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Employing persons with disabilities in Madagascar

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This is to certify that the doctoral dissertation by

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2019

Abstract

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by

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MA, Fairleigh Dickinson University, 2010

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Management, Leadership, and Organizational Change

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Abstract

In Madagascar, the barriers to persons with disabilities' employability are multifaceted and relate to accessibility, funding, attitudes, and policies. Managers lack knowledge on disability and still perceive disabled persons as incompetent and associate them with costly accommodation needs. The purpose of this qualitative case study was to examine the management strategies and leadership styles that managers could use to enhance the employability chances of persons with disabilities. The conceptual framework featured the concepts of empowerment, employability, disability identity, and relevant transformational leadership theories. Semistructured interviews were conducted with 28 managers in private companies, institutions, cooperatives, and organizations in 3 regions of Madagascar. Data analysis was done with open hand coding and using NVivo 12 software. Key findings related to enabling management strategies that included promoting fair recruitment, tailoring jobs to disabled workers' competences and health conditions, ensuring communication and reasonable accommodation. The study revealed the merit of an inclusive transformational leadership in fostering the employability of persons with disabilities, through coaching, in-training supports, compassion and kinship, motivation, and trust building. The study benefits managers who could better attend to disabled workers' vocational needs. The study contributes to positive changes by influencing attitude change within the workplace and the community that could pave the way to an inclusive society in which disabled people could enjoy their rights to work.

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Dedication

       I dedicate this precious work to my husband and children for their encouragement and love throughout this doctoral journey. I also dedicate this dissertation study to colleagues with whom I share the vision of an inclusive society in which persons with disabilities could enjoy their full rights.

Acknowledgments

I thank the Lord for His endless blessings and grace. I express my sincere appreciations to my chair, Dr. Roger Wells and committee member, Dr. Judith Forbes, for their commitment and precious supports. I am thankful to Dr. Stottlemyer, the university reviewer, and to the Program Director of the College of Management and Technology. I express my deep gratitude to the Walden University staff for their dedicated services.

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Chapter 1: Introduction to the Study

The employability of persons with disabilities remains a challenge in Madagascar. Leaders and managers must be involved in the empowerment and transformational change of persons with disabilities (Kensbock & Boehm, 2016; Shogren & Shaw, 2016). Organizational leaders and company managers are responsible for creating a climate of inclusion for persons with disabilities to alleviate their impairments and to promote their employability skills (Theodorakopoulos & Budhwar, 2015). The United Nations (2017a, 2017b) claimed that disabled people are expected to enjoy their fundamental rights to work, equally as others.

Inequality and discrimination in employment remain, however, a hindrance to the inclusion of persons with disabilities in societal and community life (Nyombi & Kibandama, 2014). Persons with disabilities are still marginalized from mainstream services and economic activities, essentially because of societal attitudes, discrimination and stereotypes, family rejection, health issues, accessibility, and communication barriers (Christoffel Blinden Mission, 2016a; Kleynhans & Kotze, 2014; Khan, Amatya, Mannan, Burkle, & Galea, 2015; Lorenzo & Van Rensburg, 2016; Owen et al., 2015). Synergized efforts should be on translating global engagements into concrete actions at the country level.

In Madagascar, company managers seem reluctant to hire disabled employees who are perceived as incompetent and lacking vocational skills. Because of their health conditions, impaired people engender extra costs and require accommodations in the workplace to make it accessible (Christoffel Blinden Mission, 2016b; Gragoudas, 2014;

Lorenzo & Van Rensburg, 2016). No compulsory policy in the country mandates that company managers hire disabled workers (Boucher et al., 2015). According to the study findings, managers have limited awareness of disability identity and of transformational leadership that could enable them to employ persons with disabilities.

Few scholars have investigated the leadership dimension of disabled persons' employability. Researchers were more focused on the multifaceted challenges that persons with disabilities face (Baumgärtner, Dwertmann, Boehm, & Bruch, 2015; Cramm, Nieboera, Finkenflugel, & Lorenzo, 2014; Hashim & Wok, 2014). Leaders who empower disabled persons could yield sustained transformational change in disabled persons' self-esteem, work engagement, and job performance (Kensbock & Boehm, 2016; Mendes & Stander, 2011). In this study, I focused on the responsibility of managers in the efforts to promote the employability skills of persons with disabilities.

This qualitative case study consisted of an examination of the leadership practices of 28 managers in companies, cooperatives, public institutions, and organizations employing persons with disabilities or facilitating their access to work in Madagascar. The purpose of the study was to explore the leadership strategies that managers could use to enhance the employability skills of persons with disabilities in Madagascar. The study provided information relating to vocational inclusion for individuals with disabilities. The study enlightened the social returns or the positive image and reputation the company may benefit when investing in the wellbeing of persons with disabilities.

In Chapter 1, I delineate the components of the study, starting with the background, followed by the statement of the problem, the main purpose, and the

fundamental research question to be answered by the qualitative inquiry. I present an outline of the conceptual framework. I offer an overview of relevant concepts, participants, and other components involved in the study. The definitions of key concepts, assumptions, delimitations and limitations, and research significance are also presented in Chapter 1.

Background

At global level, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the 2030 Agenda for Sustainable Development stand as significant landmarks for persons with disabilities (Lee, Christianson, & Bietsch, 2016; United Nations, 2017a, 2017b). States Parties recognized "the rights of persons with disabilities to work, on an equal basis with others" and condemned all forms of employment discrimination (United Nations, 2017b, p. 19). The sustainable development goal (SDG) 8 calls for "achieving productive employment and decent work for all women and men, including for young people and persons with disabilities by 2030" (Lee et al., 2016, p. 7). The right to work is a significant right for persons with disabilities, as attested by world leaders. Despite the achievements at global level, persons with disabilities do not always enjoy the fundamental right to work.

Few scholars have displayed statistical data on disability and employment at global and regional levels; yet, recent, disaggregated data were still hard to find. The World Health Organization (2011) estimated that 15% of the population worldwide is disabled. In the Southern African region, the estimated disability prevalence rate ranged from 5% to 15% (M'kumbuzi, Myezwa, Shumba, & Namanja, 2014; World Health

Organization, 2011). Disaggregated data on employment for persons with disabilities are difficult to find in Southern African countries. In the United States, the rate of employment was 34.5% for persons with disabilities, meaning only 34 out of 100 persons with disabilities were employed. The rate of employment was far higher (76%) for persons without disabilities (Donnelly, 2017). In developing countries, data about employment of persons with disabilities are scarce. In this study, I found that only 4.6% of workers had disabilities in the 28 entities investigated.

Scholars have stressed core challenges that disabled persons face, such as cultural stereotypes, discrimination, infrastructure accessibility, communication barriers, and gender imbalance (Al-Zboon & Smadi, 2015; Kleynhans & Kotze, 2014; Lorenzo & Van Rensburg, 2016; Majiet & Africa, 2015). Barriers to persons with disabilities' employability relate to accessibility, funding, attitudes, and policies (Christoffel Blinden Mission, 2016a). Scholars have emphasized the lack of disabled people's vocational training, insufficient rehabilitation programs and equity plans, inadequate recruitment and retention strategies, poor health services, and patronized attitudes toward disability (Baumgärtner et al., 2015; Cramm et al., 2014; Hashim & Wok, 2014; Khan et al., 2015; Sing, 2012). In developing countries, disabled people struggle to obtain employment.

In Madagascar, the National Act 97/044, adopted in 1997, related Decree 2001-162 adopted in 2001, and subsequent regulations adopted in 2004 are the sole legal texts pertaining to persons with disabilities' rights (Boucher et al., 2015; Ministry of Population, Social Protection and Promotion of Women, 2016; Rafitoson, 2016). Societal attitudes, limited health care and infrastructures, and poor info-technology systems

remain barriers to persons with disabilities' inclusion in the country (Boucher et al., 2015; Khan et al., 2015). Disabled people continue to denounce the nonapplication of existing international and national legal texts in ensuring their legal right to work.

