore, compromised wellbeing aspects affects the organisational outcomes negatively.

Kelloway and Barling (2010) found a link between negative leadership practices and employee illness such as stress, strain and other negative effects related to emotional distress. Toxic leadership is associated with impaired emotional wellbeing.

Xiaqi et al., (2012) highlight that dark leadership is associated with negative outcomes such as job dissatisfaction, employee attrition and poor performance. Dysfunctional leaders also display aggressive verbal and non-verbal behaviour. Liu et al., (2016) concur by adding that abusive management decreases employee psychological wellbeing through increasing distress, emotional exhaustion, and the build-up of aggression. Exposure of employees to dark leadership leads to increased anxiety, hopelessness and fear of being harmed. Juniper et al., (2009) mention elements pertaining to a lack of wellbeing, namely restlessness, poor physical health due to work commitments, low energy levels due to work arrangements, a sense of being undervalued by management, and feelings of unhappiness and dissatisfaction.

With the above review, the third research objective has been achieved, namely to explore the literature with regard to various line management leadership styles (practices) that can enhance or undermine employee wellbeing.

## **2.5 THE WELLNESS MODEL'S IMPLICATIONS**

Myers and Sweeney (2004) Indivisible Self theory provides a framework in which wellness can be defined in terms of the essential self, creative self-coping self, physical self and also the social self. The model proposes that wellness should be assessed from a contextual, balanced and holistic point of view. Interactions with the environmental factors and the systems have an impact on the overall experience of wellness. The Holistic Wellness Model validated by Els and De La Rey (2006) incorporates aspects of self-worth, spirituality, managing of stress, secure relationships, being realistic, resting, a sense of humour, nutrition, intellectual ability, satisfaction with work, self care, cultural identification and a sense of safety and security in defining total wellness.

The aforementioned theories have implications on enabling the defining and the identification of factors which affect employee wellbeing. The system, climate and also the environment in which the employee operates in affects the overall wellbeing of the employee. Furthermore the model re-enforces that wellbeing is holistic and integrated as opposed to being divisible and segmented. In order to experience optimal wellbeing, all the dimensions need to be healthy and well-balanced.

With the above review, the objective to explore the implications of the existing theories of wellness have been achieved.

## **2.6 CONCLUSION**

In this chapter a literature review was conducted to provide the context for the study and to frame the basis for the research. For this purpose, current management and leadership theories were also included. This literature review will be drawn from to explain, support and interpret the data (Chapter 4) and the overall findings of the study (Chapter 5). Lapan et al., (2012) argue that literature and theory provide a base for data analysis and interpretation.

The literature in this chapter indicated a need to drive healthy and functional management practices and behaviour, which would enhance employee wellbeing. In turn, employee wellbeing would result in positive organisational outcomes expressed in employee satisfaction, retention and productivity. Employees who experience optimal wellbeing, more specifically resulting from high-quality relationships with line managers, will be engaged, motivated and committed employees

who support the organisation by achieving its objectives. Typical organisational outcomes are productivity, financial growth, sales, market development, excellent customer service, product development, and overall high-quality performance. Therefore, based on the literature review, employee wellbeing at emotional, mental, physical and spiritual levels will enable and enhance employee engagement, motivation and commitment. The next chapter discusses the research methodology for the study.



### **3 RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter introduces the philosophical paradigm, research approach and research method adopted for this study. The research strategies employed for data collection, data management and data analysis are also highlighted. Relevant ethical issues considered and the strategies applied to ensure qualitative rigour are discussed in detail.

#### **3.2 PHILOSOPHICAL PARADIGM**

##### **3.2.1 Ontology**

Ontology as applied in research refers to the researcher's values, beliefs, perspectives and views about the world, reality and the phenomenon being studied. Denzin and Lincoln (2005) define 'ontology' as the values underlying the researcher's perception of the nature of reality. In this study, the researcher's ontology was based on the interpretive paradigm which postulates that reality is socially constructed and subjective (Saunders, Lewis & Thornhill, 2009). In this view, reality is understood from the subjective experiences of individuals within their social context and environment, in other words, how they interpret and ascribe meaning to their daily reality.

##### **3.2.2 Epistemology**

Epistemology guides the researcher in studying a social phenomenon. According to Denzin and Lincoln (2005), epistemology shapes the way in which the researcher gains knowledge. In the current study, the researcher adopted a qualitative interpretivist stance.

#### **3.3 QUALITATIVE RESEARCH PARADIGM**

A qualitative research approach has been adopted in conducting the study, because it allows deep and comprehensive insight about a specific phenomenon (Leedy & Ormrod, 2010). Denzin and Lincoln (2005) view qualitative research as an interpretive process in which the researcher studies a phenomenon in its natural settings in order to interpret and make sense of the phenomenon and its meanings according to participants.

As stated above, the study was approached from the interpretive paradigm. The ontological basis of interpretivism is relativism, which is rooted in subjectivist principles (Guba & Lincoln, 1994). Interpretive qualitative research aims at understanding the subject being studied through ascribing meanings to behaviour, culture and the social world. Regarding the interpretive framework, Saunders et al., (2009) highlight that interpretive research is conducted among people in their roles and their social environments. Botma et al., (2010) add that interpretivism is based on the belief that social reality is meaningful and that people interpret a situation and choose how to act and respond to the situation. People interpret their lived experiences and attach meaning to these experiences (Cohen, Manion & Morrison, 2007). Furthermore, interpretive research attempts to search for reasons underlying human motivations, behaviours, values and shared meaning. According to Guba and Lincoln (1994), knowledge and insight from interpretivism are derived from the participation and interaction between the researcher and the participants. The meaning which the participants attach to their experiences influence how they respond and act in their social environment.

### 3.3.1 Advantages of Qualitative Research

Qualitative research allows for the collection of rich descriptive data in respect of a particular phenomenon with the aim to provide an in-depth understanding of this phenomenon (Leedy & Ormrod, 2010). The insight gained from qualitative research can be used to develop new theory and conceptual frameworks and uncover problems with regards to the phenomenon. Further advantages are the following:

- Qualitative research allows participants to voice their views on how they understand and experience their world, as well as the meaning they ascribe to these experiences.
- It enables the understanding of the social and cultural contexts and the prevailing behavioural patterns with regard to the phenomenon being studied.
- It provides richness, quality and depth of information as opposed to quantity of information.
- It is useful for exploring a phenomenon in all its complexities, multiple layers and dimensionalities.
- It allows for flexibility in the methods of obtaining information as long as one is guided by the research questions and objectives.



- It enables the researcher to uncover certain processes, cultures and relationships within the case or cases being studied.

### 3.3.2 Disadvantages of Qualitative Research

The results and findings of a qualitative study cannot be generalised, as generalisation requires extensive and substantial amounts of data to be collected in order to achieve external validity (Maree & Pietersen, 2012).

Whereas the flexibility of qualitative research is an advantage for the experienced researcher, Leedy and Ormrod (2010) caution that much experience and training are required for the novice researcher to produce a credible qualitative study. For example, qualitative data collection and analysis are often much more complex and time consuming than researchers anticipate. Moreover, reporting textual data can pose a challenge, more specifically where the data collected from the field is lengthy, detailed and dense.

### 3.3.3 The Case

For the current research, a case study was used, namely of a single organisation in the motor parts distribution industry. In a case study, the researcher collects extensive data about a specific phenomenon (Leedy & Ormrod, 2010). Singh (2014) argues that an interpretivist approach is suited to case study research. Nieuwenhuis (2012) concurs by stating that interpretivist research of case studies allows the researcher to study participants' interaction in a specific situation and how they make meaning of the phenomenon under the study.

## 3.4 POPULATION AND SAMPLE

The total number of employees in the organisation is 102, and the ten participants who took part in the study are from the diverse pool of employees from the departments such as Customer Service, Supply Chain, General Administration, Finance, Sales, Purchasing, and Health, Safety and Quality.

The researcher took heed of Suri's (2011) statement that the sample size is influenced and informed by data sufficiency, richness and saturation. The study did not seek to generalise, but to gain in-depth understanding of employee wellbeing and factors which could affect their wellbeing,

specifically regarding their relationships with line managers. The sampling approach and the sample size are discussed next.

### 3.4.1 Sampling Approach

Purposive sampling was adopted to select and identify participants from employees in a selected organisation, as they are in a position to share their experience of the line management practices with regard to their wellbeing. According to Leedy and Ormrod (2010), purposive sampling entails the intentional selection of the individuals or entities who will yield the most appropriate, sufficient and accurate data to inform the study. Botma et al., (2010) state that purposive sampling is guided by the researcher's knowledge about the population and knowledgeable people who would provide the best data for purposes of the study. Saunders et al., (2009) advise that the participants selected must be sufficiently informative for the researcher to be able to answer the research questions.

Therefore, employees were selected who have been in employment for three years or more, have a tertiary qualification and are employed at a skilled level, professional level or above. The sample was a mix of males and females and various ages and represented the race and cultural diversity of the company. As this was an exploratory study, the sample sought and obtained a minimum of ten participants.

### 3.4.2 Participants' Profile

The total number of participants was ten, consisting of five females and five males between the ages of 27 and 50 years, from African, white and Indian ethnical groups. They represented various occupational categories, namely skilled, professional, supervisory management and senior management. All the participants had tertiary qualifications, including a national diploma, bachelor's degree, honours degree and master's degree. Their work experience ranged from six to 30 years including previous employment in other companies. With regard to research ethics, the principles of confidentiality and anonymity were applied to prevent the identification and disclosure of the participants' identity. The participants were allocated a code, namely P1 to P10. Table 3.1 provides an overview of the profile of the research participants:

**Table 3.1:*****Research Participants Profile***

<b>PARTICIPANT</b>	<b>GENDER</b>	<b>RACE</b>	<b>AGE</b>	<b>LEVEL OF EDUCATION</b>	<b>WORK EXPERIENCE (NO. OF YEARS)</b>
<b>Participant 1 (P1)</b>	Female	African	31-35	National diploma	11-15
<b>Participant 2 (P2)</b>	Male	African	26-30	Bachelor's degree	6-10
<b>Participant 3 (P3)</b>	Female	African	26-30	Honours degree	6-10
<b>Participant 4 (P4)</b>	Female	African	31-35	National diploma	6-10
<b>Participant 5 (P5)</b>	Male	African	36-40	National diploma	11-15
<b>Participant 6 (P6)</b>	Male	Indian	46-50	National Senior certification	26-30
<b>Participant 7 (P7)</b>	Female	White	46-50	Bachelor's degree	21-25
<b>Participant 8 (P8)</b>	Female	African	26-30	Honours degree	6-10
<b>Participant 9 (P9)</b>	Male	White	41-45	Master's degree	21-25
<b>Participant 10 (P10)</b>	Male	White	26-30	National diploma	6-10

Next, the data collection approach will be discussed.

### **3.5 DATA COLLECTION**

Qualitative data are collected through various techniques such as documents, observations, interviews and focus groups (Nieuwenhuis, 2012). In order to source primary data for the study, ten semi-structured interviews were conducted with selected employees from a company based in Johannesburg. Besides the literature review, secondary data in the form of four documents regarding wellbeing were analysed by the researcher complementary to the semi-structured interviews. The interviews of 45 to 60 minutes were conducted during August 2017.

The interviews were recorded (consent forms signed, Annexure A) on an audio tape and the researcher made notes. The transcriptions were completed in-between the semi-structured interviews.

### 3.5.1 Semi-Structured Interviews

Semi-structured interviews consist of a list of questions and themes to be covered in the interview, and the questions may vary from one interview to the other (Saunders et al., 2009). For purposes of the study, a semi-structured interview guide (Annexure C) was developed to ensure that the research questions were fully addressed. Singh (2014) confirms that face-to-face interviews are a rich source of data in some case study settings and allow data collection from multiple perspectives, because the researcher can both listen to and observe the verbal and non-verbal responses of the interviewees. Also, probing and clarification can be incorporated where required. The semi-structured approach to asking questions was appropriate as it allows flexibility and also the researcher tried at all times to eliminate bias of any form. Kothari (2004) notes that face-to-face interviews are indeed an art underpinned by scientific principles, in that skills for interviewing are critical in ensuring successful and accurate data collection.

#### 3.5.1.1 *The interview schedule*

The semi-structured interviews were structured and conducted in a manner that enabled the researcher to meet the research objectives. See Annexure C for the interview guide. The questions asked during the interviews included the following topics:

- Workplace wellbeing.
- Experiences of emotional, mental, physical and spiritual wellbeing.
- The impact of line management practices (leadership styles) on employee wellbeing.
- Behaviour and practices of line management (leadership styles) which enhance wellbeing.
- Behaviour and practices of line management (leadership styles) which undermine wellbeing.
- The specific impact of line management practices on wellbeing aspects.
- What can be done to improve line management practices with employee wellbeing in mind.
- Additional and general comments where applicable.

### 3.5.1.2 *Interview procedure and recording*

The data-gathering process began by identifying organisations where potential participants could be approached. Upon the identification of such an organisation (the case in point), the gatekeeper who holds a senior executive role was approached in order to obtain permission for conducting the study. The details of the research proposal were discussed with the gatekeeper in a face-to-face meeting, as well as the researcher's requirements from the company and the participants. The researcher was requested to sign a confidentiality agreement with the company which mainly aimed to protect the company from the leakage of sensitive information that the researcher could come across.

The criteria for the selection of participants were agreed upon with the gatekeeper. The company granted the researcher permission to conduct the research on the company premises during office hours only. Ten participants were purposefully approached based on the set criteria. The semi-structured interviews were organised by a designated company coordinator who acted as the liaison and contact between the researcher, the company and the participants. The coordinator arranged and confirmed the interview dates and times and booked the meeting room. The participants were contacted via email two weeks prior to the semi-structured interviews. An information letter (Annexure A), a consent letter to give permission to conduct and audio record semi-structured interviews (Annexure B), and a consent letter which gives more information about the semi-structured interviews were made available to them, as well as the interview schedule which was organised internally by the company coordinator via internal e-mail.

According to Saunders et al., (2009), the location of the interview should be carefully chosen, as it influences the physical comfort of participants. In addition, a quiet location needs to be used when audio recordings are made. In this study, the company provided a functional meeting room which was free from noise, outside interruptions and allowed for privacy.

The data were then transcribed verbatim in-between the semi-structured interviews, as recommended by Botma et al., (2010) who emphasise the need for accurate and detailed transcription seeing that it forms a basis for analysis. The data were placed on a secondary storage device, or memory stick. Mouton (2004) refers to secondary storage as auxiliary or external storage for the purpose of data safekeeping.

### 3.5.1.3 *The interview process*

Before commencing with the semi-structured interviews, the researcher greeted the participants politely, made formal introductions and thanked the participants for availing themselves for the study. The purpose of the study and participant rights were discussed in order to ensure clarity and understanding. Also, reference was made to the signed informed consent form and the participants' information form which was completed prior to the meetings.

The semi-structured interviews focused on the research objectives and questions. Throughout the interview process the researcher was conscious about keeping the participant comfortable in order to encourage engagement and full participation. Interpersonal skills such as listening, empathy, respect and the use of body language were applied by the researcher. After each interview, the researcher thanked the participant for sharing their knowledge and agreeing to be interviewed. The copies of the transcripts were e-mailed to each participant for them to verify the accuracy of the content captured.

### 3.5.2 Secondary Data

In order to complement the primary data, secondary data were collected. The documents used for this purpose are distinguished from the sources consulted for the literature review (Nieuwenhuis, 2012). The literature focuses on debates and trends in the particular field, while these documents shed light on the phenomenon. The following documents were collected: The Chartered Institute of Personnel and Development (CIPD) Research Report, the Health and Safety Executive (HSE) Report, the Wellness Management Policy for the Public Service (WMPPS), and Investors in People Health and Wellbeing (IPHW) Report. The rationale for inclusion of these documents is discussed in the section below.

#### 3.5.2.1 *Chartered Institute of Personnel and Development (CIPD) Research Report 2017*

This report served as the basis for formulating the main research outcome in this study, namely to establish effective mechanisms for the development of management skills which could ultimately improve employee wellbeing and engagement. The data for the study were gathered from subject matter experts, practitioners and organisations in the field of occupational wellbeing. Findings from these various sources were integrated in order to provide a holistic framework from which a

set of checklists were developed. These checklists identify a number of factors that can support or reduce effectiveness of employee wellness programmes, with the ultimate aim of capacitating organisations to develop programmes for improving wellbeing and management skills.

#### *3.5.2.2 Health and safety executive (HSE) report 2007*

This report is a result of a research project conducted by Goldsmiths University of London for the HSE in 2007. The study conducted purposed to identify effective mechanisms of promoting the implementation of health, safety and the environment in the workplace. Stress, being one of the major health and safety risks in the workplace, needed to be investigated, together with causes and factors contributing to stress. Secondly, effective management behaviour which could mitigate against stress were identified in the research.

#### *3.5.2.3 Wellness Management Policy for the Public Service (WMPPS)*

The key objective of this document is to communicate the policy framework which provides for an integrated, needs-driven, participative and holistic approach to employee health and wellness in the public service and for the citizens of South Africa. The policy is embedded in the EH&W Strategic Framework (2008). The integrated approach to employee health and wellness recognises the importance of linking individual health, safety and wellness, organisational wellness, environmental sustainability and quality management to productivity and improved service delivery outcomes.

#### *3.5.2.4 Investors in People Health and Wellbeing (IPHW) Report*

Investors in People is an organisation managed by the UK Commission for Employment and Skills. Their Health and Wellbeing department assists organisations with wellbeing assessments and the implementation of wellbeing best practices. In addition, the organisation provides comprehensive research reports containing models, frameworks and diagnostic tools that assist with the improvement of wellbeing.

### 3.6 DATA ANALYSIS

The primary and secondary data were analysed using content and thematic analysis. First, as explored and found in the literature, content analysis will be described, and then thematic analysis. The researcher adhered to the standard techniques of both content and thematic analysis.

#### 3.6.1 Content Analysis

Elo and Kynga (2008) describe content analysis as a useful method to analyse verbal, audio and written texts. Qualitative content analysis is inductive and iterative and allows the researcher to investigate the raw data from various viewpoints and, in this way, discover keys in the data to assist with understanding the data. The content analysis method is critical in corroborating but also disconfirming existing theories where applicable.

Content analysis allows for abstraction, in other words interpretations and descriptions on a higher level (Graneheim & Lundman, 2004), for example, codes, categories and themes can be created at various levels. The steps applied in the inductive qualitative content analysis entailed the following:

##### 3.6.1.1 *Preparation phase*

Based on Leedy and Ormrod (2010), content analysis requires a great amount of planning at the beginning of the project. All the steps are taken with the end in mind; therefore, the research questions and problem must be defined clearly in the beginning. A typical sample of documents includes business reports, brochures, transcripts, research reports, policies and news reports (Nieuwenhuis, 2012). The sample (i.e., the types of documents) was purposefully selected in the preparation phase of this study.

It is critical to identify documents with content relevant to the study. The research questions of the study need to guide both the selection of texts and the level of depth at which the analysis should be conducted. Therefore, the texts were selected purposively in this study.



### 3.6.1.2 Selection of the units of analysis

Leedy and Ormrod (2010) indicate that the researcher should define the characteristics and qualities of the data to be analysed according to the research questions. This process requires the segmentation of specific concepts in the documents. Data constitute that which can be used to answer research questions in a meaningful way (White & Marsh, 2006). Additionally, the content must be relevant and also highlight the critical and applicable sections of the document.

### 3.6.1.3 Making sense of the data as a whole

The researcher read all the units of analysis (i.e., the specific sections of the documents) repeatedly, highlighted important parts, and made notes. Table 3.2 illustrates how the researcher went about to make sense of the data, in order to identify the codes.

**Table 3.2:**

**Example of Making Sense of The Data to Derive Codes**

	Paragraph	Styles
<p><i>Prefers to refer line manager to a leader.</i></p> <p><i>Listed all desired leadership qualities of a manager.</i></p> <p><i>Was describing a leader who inspires him.</i></p>	<p><b>Given the topic, how can the leader promote employee wellbeing?</b></p> <p>Line manager shall be referred to <u>as a leader</u></p> <p>He is a <u>mentor</u></p> <p>Shares <u>enthusiasm</u> and also <u>common interests</u></p> <p><u>Skilled, capable and qualified</u></p> <p>Someone to <u>benchmark with (as a role model)</u></p> <p><u>Ideal leader who inspires respect</u></p> <p>They are <u>who you want to be</u></p> <p>They <u>give direction and vision</u></p> <p>Everybody speaks and uses words (which are meaningless) but <u>the leader is respected</u> as <u>They deliver</u> and are not a talk shop and I respect them</p> <p><u>With regard to work the leader needs to show one how?</u></p> <p>They share and articulate <u>how they got where they</u> are in the <u>career/role</u></p>	<p><b>Desired leadership</b></p> <p>Role model</p> <p>Mentoring</p> <p>Competent leader</p> <p>Motivation and Inspiring</p> <p>Role model</p> <p>Direction and guidance</p> <p>Career</p>

#### 3.6.1.4 *Open coding*

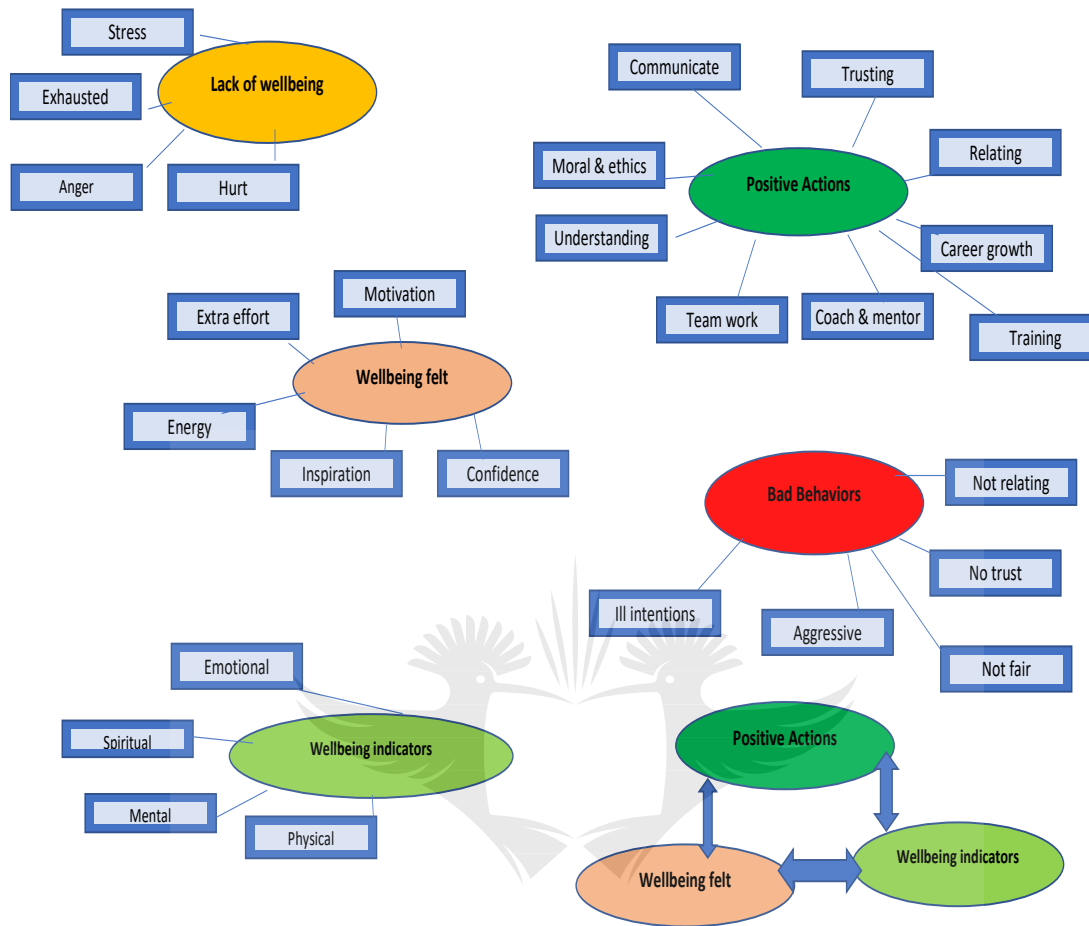
According to Seers (2011), data coding involves sorting and organising the data. Data coding in this study was guided by pre-determined characteristics, with notes and headings made on the content. Headings served to label and classify the data segments. The process of reading and writing headings and highlighting and underlining significant parts of the text was repeated to arrive at the codes.

#### 3.6.1.5 *Grouping of codes*

All the identified codes were noted and grouped. The purpose of grouping the codes was to merge similar codes and ultimately reduce the codes.

#### 3.6.1.6 *Categorisation*

Once the codes were grouped, the categories could be generated. The purpose of categorisation was to group, cluster and bring together codes that belong together in the same segment. The categories helped to bring understanding, explain and describe the phenomenon (i.e., wellbeing) in order to generate knowledge. The categories were named based on the characteristics of the data content. The sub-categories were identified and grouped and then linked to a broader category. Figure 3.1 illustrates the categorisation process which was followed in order to cluster and bring together the sub-categories, under the initial main category.



**Figure 3.1: Example of the Initial Categorisation Process**

### 3.6.1.7 Reporting a conceptual framework or categories

Based on White and Marsh (2006) abstraction is made by formulating a description of the research topic by means of the categories and themes.

### 3.6.2 Thematic Analysis

According to Cassell and Symon (2004), thematic data analysis is applied by identifying themes in the data across instances and various individuals. In essence, thematic analysis is a method of organising and analysing data in textual format. Braun and Clarke (2006) advocate for the data analysis method that is theoretically flexible, and well suited for analysing qualitative data such as thematic analysis. Thematic analysis entails identifying, analysing and reporting the patterns, categories or themes within the data. Botma et al., (2010) refer to data analysis as making sense of

the data with the aim of gaining an in-depth understanding and forming meaning which the thematic analysis method provides.

In this study, the data were subjected to thematic analysis as described by Braun and Clarke (2006). The method proved useful and flexible, and suitable themes (patterns) were identified, analysed, interpreted and reported on, in a text-rich manner.

The analysis process began with the transcription of the semi-structured interviews. Transcription assisted the researcher not only in familiarising herself with the data, but also in initiating the process of seeking meaning in the data. The semi-structured interview transcripts enabled the researcher to use the verbal data for analysis, in its original format.

The researcher embarked on data coding with specific questions in mind guided by the research objective, research questions and content of the data. Coding entails identifying and labelling significant segments and elements of the data from which possible meaning could emerge (Charmaz, 2006). Coding was conducted through reading the data, underlining significant concepts and making comments and notes next to the data (Table 3.2). This was followed by naming, tagging and labelling the data. The process of naming and tagging the data was iterative and took a few days.

Once the initial coding was completed, the codes/concepts were clustered and collated into named categories. This was achieved by using the cutting and pasting function of the word processor. In this way, high-level themes could be identified and formulated, as indicated in Table 3.2 below. This data analysis approach is similar to the interpretive analysis of (Terre Blanche, Durrheim & Kelly, 2006), which entails familiarisation with the data, coding and the development of categories, themes and sub-themes. Seers (2011) asserts that codes, categories and themes must always be traceable to the data.

The aim of the analysis of the primary and secondary (reports) data was to obtain knowledge and insight to guide the action needed towards the improvement of employee wellbeing. The step-by-step guide to thematic analysis followed in this study is outlined below:

### 3.6.2.1 *Familiarisation with the data*

The researcher familiarised herself with the data by repeated reading of the data. Immersion in the data was accomplished by making notes, finding meaning and identifying emerging patterns. Seers (2011) defines this process as a detailed reflection on and about the data. This process included the transcription of the audio recordings and written notes to produce a document containing the details of the semi-structured interviews.

### 3.6.2.2 *Generating initial codes*

Codes, which are the main features of the data in the form of words and concepts, were identified. The researcher ensured that the codes were meaningful with regard to the phenomenon being studied. Manual coding was performed, which entailed taking notes and highlighting in various colours and underlining significant parts of the text to indicate potential themes and patterns. The initially identified codes were matched with supporting text and collated. Microsoft Office software was used to tag, cluster and collate text related to the identified codes. The researcher was aware of the importance of highlighting potential contradictions in the data and ensuring that the context was not lost while clustering text to the codes. The Table 3.3 illustrates how the initial codes were generated from the semi-structured interview transcripts.

**Table 3.3:**

*Example of The Initial Generation of Codes*

Researchers-Reflective notes	Transcription	Codes/categories
	<b>Participant 1</b>	Arising codes/emerging
	Researcher: Considering the topic how can line management improve employee wellbeing, .....	Initial coding
<i>Desired empathy by line management</i>	The Line manager <u>need to understand where</u> employees come from... you know	<b>Considerateness of management and care</b>
	Also .... Understand when they are <u>experiencing pressure</u> .	
<i>Be able to relate</i>	By looking at <u>people individually and their situations</u> .	<b>Interpersonal Relations</b>
	They must be able to <u>relate to employees</u> in order to be <u>helpful to them</u> . Also by	
<i>Being reasonable</i>	..... <u>Understand and accommodate employees</u> .	
	Having been through a situation I need them to <u>be human</u>	
	They have to <u>understand where the employee is in life</u> , what they go through	<b>Expressed Empathy</b>
	Have <u>sympathy for situations</u>	
	Employer need to be able to <u>advise and support</u>	
	Have to put themselves in <u>other people's shoes</u>	<b>Provide counselling, guidance and support</b>
<i>Supporting employees emotionally</i>	<u>Good moral support</u> is important and <u>sharing of situations</u> that are similar	

3.6.2.3 *Searching for themes*

Mouton (2004) explains data analysis as the breaking up of the data into trends, relationships, patterns and themes. In this study, this process entailed the collating of all the identified codes into themes and sub-themes. The data clusters were allocated to the identified themes. Codes that did not seem to fit anywhere were allocated to miscellaneous themes, until a relevant theme emerged. The unique significance of each prominent theme began to surface with each repeated cycle of analysis. Table 3.4 illustrates the process of creating the data clusters in order to search for the possible themes.

**Table 3.4:**

*Example of Creating the Data Clusters*

Possible Themes	Developing - Codes-Concepts	Data
Aspects of Functional Management defined as desirable and positive behaviors	Communication, feedback and information sharing	<p>P1: <u>Communication and feedback</u> and sharing information is important</p> <p>P4: <u>Honest communication</u> is important</p> <p>P6: <u>Coaching, communication, feedback and guidance</u> given</p> <p>P9: <u>Clear communication</u> and also managing by expectations</p> <p>P8: Employees need guidance and mentorship of line management and also feedback on performance</p>
	Ethics, honesty, integrity and living the values	<p>P9: <u>Ethics</u> are important, the corporate ethics guide what is acceptable and not acceptable</p> <p>P2: Has shared the importance of <u>ethics</u> about information disclosure, sharing information, <u>honesty</u> and matters relating to conflict of interest</p> <p>P4: <u>Personal values</u> need to match with that of work environment like <u>honesty, ethics and openness</u></p> <p>P3: <u>Values and culture</u> need to be aligned to what one is doing</p>
	Train, develop and grow people	<p>P5: <u>Train, guide</u> and coach employees</p> <p>P7: <u>Provide resources, mentor, train, empower</u> and enable</p>

3.6.2.4 *Reviewing of themes*

The identification of various themes, how they relate to other themes and their presence in the data were the main focus of this step. The themes were validated and legitimised on the basis of the sufficiency of data and codes to support them. Some themes were merged into other themes, while others were broken down into separate and independent themes where applicable. The clear distinctions were drawn between the themes. The researcher ensured that each theme was supported by and aligned with a specific set of data extracts. Great caution was taken to avoid misalignment of the data extracts and themes. This step helped to prepare for the development of thematic concepts. It is important for thematic concepts to correspond and be coherent with the data. Table 3.5 illustrates the initial themes and the sub-themes arising from the data.

**Table 3.5:**

*Extracted, Un-Reviewed Themes and Sub-Themes*

THEMES	SUB-THEMES
<p><b>Theme 1: Aspects of Functional Management defined as desirable and positive behaviours</b></p>	<p><b>Sub-Theme 1.1:</b> Communication, feedback and information sharing.  <b>Sub-Theme 1.2:</b> Ethics, honesty, integrity and living the values.  <b>Sub-Theme 1.3:</b> Training, development and growing people.  <b>Sub-Theme 1.4:</b> Showing care, empathy, understanding and support.  <b>Sub-Theme 1.5:</b> Rewarding and recognizing good work.  <b>Sub-Theme 1.6:</b> Promoting, giving opportunities, identification of potential and career development.  <b>Sub-Theme 1.7:</b> Trusting, believing, and empowering people.  <b>Sub-Theme 1.8:</b> Connecting, building relationships and interpersonal effectiveness.  <b>Sub-Theme 1.9:</b> Mentoring and coaching.  <b>Sub-Theme 1.10:</b> Championing of employee wellbeing by management.  <b>Sub-Theme 1.11:</b> Inclusivity and being part of the team.</p>
<p><b>Theme 2: Effects of Functional Management on the employees, team and the organisation</b></p>	<p><b>Sub-Theme 2.1:</b> Experienced motivation, engagement, inspiration and positive energy.  <b>Sub-Theme 2.2:</b> Improved productivity, performance, and extra effort resulting customer service, problem solving, innovation, financial results, creativity process improvements.  <b>Sub-Theme 2.3:</b> Respect for the line manager as a role model.  <b>Sub-Theme 2.4:</b> Contribution and active participation.  <b>Sub-Theme 2.5:</b> Finding meaning, purpose and fulfilment at work.  <b>Sub-Theme 2.6:</b> Enhanced confidence and self-esteem.</p>
<p><b>Theme 3: Dysfunctional Management Actions and behaviours</b></p>	<p><b>Sub-Theme 3.1:</b> Aggressive behaviours.  <b>Sub-Theme 3.2:</b> Micro Management and lack of delegation.  <b>Sub-Theme 3.3:</b> Unethical and unfair actions.  <b>Sub-Theme 3.4:</b> Unhealthy and poor interpersonal relationships.  <b>Sub-Theme 3.5:</b> Lack of trusting in others and lacking trustworthiness.  <b>Sub-Theme 3.6:</b> Ill Intentions.  <b>Sub-Theme 3.7:</b> Incompetence.</p>
<p><b>Theme 4: The Effects of Dysfunctional Management Actions</b></p>	<p><b>Sub-Theme 4.1:</b> Disengagement, demotivation and low morale.  <b>Sub-Theme 4.2:</b> Stress, fatigue, exhaustion and poor health.  <b>Sub-Theme 4.3:</b> Turnover, absenteeism and social loafing.  <b>Sub-Theme 4.4:</b> Retaliation and rebellious behaviour.  <b>Sub-Theme 4.5:</b> Low productivity and performance.  <b>Sub-Theme 4.6:</b> Display of hurt, anger and sadness.  <b>Sub-Theme 4.7:</b> Negative influence on self-efficacy, self-esteem and self-confidence.</p>
<p><b>Theme 5: Indicators of both optimal and compromised employee wellbeing</b></p>	<p><b>Sub-Theme 5.1:</b> Emotional Aspects.  <b>Sub-Theme 5.2:</b> Mental Aspects.  <b>Sub-Theme 5.3:</b> Physical Aspects.  <b>Sub-Theme 5.4:</b> Spiritual Aspects.</p>



### 3.6.2.5 *Defining and naming of themes*

The themes that are to form part of the analysis were identified, defined and refined. Defining a theme entailed the concise capturing of the essence and deeper meaning of the theme in the context of the study, while giving a true, accurate description of the theme and ensuring correspondence with the data. Themes are indicative of the researcher's reflection and interpretation of patterns identified in the data (Seers, 2011). Themes were analysed in detail in order to indicate how they fit into the entire narrative and relate to other themes. Sub-themes were identified within the main themes, and some of the themes were collapsed into sub-themes where necessary.

### 3.6.2.6 *Producing the report*

According to Seers (2011), the cycle of analysis entails coding and identifying categories from which the prominent themes are to emerge. The entire cycle of data analysis, theorising and generating a report is underpinned by the data sets. Throughout the data analysis process the researcher conducted a self-check in order to ensure objectivity and neutrality. Subjectivity and bias are a threat to quality and rigour of qualitative research. The researcher minimised personal bias in the coding, labelling and also generating the themes from the data by ensuring that the language of the participants dominated the reported accounts.

The descriptive and narrative report of the final product of thematic analysis will be presented in chapter 5. The sub-categories (sub-themes) will also be presented with the supporting data in chapter 4 and the researcher attempted to be concise, accurate and provide a descriptive account of the sub-themes and the themes.

## **3.7 QUALITY AND RIGOUR**

Guba and Lincoln (1989) introduced the criteria of credibility, transferability, dependability and confirmability to define quality and rigour in qualitative research. These criteria are referred to by positivist researchers as 'validity' and 'reliability'. To ensure the quality of the data, strategies of trustworthiness and credibility were adopted. Nieuwenhuis (2012) regards trustworthy qualitative research as being credible through the criteria of dependability, applicability and confirmability. In this study, the data collected and analysed were shared with the participants in order for them to verify that the data are authentic and represent their realities and experiences.

Cresswell (2009) advocates the interpretation and validation of data by going back to participants to check and determine accuracy. Given the nature of qualitative research, the findings will not be generalised to the broader population but will be detailed and provide rich insights. The insights and learnings derived from the study may be transferrable to similar contexts where applicable. Furthermore, the data is regarded to be trustworthy through being believable and dependable to the research participants.

### 3.7.1 Credibility

Botma et al., (2010) describe credibility as the accurate and clear reporting of the participants' accounts and perspectives. In this study, the research themes and interpretations were verifiable and truly reflected the realities of the participants and their lived experiences regarding line management practices (leadership styles). The credibility of research is enhanced when the researcher spends sufficient time in the field in order to understand the reality of the participants and the environment in which they operate (Lapan et al., 2012). In this regard, the researcher shared each participant's interview transcript with him/her. Drisko (1997) notes that the research report must be believable and truthful according to the participants.

### 3.7.2 Transferability

Transferability of qualitative research refers to the extent to which the findings and conclusions from one context can be applied in another (Drisko, 1997). According to Krefting (1991), transferability in qualitative research is informed by situational uniqueness, the demographics of the participants, and the applicability of the findings to the context in which they are to be applied. In addition, the researcher needs to provide adequate information to the readers about the research setting, context and participant demographics without breaching ethical codes. This information empowers readers to decide whether the findings are applicable and relevant to their context. Thus, the transferability of research is judged by others, and not the researcher.

Lapan et al., (2012) indicate that transferability is possible when sufficient information about the study is available to allow the readers to determine how and in which contexts the findings can be transferred. In the current study, the researcher attempted to provide adequate accounts that are detailed, descriptive and rich enough to enable transferability to similar or relevant contexts where possible.

### 3.7.3 Dependability

Based on Goffin, Raja, Claes, Szwejczeniowski and Martinez (2012), the dependability of research outputs is reflected in the degree of transparency outlined in the data collection, data analysis, theorising and reporting of the narrative. In other words, the steps followed to arrive at the findings should be adequately disclosed and be traceable or auditable. Dependability of the study was ensured through the disclosure of the raw interview data, the detailed data analysis process and also the comprehensive findings.

### 3.7.4 Confirmability

Confirmability refers to the link between the data and the findings (Goffin et al., 2012; Lapan et al., 2012). In ensuring confirmability in this study, the researcher followed a strict protocol of analysing the data and deriving the codes, categories and emergent themes directly from the data. All the themes were underpinned by relevant data extracts. Furthermore, the final research report will be shared with the research participants (Drisko, 1997).

### 3.7.5 Data Saturation

The quality of research findings is improved by ensuring that the data collected are sufficient and comprehensive enough to address the research questions. Saunders et al., (2009) refer to data saturation as a point in data collection when further information and new insights cannot be collected; in other words, the information becomes repetitive and redundant. Denzin and Lincoln (2005) concur by stating that the point of saturation is reached when the acquired data are enough and adequate to meet the research outcomes. Drisko (1997) describes this quality assurance level in terms of sufficiency, comprehensiveness, thick descriptions and exhaustiveness. The researcher was searching constantly for new information, insights and possible themes throughout the interviews. Data saturation point for the study was realised when the researcher continuously compared the interview data, and found that there were no more insights and fresh information. Themes and concepts were becoming repetitive and redundant. The last few interviews were mainly used for validation, corroboration and confirmation reasons.

### 3.7.6 Authenticity

Authenticity refers to fact that the reporting of the participants' accounts must be accurate and convey their lived experiences (Botma et al., 2010). Authenticity represents the researcher's fairness and faithfulness in analysing, interpreting and reporting the data. In this study, the researcher sincerely reported on the shared experiences of the research participants and ensured that their voices were truly represented.

## 3.8 ETHICAL CONSIDERATIONS

Ethical principles in research are followed mainly to protect the participants from any harm they may be exposed to due to participation in the research. The ethical guidelines outlined by the University of Johannesburg were adhered to in the current study. Richards and Schwartz (2002) assert that ethical research is based on the application of systematic and sound research principles. Botma et al., (2010) refer to the Belmont Report's ethical principles of respect, beneficence and justice. The issues of informed consent and freedom to participate or not participate in the study were communicated with the identified participants. Moreover, the identity of the participants was kept anonymous and confidential when presenting the research findings (Fawcett & Shrestha, 2016).

### 3.8.1 Informed Consent

The participants were all informed of the rationale of the study and what their role in the research would be. 'Giving informed consent' can be described as being fully informed and free to give consent (Saunders et al., 2009). The consent form for this study (see Annexure A) were sent to the participants two weeks prior to the interviews to allow them time to deliberate on whether to participate or not. The consent form contains information pertaining to voluntary participation, purpose of the study, anonymity, audio recording, confidentiality, mutual agreement about meeting times and venue, and the right to terminate participation if and when desired by the participant.

### 3.8.2 Autonomy

Botma et al., (2010) argue that respect for the individual equals respect for their autonomy and independence. The participants in this study were informed about their choice and freedom to

participate or not in the research, as well as their right to withdraw participation at any given stage without harmful or negative repercussions.

### 3.8.3 Confidentiality

Mouton (2004) notes that research participants have the right to remain anonymous, which implies that their welfare, dignity and privacy are being respected. Thus, to protect their identities, the biographical information provided by the participants will not be presented in the research report. Also, the company in which the study was conducted had the researcher sign a confidentiality agreement to ensure that any confidential information pertaining to the company and its employees is protected. In concealing the identity of the participants, the use of initials, codes or pseudonyms may be applied (Richards & Schwartz, 2002).

### 3.8.4 The Skills of The Researcher

The researcher has acquired knowledge and skills of research methodology prior to embarking on the study. The supervisor also provided guidance and input to ensure that the researcher was adequately informed in this regard. Leedy and Ormrod (2010) emphasise the importance of interpersonal skills in face-to-face interviews such as rapport building, developing trust, friendliness and compassion. The researcher has 13 years of experience as a human resource professional and has the ability to professionally communicate, show empathy, build interpersonal relationships and conduct interviews.