Scholars have not examined the nexus among the concepts of disability identity, empowerment, employability, and transformational leadership theories. Discourse on disability has evolved with the prevalence of the social-constructionist approach that challenged the biomedical disability policies in the 1980s and 1990s (Connell, 2011; Martin, 2012; Peña, Stapleton, & Schaffer, 2016). Disability identity is viewed as facilitating disabled people with self-determination and inclusion in society (Dunn & Burcaw, 2013; Santuzzi & Waltz, 2016; Sharma & Dunay, 2016). Scholars have also focused on empowerment as a means to improve individuals' self-esteem and self-determination (Al-Zboon & Smadi, 2015, Niesz, Koch, & Rumrill, 2008; Rule, 2013). Self-determination requires autonomy and independence of living that could be reached through employment and extended social network, as well as inclusion in the community (Shogren & Shaw, 2016). Empowered individuals with disabilities can reach their self-determination and enhance their employability skills, thus enabling greater quality of life outcomes.

Scholars have stressed factors conducive to persons with disabilities' employability, such as the participation in decision making, learnership programs, enabling workplace environments, self-help groups, rehabilitation community centers, sustained public funding, and grants (Koza, 2015; Lorenzo & Van Rensburg, 2016; Rule, 2013; Sing, 2012). Owen et al. (2015) identified a correlation between self-determination,

social participation, wellbeing, and employability of persons with disabilities. Kirsh et al. (2009) focused on facilitating people with disabilities' work integration and occupational fit. Although some strategies have merits, they may not yield tangible outcomes if the management and leadership aspects of employability are neglected.

Scholars have stressed that transformational leadership could heighten leaders' perspectives on types of transformational changes required when employing persons with disabilities (Bass & Avolio, 1993; Caillier, 2014). Transformational leaders are more likely to facilitate disabled employees' vocational inclusion (Kensbock & Boehm, 2016; Mertens, 2009). Theodorakopoulos and Budhwar (2015) stated that leadership fosters persons with disabilities' inclusion that, in turn, alleviates challenges, while promoting performance and positive outcomes. This research examined managers' responsibility in promoting persons with disabilities' employability skills.

Problem Statement

The employability of persons with disabilities in Madagascar is allied with the employment opportunities. Despite the legislation at the national level and the CRPD at international level, the rights to work are not effective for persons with disabilities (Christoffel Blinden Mission, CBM, 2016a). Discriminatory attitudes and stereotypes about persons with disabilities are still rife, particularly in the labor market (Kleynhans & Kotze, 2014; Lorenzo & Van Rensburg, 2016). Barriers to persons with disabilities' employability are multifaceted and relate to accessibility, funding, attitudes, and policies (CBM, 2016a). The prevalence of disability was estimated at 7.5%, meaning 2.8 million

persons were with disabilities in Madagascar, among them 1.3 million were at working-age adults (National Institute for Statistics, 2017; World Health Organization, 2011).

The United Nations Development Program (UNDP, 2016) indicated that 84.6% of the population in Madagascar is employed, with 75.3% employed in agriculture and 16.9% employed in services. People are working in the informal sector; therefore, the high employment rate reflects a disguised unemployment that also concerns persons with disabilities. Disabled people have limited access to social services and to livelihood opportunities, due to the lack of appropriate policies (Khan et al., 2015). The government is overwhelmed with the problem of poverty and is not willing to provide extra efforts in support to disabled people (Khan et al., 2015; World Health Organization, 2011).

Some managers in companies, cooperatives, institutions, and organizations are reluctant to employ persons with disabilities in Madagascar (Christoffel Blinden Mission, 2016; Gragoudas, 2014; Lorenzo & Van Rensburg, 2016). Compulsory policy requiring managers to hire disabled workers does not exist in the country (Boucher et al., 2015), unlike in few African countries, such as Rwanda and South Africa that have adopted their Employment Equity Act (Ariefdien, 2016; Swarts, 2016). In Madagascar, managers reflect the overall societal attitude, perceiving persons with disabilities as incompetent and lacking vocational skills. Managers also associate persons with disabilities with extra costs due to health care, accessibility, and accommodation needs (Lorenzo & Van Rensburg, 2016).

Purpose of the Study

The purpose of this qualitative case study was to explore the management strategies and leadership styles that managers could use to enhance the employability skills of disabled people in Madagascar. The aim was to identify managers' empowering behaviors meant to foster the competitiveness and attractiveness of persons with disabilities to employers. With the appropriate management strategies and leadership skills, managers could be willing to open their doors to disabled workers. Policy makers can use the findings of this study to heighten the public knowledge on the employability of persons with disabilities in Madagascar. This study contributes to positive social change in terms of persons with disabilities' increased vocational inclusion and social returns for companies.

Research Question

Scholars use the research question to represent the aspects of the problem they aim to examine. The research question is also meant to operationalize the conceptual framework of the study (Miles, Huberman, & Saldana, 2014). One central research question was defined for the study and it stated as follows: How can managers in companies, cooperatives, institutions, and organizations in Madagascar effectively foster the employability skills of persons with disabilities through their management practices and leadership styles? The research methodology developed in Chapter 3 was used to answer this question.

Conceptual Framework

The conceptual framework offers an overview of the relationship between factors, concepts, processes, and populations involved in the study. Significant concepts examined in this study were the concepts of empowerment and self-determination (Niesz et al., 2008; Rule, 2013; Shogren & Shaw, 2016), of employment and employability (Cramm et al., 2014; Kirsh et al., 2009; Sing, 2012), and of disability identity (Connell, 2011; Santuzzi & Waltz, 2016). Managers in companies, cooperatives, institutions, and organizations in Madagascar need a better understanding of disability identity, and of persons with disabilities' employability, for them to empower persons with disabilities who, in turn, could reach self-determination and have a better chance to access employment.

Theories are components of the conceptual framework, and scholars use theories to explain how significant concepts are bound (Green, 2014; Miles et al., 2014). Scholars can use transformational leadership theories to broaden leaders' perspectives and practices on the types of transformational changes required when employing persons with disabilities (Bass & Avolio, 1993; Caillier, 2014). Scholars have identified transformational leadership theories to be appropriate for enhancing disabled people's vocational inclusion (Kensbock & Boehm, 2016; Mertens, 2009). In this study, I focused on the emergent transformational leadership styles that are detailed in the conceptual framework section in Chapter 2.

Among emergent transformational leadership theories are authentic leadership, empowering leadership, community-based leadership, and social justice leadership.

Authentic leadership is based on altruistic intention and aims to unleash self-awareness, positive behaviors, and organizational commitment (Avolio, Walumbwa, & Weber, 2009; Scheepers & Elstob, 2016). Empowering leaders helps employees build confidence and autonomy of decision, while focusing on constraints to performance and on creative outcomes (Byun, Dai, Lee, & Kang, 2016). The community-based leadership contributes to empowerment and socioeconomic engagement through improved decision making and knowledge sharing at the community level (Haruna, 2009). The social justice leader instills decision making and sustained relationships and builds the understanding of disabled people's human rights (De Matthews & Mawhinney, 2014; Rule, 2013). Managers could use these emergent leadership theories to develop strategies to enhance persons with disabilities' employability.

Nature of the Study

The qualitative approach is the correct approach to answer the study research question. Qualitative researchers elucidate a human or a social problem through a better understanding of the meaning-making process (Maxwell, 2013; Pistrang & Barker, 2012). The participants in this study were 28 managers in companies, cooperatives, institutions, and organizations in Madagascar who hire and employ persons with disabilities. The qualitative inquiry is inductive and interactive by nature because qualitative scholars acquire different perspectives from participants (Pistrang & Barker, 2012). Qualitative researchers may explore how employers understand concepts, events, or situations pertaining to employment of persons with disabilities.

I used the case study design for this study. Scholars use a case study to conduct an in-depth examination of information rich in context, pertaining to a determined system with space and temporal limits (Yin, 2014). The case study is also an exploration of a problem with a human and social aspect in a contemporary context (Yin, 2014). In my dissertation, managers' leadership practices were the case; whereas, the employability of persons with disabilities was the bounded system, and the context was Madagascar.