## 3.9 CONCLUSION

In this chapter the research methodology was discussed, illustrating how the study was executed. The chapter highlighted the selected research approach, the philosophical underpinnings and the research design. Ethical considerations relevant to this study were considered, together with aspects regarding data analysis and quality assurance, namely transferability, credibility, confirmability and dependability.

The next chapter presents the research data and the findings drawn from both the primary and secondary data analysis. Thematic and content analysis were applied in the analysis process.

## **4 DATA PRESENTATION**

### **4.1 INTRODUCTION**

This chapter presents the primary data collected from the research participants, as well as the results of the secondary data drawn from the public documents, namely government policies, case research notes and reports (Botma et al., 2010). First, the themes and sub-themes emerging from both primary and secondary data will be unpacked. A high-level analysis and interpretation will be presented for the sub-themes. Extracts from the semi-structured interviews formed a basis from which the sub-themes and themes were generated and established. Secondly, a literature analysis will be conducted to further interpret, substantiate and corroborate the findings from the primary data.

### **4.2 THEMES**

An inductive approach was followed in analysing the semi-structured interview transcripts, as well as guidelines from thematic and content analysis methodologies, applicable to qualitative research. The process of analysis began with the researcher's familiarising herself with the data in order to allow the initial labelling of the data through coding (Leedy & Ormrod, 2010). The coding process, in turn, allowed for the grouping, clustering and categorisation of the data. The themes and sub-themes emerged directly from the data. The labelling of the themes and sub-themes was based on, and also informed by the language of the participants (Botma et al., 2010). Similar to content analysis, thematic analysis helps the researcher to view the data from various perspectives, identify keys in the text to unlock meaning, and understand the data. Both these methods of analysis are inductive and iterative and involve the search for similarities and differences to confirm or disconfirm theories and hypotheses (Nieuwenhuis, 2012). Table 4.1 below provides the themes and their respective sub-themes. Each theme with its sub-themes will be discussed by means of narratives.

**Table 4.1:**

*Themes and Sub-Themes*

NO.	THEMES	SUB-THEMES
1.	<b>Practices enhancing wellbeing</b>	<ul style="list-style-type: none"> <li>• Communication and information sharing</li> <li>• Ethical conduct and living the values</li> <li>• Development of people</li> <li>• Empowerment</li> <li>• Building healthy relationships</li> <li>• Supportive and caring attitude</li> <li>• Recognition</li> </ul>
2.	<b>Practices undermining wellbeing</b>	<ul style="list-style-type: none"> <li>• Unethical and unfair practices</li> <li>• Unhealthy relationships</li> <li>• Incompetence</li> <li>• Toxic behaviour</li> <li>• Lack of trust in people</li> <li>• Total lack of care and support</li> </ul>
3.	<b>Impact of wellbeing-enhancing practices and wellbeing-undermining practices</b>	<ul style="list-style-type: none"> <li>• Physical – positive and negative impact</li> <li>• Mental – positive and negative impact</li> <li>• Emotional – positive and negative impact</li> <li>• Spiritual – positive and negative impact</li> </ul>
4.	<b>Best practices to promote wellbeing</b>	<p><b>Primary Data</b></p> <ul style="list-style-type: none"> <li>• Proactive management of wellbeing</li> </ul> <p><b>Secondary Data</b></p> <ul style="list-style-type: none"> <li>• Management competencies protecting and promoting employee wellbeing</li> <li>• Competency framework for workplace stress reduction</li> <li>• Line management’s role in managing wellbeing</li> <li>• Organisational wellness policy framework</li> <li>• Organisational culture supportive of wellbeing</li> </ul>

Table 4.1 above provides the four prominent themes which emerged from both the primary and secondary data. These themes are underpinned by the sub-themes which were derived inductively from the data. The themes are as follows: i) Practices enhancing wellbeing; ii) Practices undermining wellbeing; iii) Impact of wellbeing-enhancing and wellbeing-undermining practices; and iv) Best practices to promote wellbeing.

In the discussion the researcher will provide narratives, where applicable, in order to unpack the themes and sub-themes. The narratives will be corroborated by extracts from the interview transcripts. Yin (2011) offers guidelines to presenting and reporting on qualitative data, as this can pose a challenge due to the narrative nature of the data. According to Yin, the use of direct or indirect quotations of the narrative data is a good practice and provides for a detailed account of the participants' words. The presentation of the research outcomes will thus be done in a rich textual format as it is common to qualitative research.

The four main themes, together with the corresponding sub-themes, are discussed in 4.2.1 to 4.2.4 below. The sub-themes are supported by extracts from the semi-structured interviews.

#### 4.2.1 Theme 1: Practices Enhancing Wellbeing

This theme, concerning the practices which enhance wellbeing, emerged repeatedly and prominently from the interview data. During the interviews the participants clearly articulated their views regarding the most positive and desired management practices. They shared mainly how they desire to be managed, which is mostly in a healthy, functional and positive manner. These effective management practices would allow for connection and interaction with employees in order to build healthy and conducive interpersonal relations. The participants also felt that their managers need to support and help employees reach their full potential through continuous development and positive engagement.

This theme consists of the following sub-themes: Communication and information sharing; Ethical conduct and living the values; Development of people; Empowerment; Building healthy relationships; Supportive and caring attitude; and Recognition. These sub-themes are discussed in the next section.



**Figure 4.1: The Sub-Themes for Practices Enhancing Wellbeing**



The sub-themes pertaining to the theme “*Practices enhancing wellbeing*” are presented and discussed in the next section.

#### 4.2.1.1 *Communication and information sharing*

Participants identified communication, feedback and information sharing from line management as critical in enabling and unlocking task performance and productivity. Clear, honest and balanced communication is desired by the employees:

*“Discusses issues and address issues with people ... Monthly meetings need to be scheduled to discuss things and share ideas and allow all to contribute. Management can enhance wellbeing by being open. Making time for employees to address issues. Assist employees. Not close doors and send a message that they shut others out....”(P1)*

*“Wellbeing of employees is important. A line manager need to keep an open door and allow freedom to discuss issues with employees. Investing in people to empower them to progress. Health, safety and security of people is a priority in wellbeing at work. Safety is about sharing information and this contributes to wellbeing ... Open relationship through communication with the people.”(P7)*

*Clear communication and also managing by expectations.”(P9)*

*Good manager can give information, allow asking of questions by employee ... Give exposure, give access to systems and methods of work.”(P8)*

#### 4.2.1.2 *Ethical conduct and living the values*

According to the participants, it is critical that a leader live the values and display ethical conduct. They expressed a clear need not only for managers to guide employees with regard to ethics, but also for them to live and demonstrate ethical conduct. Participants indicated a willingness to mimic the behaviour of an ethical leader.

*“Has shared the importance of ethics about information disclosure, sharing information, honesty and matters relating to conflict of interest. Has good values as a leader.”(P2)*

*“Ethics are important, the corporate ethics guide what is acceptable and not acceptable. Continuous improvement, learning and adapting to changing dynamics is important. A*

*leader constantly reflecting on their actions and by improving. Having a conscience (awareness) about the impact of one in leading people.”(P9)*

*“Personal values need to match with that of work environment like honesty, ethics and openness. Honest communication is important.”(P4)*

*“If you feel you are doing what is contrary to the values, and feeling they are gunning for you it undermines mental engagement.”(P3)*

#### 4.2.1.3 Development of people

The participants highlighted the training, development and growing of employees as the key responsibility of management. They held strong views that training and development of employees are positive and desirable interventions that management could undertake. This would meet the employees’ desire to progress both in current and future roles. The participants expressed aspirations and a desire to be given opportunities to grow and develop in their careers. There also seemed to be an appreciation among the participants that career development opportunities and promotion are and should be granted on merit.

*“Believe in training and development and give opportunity to grow. See the potential of people and identify the skills they have. Employee feeling trusted and has motivation that they believe in me ... To understand the ability of employees, the capability and stretch them. Give them (employees) assignments in other departments. Encourage the people to study, develop and give opportunities. You know they care and believe in you.”(P1)*

*“They share and articulate how they got where they are in the career/role. Someone to look up at and they share their journey of how they arrived at the top. He asks mentees what they are passionate about. Advises others to be willing to sacrifice, in order to succeed and also be willing to pay the price. They give direction, mentor and transfer skills, guide on suitable qualifications and career opportunities in the form of positions. The leader (line manager) arranges and connects the person to key people. They identify potential of the talent in a person. They ignite a sense of purpose and future for the direct report. Someone invests in you and puts time to coach and guide you. The journey is good and he is your sponsor and creates powerful contacts for you. They share reality and truth about how things are and how they work in business. They give you direction and do career*

*planning which affects ones' future. They build a relationship and develop your expertise and apply skills development. They also help you to balance experience and academic development in parallel. Definitely very unselfish and gives guidance. They tell you to avoid arrogance.”(P2)*

*“People will enjoy the job and be engaged... Focus on future and long term aspirations of people. Create a sense of hope for future and growth. Helping of employees by management A manager needs to identify traits of, direct reports in order to better understand them. Set and communicate clear expectations. Be more involving and expose them by providing work experience for the next level role. Role clarification and career development. Essentially upskill people.”(P10)*

*“Management may conduct psychometric assessments to understand capacity and capability of people. This enables people to understand themselves, their competence and inputs which translate into results. Mental development can be enhanced through self study, and business literature. Updating of knowledge in best practices. Building strategic capability of people and also the business acumen.”(P9)*

Without presenting the differences between coaching and mentoring, the participants brought up the need to be coached, mentored and developed. They articulated the need for someone to guide, teach, and allow growth and development.

*“Managers must have compassion, believe in people and that people can learn and grow. Have faith in people and be non-judgmental. Coach by taking people along with you. Be people oriented and care for wellbeing of people. Educate, share knowledge, empower and teach people. Be development focused. Coaching and mentoring is important. Open relationship through communication with the people.”(P7)*

#### 4.2.1.4 Empowerment

A competent manager is skilled in utilising employees' competence to deliver results through delegation and empowerment. Delegation requires a belief and trust that the employee is able to do the task. Empowered managers support employees with skills and knowledge and offer guidance to develop their potential. The participants indicated a desire to be empowered by working on critical business projects in order to make a difference.

*“Management can grow employees through challenge, allow them to improve customer experience and relations. Be given responsibility and opportunity when they search for it. Challenge them and minimise boredom. Engagement increases satisfaction, its emotional benefit. ....People feel that they are needed and listened to . Allow people to give input and acknowledgement and that they are thought of. Allow them to contribute to the business and they contribute towards sustainability and growth of the business – growing product and also the market. Allow people to impact the bottom line and overall company performance. Allow autonomy in improving customer relationships. Being encouraged to and be given opportunities. Education and promotion when one is deserving. Involve people and indicate interest in their wellbeing.”(P10)*

*“Management is to help people to shift to how to fix things to move and grow. Challenge people towards growth. Provide resources, mentor, train, empower and enable. Provide performance coaching and planning ahead. Assist employees socially and offer emotional support.”(P7)*

Active participation and a desire to contribute to the organisational vision and mission were prominent concepts from the participants’ experiences of a positive and functional line manager. Their drive to want to contribute and actively participate was voluntary, self-motivated and self-inspired as opposed to reacting out of compliance.

*“Empowering the team to deliver strategic results is critical. Line manager needs to support, challenge the team. Share wisdom and insight. Give people exposure, resources and sources of information. Mentoring and coaching. Leadership(management) has to engage people through participation. Development of common thinking, aligned to organizational goals. A general management approach of identifying areas of excellence and that of development and addressing them. Developing a customer-centric approach to deliver results with a focus on innovation in the industry, market, analysing trends, capitalizing on strengths and growth and Identification of touch point in the business.”(P9)*

*“Empowering, trusting and allowing people to do the work. Give reasonable autonomy and freedom ... Being given opportunity to run projects and solve complex work activities. Involvement makes one feel empowered, happy and cheerful. People want to make an*

*impact and contribute at work to the bottom line and overall business. It brings optimism and hope as one feel like they are succeeding.”(P8)*

#### 4.2.1.5 Building healthy relationships

Without healthy interpersonal relationships, it will be difficult and impossible for management to successfully influence, engage, motivate and inspire employees, thus the strong articulations of the research participants. A clear need became evident among the participants to have healthy relationships with line management and their teams.

*“One needs to enjoy what they are doing, and like doing. Do what you love, unleash your potential and what you are passionate about. Relationship is important, with communication and understanding. A good relationship with the line manager. Love what I am doing. Why do I wake up in the morning and come to work to do what I do. Seek meaning and find a fulfilling job. Line manager can help you unleash love and passion for the job.”(P3)*

*“Management must be aware of where people are.....life. Then build trust and relationships. Manager needs emotional intelligence to connect to others. A balance between people and task orientation is important. Without people, management cannot perform”. (P7)*

*“Making leaders to move from good to great is through a good relationship. Understanding people. Influencing and guiding people to take care of themselves. Use the relationship, opportunity to guide. Identify the best that they do and learn from the team and also use the talents they have.”(P9)*

*“Bond in order to understand each other. They(manager) should see if an employee shuts down. Notice if they need to confide. People should feel comfortable enough to talk and open up emotionally and a line manager may offer advice. Give an ear, with sympathy and empathy. Read the emotions and help practically. Wear the employee’s shoes and intervene to help with work related queries.”(P1)*

*“A transactional relationship at work is not good enough, as in the workplace relationships are important. Socialising, speaking to each other and getting along Employees need to enjoy the workplace and frustration and negativity can be prevented.”(P5)*

The participants indicated a strong need to be recognised, acknowledged and included as part of the team. They also strongly articulated the important role management play in making people or employees feel welcome, included and part of the team.

*“Trust people ... Make people feel they belong ... Give people responsibility and accountability Bad conflict will lead to discourse and disgruntled employees. Ensure that people buy in and are important, they belong and are part of the team. Connection and understanding is important Retain individuality of people. Avoid disconnection as it disengages people and makes them not want to come to work.”(P10)*

#### 4.2.1.6 Supportive and caring attitude

The participants indicated that they experience personal care by leaders as positive and that such personal care is needed to strengthen work relationships. The participants deemed benevolence, empathy, understanding and receiving support from managers as good experiences which build good quality relationships between managers and employees.

*“The line manager need to understand where employees come from ... you know. Also ... understand when they are experiencing pressure. By looking at people individually and their situations. They must be able to relate to employees in order to be helpful to them. Also ...understand and accommodate employees. Having been through a situation I need them to be human. They have to understand where the employee is in life, what they go through. Have sympathy for situations. Employers need to be able to advise and support. Have to put themselves in other people’s shoes. Good moral support is important and sharing of situations that are similar. People should feel comfortable enough to talk and open up emotionally and a line manager may offer advice. Give an ear, with sympathy and empathy. Line managers encourage one to work smarter and not harder. Inspiring people and listening ... Looking up to the line manager. Line manager wanting the best for everyone. Is caring, sensing and discerns if things are not okay and understands. Knows what to do and say to people and is willing to help people. There is a relationship with people. Yet the manager put boundaries and takes corrective action where needed in a constructive and good way.”(P1)*

*“There is a need for support and encouragement. Has to be honest and transparent. Corrective action has to be an honest conversation ... Give a sense of belonging. Encourage team work. Need someone who works with people. Effort be recognised regardless. Employees need encouragement, thank you and acknowledgement. One needs to feel they are doing something worthwhile... Supportive towards career helps employee to get where they want to grow and be where you want to get to... Supportive manager makes you feel wanted and included.”(P3)*

*“Do not hinder people but rather help them before they fail. Help, and show them what is right. Give proper guidance ... Demonstrating that they belong makes them feel better about their jobs. Interaction is important. Push people to put in extra effort. Get to know people and what they want in life and career in order to grow.”(P10)*

*“Wellbeing is about a good working environment- which is pain free. During stress and challenges there must be communication and sharing of difficulties. Line manager can connect through processes such as performance reviews, assessments. Assist people in coping with stress. Ask people what do they require in terms of resources and support. Happy employees are committed and it affects performance positively. Manager needs to know employee personal issues and provide counselling where needed. Trust, caring approach is good, know even personality types, and know people deeper and personally We want a positive environment. Relating to people with empathy and compassion. Counselling and understanding.”(P7)*

#### 4.2.1.7 Recognition

Apart from financial incentives and good remuneration practices in the organisation, the participants seemed to view recognition and reward as critical. Recognition could even be expressed in a thank you, or acknowledgement. The employees need to know that an authority figure is aware of their good work and appreciates their efforts.

*“Approval and acknowledgement is important. With a physical handshake. Provide support and including people. There is stress, challenges and deadlines due to nature of the business. Drive and drive change. Receive grooming, guidance and delegation.”(P10)*

*“Managers promote employees by identifying potential of people and put a good word. They develop grow and speak for their people. See and notice the good work people do and what they put in. Hard work is noticed when one pushes themselves.”(P1)*

*“Grow people and also be able to trust people. Recognition of people for work they do... Grow capability and stretch people. Involve them in new projects and allow their initiatives to succeed.”(P6)*

*“Managers need to give compliments where they are due ... Promote people and also grow them ... Pay people fairly.”(P5)*

*“Decisions and ideas being supported is very important. Trusting and recognising people who have proven themselves. Recognitions and rewards – was given through international exposure. It created a feeling of being wanted, recognised, part of the team. Given networking and opportunity to collaborate and work with industry stakeholders. Strategic exposure and full participation and input to strategic planning.”(P6)*

The theme of ‘practices enhancing wellbeing’ comprehensively emphasises the management practices which employees consider to be enabling and empowering towards their wellbeing. Thus, the identified themes and sub-themes can play a critical role in guiding and setting a standard practice of management towards wellbeing within organisations.

The theme pertaining to the practices that enhances wellbeing has been presented and discussed above, together with its sub-themes. In the next section the theme and sub-themes regarding practices undermining wellbeing will be discussed.

#### 4.2.2 Theme 2: Practices Undermining Wellbeing

Whereas positive and desirable management practices have been explored, the negative side of management needs to be highlighted and identified in the study. The dysfunctional aspects of management became prominent during the interviews and will be discussed below under the sub-themes which arose from the data, namely Unethical and unfair practices; Unhealthy relationships; Incompetence; Toxic behaviour; Lack of trust in people; and Total lack of care and support.





**Figure 4.2: The Sub-Themes Relating to The Practices Undermining Wellbeing**

The sub-themes pertaining to theme “*Practices undermining wellbeing*” are presented and discussed in the next section.

#### 4.2.2.1 *Unethical and unfair practices*

The participants related experiences and encounters with both unfair and unethical behaviour and indicated its negative effect on the overall wellbeing of employees. Furthermore, the participants claimed that workplace interpersonal relationships and trust are strained by exposure to negative and stress-inducing behaviour.

*“Line manager can influence career of an employee as to whether they will make it or not. They have power towards employee career success. If they do not like you may not make success.”(P8)*

*“Bad line managers not recognise hard work of employees. Taking credit for work done by a team member. Cheating and betrayal saddens and hurt employees. Unfair performance appraisals where hard work of people is not acknowledged. Breakdowns, for example, the trust.”(P5)*

#### 4.2.2.2 *Unhealthy relationships*

The participants seemed to strongly value healthy interpersonal relations in the workplace, specifically between supervisor and employees. The breakdown in healthy interpersonal interactions create unpleasant and toxic workplaces, according to the participants.

*“Bad management is when they undermine people. Neglecting the employees. Lack of communication. How they behave around others. Rudeness and not getting along and not working in a team spirit. Underestimating others. Rudeness and poor relationships and lack of direct communication. Not discussing things directly with people. Lack of trust. Not a good environment and people are not talking to each other. Not liking others. Not sharing and listening. Judging others incorrectly. Personality differences can be overcome with healthy interactions.”(P1)*

*“The undermining can be avoided by active participation, not being robotic, and legalistic. Share decisions are needed. Undermining causes lack of trust, engagement and interaction.”(P2)*

*“Horrible boss sees no good in people and does not acknowledge work that people do. Does not motivate people, does not encourage people.”(P3)*

#### 4.2.2.3 Incompetence

Some of the participants highlighted the difficulty and frustration experienced while working with a manager who may be less educated, skilled and experienced than the job requires. They further expressed a need for management guidance, supervision and recognition of their efforts in performing their tasks. However, if the knowledge of the job is lacking from the manager’s side, the need for guidance and input from management will not be met.

*“A dysfunctional manager is usually without education and skills”.(P8)*

*“Managers need to understand what the employees are doing in terms of-work content. Be able to acknowledge contribution of the people. In my old job a colleague went an extra mile to perform a project beyond the job scope. Line manager lacked understanding of effort, time and contribution this colleague put in. The company received an award with Department of Trade and Industry. The manager received and accepted the award. While the colleague was never invited or acknowledged. Was hurt and resigned...but re-called. When there is lack of real recognition it is de-motivating and it affects a persons spirit, also physically and emotionally.”(P6)*

*“A negative side of management is when the manager is overbearing. Not understanding employee situation in terms of the work content and activities. Not understanding what the*

*person is going through with work schedule. They need to understand what the employee is experiencing. Lack of planning from a manager creates crises and things become urgent. Crises could be avoided. Employees plan their work daily and prioritise if manager does not know it's a problem. It's disruptive to haphazardly attend to urgent and unplanned work due to disorganisation from the manager side. It creates anxiety.”(P5)*

*You feel the manager does not appreciate your work and what you are putting in. Work load unplanned causes stress. Manager not knowing job content of employee leads to lack of proper direction. Effectiveness on the job can be improved if the manager knows what employees are doing. Manager needs to understand the job that the employee is doing. If the manager does not understand work of employee it leads to discouragement, rebellion and defiance by employee. Incompetent manager lack skills and competence. It leads to employee frustration. Manager who does not listen, is angry and messes up work process causes employee frustration. Listening by the line manager is important.”(P5)*

#### 4.2.2.4 Toxic behaviour

The participants indicated that they experience aggressive, undermining and rude behaviour both as dysfunctional and unconstructive. According to the data, the participants have a strong desire for healthy, well-meaning and benevolent line management, with the ultimate aim to achieve a conducive and safe work climate.