The researcher plays a role in a qualitative study, giving meanings to the participants' perceptions of the research problem. The researcher is the main instrument in the study and is sought to capture a holistic understanding of the human and social problem under investigation (Mile et al., 2014). In this study, I fully assumed my responsibility for the design of the methodology, the data collection and analysis, and the trustworthiness of the findings, as suggested by Janesick (2016). Prior to beginning the study, I examined my own knowledge and cultural perspectives and made sure that I did not influence participants' perceptions of the research problem. I was responsible for the design of the methodology, for data collection using instruments I developed myself, and for data analysis and interpretation.

Definitions

The operational definitions for the study are listed below.

Authentic leadership: A leadership meant to stimulate self-awareness and self-regulated positive behaviors, while enhancing employees' citizenship behavior, organizational commitment, and performance (Avolio et al., 2009; Scheepers & Elstob, 2016).

Accessibility: It consists of ensuring persons with disabilities' access to the physical environment, to transportation, to communication technology, and to information (Christoffel Blinden Mission, 2018).

Community-based leadership: A leadership with a focus on communities' decision making, shared knowledge, and growth for long-term transformational changes and wider engagement in community and social endeavors (Haruna, 2009).

Disability: Activity limitations and participation restrictions of an individual with physical, sensory, intellectual, learning, or other impairments, due to environmental and personal factors that hinder his or her contribution in the community life at an equal basis with others (Hashim & Wok, 2014; Sing, 2012; World Health Organization, 2011).

Disability mainstreaming: The way of incorporating disability-related strategies within mainstream policies to address obstacles to disabled people's rights and inclusion in the society (United Nations Relief and Works Agency, 2013).

Employability: The process, policy, or circumstances that facilitate the access to employment, including better health conditions, equal chances, and wellbeing in the workplace, increased retention, accountability, and skills development (Rule, 2013).

Employability skills: Personal competencies, knowledge, and attributes enabling a person to reach career success in all kinds and levels of work (Andrews & Russell, 2012; Ju, Zhang, & Pacha, 2014, p. 204).

Empowering leadership: Leadership meant to unleash the autonomy of employees, through delegated responsibilities, participative decision making, and shared powers (Lee, Cheong, Kim, & Yun, 2017).

Empowerment: Philosophy sustaining rehabilitation practices that help persons with disabilities make choices, take risks, and develop self-esteem and self-confidence (Niesz et al., 2008, p. 114; Rule, 2013).

Inclusion: Full participation of a person in all aspects of life, including the access to social and economic services, the recovery of a status, and the limited effects of disability (Davey & Gordon, 2017).

Impairment: Lack of enabling environments and social recognition of individuals with disabilities' needs that determine their capacities to operate in society (Connell, 2011).

Livelihood: The means by which individuals or households are able to meet their basic needs, such as food, water, shelter, and essential medicines (Christoffel Blinden Mission, 2016a).

Self-determination: Ability to act freely and autonomously to identify and achieve goals according to a person's choice, competences, and interests independently from outer influences and based on self-realization, awareness of an individual's strengths, and support needs (Al-Zboon & Smadi, 2015; Gragoudas, 2014; Shogren & Shaw, 2016).

Social justice leadership: A leadership based on the alteration of inequitable policies and procedures affecting marginalized groups through advocacy engagement toward sustaining human rights and fairness in personal, social, and developmental aspects (DeMatthews & Mawhinney, 2014).

Transformational leadership: An interaction-oriented leadership theory grounded on leaders' transformational influence on followers that yields trust and loyalty,

motivation, and commitment (Mwambazambi & Banza, 2014; Tyssen, Wald, & Spieth, 2013).

Assumptions

The assumptions identified in the context of this dissertation study are listed below:

1.   Persons with disabilities have the rights to work, equally as others

2.   Persons with disabilities are employable and have skills that could be developed

3.   Transformational leaders are capable of empowering persons with disabilities

4.   Participants in the study provide reliable information about their leadership challenges and strategies to enhance disabled people' s employability

The previous cited assumptions underlay and legitimize the qualitative case study. Qualitative researchers do not examine the validity of the ground assumptions, because they are considered as self-justifying. I conducted the study to advance the knowledge about the concepts of disability identity, empowerment, and employability, as well as about emergent transformational leadership theories and practices. I also focused on examining the challenges to the employability of persons with disabilities to identify enabling management strategies and leadership styles.

Scope and Delimitations

In this study, I addressed the issue of employability of disabled workers in Madagascar. Managers in companies, institutions, cooperatives, and organizations lack awareness of disability-related matters and of transformational leadership that would enable them to empower disabled persons and foster their employability skills. In this study, I explored the leadership dimension of the phenomenon of employability. I used a qualitative method of inquiry to examine what management models and leadership skills leaders and managers could use to foster the employability of persons with disabilities.

The geographical boundary was Madagascar, and I targeted managers in companies, institutions, cooperatives, and organizations located in three different regions of the country to have a better representation of participants. The sample size was 28 persons, which is a common sample size used in qualitative research (Mile et al., 2015). Among the 28 participants, I targeted 12 managers who employ disabled workers in private companies and five leaders of disabled people cooperatives. I also targeted seven managers in public institutions and four leaders in local NGOs.

Limitations

The study had limited scope, as I only focused on persons with disabilities' employability in Madagascar. I only addressed contextual challenges to which persons with disabilities were confronted in the area of employment. I focused more on the leadership dimension of employability. Future scholars may use a more systemic approach and target other aspects, such as the environmental, social, cultural, political, or economic dimensions of disabled people's employability. The study was limited to the

geographic context of Madagascar, though it could be of interest to scholars to have a wider perspective of disabled people's employability in the Southern African region.

The qualitative nature of the research does not provide rigorous evidence of hypotheses as in a quantitative inquiry, which may lead to increased instances of bias. The purposeful sampling that I used for data collection may also restrict the representativeness of the participants in the study. Having 28 participants in the study may not be sufficient for the generalization of the findings and their transferability to other settings. The use of coding in data analysis also reduced biases and subjectivity because the data aggregating process requires rigor. Scholars can use validation strategies, such as triangulation, thick description, or prolonged engagement, to check findings against other sources and perspectives to reduce distortions (Korstjens & Moser, 2018).

Significance of the Study

The results of this study may lead to positive social changes, given the numerous challenges that persons with disabilities are facing in Madagascar (Boucher et al., 2015; Christoffel Blinden Mission, 2016b; Khan et al., 2015). The study could be of benefit to one of the most vulnerable and neglected groups that include groups of persons with disabilities. With improved transformational leadership skills, managers could empower disabled workers and positively influence their self-determination. Leaders could better attend to the vocational needs of disabled workers (Kensbock & Boehm, 2016). Persons with disabilities could, consequently, have better chances of access to the labor market. Managers could gain trust and acknowledgment, as well as fulfillment from their

contributions to the wellbeing of persons with disabilities. The study could pave the way to an inclusive society in which persons with disabilities could prosper.

Stakeholders in the field of disability could use the results of this study to advocate for appropriate strategies within national policies to changing attitudes within the society and implementing inclusive policies. Leaders could use the results of this study to influence resource mobilization and partnership development in support of persons with disabilities. The research could be of benefit to decision makers in the area of disability at community and national levels. Managers could use the results of the study to improve their knowledge on the employability of persons with disabilities and on emerging transformational leadership theories and practices. Managers could know more about the social return they gain when investing in persons with disabilities.

Scholarly studies in the areas of disability and of employment within Madagascar are limited (Khan et al., 2015; World Health Organizations, 2011). In most African countries, peer-reviewed articles and textbooks pertaining to leadership are scarce, and they are practically nonexistent in the country. This study added to the literature in the realms of disability, employment, and leadership development in the context of Madagascar. It added to the knowledge of concepts, such as employability, disability identity, empowerment, and self-determination.

Summary and Transition

In Chapter 1, I provided a synopsis of the main components of the study. I highlighted the problem statement, the main purpose of the study, as well as the research question. The chapter included insights on the conceptual framework. I also discussed the

nature of the study and provided key definitions. I outlined main assumptions, delimitations, and possible limitations. The chapter ended with the implications of the research, including the positive social change it may engender.

In Chapter 2, I present the literature review, starting with the literature search strategy, followed by the conceptual framework in which I discuss key concepts and theories that framed the study. I present themes related to disability and employment at global, regional, and country levels. I examine transformational leadership theories and practices, with a focus on emergent leadership, namely authentic leadership, empowering leadership, community-based leadership, and social justice leadership. I provide insights on transformational changes in the area of employment and disability, before outlining possible gaps to address in the study.

Chapter 2: Literature Review

Introduction

Scholars review the literature to provide a critical examination of scholarly, seminal, and current sources, with the aim of identifying the knowledge gaps meant to justify the study. In the literature review, scholars present the background of the study, main trends, and concepts that serve as the foundation for the study (Walden University Doctoral Capstone Resources, 2017; Walden University Research Center, 2012). In the following literature review, I present scholarly research in the fields of disability, employment, and leadership to identify the knowledge deficiencies and clarify the research needs, while adding credibility to the study.

The employability of individuals with disabilities is a problem in Madagascar. Several factors influence the exclusion of persons with disabilities from mainstream services and economic activities. Scholars cite societal attitudes, discrimination, and stereotypes as factors that contribute to the exclusion of persons with disabilities. Accessibility and communication barriers, health issues, and family rejection are challenges that are exacerbated by cultural and poverty pressures (Christoffel Blinden Mission, 2016a; Khan et al., 2015; Kleynhans & Kotze, 2014; Owen et al., 2015). Company managers may perceive disabled persons as incompetent and lacking vocational skills, thus engendering additional costs because of health care and accommodation needs (Christoffel Blinden Mission, 2016a; Gragoudas, 2014; Lorenzo & Van Rensburg, 2016). Scholars should examine employability with the aim of enhancing disabled people's vocational inclusion.

Several researchers have focused on the multifaceted challenges that persons with disabilities are facing (Baumgärtner et al., 2015; Cramm et al., 2014; Hashim & Wok, 2014). Few scholars, however, have concentrated on the leadership aspect of employability. Leaders' empowering behaviors may yield sustained transformational change for disabled persons in terms of self-esteem, work engagement, and job performance (Kensbock & Boehm, 2016; Mendes & Stander, 2011). Research in the field of transformational leadership is limited in sub-Saharan Africa (Muchiri, 2011; Mwambazambi & Banza, 2014; Ngambi, 2011). Scholarly literature on Madagascar is scarce, and it was not possible to find studies on leadership in the areas of employment and disability that could have informed this research. A better understanding of leaders' practices in employing disabled workers may elucidate management challenges that influence disabled people's access to employment and retention in the workplace.

In this study, I explored management strategies and leadership styles that managers in companies, cooperatives, institutions, and organizations in Madagascar could use to enhance the employability skills of disabled people in Madagascar. I identified and analyzed leaders' and managers' empowering behaviors and skills. The study provided information to stakeholders involved in mainstreaming disability-related strategies within national policies.

I begin the literature review with the literature search strategy, before outlining the conceptual framework and focusing on topics relevant to the dissertation. I review resources pertaining to global and regional challenges to disability and employment and employment and disability in Madagascar. I then explore concepts pertaining to disability

identity, empowerment and self-determination, and employability. I investigate literature on transformational leadership theories of relevance to the study. I conclude the literature review by examining employability and transformational change.

Literature Search Strategy

In the literature review, I present peer-reviewed articles that I garnered from databases, accessible through the Walden University Library. I used databases, such as Business Source complete, Sage Journals, Academic Search Complete, Emerald Insight, Thoreau, ABI/INFORM collection, and Google Scholar to find peer-reviewed and scholarly articles less than 5-years-old. I used the following keywords: *disability, employment, Madagascar, leadership, empowerment, inclusion, transformational leadership,* and *social change*. For the qualitative methodology, I primarily relied on the texts written by Janesick (2016), Korstjens and Moser (2018), Maxwell (2013), McCammon and Keene (2017), Miles et al. (2014), Palinkas (2012), and Saldana (2015). For the research design, I relied on the text on case study written by Yin (2014).

I looked over dissertations relevant to my topic and in line with my research approach and design. I also searched for historical references that provided the foundational theories and concepts for my dissertation. I consulted texts pertaining to the methodology I used in the study. I consulted 160 articles, including 150 peer-reviewed articles, 12 dissertations, and 15 texts books. Additionally, I consulted relevant international and national organizations' reports and relevant web links. Table 1 displays the summary of the resources I explored for the dissertation.

Table 1

Literature Review Sources

Source	2013 and Later	Prior to 2012	Total
Peer-reviewed articles	124	26	150
Non-peer-reviewed articles	8	2	10
Dissertations	10	2	12
Books	7	8	15
Websites	15	0	15
Total	164	38	202
Percentage of total	81%	19%	100%

Conceptual Framework

Qualitative researchers use a conceptual framework to illuminate the overall inquiry and to provide a visual representation of how concepts, theories, factors, processes, and populations are interlinked in the study (Maxwell, 2013; Miles et al., 2014). Scholars use the conceptual framework to map the key components in the study, so as to guarantee coherence and the publication of results with confidence (Green, 2014). When developing the conceptual framework for this qualitative case study, I first ensured its alignment with the other parts of the research, mainly the research questions, the purpose of the study, and the nature of the study. I chose the qualitative method to explore leaders' and employers' understanding of concepts, such as disability identity, empowerment, self-determination, and employability.

Concept of Disability Identity

Literature about disability identity is limited. Scholars have associated disability with exclusive status and have isolated it from identity (Peña et al., 2016). From increased knowledge in the field of disability, critical conceptions of disability identity emerged. Scholars agreed that the concept of disability identity is a complex dynamic featuring social structures and attitudes, persons with disabilities' experiences of impairment, as well as their ways of mirroring themselves and of interacting with others (Forber-Pratt, Lyew, Mueller, & Sample, 2017; Santuzzi & Waltz, 2016). Dunn and Burcaw (2013) defined disability identity as the sense of belonging and association with the disability community. Occupational identity is the most salient identity for disabled workers, and it encompasses vocational inclusion, safety, and wellbeing (Santuzzi & Waltz, 2016). Disability identity is viewed as enabling disabled persons to overcome challenges associated with their impairments and to find human dignity.

Concept of Empowerment and Self-Determination

Empowerment is a complex concept meant to improve individuals' self-esteem and self-determination through multifaceted changes that occur at individual, organizational, and societal levels (Al-Zboon & Smadi, 2015; Shogren & Shaw, 2016). Rule (2013) identified participation in decision making, self-help groups, and social movements at community levels as enabling factors of empowerment. When empowered, individuals with disabilities could reach greater autonomy and be in charge of their lives (Rule, 2013). By being employed or self-employed, they could have a better chance of reaching self-determination. Self-determination entails individuals' autonomy and

independent living (Al-Zboon & Smadi, 2015). Self-determination facilitates employment and social inclusion, while increasing quality of life and residential opportunities (Shogren & Shaw, 2016). Leaders and managers play a role in empowering persons with disabilities and fostering their employability and self-determination.

Concept of Employability

The concept of employability has gained interest in the past decade. Employability as a concept has relevance in the field of disability because of the higher likelihood that disabled persons are less productive and discriminated against in the labor market (Bertrand, Caradec, & Eideliman, 2014). Employability is a pattern that orients the relationship of employees with employment (Bertrand et al., 2014). Identifying the attributes of employability helps determine enabling factors for persons with disabilities' access to employment.

Bertrand et al. (2014) stated that the terms employable and unemployable qualify the degrees of employability and stand at the two opposite ends of the employability continuum. Kirsh et al. (2009) suggested focusing on the outcomes of employability and employment and encouraged considering the work environment, work integration, and occupation fit to facilitate work integration. Work outcomes could include the creation of material and spiritual goods, as well as improved skills and abilities (Pivoda, 2012). Although occupational engagement may facilitate empowerment of persons with disabilities and the exercise of recognized roles, these may not be sufficient to maintain the employability and sustain the livelihoods of disabled workers.