*“What undermines wellbeing is aggression which makes one not to feel they want to contribute. A manager who does not delegate.”(P3)*

*“Be authentic as a leader/manager. Wellbeing ... it's not about processes, systems and procedures but about the people. Harmful and twisted leaders hurt people, leading to resignations.”(P7)*

*“It is important to express emotions, but correctly. Negativity can create lack of motivation. Negative things are screaming, swearing, hitting desks and anger outbursts.”(P1)*

#### 4.2.2.5 Lack of trust in people

Ineffectiveness of management, expressed in the form of a lack of delegation of work and micro-management, was highlighted by the participants as undesirable. Micro-management and a lack of delegation were viewed as a lack of trust and confidence in employees' capabilities. According to the participants, a lack of delegation and trust has a negative influence on the functioning and overall wellbeing of employees.

The participants recognised the importance of trust in the workplace. They expressed a desire not only to be trusted, but also to be able to trust, in other words to have a 'trustworthy' line manager. A lack of trust and broken trust were experienced as dysfunctional and not conducive for individual and team performance.

*"Not beat people down ... No micro-management and not hovering on employees. Do not be over the head of others, it's the same as the manager doing the work themselves. Micromanagement makes employees feel redundant and feel useless and lack worth. Values and culture need to be aligned to what one is doing. If you feel you are doing what is contrary to the values, and feeling they are gunning for you it undermines mental engagement, and skills and capabilities are not utilised. Will be disengaged due to underutilised skills, performance will be low, absenteeism will result, and the family will suffer. One will not want to do the job. Employee stops trying."(P3)*

*"No autocratic and authoritarian style of leading more specifically with professional/specialists levels. Autocratic leadership is not the correct style to lead professionals. It leads to compliance and no one will go an extra mile, it limits initiative and boxes people. It takes ownership and individuality away. It makes people not to own the situation and in taking responsibility, thereby affecting performance. Micromanagement creates unhappiness, and people finding ways outside of work to cope. (P9)*

*"Wellbeing can be undermined through micromanagement. Lack of flexibility in management. Not giving people a chance is disempowering. It will lead to employee conflict, bitterness and demotivation. One will be physically drained, reserved and exclude*

*themselves in contributing. Stress and frustration will be taken home and this will affect the health negatively.”(P6)*

#### 4.2.2.6 Total lack of care and support

It was clear from the participants’ statements that the neglect of care, support and involvement in employees’ work aspects by a line manager induces negative emotions and attitudes among employees. A lack of care and support is viewed as neglect and a deprivation of legitimate attention towards employees by management.

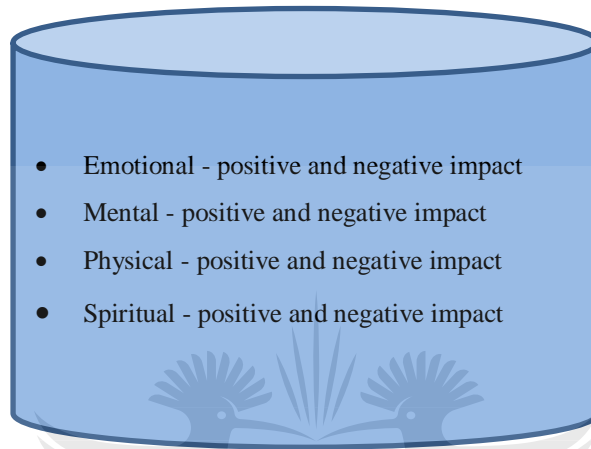
*“Line managers may undermine wellbeing by ignoring employees’ contribution and performance if they do not care to delegate and also develop a person. They have it to empower and expose people to job content. A person can go an extra mile and perform but they may not recognise or care for the employee. Personally this would lead to anxiety, not growing, and stagnation. Aspiration of the employee will not be met. Employees need guidance and mentorship of line management and also feedback on performance. This will break the employee. Lack of direction, makes one lack hope and feels like one is not achieving. Not being supported and being ignored makes one emotionally low. Self-esteem is affected.”(P8)*

*“Managers cannot be arrogant. Lack of guidance is not good, it’s difficult and can hurt employees. Employees do not want to be set up to fail. Limited and no support is frustrating to an employee. Manager may improve things by understanding what an employee does. Ensure that the employee is not overwhelmed with work. Heavy and unplanned workload throws people off. It makes people to panic, make mistakes, a sense of shame and reduces confidence. Managers need to plan for workload and provide resources to share in work load. Adequate information [must] be shared with employees. Manuals, processes and procedures [must] be shared with employees and be taught how to do the work.”(P4)*

Sub-themes pertaining to the theme ‘practices undermining of wellbeing’ were presented and discussed above. In the next section the theme ‘impact of wellbeing-enhancing practices and wellbeing-undermining practices’ will be discussed at emotional, mental, physical and spiritual levels.

### 4.2.3 Theme 3: The Impact of Wellbeing-Enhancing Practices and Wellbeing-Undermining Practices

This theme consists of the following sub-themes: Emotional – positive and negative impact; Mental – positive and negative impact; Physical – positive and negative impact; and Spiritual – positive and negative impact. These sub-themes will be discussed below.



**Figure 4.3: The Sub-Themes Relating to The Impact of Wellbeing-Enhancing Practices and Wellbeing-Undermining Practices**

The sub-themes pertaining to theme “impact of wellbeing enhancing- practices as well as the undermining- practices” are presented and discussed in the next section.

#### 4.2.3.1 Emotional

##### 4.2.3.1.1 Positive emotional impact

It became clear from the participants’ statements that good management practices support and promote the emotional wellbeing of employees.

*“Feeling happy ... The surrounding environment in the department must lift people up... the team lift each other up. There must be good energy in the other departments.” (P1)*

*“Challenge them and minimise boredom. Engagement increases satisfaction, emotional benefit. “(P1)*

*“Sharing of insights and wisdom in everything they know in the profession. When I have such a leader (manager) emotionally I want to go an extra mile, and engaged and very motivated, and a hype.”(P2)*

*“Involvement makes one feel empowered, happy and cheerful.”(P8)*

The participants indicated that they experience improved and enhanced confidence and self-esteem when they are thriving in a conducive and healthy work climate. This is achieved by sound and good management. Furthermore, success in completing work projects, with feedback and recognition from management, reinforces a sense of competence and belief in one’s abilities (self-efficacy).

*“Giving employees new projects and roles. Give on-the-job learning. Employee will be emotionally confident and have a self-esteem.”(P4)*

*“When the workplace is peaceful one will feel happy, content and at peace at home. Work stress can be handled better even if there is still work pressure, a person can plan and remain self-motivated, drive achievement and also continue to work hard.”(P6)*

#### 4.2.3.1.2 Negative emotional impact

Under this sub-theme the employees discussed the strong emotions they feel when experiencing an undesirable or negative management practice. A range of unhealthy emotions were highlighted, which are contrary to healthy emotions, for example, stress, grumpiness, and other emotional states which are not conducive to wellbeing.

*“The issues must be resolved and issues dealt with. Not allow to bottle things up for both work and life, it’s not emotionally healthy. We have to prevent grumpy, zombie and not feeling (people). People need to show and express the emotions.”(P1)*

*“When there is lack of real recognition it is de-motivating and it affects a person’s spirit, also physically and emotionally.”(P6)*

*“You feel the manager does not appreciate your work and what you are putting in. Work load unplanned causes stress. Manager not knowing job content of employee leads to lack of proper direction ... Management need to know complexity of the job and appreciate the role. Lack of prioritisation creates stress. Pressure points not acknowledged brings*

*negativity ... Incompetent manager lack skills and competence. It leads to employee frustration. Manager who does not listen, is angry and messes up work process, causes employee frustration. Listening by the line manager is important. “(P4)*

*“Not giving people a chance is disempowering. It will lead to employee conflict, bitterness and demotivation. One will be physically drained, reserved and exclude themselves in contributing.*

*Stress and frustration will be taken home and this will affect the health negatively.”(P6)*

*“Anxiety is created if the manager does not understand job priorities of employees and pressure ... It’s disruptive to haphazardly attend to urgent and unplanned work due to disorganisation from the manager’s side. It creates anxiety.”(P4)*

*“A person can go an extra mile and perform but they may not recognise or care for the employee .*

*Personally this would lead to anxiety, not growing and stagnation. Aspiration of the employee will not be met.”(P8)*

#### 4.2.3.2 *Mental*

##### 4.2.3.2.1 *Positive mental impact*

Mental wellbeing, according to the participants, is enhanced through positive involvement in development-related initiatives, engaging work projects, and learning and development.

*“Mental development can be enhanced through self -study, and business literature. Updating of knowledge in best practices.”(P9)*

*“Getting involved on the job makes one feel like they are engaged, kept on their feet, alert to think and are allowed to apply their skills. Being given opportunity to run projects and solve complex work activities. Involvement makes one feel empowered, happy and cheerful.”(P8)*

*“Give people opportunity to improve. Allow them to make a contribution. Allow resolving of complex work problems for growth.”(P4)*



#### 4.2.3.2.2 *Negative mental impact*

Underutilisation of skills, poor planning and a lack of organising skills by management seem to have a negative impact on the mental health and wellbeing of the participants.

*“.....[D]isorganisation from the manager side. It creates anxiety. One cannot rest and has a racing mind. Employee relaxes when work is planned. Pressure can lead you to lack of commitment and affects your performance.”(P4)*

*“If you feel you are doing what is contrary to the values, and feeling they are gunning for you, it undermines mental engagement, and skills and capabilities are not utilised. Will be disengaged due to underutilised skills, performance will be low, absenteeism will result, and the family will suffer.”(P3)*

*“.....[U]nplanned workload throws people off. It makes people to panic and make mistakes, ... a sense of shame and it reduces confidence.”(P4)*

The participants articulated feelings of mental wellbeing and gave examples of how mental wellbeing can be negatively influenced by dysfunction and bad practices from management's side.

#### 4.2.3.3 *Physical*

##### 4.2.3.3.1 *Positive physical impact*

The participants strongly emphasised how well they understand and are aware of their physical wellbeing. They also drew direct connections between their experiences in the workplace and the impact these experiences have on their sense of physical wellbeing. They could clearly link experiences related to physical wellbeing to the climate in which they work.

*“Physically one feels healthy, things are going well and work is not exhausting. Coping with work load, that is physically requiring (manual work) but you have good energy.”(P1)*

*“Physically I am engaged, have energy and can work for long hours. Able to manage long hours to go an extra mile by starting very early and finishing work late. Sharing of experience leads to my productivity, work improvements, empowerment due to sharing of the technical skills...”(P2)*

#### 4.2.3.3.2 *Negative physical impact*

From the participants' statements it was evident that negative management practices physically affected employees and that the negative effects are experienced through a loss of energy, exhaustion and stress.

*“Bad leaders physically drain energy, makes one’s mornings dreadful. Work hours are compromised and fluctuates. Low morale and also low productivity is experienced. Lost productivity, people engage in social loafing and become clock watching.”(P3)*

*“Tension creates bad vibes and makes one tired and exhausted. Makes you feel like there is lack of purpose. The job is important to provide food on the table for the family. Stress affects work and also family and negative environment is not needed in life and not good for health.”(P1)*

#### 4.2.3.4 *Spiritual*

The extracts from the interviews suggest that participants are not only fulfilling financial needs through their jobs, but that they are seeking to find and experience spiritual virtues such as fulfilment, a sense of purpose, living the values and meaningful work. Clearly, there is a role to be played by management in creating an enabling environment for the expression of spirituality in the workplace.

##### 4.2.3.4.1 *Positive spiritual impact*

The participants indicated a need for much more than the transactional exchanges of working and receiving a pay check. They expressed a need for a deeper sense of meaning, a search for something greater and meaningful, that is aligned to their mission, purpose and career aspirations.

*“Manager is to guide, give direction and coach. Harness ambition, career aspirations, guide and polish that. Give a sense of purpose and direction. One needs to enjoy what they are doing, and like doing. Do what you love, unleash your potential and what you are passionate about. Relationship is important, with communication and understanding ...A good relationship with the line manager. Need to love what I am doing. Why do I wake up in the morning and come to work to do what I do?”(P1)*

*“There is a need for laughter and joy...(work environment) ... negative environment is not needed in life and not good for health. We seek meaning in the work and also solutions to challenges”(P1)*

*“I seek meaning and find a fulfilling job. Line manager can help you unleash love and passion for the job.”(P3)*

*“Involve people and indicate interest in their wellbeing. People will enjoy the job and be engaged. Focus on future and long-term aspirations of people. Create a sense of hope for future and growth.”(P10)*

*“They identify potential of the talent in a person. They ignite a sense of purpose and future for the direct report. Someone invests in you and puts time to coach and guide you “(P2)*

*“Managers communicate purpose like growing the customers. People will put extra effort and also have work engagement. Managers ... collaborate with employees on new ideas, and flow of ideas ... Being coached and mentored ... to utilise all my technical competence and ability to improve the customer experience ... I am proud to contribute to innovation, creativity, problem solving and decision making. I am given responsibilities that are challenging.”(P6)*

*“Someone to benchmark with (as a role model). Ideal leader who inspires respect. They are who you want to be. They give direction and vision.”(P2)*

*“The person has power and influence. They are also humble and have wisdom and discourages pride, arrogance and being boastful.”(P2)*

*“When people are trusted they contribute, are creative and can innovate and also have motivation.”(P8)*

#### 4.2.3.4.2 Negative spiritual impact

Aspects such as a lack of hope, direction and recognition were identified as indicators of brokenness which are felt at a deeper level of the soul. This points to a need for management practices to incorporate values and ethics related to workplace spirituality.

*“Employees need guidance and mentorship of line management and also feedback on performance. This will break the employee...Lack of direction, makes one lack hope and feels like one is not achieving.”(P8)*

*“When there is lack of real recognition it is de-motivating and it affects a person’s spirit, also physically and emotionally.”(P6)*

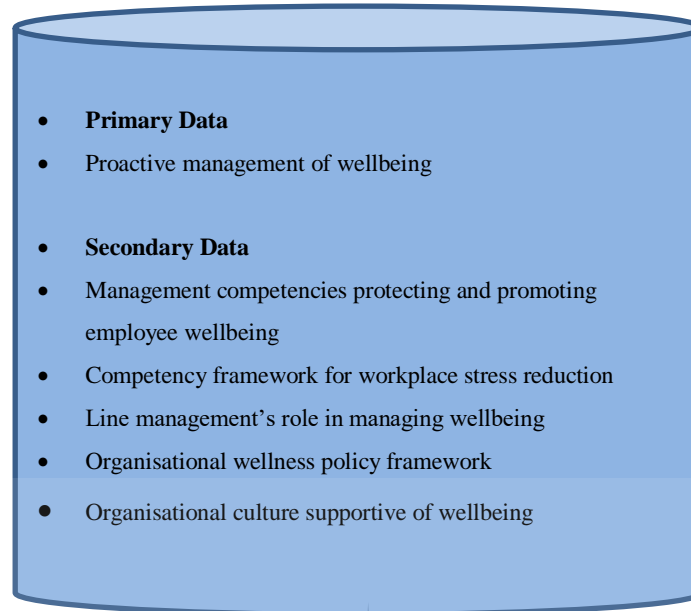
*“Retain individuality of people. Avoid disconnection as it disengages people and makes them not want to come to work .”(P10)*

Clearly, the data outline the positive impact and influence of line management on employee wellbeing as far as positive and healthy management practices and behaviours are concerned. There are substantial participant accounts which indicate that healthy and best management practices positively affect employee wellbeing in the workplace at emotional, physical, mental and spiritual levels. Both desirable and undesirable management practices affect the wellbeing of employees significantly at emotional, physical, mental and spiritual dimensions, either positively or negatively.

The theme pertaining to the impact of wellbeing-enhancing and wellbeing-undermining practices was presented and discussed above, together with its sub-themes. In the next section the theme ‘best practices to promote wellbeing’ will be discussed with its sub-themes.

#### 4.2.4 Theme 4: Best Practices to Promote Wellbeing

This theme consists of the following sub-themes: From the primary data, Proactive management of wellbeing, and from the secondary data, Management competencies protecting and promoting employee wellbeing; Competency framework for workplace stress reduction; Line management’s role in managing wellbeing; and Organisational wellness policy framework. The sub-themes from the secondary data will be presented in section 4.3 where the data analysis of the secondary documents is discussed.



**Figure 4.4: The Sub-Themes Relating to The Best Practices to Promote Wellbeing**

The sub-themes pertaining to theme is presented and discussed in the next section.

#### 4.2.4.1 *Proactive management of wellbeing*

According to the participants, they experience support of their wellbeing when management take certain actions. These actions convey management's awareness of the importance of overall employee wellness, be it at a physical, emotional, spiritual or mental level. One example is keeping the work environment ergonomically sound, safe, environmentally clean and free from hazards and potential health risks. Activities such as team building, ensuring that employees are aware of wellness implications, the caring for and training of employees, and the proactive management of wellbeing were also suggested as ways in which management can support employee wellbeing.

*“Managers can improve employee wellbeing by team building. Create common activities for employees. Help employees grow in a team. Manager's impact on employees shows and reflects. Manager has to read emotions and behaviors of employees. See if employees are coping, do referrals to healthcare where needed.”(P3)*

Caring for employee wellbeing begins with the basic aspects of ensuring that work spaces are safe and healthy for people to work in. Secondly, assessment of employees' physical, emotional and mental states is critical in identifying the symptoms of a lack of wellbeing. Management's awareness of employee wellbeing, or lack thereof, will advise the steps to be taken to alleviate stress in the workplace.

*“Looking sincerely after people to the point of ensuring personal safety in the workplace. Assessing physical working conditions and environment to ensure that they are conducive for people to function in. Also check for signs such as physical wellbeing, hours of work, stress and exhaustion, taking into account that people rest sufficiently. Psychosocial service and medical practitioners on site to ensure physical, and emotional wellbeing of people. Investing in people at work will extend to the community and their families. Physical work environment may affect back health, safety, stress and headaches. Management has an ethical responsibility for wellbeing of people. Line management needs to champion wellbeing of employees. Promotions of employee wellbeing is purposeful and a valuable contribution to employees and their family. Sharing knowledge with employees about wellbeing is critical. Management needs to be passionate, inspire and transform approaches to wellness. Managers must lead by example the wellness matters. Understand context community and how people fit into the community. Contribute and be an activist on matters of wellbeing.”(P7)*

The participants proposed that wellbeing can be proactively managed in the workplace by planning physical activities that employees would be interested in. Staff who have to travel should be encouraged to stay in accommodation with physical exercise facilities, with the purpose of promoting physical health specifically. Furthermore, the participants recognised the individuality of employees with regard to preferred wellbeing interventions, as a 'one size fits all' approach is not suitable.

*“Physical wellbeing can be improved through ensuring that physical activities are scheduled, that there is a promotion of sports activities Traveling employees are encouraged to book in hotels with gyms.*

*“Be open minded – consider multiple alternatives in managing people and promoting wellbeing. Understand what wellbeing means for each person – individually.”(P9)*

Work–life balance and integration were brought into the equation of wellbeing improvement. The participants indicated that employees work hard; therefore, proactive plans should be in place to ensure balance, for example, resting and taking necessary breaks.

*“Ensure that the people work hard, and also play hard. Encourage them towards understanding their own life purpose. Not focus on short-term but long-term objectives and think about future, career and long term.”(P9)*

The participant below proposed a general organisational culture characterised by caring and nurturing. In such a culture, wellbeing should be prioritised at top management level and cascaded to the lower levels of management. The training of management on aspects such as spiritual leadership was also suggested.

*“Top management may cascade caring culture to their direct reports so that this filters down to employees. Create career opportunities for people. Managers be developed in the skills of management, leadership, spiritual leadership.”(P8)*

The theme pertaining to the best practices to promote wellbeing was presented and discussed above together with the sub-theme of proactive management of wellbeing. The above-mentioned sub-theme is based mainly on the primary data. In the next section the theme of best practices to promote wellbeing will be expanded by including other sub-themes which arose from the secondary data.

To supplement the primary data, a secondary data analysis was conducted. As mentioned previously, the following documents were analysed, namely the Chartered Institute of Personnel and Development (CIPD research report), the Health and Safety Executive (HSE report), the Wellness Management Policy for the Public Service (WMPPS) and the report of the Investors in People Health and Wellbeing (IPHW). These documents were selected based on their being able to shed light and provide insight on the phenomenon of wellbeing and its related best practices. The institutions which published these documents have knowledge and expertise in the field of organisational wellbeing and the development of management competence with a specific focus on wellbeing. The CIPD, HSE and IPHW provide advisory and consultation services to organisations on wellbeing improvement programmes, including management development. The WMPPS provides comprehensive policy guidelines for the promotion of wellbeing in organisations in both the public and private sector. The rationale for the selection of these

documents was discussed fully in Chapter 3 under the section 3.4.2 which discusses the secondary data. Analysing these documents enabled the researcher to fully address the research questions pertaining to wellbeing, improvements/best practices recommendable, policy frameworks and the management development approaches. Table 4.2 presents the theme and sub-themes identified in the secondary data.