In the employability skills literature, scholars identified multiple abilities, ranging in the categories of basic skills, higher-order thinking, and affective skills that refer to personal attributes, knowledge, and genetic talents (Andrews & Russell, 2012; Ju et al., 2014). Employers value more affective skills, such as responsibility, positive attitude toward work, consciousness, self-confidence or creativity, and flexibility when hiring employees (Andrews & Russell, 2012). Employability skills are not seen as merely employees' attributes, but as enabling conditions for successful integration in the labor market.

Transformational Leadership Theories

Theories are features of the conceptual framework, and they provide the foundation of the study by explaining key concepts, as well as the relationships among them (Green, 2014; Miles et al., 2014). Scholars can use transformational leadership theories to explore leaders' practices and transformational changes associated with persons with disabilities' empowerment and employability (Bass & Avolio, 1993; Caillier, 2014). Transformational leadership could be appropriate to the vocational inclusion of employees with disabilities (Kensbock & Boehm, 2016; Mertens, 2009). Theodorakopoulos and Budhwar (2015) claimed that leadership fosters persons with disabilities' inclusion, which alleviates challenges, while promoting performance and positive outcomes. Transformational leadership theories are fundamental in exploring strategies that may fit the context of the employability of persons with disabilities in Madagascar. Figure 1 below presents the conceptual framework for this study.
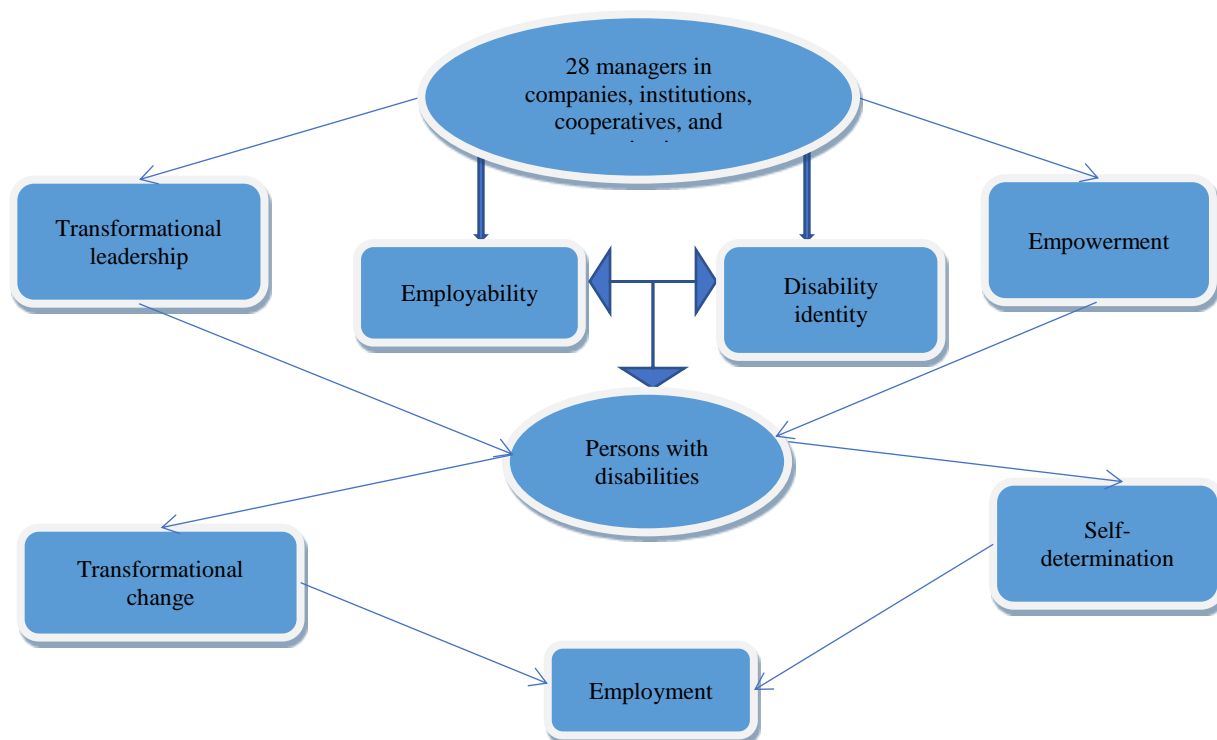
Figure 1. Illustration of the conceptual framework.

As illustrated in Figure 1, the targeted participants in the study were managers in companies, cooperatives, institutions, and organizations who employ workers with disabilities. The context was Madagascar where persons with disabilities face challenges that hinder their employability skills. Managers and leaders require a better understanding of the concepts of disability identity and employability, so that they can empower disabled persons with disabilities who could reach self-determination and have a better chance to be retained in the workplace. Managers can use relevant transformational leadership theories to develop skills and foster persons with disabilities' employability.

Global Challenges to Disability and Employment

The sustainable development goal number eight (SDG8) was one of the 17 global

goals adopted in 2015 by world leaders and presented in the 2030 Sustainable

Development Agenda (United Nations, 2015). SDG8 stated "achieving full and

productive employment and decent work for all women and men, including for young

people and persons with disabilities" (United Nations, 2017a, p. 7). The right of disabled

persons to decent employment is among the priorities of the international community,

and world leaders echoed the challenges to decent employment and livelihood

opportunities. They claimed the need to break the link between disability and poverty by

acknowledging the increased prevalence of disability among the working-age population.

Few provisions of the CRPD relate to employment and skills development,

particularly article 27 in which states parties recognized the rights of persons with

disabilities to decent work that would facilitate the inclusion in societies (Lorenzo & Van

Rensburg, 2016; United Nations, 2017b). State parties are the 177 member states of the

United Nations that have ratified the Convention (United Nations, 2017b). States parties

are committed to ensuring decent work to disabled people and to combat discrimination

by offering equal opportunities for work of equal value. They also agreed to facilitate

disabled persons' access to vocational training and to placement services and to promote

self-employment, entrepreneurship, or cooperatives and start-up business. Persons with

disabilities have the rights to receive reasonable accommodation in the workplace

(Lorenzo & Van Rensburg, 2016; United Nations, 2017b). These measures are meant to

combat disability discrimination in the field of employment, so that people with disabilities can fully enjoy their fundamental rights to work.

Gaps exist, however, between the internationally agreed upon policies and their implementations at the country level. Translating international texts into national policies and strategies would require decision makers' greater political will and employers' increased awareness of disability identity and employability. With the disability prevalence estimated at 15% of the population worldwide (World Health Organizations, 2011), enhancing disabled people's employability would require resource mobilization and changes in management and leadership strategies.

The disability rate varies in countries and within countries, depending on the definition used for disability. In France, for instance, the percentage of disabled people ranged from 4% to 40% (Bertrand et al., 2014). The low rate is in line with the narrow definition of disability, or the official recognition of the disability of an individual. The high rate relates to the wide definition, meaning the declaration of one or more impairments (Bertrand et al., 2014). WHO estimates showed that 59% of working men and 20% of working women were with disabilities in low income countries, whereas 71% of working men and 31% of working women were with disabilities in developed countries, (WHO, 2011).

In the United States, the employment rate for workers with disabilities was 34.5%, meaning that out of 100 persons with disabilities, only 34 to 35 persons were employed (Donnelly, 2017). The employment rate was twice higher (76%) for persons without disabilities in 2015 (Donnelly, 2017). The unemployment rate was estimated at

10.7%, compared to 5.1% for persons without disability (Donnelly, 2017). In Canada, the employment rate was 55% for persons with disabilities, compared to 84% for persons without a disability (Statistics Canada, 2017). In South Africa, the gender imbalance is acute with only 19.6% of women with disabilities employed, compared to 52.8% of men with disabilities (Statistics South Africa, 2011). The same gender imbalance is witnessed in Rwanda, as indicated in Table 2, in the following. The employment imbalance also exists among urban and rural areas and between disabled and nondisabled employees (National Institute of Statistics of Rwanda, 2012). Persons with disabilities tend to be self-employed, likely because of the lack of access to the job market.

Table 2

Distribution of Persons with/without Disabilities Employed in Rwanda

Area/Employment Status	Persons with disabilities %		Persons without disabilities %	
	Male	Female	Male	Female
Urban				
Employee	46.6	27.3	54.7	38.3
Employer	1.1	0.5	1.2	0.6
Self-employed	42.3	56.9	33.9	46.1
Rural				
Employee	14.0	6.3	7.8	7.7
Employer	0.5	0.3	0.5	0.2
Self-employed	76.7	79.0	79.6	75.6

Source: National Institute of Statistics of Rwanda, 2012

Scholars have stressed persons with disabilities' core challenges, such as stereotypes and bias, discrimination, infrastructure accessibility, and communication barriers (Kleynhans & Kotze, 2014; Lorenzo & Van Rensburg, 2016). Cultural stereotypes, gender imbalance, and the society biased views are impeding factors to the inclusion and the access of persons with disabilities to leadership positions (Majiet & Africa, 2015). Scholars have revealed the double jeopardy that disabled women face, as they experience both gender discrimination and discrimination related to their disabilities. Additional problems may occur, such as marginalization, or physical, sexual, and emotional abuse (Al-Zboon & Smadi, 2015; Razafinjato, 2011).

Christoffel Blinden Mission (CBM, 2016a) advocated for governments' and stakeholders' obligations to protect disabled people's rights to work and to sustained

livelihood. CBM revealed obstacles to disabled people's inclusion in work and livelihood that relate to accessibility, finance, attitudes, and policies. Scholars also emphasized the lack of rehabilitation programs and patronizing attitude toward disabilities, thus hampering persons with disabilities' vocational inclusion (CBM, 2016a; Khan et al., 2015; Sing, 2012). Although scholars' attention was more on the structural and attitudinal barriers, little emphasis was on the employability of persons with disabilities.

Attending to the needs of disabled employees remains a global challenge. For instance, it is difficult to find sign language interpreters to facilitate deaf people's communication, particularly in rural areas. The WHO (2011) revealed that only 62 countries provide sign language interpreting services, 43 countries provide sporadic training on sign language interpretation, and 30 countries have less than 20 sign language interpreters (including Iran, Madagascar, Mexico, Sudan, Thailand, and Tanzania). Ensuring disabled people reasonable accommodation in developing countries requires synergized efforts at the international and national levels.

A number of financial initiatives exist for providing accommodations for persons with disabilities, but scholars questioned the impact of the social cash transfer (Gooding & Marriot, 2009). Scholars identified hindrances to implementing cash transfers, such as accessibility and availability, limited awareness, low funding levels, accountability, and eligibility. Cash transfers may also increase the perception of charity and dependence of persons with disabilities and undermine any sense of empowerment and employability. In a number of developing countries, demeaning attitudes toward persons with disabilities, inequitable eligibility criteria, and corruption undermined the implementation of social

cash transfer program (Gooding & Marriot, 2009). Social cash transfer alone cannot address disability-related challenges, hence the importance of a wider inclusive approach and non-discriminating legislation.

Echevin (2013) examined the issue of disability-presumed impediment on productivity, thus making disabled persons less attractive in the job market. Policy makers may link disability with developing countries' poverty and weak resilience. Disabled persons are mostly affected by lower incomes and have limited chances to access quality education and employment. In CapeVerde, Echevin revealed disparities among social categories and found that the disability rate was higher in rural areas (3.81%) than in urban areas (2.71%). Echevin also found that the disability rate was more pronounced among children under 5 (0.78%) and elders above 65 years (8.11%). The disability rate is also higher among the poorest (4.16%), than the wealthiest (2.4%).

Sing (2012) pointed out the inadequate recruitment and retention strategies for persons with disabilities, as well as the limited number of qualified workers with disabilities. Inequality remains at all stages of the recruitment process, from the initial job advertisement to the final interview. Victor et al. (2017) pointed out unfair hiring decisions and treatment in the workplace, which may lead to disability discrimination. When employers are asked to hire employees with disabilities, they have preference for some types of disabilities, like mild physical or learning disabilities that would not involve high costs for accommodations (Flanagan, 2016). Persons with visual impairment are considered the costliest, because they often require another supporting employee

(Flanagan, 2016). Scholars should explore the costs associated with different types of disabilities in the workplace in developing countries.

Few scholars have examined disabled employees' job satisfaction. The lack of flexibility in the workplace may lead to reduced job satisfaction among disabled employees (Baumgärtner et al., 2015). A higher level of education positively influences disabled workers' job satisfaction (Kamal & Tomoo, 2014). Further studies could focus on job satisfaction for persons with different types of disabilities.

Challenges to Disability and Employment in Southern African Region

Research on disability and employment in the Southern African region, particularly Madagascar, is scarce. Some scholars, however, have conducted studies that were of relevance to this study. Madagascar shares similarities with its neighboring Southern African countries in historical and cultural ties, economic development challenges, and have societal structure based on communitarianism.

Most countries in the Southern African region do not have recent or reliable databases on disability and refer only to the estimated prevalence rate for disability, which ranges from 5% to 15% (World Health Organization, 2011). For instance, the percentage of persons with disabilities was estimated at 7.5% in South Africa, 12.97 % in Malawi, 11.43 % in Mauritius, 5.78 % in Zambia, 7.5% in Madagascar, and 10.98 % in Zimbabwe (Mitra, 2011; M'kumbuzi et al., 2014; National Institute for Statistics, 2017; WHO, 2011). Without reliable statistics, it is difficult to create a strategy suitable to address the challenges persons with disabilities are facing.

More scholarly studies have been conducted in South Africa where progress was registered in terms of legal texts and strategic framework in support of persons with disabilities. Yet, the country is not achieving disability employment equity. The South African legal framework emphasizes persons with disabilities' inclusion in the labor market, starting with the Constitution, the *Employment Equity Act* adopted in 1998, the *Code of Good Practice on Disability* in the workplace adopted in 2001, and the *Technical Assistance Guidelines on the Employment of Persons with Disabilities* adopted in 2007 (Ariefdien, 2016; Swarts, 2016).

The South African social security agency created national grants to persons with disabilities. Although the grant provides disabled people with some life comfort, it hampers their willingness to embark on employment endeavors (Ariefdien, 2016; Swarts, 2016). Mitra (2009) examined the limited economic significance of the South Africa Disability Grant program on labor supply. The researcher found an inadequate disability screening in the past decade that led to a higher probability of individuals with disabilities' lack of incentives to work. Disability grants have likely contributed to persons with disabilities' unwillingness to work and to a culture of dependency.

A number of factors limit the access to work of disabled youth, which can lead to economic and social exclusion (Cramm et al., 2014). Scholars evidenced significant relationships between a lack of vocational skills, job availability, and unemployment of youth (Cramm et al., 2014; Lee et al., 2016). Social attitudes and poor health are also linked with unemployment, as well as inadequate recruitment and retention strategies (Cramm et al., 2014; Scheepers & Elstob, 2016). Policy makers must reduce the obstacles

to employment of disabled youth to lessen the inequality between disabled and nondisabled persons.

Legal Framework on Disability in Madagascar

Despite advocacy efforts at international and national levels, the only compulsory national texts related to disabled persons' rights in Madagascar are the National Act 97/044 adopted in 1997, subsequent Decree 2001-162 adopted in 2001, and regulations adopted in 2004 (Boucher et al., 2015; Ministry of Population, Social Protection and Protection of Women, 2016; Rafitoson, 2016). The National Act has provisions for the rights of disabled people to vocational training and employment. The National Act stipulates the role of the government in terms of disabled people's accessibility and equality of opportunities. The government must facilitate the employment of disabled people and encourage private companies to hire persons with disabilities and accommodate them in the workplace.