**Table 4.2:**

***Theme and Sub-Themes for Best Practices to Promote Wellbeing***

NO.	THEME	SUB-THEMES
1.	<b>Best practices to promote wellbeing</b>	<ul style="list-style-type: none"> <li>• Management competencies protecting and promoting employee wellbeing.</li> <li>• Competency framework for workplace stress reduction.</li> <li>• Line management’s role in managing wellbeing.</li> <li>• Organisational wellness policy framework.</li> <li>• Organisational culture supportive of wellbeing.</li> </ul>

*4.2.4.2 Theme – Best practices to promote wellbeing*

The theme ‘best practices to promote wellbeing’ was inductively drawn from both the primary and secondary data. From the secondary data, the following sub-themes emerged: Management competencies protecting and promoting employee wellbeing; Competency framework for workplace stress reduction; Line management’s role in managing wellbeing; Organisational wellness policy framework; and Organisational culture supportive of wellbeing. These sub-themes will be discussed in this section.

*4.2.4.2.1 Management competencies protecting and promoting employee wellbeing*

The management competencies found to be conducive to promoting employee wellbeing are fairness, openness and consistency in the manager’s self-management, emotional regulation, and management of interpersonal interaction and conflict. The management of conflict, concise communication, and the building of sustainable relationships as well as employee capability and career development are critical in both the promotion and protection of wellbeing in the organisation. The mastery of these competencies by management in the workplace will promote employee wellbeing.



#### 4.2.4.2.2 *Competency framework for workplace stress reduction*

The following management practices were identified as key in reducing stress and stressors in the workplace: management of resources and workload, participatory approach, promotion of health and safety, job knowledge, emotional intelligence, taking responsibility, dealing with problems and resolving conflict, accessibility, consideration of people, focus on the development of people, planning and organising, being approachable, and good communication. It is stated clearly that when the competencies listed in the framework are lacking in management practices, stressors in the workplace are inevitable. The proactive application of the framework by management will certainly mitigate stress in the workplace.

#### 4.2.4.2.3 *Line management's role in managing wellbeing*

The day-to-day management of employees involves providing support to employees through the implementation of stress management interventions and advising those with health problems to seek medical and psychological services. Managers interact daily with employees who are experiencing a range of health problems, needing ill-health leave. They also have to deal with issues related to absenteeism and disability. Another role played by management is managing performance and, in doing so, clearly outlining of employee roles and setting realistic performance targets in order to mitigate stressful situations.

#### 4.2.4.2.4 *Organisational wellness policy framework*

An organisational policy needs to integrate aspects of occupational health with the quality of work–life aspects. This can be achieved by including aspects of disease and chronic illness management, health and productivity management, and safety, health, environmental, and quality and wellness management. Wellness management pertains to mental health, psychosomatic illnesses, individual wellness, (psychosocial issues: social, emotional, spiritual), intellectual, financial/economic wellness, and physical wellness. The policy should ensure that comprehensive wellness procedures are in place, as well as senior management involvement, systems, resources and structures to ensure implementation of wellness programmes in the organisation.

#### 4.2.4.2.5 *Organisational culture supportive of wellbeing*

Culture is important in driving the behaviours of people in an organisation. Values, policies and management decisions must be aligned to the promotion of organisational wellbeing. A wellbeing committee can be set up to drive organisational wellness and ensure the implementation of wellness initiatives. Importantly, employees should be developed, including management, in wellbeing aspects. In addition, wellbeing effectiveness can be incorporated into performance objectives and assessments of management.

The sections 4.2.1 to 4.2.4 focused on the data analysis of both the primary and secondary sources. From the analysis, four themes emerged which were discussed above. In the next section the analysis of relevant literature will be conducted in order to corroborate and elaborate on the data analysis and findings.

### **4.3 ANALYSIS OF CURRENT LITERATURE**

In this section the researcher reviews the literature in order to establish a relationship between the findings of the study and the current literature. The literature selection was based on the prominent themes discussed in the previous section. Where applicable the corresponding sub-themes will also be analysed based on the exploratory literature findings in Chapter 2.

#### 4.3.1 Practices Enhancing Wellbeing

Poon (2013) asserts that line management has a tremendous influence on employee behaviours and attitudes. Kelloway and Barling (2010) indicate a relationship between leadership behaviour and employees' psychological wellbeing. Leadership styles consisting of dimensions of individual consideration, support, ethics and these transformational and ethical aspects of leading are associated with decreased strain, stress and emotional and psychological ailments. On the other hand, poor leadership is linked to impaired employee wellbeing and excessive sick leave.

##### 4.3.1.1 *Communication*

Song, Park and Kang (2015) strongly recommend that the leader create a culture of knowledge-sharing in an organisation through which pertinent information can be disseminated. In this regard, knowledge sharing has been found to be a positive mediator between a leader and organisational

outcomes or results. Therkelsen and Fiebich (2004) encourage frequent communication between the manager and employees, specifically personal, face-to-face communication. Communication is critical in giving feedback, updating employees on performance, and guiding them. Importantly, communication has to be accurate, open and honest, and information should be clear and undistorted.

#### 4.3.1.2 *Ethical conduct*

Ethical leadership is categorised as one of the positive leadership styles. This type of leadership promotes ethical conduct through living the values, communicating and re-enforcing ethics, and confronting unethical conduct (Kacmar, Carlson & Harris, 2013). Thus, ethical leadership promotes healthy work environments. Furthermore, Hassan, Mahsud, Yukl and Prussia (2013) contend that leaders who display ethical behaviour inspires the positive commitment and loyalty of employees. This behaviour includes care, good will towards all, trustworthiness, living honestly and being fair in their dealings.

#### 4.3.1.3 *Learning and development*

Berger and Berger (2011) recognise training and development as instrumental in developing employee expertise and competencies that will enable organisations to achieve their goals and increase their market competitiveness. Learning activities include the development of specific skills, qualifications and knowledge. Learning content is guided by specific needs such as career growth or is aligned to a specific role and responsibilities. Development initiatives enhance employee motivation and overall satisfaction.

Various examples of how growth can be implemented are highlighted such as exposure to work projects, coaching and mentoring. Efron and Ort (2010) advocate the use of career conversations with employees to identify the direction and career development route they desire. Such discussions will enable management to identify projects, opportunities and guidance needed to prepare employees for future growth and careers.

Van Nieuwerburg (2014) claims that coaching and mentoring require similar skills and practices, although they are approached differently for unique purposes. The intentions of both coaching and mentoring are to support others in achieving their goals, dreams and aspirations. Both mentoring

and coaching support people in developing skills and performance, while unleashing their full potential. The participants in this study articulated a strong need and desire to be coached and mentored.

#### 4.3.1.4 *Caring and supportive attitude*

Emotionally intelligent leaders are able to be empathetic towards others, because they are in tune with their own emotions (Shankman, Allen & Haber-Curran, 2015). Banister and Meriac (2015) point out that the ability to understand and empathise with oneself and others is critical in building rapport and effective interactions. Social intelligence enables one to behave appropriately in social contexts. According to Kelloway and Barling (2010), individual consideration ingrained in transformational leadership, authentic leadership and supportive leadership theories highlights the caring and supportive characteristics of such leaders.

#### 4.3.1.5 *Recognition*

Kaliannan, Abraham and Ponnusamy (2016) argue that, in addition to good and fair remuneration, employees need to be recognised and appreciated for their work efforts and good performance. Effective incentives induce job satisfaction, motivation and job commitment. Cacioppe (1999) iterates that managers and organisations need to recognise the significance of recognition and rewards in the motivation of employees. Initiatives such as employee of the month, financial rewards, and awards can be introduced to increase employee motivation.

#### 4.3.1.6 *Trust*

According to Poon (2013), humans are constantly engaged in social exchanges, the success of which relies on the ability of people to trust one another. Trust between employee and immediate manager is essential. Trust is fostered when the trustor perceives the trustee as trustworthy in that they will do no harm and possess integrity and good intentions. In this study, the participants desired to be trusted, as well as experience trustworthiness from management.

#### 4.3.1.7 *Relationship building*

Haber-Curran, Allen and Shankman (2015) view social competence as key in a leader's ability to be successful. Interpersonal relationships are a cornerstone in effective leadership, as leaders are required to initiate, build, influence and grow relationships with diverse audiences. According to Banister and Meriac (2015), being socially effective is central to healthy interpersonal exchanges, as it impacts the reactions and responses of those who are interacting, specifically in the work context. A high-quality relationship between leader and employee is important in improving performance and employee health and reducing absenteeism (Breevaart et al., 2015).

Heap (1996) contends that managers should play a role in building cohesion, collaboration and cooperation among their teams. This will support and enable the achievement of organisational goals. Viljoen (2015) suggests that inclusivity offers great potential to an organisation and enables employees to use their gifts optimally with their peers in a socially viable work environment.

#### 4.3.2 *Practices Undermining Wellbeing*

Leadership may be either a positive or negative force meaning that some leadership behaviours could be harmful and toxic (Ehrich & Ehrich, 2014). The abuse of leadership authority, and more specifically towards followers or employees, is referred to as the dark side of leadership. Tse and Troth (2013) caution that low-quality relationships between the employee and line manager result in poor employee attitudes and work behaviours, leading to job dissatisfaction and low commitment. Moreover, abusive supervision is linked to compromised wellbeing which may manifest as burnout (Grandey, Kern & Frone, 2007). Employee self-esteem and confidence diminish under such oppressive and negative conditions.

##### 4.3.2.1 *Toxic and aggressive behaviour*

Aggressive and toxic behaviour are viewed as undermining to healthy social exchanges in the workplace. Banister and Meriac (2015) assert that, in the workplace, individuals should be able to identify, manage and regulate their emotional states, more specifically anger, frustration and outbursts, in order to maintain a satisfying, stable and healthy work environment. Bad leaders, also described as tyrants, are vindictive, vengeful, hateful and domineering (Ehrich & Ehrich, 2014). Their tactics to get work done involve manipulation, belittling and undermining.

#### 4.3.2.2 *Lack of delegation*

Delegation involves allocating work and having the required authority to successfully meet the objectives of a particular task (Achua & Lussier, 2013). When skilled employees are underutilised due to a lack of delegation, they are robbed of the opportunity to grow and apply their talents in order to unleash their potential. This, in turn, leads to dissatisfaction, demotivation and disgruntlement.

#### 4.3.2.3 *Unethical conduct*

Ehrich and Ehrich (2014) identify unethical leaders as those lacking morals, with poor conduct and no sense of decency. Their motives are selfish, hurtful and self-serving, which may result in the breaking of rules and regulations.

#### 4.3.2.4 *Poor interpersonal relationships*

Zhou and Shi (2014) acknowledge that relationship conflict is very prevalent in the workplace. When such conflict is destructive, it is detrimental for those involved. Poor-quality relationships between a leader and direct report are characterised by a lack of trust, respect and commitment, and result in negative wellbeing outcomes.

#### 4.3.2.5 *Lack of trust*

Nienaber, Romeike, Searle and Schewe (2015) view trust between supervisor and employee to be key in organisations. Trust is a basis for sound interpersonal relationships, and more specifically in the workplace. Nienaber et al., (2015) posit that trust is related to performance and organisational success. In contrast, a lack of trust directed towards employees by line management causes disgruntlement and hurt and will undermine overall wellbeing.

#### 4.3.2.6 *Incompetence*

Ehrich and Ehrich (2014) define ‘incompetent leaders’ as those who are not effective in reaching organisational goals and bringing about required change. Such leaders lack the skills, competence and capability to fulfil their roles. These leaders also fall in the category ‘bad leaders’, as incompetence manifests in many ways which could lead to hurting others. Haber-Curran et al., (2015) emphasise the importance of self-leadership and leader competence in the ability of effectively leading others.

#### 4.3.3 Impact of Wellbeing-Enhancing Practices and Wellbeing-Undermining Practices

Negative stress is toxic and may result in burnout if not treated; furthermore, stress will spill over from work to home (Rao, 2016). Extreme stress that leads to burnout leaves people feeling hopeless, empty and demotivated. Accompanying signs of stress is irritability, depression and self-destructive behaviour such as alcohol and substance abuse and poor eating habits. Again, it is clear that stress affects emotion, body and mind. For example, excessive stress can negatively affect bowel movement, increase headaches, lead to poor concentration, heighten fears, and cause many other related ailments.

Interestingly, Frooman, Mendelson and Murphy (2012) found that the passive avoidant leadership style is related to increased absenteeism and decreased job satisfaction. Smith (2016) reports on labour studies which found that employees who are undermined and controlled and whose agency and power are ignored will likely protect themselves and their skills to maintain autonomy. Arbitrary management control will result in resistance and rebellion from employees, whether passively or actively.

It is apparent that the more exposure to unpleasantness in the work environment, the more the level of employee commitment and motivation is compromised to perform and meet work objectives. In this regard, Rao (2016) states that excessively stressed employees are less productive. Carmeli et al., (2009) argue that the work environment may be a source of distress and difficulty for employees; thus, a healthy work environment is crucial.

According to Carmeli et al., (2009), having a sense of self-worth and feeling of being valuable is indicative of a healthy self-esteem. Management practices can enhance or undermine employee self-confidence and self-esteem. Malliari, Korobili and Togia (2012) summarise the concept of ‘self-efficacy’ as the ability and confidence to do and accomplish a work-related task successfully.

#### 4.3.3.1 *Influence of good management practices on employee wellbeing and performance-related outcomes*

##### 4.3.3.1.1 *Emotional wellbeing*

Carmeli et al., (2009) refer to emotional wellbeing as the ability to identify and manage one’s own emotions and understanding those of others in order to appropriately guide one’s own thinking and actions in a healthy manner. Positive emotional health is characterised by positive moods, feelings, a healthy self-esteem, and self-efficacy. Indeed, emotional wellbeing has performance implications. Chaudhary, Rangnekar and Barua (2012) define ‘work self-efficacy’ as employees’ belief in their knowledge, skills, capabilities and abilities to competently perform a job or task. Such a belief is positive and motivational and energises the engagement of the employee.

##### 4.3.3.1.2 *Mental wellbeing*

Mental health and wellbeing, according to Ganga et al., (2014), enable people to experience a good quality of life in a meaningful, creative and productive manner. A mentally healthy individual flourishes, can cope with and manage their own life effectively, and contribute positively to society. The thought processes of a mentally sound and healthy individual are constructive, rational and reasonable.

##### 4.3.3.1.3 *Physical wellbeing*

Verrier and Smith (2005) refer to physical wellness as a state of experiencing physiological wellbeing. Physical wellbeing is achieved by adhering to a healthy diet and adequate resting and fitness routine, and optimal functioning of the vital organs and all the bodily systems. Kelloway and Barling (2010) highlight that employees experiencing supervisor injustice suffer both physical and psychological effects such as manifested in psychosomatic illness.



#### 4.3.3.1.4 *Spiritual wellbeing*

Spiritual wellbeing is experienced when the employee experiences a sense of congruence between own values, talents, creativity and the aspects of a job such as task diversity, complexity, work content and team work (Tombaugh, Mayfield & Durand, 2011). Spirituality at work may be experienced through finding meaning, purpose and fulfilment at work. A high-quality relationship between the employee and supervisor enhances employee resources such as optimism, meaningfulness and self-esteem (Tims, Bakker & Xanthopoulou, 2011). Emerald Insight Publication (2015) reports that, beyond working to pay the bills and support livelihoods, employees are searching for more meaning from their work, namely something of value and worthwhile. These high-order needs help employees find purpose, meaning and fulfilment in their work.

Al-Mehrzi and Singh (2016) note that an engaged employee is strongly motivated and connected to the organisation mentally, emotionally and physically. Employee engagement is key towards performance improvement and job satisfaction. Jyoti and Dev (2015) highlight that inspirational leaders positively motivate and inspire followers towards high performance and the achievement of personal and organisational goals. The positive leadership style leads to job engagement, satisfaction and high productivity among employees.

Kacmar et al., (2013) suggest that individuals in management positions have influencing characteristics that enable them to shape followers into purpose by energising their engagement and actions towards performance. Brandt, Laitinen and Laitinen (2016) mention that good leaders drive organisational success and shareholder value. Hence, leaders who possess transformational and inspirational attributes drive organisational outcomes positively, such as good customer service, financial performance and innovation.

Kacmar et al., (2013) claim that managers whose actions are mimicked by their employees often use exemplification tactics to influence them by displaying personal effectiveness, ethical conduct, discipline and strong work ethics. Kempster and Parry (2013) support the idea that when charismatic leaders' words are credible and supported by action, employee respect, role modelling and positive emotions towards the leader are elicited.

Khalili (2016) confirms that employees who receive support participate in organisational improvement processes willingly through their innovation and creative capabilities. These employees identify opportunities for new products, explore new ways of improving existing methods and solve work-related problems. Moreover, they are keen to implement proposed work initiatives.

#### 4.3.4 Best Practices to Promote Wellbeing: Proactive Management of Wellbeing

Tehrani, Humpage, Willmott and Haslam (2007) argue that wellbeing at work is more than just managing a physical and cultural environment to eliminate injuries and avoid getting hurt at work. It is about assisting and supporting employees to maximise their physical and mental wellbeing. Furthermore, wellbeing is key in helping employees achieve their full potential at a physical, emotional, mental, social, intellectual and spiritual level (Tehrani et al., 2007). Allen (2011) strongly advocates for organisational leaders to play an active role in promoting an environment that is conducive to wellbeing.

## 4.4 CONCLUSION

In this chapter the data analysis was presented. The data analysis comprehensively outlined the participants' experiences relating to management practices that are critical in enabling, promoting and enhancing wellbeing. The study affirms that there are various contributing factors to wellbeing at emotional, mental, physical and spiritual level, of which management practices are one. The management practices which are enhancing of wellbeing aspects seem to yield desired employee outcomes such as good attitude, productivity, morale and work engagement. Furthermore, a literature analysis was incorporated into the interpretation of the participants' experiences of line management influence on wellbeing. The literature on toxic and dark management practices corroborates the findings, highlighting the negative impact of these practices on overall wellbeing. It is important to create awareness of practices which enhance wellbeing, as well as those that undermine it, and of the impact on the wellbeing dimensions respectively. In the next chapter the overview, implications, recommendations and conclusion of the study will be presented.

## **5 DISCUSSIONS OF FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSIONS**

### **5.1 INTRODUCTION**

This chapter presents integrated discussions about the themes that emerged from the semi-structured interviews, the secondary documents and the literature analysis. The themes emerging from the data analysis will be reflected upon in detail. The chapter also discusses the recommendations, limitations and the conclusion of the study.

### **5.2 DISCUSSION OF THE FINDINGS**

The consolidated findings discussed below emerged from the analysis of the semi-structured interviews and the documentation (secondary data). This analysis allowed for insights and knowledge to emerge from the data acquired from the participants (Cresswell, 2009). The findings were also validated against the literature discussed in the previous chapter. The literature was applied to explain, support and interpret the data in order to reach the overall findings. Lapan et al., (2012) argue that literature and theory provide a base for analysis and interpretation of data. The research questions and objectives played a critical role in framing both the analysis and interpretation from which the themes emerged.

The emerging themes were identified and derived from the initial sub-categories referred to as the sub-themes by the researcher. The application of thematic analysis and content analysis allowed for the emergence, coding and categorisation of themes. Table 5.1 provides the prominent themes arising as the key findings of the study.

**Table 5.1:*****Emerging Themes and Sub-Themes***

NO	THEMES	SUB-THEMES
1.	<b>5.1 Practices enhancing wellbeing</b>	5.1.1 Communication and information sharing 5.1.2 Ethical conduct and living the values 5.1.3 Development of people 5.1.4 Empowerment 5.1.5 Building healthy relationships 5.1.6 Supportive and caring attitude 5.1.7 Recognition
2.	<b>5.2 Practices undermining wellbeing</b>	5.2.1 Unethical and unfair practices 5.2.2 Unhealthy relationships 5.2.3 Incompetence 5.2.4 Toxic behaviour 5.2.5 Lack of trust 5.2.6 Total lack of care and support
3.	<b>5.3 Impact of wellbeing-enhancing practices and wellbeing-undermining practices</b>	5.3.1 Emotional – positive and negative impact 5.3.2 Mental – positive and negative impact 5.3.3 Physical – positive and negative impact 5.3.4 Spiritual – positive and negative impact
4.	<b>5.4 Best practices to promote wellbeing</b>	5.4.1 Proactive management of wellbeing 5.4.2 Management competencies protecting and promoting employee wellbeing 5.4.3 Competency framework for workplace stress reduction 5.2.4 Line management’s role in managing wellbeing 5.2.5 Organisational wellness policy framework 5.2.6 Organisational culture supportive of wellbeing

**5.2.1 Practices Enhancing Wellbeing**

A ‘leader’ in the context of the study refers to an individual in an organisation with formal positional power over direct reports, such as a supervisor or line manager based on (Kelloway & Barling, 2010). Joo and Nimon (2014) highlight a strong call for supportive leadership practices based on the principles of transformational, authentic, empowering and ethical leadership. Such leadership practices make an employee feel and experience care from their manager, as well as

support for their overall wellbeing. According to Kumar, Rajib and Dhar (2017), the servant leadership style, which is premised on social exchange theory (leader–member exchange), supports and promotes employee wellbeing. The social exchange theory in organisational settings is based on the premise of social reciprocity, for example, a leader offers an employee support in exchange for commitment and performance (Cropanzano & Mitchell, 2005). Leadership behaviour and styles play a role in determining employee wellbeing, including basic health, psychosomatic illnesses, and absenteeism (Wegge, Shemla & Haslam, 2014). The themes and sub-themes are supported by and embedded in the above-mentioned theories and those contained in the literature review and analysis sections.

#### 5.2.1.1 *Communication and information sharing*

Healthy communication is key in the exchanges between the line manager and the employees, as it gauges the degree of relationship soundness and solidity. Whetten et al., (2016) emphasise the criticality of effective communication between management and employees in building positive interpersonal relationships. Employees desire regular communication in the form of information sharing, updates on business performance, and feedback. Constructive feedback to employees is critical for growth, development and corrective purposes. The line manager is viewed by employees as a representative of the organisation; therefore, it is realistic for employees to expect the line manager to be the first point of call on matters relating to business and work developments. Effective and regular communication by the manager mitigates false and negative rumours. Communication should not be viewed from a top-down approach only, but as a two-way process between the employee and the line manager. There are various ways of sharing information and communication, however, where possible, face-to-face interactions are preferred in order to strengthen the bond between people. Communication is powerful, as it provides a platform for motivation, influence and building rapport.

#### 5.2.1.2 *Ethical conduct and living the values*

Ethical leaders display traits of fairness, honesty, benevolence and having strong values. These traits are reassuring to employees, as they expect fair treatment from management. The participants emphasised that they respect and trust managers who are both trusting and trustworthy themselves. This implies that trust towards the line manager by employees is key to employees' emotional and

mental wellbeing. Whetten et al., (2016) asserts that ethical decision making and behaviour is a reflection of moral and values maturity of an individual. The actions and decisions of a moral and principled manager are centred on ethical and just values.

#### 5.2.1.3 *Development of people*

Employee development needs to be at the top of every line manager's agenda. Development enables employee performance and growth and builds their capability for future roles. Similarly, training bridges any gap regarding the immediate skills, knowledge and competence required for a job. Therefore, line management needs to conduct learning needs analyses for immediate and direct reports in order to identify the learning interventions suitable for addressing specific needs. Development, on the other hand, is aimed at the future and focuses on building competence for future roles in line with both individual career aspirations and the organisation's succession planning requirements. Depending on specific needs, there are various modes of delivering learning, for example, coaching, mentoring, formal education, skills programmes, job observation, exposure to business-critical projects, and job rotation. These methods can be applied by the line manager in developing employees. Learning and development were found to be a source of motivation and satisfaction by the participants in the study.

#### 5.2.1.4 *Empowerment*

Empowering behaviour displayed by a manager communicate to employees that their skills, knowledge and competence are being valued and trusted. Employees are empowered by allowing autonomous work activities, providing resources and delegating the required authority to allow the actioning of work activities and decision making (Whetten et al., 2016). Such empowerment inspires employee outcomes such as job satisfaction, engagement and high performance. The extent of employee empowerment is objectively informed by aspects such as competence, performance, job knowledge and experience of the employee.

#### 5.2.1.5 *Building healthy relationships*

Authentic leaders are able to build genuine and healthy relationship with others (Atwijuka & Caldwell, 2017) based on sound moral principles, transparency and ethical values. The importance of healthy relationships between the manager and employee was identified in the participants'

accounts, which referred to being able to connect, communicate and socially interact with one another within the work context. Participants expressed a need to be part of a team and be included in work team activities. In this regard, the manager is required to have sound interpersonal skills and social and emotional intelligence in order to foster healthy and conducive working relationships.

#### 5.2.1.6 *Supportive and caring attitude*

Relationship-oriented leadership practices focus on care, concern, support, considerateness and respect for others (Wegge et al., 2014) and, thus, enhances wellbeing. Supportive line management plan, organise and allocate work activities evenly and fairly within reason in order to mitigate job-related stressors. Knowledge of job content and awareness of work volume enable managers to understand pressure points for employees, which will allow them to plan appropriate interventions to assist and support employees. However, support and care are not limited to job aspects, but include matters relating to development, provision of advice, guidance, offering empathy and giving referrals in cases of physical and psychosocial problems. Support from the supervisor mitigates against stress and anxiety experienced by employees.

#### 5.2.1.7 *Recognition*

Recognition of employees' hard work, extra effort and high performance builds their self-confidence and gives them a sense of pride and of being appreciated. Organisations need to pay and reward employees fairly based on their performance and contribution. According to Kaliannan et al., (2016), fair remuneration practices and rewards, both tangible and intangible, drive employee motivation. In addition, more than financial recognition, employees need their efforts to be visible and known to line management in order to receive a thank you, handshake and a well-done gesture. Participants indicated that when they are recognised, their motivation increases and they are energised to work harder.

By investigating the lived experiences of employees with regard to their line manager's leadership styles (practices), the sub-research question pertaining to line management's practices enhancing employee wellbeing on an emotional, mental, physical and spiritual level, has been addressed in this section.

## 5.2.2 Practices Undermining Wellbeing

According to Wegge et al., (2014), abusive, destructive and toxic leadership behaviour have a negative influence on employee wellbeing. Abusive supervisory behaviour may cause psychological and emotional distress in employees (Liu, Liao & Loi, 2012), which may lead to demotivation, low job satisfaction, absenteeism and a high intention to leave the organisation. Kisamore, Jawahar, Liguori, Mharapara and Stone (2010) emphasise that hostile work environments characterised by rudeness, insensitivity and abuse lead to the undermining of employee wellbeing. Employees subjected to these environments are likely to suffer from physical and mental health illnesses, leading to helplessness, withdrawal and, eventually, involuntary resignation. The highlighted practices are examples of the kind of conduct that managers should not show or promote.

### 5.2.2.1 *Unethical and unfair practices*

Unethical and unfair practices from line management directed towards employees have negative emotional and mental wellbeing implications for employees, which could cascade to physical and spiritual wellbeing levels. Unethical practices could entail the disregard for rules, policies, code of conduct, procedures and organisational values. Unfairness could be experienced by employees when management fail to acknowledge excellent performance by employees and then take credit for the positive results. Other examples of unfairness include unequal treatment of employees, favouritism, social exclusion of certain employees, unfair criticism, and uneven distribution of workload.

### 5.2.2.2 *Unhealthy relationships*

According to Glaser, McGuire, Robles and Glaser (2002), unsupportive and poor interpersonal relationships generally affect the functioning of the immune system negatively. These authors claim that events and occurrences which negatively affect a person's psychological and emotional state have negative physical wellbeing effects. Broken relationships are characterised by a lack of communication, silent treatment, negative verbal exchanges and a lack of trust and respect. Poor relationships are characterised as low/poor-quality leader–member exchange. In turn, low-quality



leader–member exchange is indicative of a lack of social and emotional intelligence and interpersonal skills.

#### 5.2.2.3 *Incompetence*

Line manager incompetence is characterised by a lack of knowledge, experience and skills with regard to the work sections the manager is responsible for. A lack of competence in a manager raises problems such as a lack of appreciation for job complexity and obliviousness to work pressure points, as well as heavy workloads experienced by employees. When work-related challenges arise, the manager is unable to provide adequate guidance, advice and support to the employees. In such cases, respect for and the credibility of the manager are lost. The problem is exacerbated when a line manager is arrogant and lack humility by refusing to learn and be advised by the employees.

#### 5.2.2.4 *Toxic behaviour*

Toxic leadership behaviour and practices are defined in the literature which addresses toxic, dark, abusive and dysfunctional leadership. Toxic leadership actions are characterised by a lack of ethics and empathy, narcissism, arrogance, anger, authoritarianism and amorality. Constant interactions between employees and a toxic manager will likely result in negative outcomes, for example, abuse, manipulation and harm towards the employees in one form or the other.

#### 5.2.2.5 *Lack of trust in people*

A lack of trust in the competence and capability of employees leads to management's disempowering of employees, not delegating work, and micro-management. The implications for employee wellbeing are a loss of self-efficacy, low psychological empowerment, and dissatisfaction with both the manager and the job itself.

#### 5.2.2.6 *Total lack of care and support*

The absence of communication, feedback, coaching and guidance of employees indicates a complete denial of legitimate employee needs (Wegge et al., 2014). It is within the employee's rights to receive communication, guidance, direction and work-related support in order to be productive. Passive and distant managers are ineffective in their managerial responsibilities by

investigating the lived experiences of participants with regard to their line manager's leadership styles (practices), the sub-research question pertaining to line management's practices undermining employee wellbeing on an emotional, a mental, physical and spiritual level, has been addressed in this section.

### 5.2.3 Impact of Wellbeing-Enhancing Practices and Wellbeing-Undermining Practices

Humans are holistic beings comprising mind, emotion, body and spirit. These dimensions are interconnected and if any one or more of them are affected, the entire wellbeing of an individual is affected. For example, stress and fatigue affect an individual at an emotional, mental, physical and spiritual level. Vella-Brodrick and Allen (1995) assert that wellbeing is multi-dimensional, segmented into body, mind and spirit, and is intimately interlinked. The borders of these dimensions are not easily discernible, therefore, their interconnectedness has implications for holistic wellbeing.

#### 5.2.3.1 *Emotional wellbeing*

Emotional wellbeing is perceived from both a subjective (happiness, positive emotions and moods) and a cognitive basis (motivation, energy, drive and engagement) according to Hansen, Buitendach and Kanengoni (2015). The management practices that enhance wellbeing, namely communication and information sharing, ethical conduct and living the values, development of people, empowerment, building healthy relationships, supportive and caring attitude, and recognition, were found to not only be enabling, but to also promote employee wellbeing at an emotional level. The following management practices were found to be undermining emotional wellbeing: unethical and unfair practices, unhealthy relationships, incompetence, toxic behaviour, a lack of trust in people, and a total lack of care and support.

#### 5.2.3.2 *Mental wellbeing*

Ganga et al., (2014) note that mental wellbeing is experienced when one flourishes, realises one's potential, believe in one's worth and dignity as a human being, is able to cope with life stresses, is productive, and contributes meaningfully to one's life and that of the broader community. Based on the literature and the research findings, psychological health and wellbeing improve mental health and enable people to live productively, unleash creativity, and experience fulfilment and

meaning (WHO, 2010). Based on the above views on mental wellbeing, the management practices which promote and enhance wellbeing will have a positive impact on mental wellbeing. For example, practices such as people development, empowerment, recognition, and supportive and caring management are positive in nature and build overall wellbeing. In contrast, those management practices which undermine wellbeing in general will likely have a negative impact on mental wellbeing, as they neither promote psychological health nor engender a positive working environment.

#### 5.2.3.3 *Physical wellbeing*

Psychosocial events have an effect on the physical aspects of wellbeing. Exposure to stressful events leads to immune system dysfunction, which, in turn, affect general health (Glaser et al., 2002). Furthermore, chronic stress, burnout and exposure to hostile environments are associated with immune system alterations. The literature study by Glaser et al., (2002) indicates a link between negative emotions and the development of physical ailments. Ill-treated, neglected and abused employees tend to experience symptoms of stress, fatigue, exhaustion, anxiety and low motivation (Liu et al., 2012). The literature implies that the exposure to toxic practices, a total lack of support and care by management, unhealthy relationships, and unethical and unfair treatment will lead to the experience of negative emotional states by employees. Ultimately, intense negative emotions undermine physical wellbeing.

#### 5.2.3.4 *Spiritual wellbeing*

De Klerk (2005) explains that spiritual wellbeing in the workplace is about experiencing meaning, a sense of purpose and connectedness with a Life Force/God. Spiritual wellbeing is experienced when one can express autonomy, goal achievement, work engagement, a sense of purpose, meaningful work, fulfilment, intrinsic motivation and work–life integration. The management practices which enable and enhance employee wellbeing are aligned to the principles of spiritual wellbeing. These management practices, including communication and information sharing, ethical conduct and living the values, development of people, empowerment, building healthy relationships, supportive and caring attitude, and recognition, are generally positive and will likely lead to the realisation of purpose and the experience of fulfilment, goal achievement, etc.

#### 5.2.4 Best Practices to Promote Wellbeing

The objectives of the study were mainly to identify line management practices which are conducive to enhancing the wellbeing of employees, and those that are not. The findings brought to light the management practices which are desirable and conducive towards employee wellbeing. The addressing of the skills, knowledge and behaviours at an individual management level is recommended; however, other factors need to be taken into account in order to create a sustainable and integrated approach to the overall improvement of wellbeing in the organisation. For example, an organisational wellbeing policy, a pro-wellbeing culture, the development of management competence, and the clarification of management's role in employee wellbeing need to be incorporated into any wellbeing improvement approaches.

##### 5.2.4.1 *Proactive management of wellbeing*

It is critical for all organisational members to take an active stance in matters relating to workplace wellbeing and advocate behavioural changes where wellbeing is undermined. Activities such as the analysis of absenteeism statistics, potential stress-related ailments, resignations and general decline in morale are important for determining wellbeing risks areas within an organisation. Any psychological, behavioural and physiological barriers to wellbeing need to be highlighted in the generation of case-specific solutions in an organisation (Parker, Kantroo, Lee, Osornio, Sharma & Grinter, 2012). Challenging the activities, behaviours and practices which negatively impact health and wellbeing is part of being proactive. Creating awareness and educating and empowering people to actively promote wellbeing are part of wellbeing activism. Proactive and meaningful engagement with all organisational members on wellbeing-related matters is essential.

##### 5.2.4.2 *Management competencies protecting and promoting employee wellbeing*

The following management competencies emerged from the findings as conducive to the protection and promotion of employee wellbeing: (1) communication and information sharing, (2) ethical conduct and living the values, (3) development of people, (4) empowerment, (5) building healthy relationships, (6) supportive and caring attitude, and (7) recognition.

The above-listed management competencies should play a role in the assessment of management competence, performance evaluation and the allocation of rewards. These competencies may be used as criteria by the organisation in the recruitment of management, as input into the curriculum for management develop programmes, and for the purposes of promotions and career progression.

#### *5.2.4.3 Competency framework for workplace stress reduction*

The wellbeing policy needs to emphasise potential stressors, as well as stress-reducing activities, in the workplace such as the management of resources and workload, participatory/team approach, promotion of health and safety, job knowledge, emotional intelligence, taking responsibility, dealing with problems and resolving conflict, accessibility, consideration of people, focus on development of people, planning and organising, approachable manners, and good communication.

It was shown that, when the competencies listed in the framework are lacking in management practices, stressors in the workplace are inevitable. The proactive application of the framework by management will certainly mitigate stress in the workplace.

#### *5.2.4.4 Line management's role in managing wellbeing*

Line management play a critical role in ensuring the implementation of wellbeing policies and procedures in the respective work sections. The wellbeing department need to liase with line management on the outcomes of wellbeing assessments, proposed wellbeing improvement interventions and key wellbeing risk areas. Provision of training (utilisation of subject matter experts) and feedback to staff on wellbeing-related matters and wellbeing skills development are critical. Continuous development and growth of staff are paramount to advancing wellbeing practices. Furthermore, the provision of referral advice to employees where required is important and must be done confidentially while protecting the dignity of the employees. Playing an activist's role in promoting wellbeing programmes and initiatives and living by example will inspire the employees to model positive management behaviours.

#### 5.2.4.5 *Organisational wellbeing policy framework*

The contents of the organisational policy framework must integrate all aspects of wellbeing, namely spiritual, emotional, mental, physical, social, financial, occupational, etc. The interface between health management, safety, health and environment, and wellbeing functions must be specified. Aspects of work–life integration/balance need to be emphasised comprehensively in the policy framework. The policy must support the creation of a culture and climate in the organisation which are supportive of wellbeing.

#### 5.2.4.6 *Organisational culture supportive of wellbeing*

The overall organisational culture and climate need to be enabling towards the promotion of wellbeing. The entire organisational leadership at all levels need to be visibly promoting and living the values, which should be pro-wellbeing. Their investment in wellbeing resources, such as systems, training and the employment of wellbeing officers, is indicative of organisational commitment to the promotion of wellbeing. Fostering a culture of learning and continuous improvement and capturing lessons learned on wellbeing matters, also advance the course of organisational wellbeing. The development of the strategy, policies, procedures and performance evaluation mechanisms for managing wellbeing is vital in meeting wellbeing objectives.

The sub-research question pertaining to the extent in which the findings can be transferred to line managers' learning and development was addressed in this section.

### **5.3 THE RESEARCH SUB-QUESTIONS**

#### **(I) What kind of line management practices enhance employee wellbeing on an emotional, mental, physical and spiritual level?**

The research findings indicate that solid management practices which promote and enhance employee wellbeing are founded in the aspects of leadership theories such as transformational leadership, ethical leadership, empowering leadership, supportive leadership and leader–member exchange theory. These practices promote employee wellbeing in general and positively affect performance, engagement and job satisfaction. Based on the findings, the following practices were identified as key in promoting wellbeing: communication and information sharing, ethical conduct

and living the values, development of people, empowerment, building healthy relationships, supportive and caring attitude, and recognition.

**(II) What kind of line management practices undermine employee wellbeing on an emotional, a mental, physical and spiritual level?**

The literature analysis revealed that dark, abusive and toxic leadership styles are detrimental to employee wellbeing. According to the findings, the following management practices were found to be detrimental to employee wellbeing: unethical and unfair practices, unhealthy relationships, incompetence, toxic behaviour, a lack of trust in people, a total lack of care and support.

**(III) How can line management practices improve employee wellbeing on an emotional, a mental, physical and spiritual level?**

Wellbeing can be improved first by investing in high-quality employee–line manager interaction and relationships. The practices which promote and enhance wellbeing can be adopted by management. In addition, the identification and avoidance of factors that undermine wellbeing should be standard practice for management. Thirdly, the best practices which promote wellbeing can be implemented in the whole organisation. These practices are the proactive management of wellbeing and the management of competencies protecting and promoting employee wellbeing. The competency framework for workplace stress reduction needs to be applied in daily work practices of management. The conscious acceptance and embracing of the line management’s role in managing wellbeing is a step towards advancing wellbeing. Finally, an organisational wellness policy framework and organisational culture supportive of wellbeing are an integrated solution towards wellbeing improvement in organisations.

Both the literature review and the research findings illuminated a link between management practices, both desirable and undesirable practices, and employee wellbeing at a multi-dimensional level of emotional, mental, physical and spiritual dimensions.

**5.3.1 The Organisational and Line Management Guidelines for Promoting Employee Wellbeing**

In order to enable and advance contributions towards employee wellbeing on an emotional, mental, physical and spiritual level in the workplace, the following themes provided rich guidelines: practices enhancing wellbeing, practices undermining wellbeing (which are to be avoided),

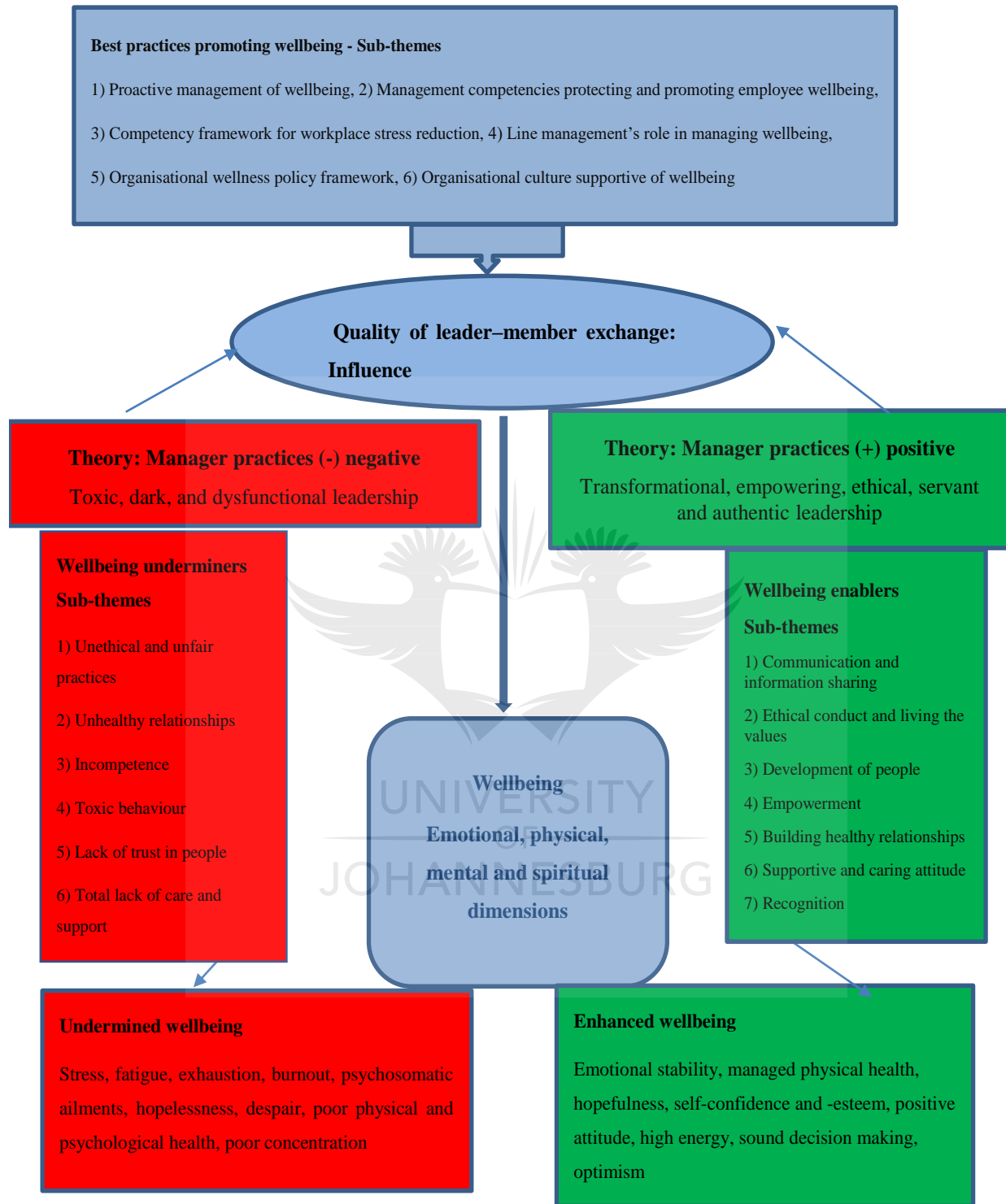
awareness of the impact of both wellbeing-enhancing and -undermining practices and, finally, the best practices to promote wellbeing that can be applied to guide improvements towards wellbeing.