The Decree 2001-162 was released in 2001 in application to the act adopted 4 years earlier. The Decree 2001-162 was supposed to mark a greater engagement of the government, and other stakeholders, in the promotion of disabled people's rights to vocational training and employment (Ministry of Population, Social Protection and Protection of Women, 2016; Rafitoson, 2016). Similar to the 1997 National Act, words such as "encourages", "favors", or "could" are included throughout the text, translating a lack of engagement from the government. By using these words, Decree 2001-162 shifted the responsibility of disabled workers' empowerment to employers in private companies and leaders in cooperatives and rehabilitation organizations.

The regulations, consecutive to Decree 2001-162, were only issued in 2004, 3 years after its adoption. The regulation 2004-24667 made provisions for disabled people's access to employment in the public and private sectors (Ministry of Population, Social Protection and Protection of Women, 2016). The Law 2003-044 on Labor Codes in Madagascar includes a specific section under Chapter 3 pertaining to workers with disabilities. It provided the creation of incentive measures for companies hiring disabled workers (International Labor Organization, 2004). No effective actions were taken, so far, for the implementation of the incentive measures. The existing legal texts are outdated and present shortcomings, because they do not create government obligations to mainstream disability related matters in other national acts.

CBM (2016b) reported on achievements in Madagascar, namely the adoption of the *National Disability Mainstreaming Plan* in 2015, subsequent to the ratification of the CRPD in December 2014. In December 2017, the national parliament adopted the related optional protocol. Despite these achievements, the international convention was not yet translated in terms of national acts, decrees, or regulations. Challenges remain, such as the insufficient attention to disabled persons' special needs and the limited knowledge on disability. The Platform of Federations of People with Disabilities (PFPH), an umbrella for disabled people organizations, continues to denounce the non-application of persons with disabilities' rights, particularly the rights to health, education, employment, and mobility (CBM, 2016b). Little progress was registered in the past 10 years, particularly in regards to disabled persons' rights to employment.

The PFPH has been involved in reporting on the process of SDGs'
implementation in Madagascar. The United Nations Human Rights Committee
recommended more inclusion of disability perspectives in national policies and strategies
(International Disability Alliance, 2016). The United Nations Human Rights Committee
called for increased awareness of combating stigmatization and discrimination and
allocation of budgetary lines in the national and sectorial budget (International Disability
Alliance, 2016). Governments must collect and disseminate comprehensive and
disaggregated data to assess trends and progress towards the realization of persons with
disabilities' rights (International Disability Alliance, 2016). The United Nations Human
Rights Committee emphasized the rights of women and girls with disabilities, stressing
the vulnerability of these groups, as well as gender imbalance. The report made no
mention of employability for persons with disabilities.

Employment and Disability in Madagascar

Scholarly literature in the field of Madagascar employment and disability is
difficult to find in scholarly databases. International and national NGOs, however,
provide information pertaining to employment and disability in Madagascar, even though
these reports are targeting the larger public and disability stakeholders. I also found
articles in Google Scholar that contributed to this literature review. I focused on the
national legal framework pertaining to employment for persons with disabilities. These
few, but significant, documentation materials enabled an overview of persons with
disabilities' current situation in Madagascar.

Statistical data about disabled people's employment are lacking in Madagascar, though few scholars brought to light data pertaining to household financial difficulties and unemployment. Boucher et al. (2015) reported on financial difficulties of 87% of households in the Southern region of Madagascar, where disabled persons are economically and socially excluded. With more than 90% workers in the informal sector, Madagascar presents a disguised unemployment (International Labor Organization, 2015; Lee et al., 2016; National Institute for Statistics, 2017). No sufficient knowledge exists on how disguised unemployment affects persons with disabilities.

With high levels of poverty and limited resources, the government in Madagascar is not set up to provide extra efforts in support to persons with disabilities (Khan et al., 2015; WHO, 2011). Scholars claimed that societal attitudes and limited health care services are barriers to persons with disabilities' social and economic inclusion in Madagascar (Boucher et al., 2015; Khan et al., 2015). Khan et al. (2015) identified poor health care services and limited info-technology systems as hindrances to progress in disabled employees' vocational inclusion. Khan et al. also pointed out the "disconnect" between disability and community-based rehabilitation. Khan et al. focused on the health dimension of disability and placed less emphasis on its social dimension and related rights-based approach.

Razafinjato (2011) stressed contextual hindering factors to persons with disabilities' rights, such as infrastructure inaccessibility, absence of benefits, and the lack of appropriate accommodations. Razafinjato called for solidarity among persons with disabilities to overcome disability challenges. The International Disability Alliance

(2016) denounced the limited access to services and livelihood, particularly for women with disabilities, in Madagascar. The International Disability Alliance also highlighted the vulnerability of children with disabilities, who are often victims of abuse and lack access to mainstream education and to health care.

Boucher et al. (2015) focused on persons with disabilities' participation in local governance in the Southern region of Madagascar. Boucher et al. outlined families' rejection or neglect of family members with disabilities. Disability is perceived as a shame and a source of evil that led to culturally-based discrimination in the Southern region of Madagascar. Boucher et al. stressed disabled people's lack of confidence that leads to exclusion and invisibility. The aforementioned challenges may not be sufficient to explain persons with disabilities' limited access to employment and livelihood.

Almanza et al. (2015) examined youth employment in Madagascar and indicated that 16.58% of youth workers were in the public or private sector in Madagascar, whereas 32.8% were self-employed, among which 71% was in the agricultural sector. Almanza et al. did not provide analytical insights about individuals with disabilities, although the survey included questions on disability status. Fafchamps and Minten (2009) found a significant relationship between welfare, health status, provision of public services, and insecurity in Madagascar. Disabled people belong to the most vulnerable groups in the society and are the first victims of insecurity, which affects their access to employment and livelihood opportunities.

Persons with disabilities are likely to lack access to decent work, even though this is one of the universally agreed upon SDGs. Lee et al. (2016) reported on the

implementation of SDG 8 that pertains to productive employment and decent work.

Under SDG 8, persons with disabilities were clearly mentioned among targeted

vulnerable groups. Lee et al. identified problems, such as the high rate of informal work

in Madagascar, unemployment, insufficient job creation, and gender and wage inequality.

Persons with disabilities are not able to access employment; however, the government in

Madagascar has not adequately addressed this problem.

Models of Disability

The concept of disability identity was introduced in the conceptual framework. In

this section, I highlighted different models and perceptions of the disability construct that

pertain to disabled persons' empowerment and employability. Historically, disabled

persons were labeled as dysfunctional and unhealthy, requiring medical treatment before

they were acknowledged as a part of an oppressed minority group that deserves status and

privileges (Peña et al., 2016). Scholars recognized disability as a complex and

multidimensional concept that features organic, functional, and social aspects (Bertrand

et al., 2014; Connell, 2011).

Disagreements still exists between the proponents of the medical model and the

proponents of the social model of disability. Under the medical model, disability is

defined as the consequence of individual malfunction, while in the social model disability

is the consequence of environmental obstacles that limit categories of individuals'

participation in the society (Bertrand et al., 2014; Mertens, 2009; Sing, 2012). In the

medical model, disability is considered a sickness requiring medical community

commitment, while the social model includes the environmental response to individuals

with a disability (Mertens, 2009). Proponents of the disability rights movement accused the proponents of the medical model as establishing barriers that hamper persons with disabilities' attainment of rights (Travis, 2014). Disability is increasingly accepted as a dimension of human difference and not as a defect.

Discourse on disability has evolved with the prevalence of the social constructionist perspective that opposed the biomedical disability approach (Martin, 2012; Peña et al., 2016). According to the social perspective, the contextual environment may create disabilities, such as attitudinal and structural barriers, that limit individuals with impairments' ability to evolve in society (Martin, 2012). In the social disability conception, the emphasis is on the interactions between the individual and the environment (Travis, 2014). Lorenzo and Van Rensburg (2016) advocated for the disability inclusion and social change and the recognition of disabled people as active citizens who are able to participate in the social and economic development. Scholars should focus on contextual factors, or on organizational norms and employers' practices that produce inequality between persons with and without disabilities.