## **5.4 CONTRIBUTION OF THE STUDY**

### **5.4.1 Theoretical Contribution**

The study illuminated the impact of line management practices on overall employee wellbeing. The current view and application of employee wellbeing in organisations will be extended beyond human resources wellness activities which only address symptoms and are limited in their ability to implement holistic preventative measures where wellness matters are concerned. The study purposed to bring line management into the equation of employee wellbeing and highlight the important role they can play in daily management practices. This constitutes a proactive and preventative stance towards wellbeing promotion. Furthermore, leadership theories have been incorporated into the study in order to provide a literature point of reference towards the improvement of wellbeing practices. The spiritual dimension of wellbeing is often not acknowledged in most wellbeing interventions in the workplace, where much focus is placed on psychosocial, financial and physical aspects of wellbeing. The study brings and heightens awareness of the aspects of spiritual wellbeing, which contributes to the emerging and topical subject of spirituality in the workplace. The figure 5.1 presents a conceptual framework which illustrates the influence of line management practices on employee's wellbeing.





**Figure 5.1: Impact of Line Management's Practices on Employee Wellbeing**

The above figure presents the conceptual framework of the influence and potential wellbeing implications of management practices. The framework highlights the meanings that were inductively derived from the data analysis and the literature study. The framework addresses the research questions through the depicted themes and sub-themes, together with the supporting literature. The conceptual framework illustrates that the positive management practices, underpinned by the leadership theories which improves the quality of the leader-member exchanges and influence. The improved leader-member exchanges positively impact employee wellbeing at emotional, physical, mental and spiritual dimensions. In contrast, the toxic management practices significantly undermine the quality of leader-member exchanges and line management influence , which impacts the wellbeing of employees negatively.

#### 5.4.2 Methodological Contribution

Conducting a qualitative case study in the field of employee wellbeing in an organisational context promotes the application of qualitative methodologies in business research. The use of both content () and thematic analysis (Braun & Clarke, 2006; White & Marsh, 2006 ) was unpacked explicitly in the study, which aided in creating awareness of conducting qualitative data analysis. The step-by-step practical operationalisation of the study was demonstrated qualitatively from the formulation of the research questions, the data analysis, the development of themes, and arriving at the critical findings. An in-depth exploration and identification of both enablers and underminers of employee wellbeing were conducted. The approach of both thematic and content analysis to the data was systematically aided by highlighting key enablers, as well as underminers, of employee wellbeing where management behaviour is concerned.

#### 5.4.3 Practical Contribution (Competencies of Management and Training Below)

The practical contributions were achieved by exploring and identifying the importance of line management practices to employee wellbeing in the workplace. The research found guidelines and practices that can be incorporated into management training and development programmes. These programmes aim to improve people management practices in the workplace while enhancing employee wellbeing. Lastly, policies, strategies, skills development, and the creation of a culture conducive to wellbeing in the workplace were articulated by the findings.

#### 5.4.3.1 *Guidelines for management practice*

It is to the advantage of the organisation to promote employee wellbeing. Mastrangelo et al., (2004) propose that organisational viability depends on management effectiveness. The behaviour of the leader/manager influences not only employees' response and relation to the leader/manager, but also their work outputs.

The following management skills development guidelines are proposed. These guidelines aim to advance and enable management's contributing towards employee wellbeing, taking into account the PPL perspective.

##### **(a) Self-management practices**

In order for people to lead and manage others successfully, they need to begin by leading themselves first, both effectively and successfully. Carmeli, Meitar and Weisberg (2006) describe self-management as a process in which individuals lead and influence themselves. Such self-influencing behaviour includes self-awareness, self-motivation, goal setting, self-rewards, self-coaching and feedback. The individual undertakes to make constructive behavioural change in order to grow and develop. As leaders learn to lead themselves effectively, they will be better equipped to lead others. Topper (2009) views self-management as a process in which individuals taps into their internal and external resources to uncover potential in order to reach set goals. Self-motivation is perceived to be internally driven as opposed to being received externally. The concept entails taking personal responsibility and self-correcting ineffective behaviour when required (Quigley & Tymon, 2006).

##### **(b) Emotional intelligence**

Emotions affect one's actions, behaviour and thoughts. Managers need to effectively manage their own emotions; thus, emotional literacy and intelligence are highly critical. Based on the Emotional Intelligence (EQ) model of Mayer and Salovey, EQ is about being able to influence the social climate of the organisation effectively, through emotional management (Kerr, Garvin, Heaton, & Boyle, 2006). Also, EQ refers to the ability to recognise one's emotions and those of others, to regulate emotions, and facilitate the processing of emotions. Concepts such as job satisfaction, job engagement and contentment at work are linked to emotional experiences, and EQ can enable the leader to promote a healthy organisational climate in which employees can flourish.

### **(c) Social intelligence**

Management's primary responsibility entails interaction, communication, influencing and building effective work relationships. Hopkins and Bilimoria (2008) define 'social intelligence' as being skilled in managing and mastering social relationships and interactions. Social intelligence and competence enable leaders to identify and understand social cues and emotions in order to influence their direct reports towards effective performance (Emmerling & Boyatzis, 2012).

### **(d) Workplace spirituality / spiritual intelligence**

Awareness of workplace spirituality by line management is crucial because this will enable them to better understand the spiritual developmental needs of employees within the workplace. Employees desire to find meaning and purpose, and to grow in wisdom and experience joy in the workplace. Minnaar (2007) attributes spiritual intelligence to having a personal relationship with the Almighty and finding meaning and purpose in the journey. This entails continuous development in a set of values and morality which guides one's behaviour and actions.

### **(e) Ethics**

Increased awareness of ethics and ethical conduct in organisations is important. Ethical consciousness increases the development towards thinking and acting according. Ethics refer to the moral codes based on accepted principles such as justice, integrity and treating others fairly (Mastrangelo et al., 2004).

### **(f) Reflective skills**

Without continuous reflection and contemplation, the growth towards self-awareness, value alignment and moral development will be halted. Branson (2007) states that self-reflection allows individuals to define their core values and form a sense of self-concept. Reflection helps to guide one's thoughts and actions towards desired outcomes in various life situations. In this way, deeper awareness of one's thoughts, emotions, motivations, beliefs, desires, values and self-concept is awakened. Introspective managers will likely develop a strong sense of self-insight and knowledge, which will bring change towards the improvement of their morality and ethics.

### **(g) Wellbeing principles**

A general understanding of wellbeing concepts in management's knowledge base is key in creating awareness and buy-in, and championing wellbeing in the work context. Furness-Smith (2015)

relates wellbeing with a sense of welfare, happiness, satisfaction with life, and a state of both physical and mental health. In addition, personal expectations, dreams and aspirations are met to a certain extent. Joy is experienced when one is able to make meaningful contributions in life.

## **5.5 RECOMMENDATIONS**

### **5.5.1 Recommendations for Future Research Opportunities Are as Follows:**

- Future research can be conducted to explore the impact of line management or leadership on employee career wellbeing with regard to career progression and regression.
- There is a need for a study in which a comprehensive management development programme curriculum is developed with a specific focus on workplace wellbeing, as most management and leadership development programmes do not include the wellbeing components.
- Living in a diversity rich country, a similar study can be conducted to explore the views of the various participants from the generational theory and also gender perspectives in order to yield rich and valuable insights on the subject of employee wellbeing.

### **5.5.2 Practical Recommendations for Curriculum Delivery with Regard to Management Development Programmes**

Lindenfield (1995) sees self-development at personal and professional context as beneficial to organisational success. Furthermore, the hope is expressed that development transform organisations into more caring, sharing and ethical communities.

Management learning and development should, without a doubt, include technical management skills and competencies. From this study's focus on aspects which affect wellbeing, it became clear that a fair portion of the curriculum must contain competencies and skills in matters such as ethics, reflection, emotional, spiritual and social intelligence, and self-management. These skills and competencies are better taught through feedback, coaching and reflection as opposed to only the knowledge transfer mode of learning. It is, thus, strongly recommended that skills, which will enable the improvement of management practices and behaviour towards employee wellbeing, be integrated into management development programmes.

### 5.5.3 Practical Recommendation for Organisations in Promoting Employee Wellbeing

- The promotion of wellness programmes and training of managers on wellbeing aspects (emotional, mental, spiritual and physical) are important for fostering a culture of wellbeing in organisations.
- Organisational outcomes pertaining to wellbeing, such as job satisfaction, job engagement and employee retention, must be incorporated into the people management aspects of the performance scorecard. The use of the performance management process in setting wellbeing objectives and assessment is, therefore, key in changing management practices and behaviour. This will ensure that management is held accountable for overall wellbeing as far as reasonably possible and take required action where they have power to influence wellbeing outputs.
- The wellbeing dimensions and items should be incorporated into annual organisational climate studies, where organisational effectiveness is assessed through surveys. Feedback from these surveys can be pivotal in measuring critical success factors, as well as organisational gaps pertaining to overall employee wellbeing.
- Effective management behaviour and practices which promote and enable employee wellbeing should be rewarded and recognised through various appropriate and motivating mechanisms.

## 5.6 LIMITATIONS

The limitations of the study pertain to the fact that only one case or organisation was used. This poses potential transferability challenges. Owing to time constraints in completing the research project, only one case could be feasibly studied in depth to meet the research objectives and sufficiently attend to the research questions of this particular study. According to Lapan et al., (2012), transferability is influenced by the amount of information that the readers/decision makers are provided with regarding participant demographics, the research settings and context in order to decide whether the findings could be transferred to their contexts.

Most of the participants in this study were highly skilled in professional occupational levels and the setting was in a private company, the question of transferability would arise and require more clarity in a case of a state-owned entity needing to apply the findings. Despite these limitations, the study provided insights towards the improvement of management practices that have an impact

on employee wellbeing. To curb the transferability challenge, the study's scope can be extended qualitatively and quantitatively by utilising a larger sample in future research.

## **5.7 CONCLUSION**

The study highlighted the importance of line management behaviour and practices in influencing employee wellbeing. Based on the findings of the study, line management seem better positioned given their authority, positional power and also influence to play a role in the enhancement of overall employee wellbeing. The incorporation of wellbeing aspects into management training programmes is highly recommended to improve the overall management practices in the workplace. Management practices have far-reaching implications related to employee wellbeing, as well as organisational outcomes such as job satisfaction, performance, absenteeism, employee engagement and employee turnover.



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## ANNEXURES

### Annexure A

#### Informed Consent Agreement



### INFORMED CONSENT AGREEMENT

**Research topic: Exploring the influence of line management on the employee's wellbeing**

This agreement serves to confirm that the research participant mentioned below gave his/her consent to participate in the research study for the Master's in Philosophy Personal and Professional Leadership.

The research participant agrees to provide the researcher with his/her experiences and views to the best of his/her ability.

The undersigned participant understands the purpose and nature of this study and understands that her/his participation is voluntary and that s/he may withdraw from the study at any time. The participant further grants permission for the data collected to be used in fulfilment of the requirements for the master's degree.

The data collected will be used for research purposes only. The researcher undertakes neither to disclose the identity of any of the participants, nor the origin of any of the statements made by any of them. However, the undersigned participant understands that the nature and principles of this study's research methodology applies. This means that the researcher is expected to make use of verbatim statements from the transcribed taped interviews and/or excerpts from solicited essays in

order to illustrate the everyday experiences of the research participants and their views in the research report.

The participant undertakes to give a true representation of her/his experiences and views.

I, ..... the undersigned participant, agree to meet at mutually agreeable times and duration(s) or to other means of communication, e.g. by e-mail or telephone, as reasonably necessary to enable the researcher to complete the study. I further acknowledge that I received a copy of this agreement and that I may contact any one of the under mentioned if I have any subsequent queries.

**Signature of research participant:** \_\_\_\_\_

Date: August 2017 \_\_\_\_\_ Place: \_\_\_\_\_

**Master's Researcher's Details:**

**Name: Rose Boitumelo Mathafena**

Student number: 920205307

Contact details: Cell: \_\_\_\_\_ [E-mail address](#) \_\_\_\_\_

**Module Leader & Lecturer:**

Dr Albert Wort

Contact Details Tel: (011) 559 4912      E-mail: [awort@uj.ac.za](mailto:awort@uj.ac.za)



**Research Topic: Exploring the influence of line management on the employee's wellbeing**

**Participant information form**

**Initial interviews process**

**Introduction:**

- Line management plays a significant role in influencing the employee's experience of the work place and more particularly wellbeing.
- Wellbeing is defined in the context of physical, emotional, mental and spiritual wellbeing.

I would please like to record the following information about yourself for record keeping purposes only.

**Personal information:**

My name \_\_\_\_\_ Date: \_\_\_\_\_

Company \_\_\_\_\_ Region: \_\_\_\_\_

Job title \_\_\_\_\_ Field of specialization \_\_\_\_\_

Industry \_\_\_\_\_ Years of working experience \_\_\_\_\_

Highest qualification obtained \_\_\_\_\_

Occupational level (supervisor, skilled, specialist, professional, middle management, senior or executive management) \_\_\_\_\_

Age \_\_\_\_\_ Gender \_\_\_\_\_ Race \_\_\_\_\_

It is important to mention that as a researcher I have an ethical responsibility to ensure confidentiality by protecting your identity. Due to the style of this research, data will be presented in the form of quotations and excerpts from the interviews.

**Themes:**

**The typical interview questions will be:**

- Q1: How does line management's behaviour influence employee wellbeing at emotional, mental, physical and spiritual level?
- Q2: What kind of line management behaviour enhance employee wellbeing?
- Q3: What kind of line management behaviour can be improved to impact employee wellbeing?

Thank you for participating in the study. Your participation and contribution are valuable.

Cellular contact no: \_\_\_\_\_

Telephone no: \_\_\_\_\_

E-mail address: \_\_\_\_\_





Semi-structured interview guide

Contents of the interview questions referred to in conducting the interviews.

	<p><b>Transcription initial analysis</b></p> <p><b>August/September 2017</b></p> <hr/> <p><b>Prior to all interviews – Discussion</b></p> <p>All the participants received the informed consent form a week before the interview was conducted. The gate keeper (link between the company, participants and the researcher) arranged and confirmed the meetings, times, dates and the venue.</p> <p><b>Opening of the interviews:</b></p> <p><b>Researcher:</b> Welcome to the research interview. My name is Rose Mathafena, and I will be conducting the interview with you. Thank you for the time you have put aside to be part of the research.</p> <p>Before we continue further I would like to verify if you know the reason for the interview?</p> <p>Do you agree to fully participate? You are also welcome not to participate further should you wish to do so.</p>	
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	<p>The researcher went on to mention that they will be using the tape recorder to record the interview and also will be taking notes for referencing. The researcher asked whether the participant would be comfortable with the usage of the tape recorder.</p> <p>Also mentioned that the recording will be kept confidential. Any sensitive information arising from the interview will not be published. Then read through the consent form, and asked the participant to sign it if they are comfortable.</p> <p><b>The interview discussion:</b></p> <p>The researcher read the research topic aloud: Exploring the influence of line management on employee's wellbeing.</p> <ol style="list-style-type: none"> <li>1. How does line management influence your wellbeing as an employee?</li> <li>2. Elaborate –       <ol style="list-style-type: none"> <li>2.1 on emotional wellbeing?</li> <li>2.2 mental wellbeing?</li> <li>2.3 spiritual wellbeing?</li> <li>2.4 physical wellbeing?</li> </ol> </li> <li>3. How can line management enhance and improve employee wellbeing?</li> <li>4. What are ways you observed where line management undermines wellbeing – looking at emotional, physical, mental and spiritual wellbeing?</li> </ol>	
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	<p>5. Any further comment you like to add to the discussion?</p> <p><b>End of interview:</b></p> <p>Thank you for the participation. I will e-mail you the typed notes of the interview in order to check and test if they reflect what you have shared during the interview.</p>	
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## Matrix: Initial identification of concepts, codes, and categories in the data November 2017

Categories (initial)	Codes (initial)	Data – concepts identification
Aspects of functional management defined as desirable and positive behaviour	Communication, feedback and information sharing	<p>P1: <u>Communication and feedback</u> and sharing information is important</p> <p>P4: <u>Honest communication</u> is important</p> <p>P6: <u>Coaching, communication, feedback and guidance</u> given</p> <p>P9: <u>Clear communication</u> and also managing by expectations</p> <p>P4: <u>Give good feedback that is relevant</u></p> <p>P4: <u>Follow up with feedback</u> is important</p> <p>P8: <u>Employees need guidance and mentorship</u> of line management and also <u>feedback on performance</u></p> <p>P8: <u>Give feedback, coach and guide</u></p> <p>P9: <u>Give people exposure</u>, resources and sources of information</p> <p>P4: <u>Adequate information</u> be shared with employees</p> <p>P8: <u>Good manager can give information</u>, allow asking of questions by employee</p>
	Ethics, honesty, integrity and living the values	<p>P9: <u>Ethics</u> are important, the corporate ethics guide what is acceptable and not acceptable</p> <p>P2: Has shared the importance of <u>ethics</u> about information disclosure, sharing information, <u>honesty</u> and matters relating to conflict of interest</p> <p>P4: <u>Personal values</u> need to match with that of work environment like <u>honesty, ethics and openness</u></p> <p>P2: Has good <u>values</u> as a leader</p> <p>P3: <u>Values and culture need to be aligned</u> to what one is doing</p>
	Train, develop and grow people	<p>P5: <u>Train, guide and coach</u> employees</p> <p>P7: <u>Provide resources, mentor, train, empower and enable</u></p> <p>P7: <u>Train people to invest in others</u>, its social investment</p> <p>P1: Believe <u>in training and development</u> and give <u>opportunity to grow</u></p> <p>P1: Encourage the people <u>to study, develop and give opportunities</u></p> <p>P2: They <u>build a relationship</u> and <u>develop your expertise</u> and apply skills development</p> <p>P2: They also help you <u>to balance experience and academic development</u> in parallel</p> <p>P2: Provision of <u>intellectual development and share knowledge</u></p> <p>P3: A good leader wants one to <u>grow and develop</u></p> <p>P7: Be <u>developmentally focused</u></p> <p>P9: <u>Mental development can be enhanced through self-study</u>, and business literature</p> <p>P10: Management <u>can grow employees through challenges</u>, allow them to <u>improve customer experience and relations</u></p>

	<p>P3: <u>Encourage them, challenge and push them to grow</u></p>
<p><b>Showing care, empathy, understanding and support</b></p>	<p>P7: Be people oriented and care for wellbeing of people  P1: You know they <u>care and believe in you</u>  P7: Relating to people with <u>empathy and compassion</u>  P1: Give an <u>ear, with sympathy and yes ... yes ... empathy</u>  P7: <u>Counselling and understanding</u>  P7: Understand <u>context community</u> and how people fit into the community  P9: Management may <u>conduct psychometric assessments</u> to understand capacity and capability of people  P9: This enables people <u>to understand themselves</u>, their competence and inputs which translate into results  P9: Line manager needs <u>to support, challenge the team</u>  P10: Provide <u>support and including</u> people  P1: Employer needs to be able <u>to advise and support</u>  P1: Have to put themselves in <u>other people's shoes</u>  P1: <u>Good moral support</u> is important and <u>sharing of situations</u> that are similar</p>
<p><b>Rewarding and recognising good work,</b></p>	<p>P5: Everyone is happy to <u>work hard and be rewarded</u>  P6: <u>Trusting and recognising people</u> who have proven themselves  P6: <u>Recognitions and rewards – by giving</u> international exposure  P6: It created a feeling of <u>being wanted, recognised, part of the team</u>  P3: Effort be <u>recognised</u> regardless  P6: <u>Recognition</u> of people for work they do  P10: <u>Approval and acknowledgement</u> are important; it can be a physical <u>handshake</u></p>
<p><b>Promoting, giving opportunities and identification of potential while developing careers</b></p>	<p>P5: <u>Promote people and also grow</u> them  P10: <u>Education and promotion</u> when one is deserving  P10: Employee be given <u>responsibility and opportunity</u> when they search for it  P10: Encouraged to take opportunities and be <u>given opportunities</u>  P2: They <u>give direction, mentor and transfers skills, guides</u> on suitable <u>qualifications and career opportunities</u> in the form of positions  P2: They <u>identify potential of the talent</u> in a person  P6: Be able <u>to identify potential of people and grow people</u> at various levels of management  P9: A general management approach of <u>identifying areas of excellence</u> and that of development and addressing them  P9: Identify the best that they do and learn from the team and also use the talents they have  P10: Role clarification and career development  P10: Get to know people and what they want in life and career in order to grow</p>

		P2: They give you <u>direction and do career planning</u> which affect one's future
	<b>Trusting and believing in people and empowering them</b>	<p>P3: Trust, and believe in a person and <u>confidence</u></p> <p>P5: To be trusted and be granted <u>independence (autonomy)</u></p> <p>P5: <u>Being trusted</u> is important</p> <p>P5: Being trusted <u>motivates employees</u></p> <p>P6: Grow people and also be able to <u>trust people</u></p> <p>P6: <u>Trusting and recognising people</u> who have proven themselves</p> <p>P8: <u>Empowering, trusting</u> and allowing people to do the work</p> <p>P9: <u>Empowering the team to deliver strategic results</u> is critical</p> <p>P2: <u>Sharing of experience leads to my productivity, work improvements, empowerment</u> due to sharing of the technical skills</p> <p>P5: Managers need to be <u>trusted and also trust people</u></p>
	<b>Connecting, building relationships and interpersonal effectiveness</b>	<p>P1: <u>Bond</u> in order to understand each other</p> <p>P1: We need to <u>connect</u> and not be like robots</p> <p>P1: People like <u>social interaction and to connect</u></p> <p>P2: <u>Opens doors, sponsors resources and connects</u> me with key networks</p> <p>P7: Line manager can connect through <u>processes such as performance reviews, assessments</u></p> <p>P8: Connecting is important, one does not <u>feel dragged down</u></p> <p>P10: Connection and understanding are important</p>
	<b>Mentoring and coaching</b>	<p>P2: He is a <u>mentor</u></p> <p>P2: They <u>give direction, mentor and transfer skills, guide</u> on suitable <u>qualifications and career opportunities</u> in the form of positions</p> <p>P2: Set up <u>time to meet</u> with you to check in, in order to <u>coach and mentor</u></p> <p>P3: <u>Coach, walk through</u> with them and <u>mentor them</u></p> <p>P6: Being <u>coached and mentored</u></p> <p>P7: Provide resources, <u>mentor, train, empower</u> and enable</p> <p>P7: <u>Performance coaching and planning</u> ahead</p> <p>P7: <u>Coach by taking people along with you</u></p> <p>P8: <u>Give feedback, coach and guide</u></p> <p>P2: Someone <u>invests in you</u> and <u>puts time to coach and guide</u> you</p>
	<b>Championing wellbeing of employees as management</b>	<p>P2: Someone <u>invests in you</u> and <u>puts time to coach and guide</u> you</p> <p>P7: Wellbeing of employees is important</p> <p>P7: <u>Health, safety and security</u> of people are a priority in wellbeing at work</p> <p>P7: Safety is <u>about sharing information</u> and this contributes to wellbeing</p>

		<p>P7: Other ways of looking after wellbeing is through workplace ergonomics and impact of movements on people and also consideration of change of job content</p> <p>P7: Wellbeing is about a <u>good working environment</u> – which is pain free</p> <p>P7: Refer people to psychosocial service and medical practitioners on site to ensure <u>physical and emotional</u> wellbeing of people</p> <p>P7: Management has an <u>ethical responsibility for wellbeing</u> of people</p> <p>P7: Promotions of employee wellbeing is <u>purposeful and a valuable contribution</u> to employees and their family</p> <p>P7: <u>Sharing knowledge</u> with employees about <u>wellbeing is critical</u></p> <p>P7: Management needs to be <u>passionate, inspire and transform approaches to wellness</u></p> <p>P7: <u>Be people oriented and care for wellbeing</u> of people</p> <p>P7: Contribute and be an <u>activist on matters of wellbeing</u></p> <p>P9: Physical wellbeing can be improved through ensuring <u>physical activities are scheduled</u></p> <p>P9: Be open minded – consider multiple alternatives in managing people and <u>promoting wellbeing</u></p> <p>P9: Understand what wellbeing means for each person individually</p> <p>P7: Assist people in <u>coping with stress</u></p> <p>P3: See if employees <u>are coping, do referrals to healthcare where needed</u></p> <p>P7: Assessing <u>physical working conditions and environment</u> to ensure that they are <u>conducive for people to function in</u></p> <p>P7: Also check for signs such as <u>physical wellbeing, hours of work, stress and exhaustion</u></p>
	<p><b>Inclusivity and being part of the team</b></p>	<p>P3: Supportive manager makes you <u>feel wanted and included</u></p> <p>P6: It created a feeling of <u>being wanted, recognised, part of the team</u></p> <p>P6: <u>Strategic exposure</u> and full participation and input to strategic planning</p> <p>P8: <u>Delegating, giving projects and allowing participation</u> is important</p> <p>P9: Leadership (management) has to <u>engage people through participation</u></p> <p>P10: Ensure that <u>people buy in and are important</u>, they belong and are part of the team</p> <p>P3: Encourage <u>team work</u></p> <p>P3: Help employees <u>grow in a team</u></p> <p>P5: Employees <u>will improve work processes</u> as managers support the team and the department</p> <p>P6: A manager must work <u>as a team player</u></p> <p>P9: A <u>sense of purpose is developed</u> in the team through alignment of team goals with organisational goals</p> <p>P9: <u>Empowering the team to deliver strategic results</u> is critical</p>

		<p>P9: Line manager needs to <u>support, challenge the team</u></p> <p>P9: Identify the best that they do and learn from the team and also use the talents they have</p> <p>P1: The surrounding <u>environment in the department must lift people up</u> – the team lift each other up</p>
<p><b>Effects of functional management on the employees, team and the organisation</b></p>	<p><b>Motivation, engagement, inspiration and positive energy – optimism and hope</b></p>	<p>P2: When I have such a leader (manager) emotionally I want to <u>go an extra mile</u>, and am <u>engaged</u> and <u>very motivated</u>, and a <u>hype</u> is there</p> <p>P2: Helps one to <u>understand behaviour of people</u>, their thinking styles and motivations in order to act appropriately in situations</p> <p>P4: Line manager can be motivating by <u>appreciating and thanking</u> employees</p> <p>P4: Appreciation of each other is important, employees be made to <u>feel valued</u> as a person and also <u>enhances motivation</u></p> <p>P4: <u>Money is not everything</u>, but valuing of people is important and motivating</p> <p>P5: Employees will put <u>the strength, motivation and extra mile</u> to the job</p> <p>P5: Client <u>feedback</u> and customer satisfaction build motivation of the employee</p> <p>P5: Being trusted <u>motivates employees</u></p> <p>P6: People will be <u>engaged on the job</u> when developed</p> <p>P6: People will put <u>extra effort and also work, show engagement</u></p> <p>P8: Getting involved on the job makes one feel like they <u>are engaged, kept on their feet</u>, alert to think and are allowed to apply their skills</p> <p>P9: Leadership (management) has to <u>engage people through participation</u></p> <p>P10: <u>Engagement</u> increases <u>satisfaction, emotional benefit</u></p> <p>P1: <u>Inspiring people and listening</u></p> <p>P2: Feeds the <u>ambitions and inspires me to be excellent</u></p> <p>P7: Management needs to be <u>passionate, inspire and transform approaches to wellness</u></p> <p>P4: Employee likes to <u>improve things and make a positive change</u></p> <p>P4: When things are <u>positive</u> employees may <u>go an extra mile</u></p> <p>P7: <u>Happy employees are committed</u> and it affects performance positively</p> <p>P7: We want a <u>positive environment</u></p> <p>P1: <u>Coping with workload</u>, that is <u>physically requiring</u> (manual work) but you have <u>good energy</u></p> <p>P1: There must be <u>good energy</u> in the other departments</p> <p>P2: <u>Physically I am engaged, have energy</u> and can <u>work for long hours</u>. Able to manage long hours to go an <u>extra mile</u> by starting very early and finishing work late</p> <p>P5: Energy of employee impacts what an <u>employee contributes</u> to the company</p> <p>P6: People will <u>feel passion, energy and competent</u> if they are fully involved</p>



		<p>P8: It <u>brings optimism and hope</u> as one feel like they are succeeding</p> <p>P8: This <u>uplifts people and make them feel hopeful</u> and there is a sense of promise for success</p> <p>P10: Create a sense <u>of hope for future and growth</u></p> <p>P1: There <u>is a need for laughter and joy</u></p> <p>P3: One needs to <u>enjoy what they are doing</u>, and like doing</p>
	<p><b>Productivity, performance, and extra effort (customer service, problem solving, innovation, financial results, creativity, improvements)</b></p>	<p>P2: Sharing of experience leads to <u>my productivity, work improvements, empowerment</u> due to sharing of the technical skills</p> <p>P6: Feeling a sense of pride in the brand, and contributing towards <u>customer wellbeing</u> and safety through the products</p> <p>P8: This makes the employee <u>feel happy, relaxed, hopeful and productive</u></p> <p>P10: Allow them to contribute to the business and they <u>contribute towards sustainability and growth</u> of the business-growing product and also the market</p> <p>P5: Employee actions affect <u>the company performance</u>, and its financials</p> <p>P5: Support is key to <u>enable performance</u></p> <p>P6: Performance and work results <u>will improve</u></p> <p>P7: Happy employees are <u>committed</u> and it affects performance positively</p> <p>P7: Performance can be unlocked through <u>performance discussions and communication</u> and also grow competence</p> <p>P8: Give <u>resources to enable performance</u>, guide in decision making and also share knowledge</p> <p>P10: Allow people to <u>impact the bottom line</u> and overall company performance</p> <p>P10: Push people to put in extra effort</p> <p>P6: People will put <u>extra effort and also work engagement</u></p> <p>P6: Utilise all my <u>technical competence and ability to improve the customer experience</u></p> <p>P9: Developing a customer-centric approach to deliver results with a focus on innovation in the industry, market, analysing trends, <u>capitalising on strengths and growth</u></p> <p>P10: Management <u>can grow employees through challenge, allow them to improve</u> customer experience and relations</p> <p>P10: <u>Giving autonomy</u> in improving customer relationships</p> <p>P5: One loves what they are doing if they are allowed to focus on <u>customers, resolve queries, and are given independence</u></p> <p>P8: Being <u>given opportunity</u> to run projects and solve complex work activities</p> <p>P8: When people <u>are trusted they contribute</u>, are creative and can <u>innovate and also motivation</u></p> <p>P6: I am proud to <u>contribute to innovation, creativity, problem solving and decision making</u></p> <p>P6: One is proud to see and also be <u>acknowledged for improvements and growth contributions</u> made to the business</p>

		P9: Continuous improvement, learning and adapting to changing dynamics are important
	<b>Respect for line manager as a role model</b>	<p>P2: Ideal leader who <u>inspires respect</u></p> <p>P2: Everybody speaks and uses words (which are meaningless) but the leader is <u>respected</u> as <u>they deliver</u> and are not a talk shop and I respect them</p> <p>P1: <u>Looking up</u> to the line manager</p> <p>P2: Someone to <u>benchmark with</u> (as a role model)</p>
	<b>Contribution and active participation</b>	<p>P4: Allow all to make contribution</p> <p>P4: Employees feel they <u>contribute</u> if they <u>improve satisfaction</u> of stakeholders like customers and suppliers</p> <p>P4: People would like to feel they are <u>contributing, and resolving work queries</u> and elevate work standards</p> <p>P4: People do not want to be <u>just a number</u></p> <p>P4: They want to <u>help, contribute, help and assist</u> in the company</p> <p>P5: Energy of employee impacts what an <u>employee contributes</u> to the company</p> <p>P6: One is proud to see and also be <u>acknowledge for improvements and growth contributions</u> made to the business</p> <p>P6: Feeling a sense of pride in the brand, and contributing towards <u>customer wellbeing</u> and safety through the products</p> <p>P6: I am proud to <u>contribute to innovation, creativity, problem solving and decision making</u></p> <p>P8: People want to make an <u>impact and contribute</u> at work to the bottom line and overall business</p> <p>P8: When people are <u>trusted they contribute</u>, are creative and can <u>innovate and also motivation</u></p> <p>P10: Allow them to <u>contribute to the business and they contribute towards sustainability and growth</u> of the business-growing product and also the market</p> <p>P1: Monthly meetings need to be scheduled to <u>discuss things</u> and <u>share ideas</u> and allow <u>all to contribute</u></p> <p>P6: Give <u>strategic exposure</u> and full participation and input to strategic planning</p> <p>P8: <u>Delegating, giving projects and allowing participation</u> is important</p> <p>P9: Leadership (management) has to <u>engage people through participation</u></p>
	<b>Finding meaning, purpose and fulfilment</b>	<p>P1: We <u>seek meaning in the work</u> and also <u>solutions to challenges</u></p> <p>P3: Seek <u>meaning and find a fulfilling job</u></p> <p>P1: Purpose gives one the reason to <u>want to come to work</u></p> <p>P2: They <u>ignite a sense of purpose and future</u> for the direct report (good leader)</p> <p>P6: <u>Communicate purpose</u> like growing the customers</p> <p>P9: A <u>sense of purpose is developed</u> in the team through alignment of team goals with organisational goals</p>

		P9: Encourage them towards understanding <u>their own life purpose</u>
	<b>Enhanced confidence and self-esteem</b>	P2: When the <u>skills match my job demands</u> it makes me feel <u>competent, confident and creative</u> P4: Giving employees <u>new projects and roles</u> , also give on the job learning, employee will be <u>emotionally confident and have a self-esteem</u>
<b>Dysfunctional management actions and behaviour</b>	<b>Incompetence</b>	P4: Manager needs to <u>understand the job that the employee is doing</u> P4: If the manager does not understand work of employee it leads to <u>discouragement, rebellion and defiance</u> by employee P4: <u>Anxiety is created</u> if the manager does not understand job <u>priorities of employees and pressure</u> P6: Managers need <u>to understand what the employees are doing</u> , e.g., work content P4: <u>Incompetent manager</u> lack skills and competence P4: <u>Manager not knowing job content</u> of employee leads to <u>lack of proper direction</u>
	<b>Aggressive behaviour (rude)</b>	P1: <u>Rudeness and not getting along</u> and <u>not working in a team spirit</u> P1: <u>Underestimating others</u> P2: The undermining can be avoided by <u>active participation</u> , not being <u>robotic, and legalistic</u> <u>Rudeness and poor relationships</u> and <u>lack of direct communication</u> P2: <u>Undermining causes lack of trust, engagement and interaction</u> P3: What undermines wellbeing is <u>aggression</u> which makes one not to feel they want to contribute P3: If you feel you are doing what <u>is contrary to the values</u> , and feeling <u>they are gunning for you it undermines mental engagement</u> , and <u>skills and capabilities are not utilised</u> P1: Negative things are <u>screaming, swearing, hitting desks and anger outbursts</u>
	<b>Micro-management and lack of delegation</b>	P10: <u>Do not micro-manage</u> P3: <u>No micro-management</u> and not hovering on employees P3: <u>Do not be over the head of others</u> , it's the same as the manager doing the work themselves P3: <u>Micro-management makes employee feel redundant</u> and feel <u>useless and lack worth</u> P6: Wellbeing can be <u>undermined through micro-management</u> P9: <u>Micro-management creates unhappiness</u> , and people finding ways outside of work to cope P8: If they do not care to delegate and also develop a person P3: A manager who does <u>not delegate</u> P8: If they do not care to delegate and also develop a person

	<b>Unethical and unfair actions</b>	<p>P5: <u>Bad line manager who does not recognise hard work of employees</u></p> <p>P5: <u>Taking credit for work done by a team member</u></p> <p>P5: <u>Cheating and betrayal sadden and hurt employees</u></p> <p>P5: <u>Unfair performance appraisals</u> where hard work of people is not acknowledged</p>
	<b>Unhealthy and poor interpersonal relationships</b>	<p>P1: <u>Rudeness and poor relationships and lack of direct communication</u></p> <p>P1: <u>Not discussing things directly with people</u></p> <p>P1: <u>Not a good environment and people are not talking to each other</u></p> <p>P1: <u>Not liking others</u></p> <p>P1: <u>Not sharing and not listening</u></p> <p>P1: <u>Judging others incorrectly</u></p> <p>P1: <u>Unhealthy behaviour of a manager sours the environment</u></p> <p>P1: <u>Not close doors and send a message that they shut others out</u></p>
	<b>Lack of trusting in others and lacking trustworthiness</b>	<p>P1: <u>Lack of trust</u></p> <p>P2: <u>Undermining causes lack of trust, lack of engagement and lack of interaction</u></p> <p>P5: <u>Breakdown in trust (not needed)</u></p>
	<b>Ill intentions</b>	<p>P1: <u>Bad management is when they undermine people</u></p> <p>P1: <u>Tension creates bad vibes and makes one tired and exhausted</u></p> <p>P10: <u>Bad conflict will lead to discourse and disgruntled employees</u></p>
<b>The effects of dysfunctional management actions</b>	<b>Disengagement, demotivation and low morale</b>	<p>P3: <u>Low morale and also low productivity are experienced</u></p> <p>P10: <u>Avoid disconnection as it disengages people and makes them not want to come to work</u></p> <p>P3: <u>Will be disengaged due to underutilised skills, performance will be low, absenteeism will result, and the family will suffer</u></p> <p>P6: <u>It will lead to employee conflict, bitterness and demotivation</u></p> <p>P1: <u>Negativity can create lack of motivation</u></p>
	<b>Stress, fatigue, exhaustion and poor health</b>	<p>P6: <u>Stress and frustration will be taken home and this will affect the health negatively</u></p> <p>P7: <u>Physical work environment may affect back health, safety, stress and headaches</u></p> <p>P1: <u>Stress affects work and also family, and negative environment is not needed in life and not good for health</u></p> <p>P1: <u>Tension creates bad vibes and makes one tired and exhausted</u></p>

	<p><b>Turnover, absenteeism and social loafing</b></p>	<p>P7: <u>Harmful and twisted leaders hurt people</u>, leading to <u>resignations</u>  P3: <u>Lost productivity</u>, people engage in <u>social loafing</u> and become <u>clock watching</u></p>
	<p><b>Retaliating and rebellious behaviour</b></p>	<p>P4: If the manager does not understand work of employee it leads to <u>discouragement, rebellion and defiance</u> by employee</p>
	<p><b>Low productivity and performance</b></p>	<p>P3: <u>Low morale</u> and also <u>low productivity</u> are experienced  P4: <u>Pressure</u> can lead you to <u>lack of commitment</u> and affects your performance (resulting from incompetence of manager)</p>
	<p><b>Display of hurt, anger and sadness</b></p>	<p>P4: <u>Lack of guidance</u> is not good, it is difficult and can hurt employees  P5: <u>Cheating and betrayal</u> sadden and hurt employees  P7: <u>Harmful and twisted leaders hurt people</u>, leading to <u>resignations</u></p>
	<p><b>Negative influence on self-efficacy, self-esteem and self-confidence</b></p>	<p>P8: Not being supported and being ignored make one <u>emotionally low</u>  P8: <u>Self-esteem</u> is affected  P4: It makes people to <u>panic, make mistakes</u>, a <u>sense of shame</u> and reduces confidence (unscheduled workload – resulting from incompetence)  P4: Employees do not want to be <u>set up to fail</u>  P10: <u>Do not hinder people</u> but rather help them before they fail</p>
<p><b>Indicators of both optimal and compromised employee wellbeing</b></p>	<p><b>Physical, emotional, mental and spiritual dimensions</b></p>	<p>P1: <u>Coping with workload</u> that is <u>physically requiring</u> (manual work) but you have <u>good energy</u>  P6: One will be <u>physically drained, reserved and exclude themselves in contributing</u>  P6: When there is <u>lack of real recognition</u> it is <u>demotivating</u> and it affects a <u>person’s spirit</u>, also <u>physically and emotionally</u>  P1: <u>Physically one feels healthy</u>, things are <u>going well</u> and work is <u>not exhausting</u>  P2: <u>Physically I am engaged, have energy</u> and can <u>work for long hours</u>. Able to manage long hours to go an <u>extra mile</u> by starting very early and finishing work late  P4: It is <u>disruptive to haphazardly attend</u> to urgent and unplanned work due to disorganisation (incompetence of manager). It <u>creates anxiety</u>, one cannot <u>rest and has a racing mind</u>  P4: Employee <u>relaxes</u> when work is planned  P4: When things are <u>positive</u> employees may <u>go an extra mile</u>  P6: Developing <u>capability</u> and <u>stretch people</u>  P3: Employee be allowed <u>creative thinking</u> and <u>be stretched</u>  P3: <u>Stretching and extend knowledge</u> and capability  P4: Employees can be stretched by giving them <u>difficult and complex tasks</u></p>

		<p>P6: I am proud to contribute to innovation, creativity, problem solving and decision making</p> <p>P9: Updating of knowledge in best practices</p> <p>P2: Provision of intellectual development and share knowledge</p> <p>P6: Stress and frustration will be taken home and this will affect the health negatively</p> <p>P1: Unhealthy behaviour of a manager sours the environment</p> <p>P8: Not being supported and being ignored make one emotionally low</p> <p>P1: Stress affects work and also family and negative environment is not needed in life and not good for health</p> <p>P1: Not allow to bottle things up for both work and life, it is not emotionally healthy</p> <p>P4: Incompetent manager lacks skills and competence, it leads to employee frustration</p> <p>P4: Manager who does not listen, is angry and messes up work process, causes employee frustration</p> <p>P3: Bad leaders physically drain energy, makes one's mornings dreadful</p> <p>P6: People will feel passion, energy and competent if they are fully involved</p> <p>P8: Personally this would lead to anxiety, not growing and stagnation (unfairness)</p> <p>P1: There is a need for laughter and joy</p> <p>P1: We seek meaning in the work and also solutions to challenges</p> <p>P3: Seek meaning and find a fulfilling job</p> <p>P4: Employees feel they contribute if they improve satisfaction of stakeholders like customers and suppliers</p> <p>P4: People would like to feel they are contributing, and resolving work queries and elevate work standards</p> <p>P4: People do not want to be just a number</p> <p>P4: They want to help, contribute, help and assist in the company</p> <p>P4: Employee likes to improve things and make a positive change</p> <p>P4: Employees want to improve image of the company</p> <p>P4: Personal values need to match with that of work environment like honesty, ethics and openness</p> <p>P3: Values and culture need to be aligned to what one is doing</p> <p>P9: Encourage them towards understanding their own life purpose</p> <p>P1: Negativity ...Makes you feel like there is lack of purpose</p> <p>P2: They give direction and vision</p> <p>P2: They give you direction and do career planning which affects one's future</p> <p>P8: Lack of direction, makes one lack hope and feels like one is not achieving</p>
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