The social model reached a hegemonic position after the adoption of the CRPD in 2006. The international convention marked the shift from the charity mindset to the development mindset, acknowledging disabled individuals as subjects with full rights, instead of objects who only require social protection and health care. Disabled people are recognized as capable of making decision for their lives and of being agents of change in the society (United Nations, 2017b). The CRPD is expected to bring about change in attitude and mindset in societies and to instill the value of disability identity.

Disability Identity and Employment

Over time, a critical disability theory emerged, and a number of researchers raised the issue of disabled people's social identity. The disability language evolved, shaped by cultural specificities and by individual and group differences (Peña et al, 2016). Scholars recognized the concept of disability identity complex dynamic, yet no common understanding was reached. Forber-Pratt et al. (2017) suggested considering the disability identity concept as enabling people with disabilities to mirror themselves and interact with others. The knowledge of disability identity may help managers to foster persons with disabilities' employability through improved rehabilitation and social and economic support.

Santuzzi and Waltz (2016) pointed out the complexity of disability identity and argued that it features social structures and attitudes, as well as persons with disabilities' experience of impairment. Dunn and Burcaw (2013) outlined the sense of belonging to the disability community. The knowledge of disability identity positive aspects (e.g., pride, self-esteem, and community attachment) allows individuals to understand how people live with their impairments. Connell (2011), however, warned about the unique consideration of the perspective of disability in occidental countries. Connell invited scholars to tap into the social and intellectual resources in the global South of the world to develop strategies that will address disabled groups' marginalization and will make their voices heard.

The negative self-perception of persons with disabilities' own impairments can inhibit their employability (Hashim & Wok, 2014). Scholars have not sufficiently

explored the behavior of disabled workers' potential impacts on the organization and the community (Hashim & Wok, 2014). Persons with disabilities are seen as in need of sympathy and relief service, rather than being seen as productive individuals who could contribute to the effectiveness of organizations and the economic growth of the nation.

Sharma and Dunay (2016) suggested avoiding pessimistic and demeaning language and to explore positive facets of disability to instill positive thinking and contribute to the wellbeing of persons with disabilities. Positive thinking can lead to improved disabled people's values and human dignity. The way disabled people are presented in the media may impact their acceptation or denial of disability identity (Zhang & Haller, 2013). Managers can use disability identity to enable disabled persons to overcome challenges associated with their impairments, while facilitating their self-determination and inclusion in society.

Occupational identity is the most salient identity for workers. Scholars should focus on disabled workers' vocational needs, safety, and wellbeing (Santuzzi & Waltz, 2016). When given the opportunity to work, persons with disabilities could retrieve their human dignity and could consider their disability as a "pride" instead of a "shame" (Razafinjato, 2011). Metzinger and Berg (2015) provided insights on vocational identity that they claimed as having a life role for disabled workers with chronic conditions. Further understanding of the concept of disability identity could be instrumental when exploring measures to facilitate disabled persons' empowerment and self-determination.

Empowerment and Self-Determination

Many scholars have focused on empowerment, which is understood as a complex process, and essential in fostering self-esteem and self-determination in individuals with disabilities (Al-Zboon & Smadi, 2015; Niesz et al., 2008; Rule, 2013; Shogren & Shaw, 2016). Niesz et al. (2008) stressed internal psychological factors of empowerment, such as the sense of responsibility, commitment, and goals orientation, and situational-social factors, mainly economic security, partnership, and supportive networks. When empowered, disabled individuals can control their lives and be directly involved in policy implementation and vocational service delivery.

Persons with disabilities should make autonomous decisions for them to reach a greater work opportunity. Al-Zboon and Smadi (2015) identified empowerment as helping persons with disabilities make decisions, and reach autonomy and self-determination. Rule (2013) advocated working with, instead of working for, persons with disabilities. Managers must better understand the complexities of the empowerment process, so that they can engage in social actions for and with persons with disabilities.

A number of empowerment initiatives were proven to be successful in few countries and could be worth to replicate in the context of Madagascar. Self-help groups or social movements at community levels involving persons with disabilities were developed in South Africa to address powerlessness and oppression to which South Africans were familiar with during the apartheid regime (Rule, 2013). In India, self-help groups were created for social and economic empowerment of women with disabilities (Chitra & Suta, 2016). Self-help groups were increasingly developed in community-based

rehabilitation in countries such as Ethiopia and Rwanda (Christoffel Blinden Misssion, 2016c). Disabled women benefited from capacity building, financial benefits through microcredit, and marketing facilities. Self-help groups created resource mobilization, funds management, leadership building, funding sustainability, and microfinance learning mechanism. Empowering initiatives should, however, occur in the long run to ensure their sustained outcomes.

Rule (2013) called for a scrutiny of the complexities of empowerment in community-based rehabilitation. Rule suggested exploring African cultural values, such as Ubuntu, to facilitate persons with disabilities' inclusion within community. Ubuntu is viewed as a humanistic philosophy that is grounded in human dignity, kinship, compassion, mutual respect, and community interaction (Muchiri, 2011). In Madagascar, empowerment aligns with the ways that disabled persons overcome societal attitudes and cultural barriers. Leaders and managers should, therefore, be mindful of gender, the cultural dimension, and the nature and diversity of impairments that may influence empowerment strategies of disabled people.

Al-Zboon and Smadi (2015) examined the level of self-determination among women with disabilities in Jordan and found a high correlation between empowerment, motivation, and self-determination. Self-determination is aligned with academic achievement, vocational skills, and job development. Autonomy and independent living, work, and social networks are also self-determination factors (Shogren & Shaw, 2016). Managers can use self-determination to facilitate the inclusion of vulnerable groups in society and yield improved quality of life outcomes (Al-Zboon & Smadi, 2015).

Gragoudas (2014) advocated for the incorporation of self-determination in curriculums and rehabilitation practices to foster choice and decision making, as well as the aptitude to set goals and solve problems.

Empowerment strategies may yield meaningful outcomes in terms of persons with disabilities' social status, job satisfaction, and quality of life. When empowered, persons with disabilities might have a better chance to reach self-determination and be employed or self-employed. Organizational leaders and company managers have, however, a role in empowering persons with disabilities. They must, therefore, improve their management practices and leadership skills.

Enabling Factors to Disabled Persons' Employability

In this section, I highlighted factors conducive to persons with disabilities' employability that emerged from recent scholarly studies. Scholars have identified enabling factors, such as contextual, environmental, financial, personal, and educational factors. Owen et al. (2015) found a significant correlation between employability and quality-of-life change factors, namely independence or self-determination, social participation, and wellbeing factors. A shared understanding exists about all citizens' right to employment, which is needed for health and social inclusion (Kirsh et al., 2009). Kirsh et al. (2009) suggested considering factors linked to the persons and the work environment to facilitate people with disabilities' work integration and occupational fit. Kirsh et al. emphasized the importance of work for recovery of persons with mental illness and for persons with intellectual disabilities.

Hashim and Wok (2014) stated that appropriate job design, setting adjustment, and attractive work environment are enabling factors to employees with disabilities' job satisfaction, commitment, and loyalty. High flexibility and decentralized context could also enhance disabled workers' job satisfaction (Baumgärtner et al., 2015). As opposed to centralized environment, flexible settings are less formalized, thus favoring work engagement (Baumgärtner et al., 2015). Scholars must examine how to make employers better committed to disabled workers' retention in the workplace and how to cope with related cost.

The lack of sustained funding in support to disabled persons remains an impeding factor in developing countries, where disability is intertwined with poverty (Lorenzo & Van Rensburg, 2016). Gooding and Marriot (2009) recommended incorporating cash transfer within a broader program. Koza (2015) advised sustaining grants for employment to address persons with disabilities' lack of effectiveness and absence of attractiveness to employers. Disability stakeholders should promote a systemic approach, encouraging disabled workers' implication in the design of transfer schemes and their implementation.

Koza (2015) suggested considering nonfinancial factors to support persons with disabilities' employment. Kamal and Tomoo (2014) emphasized the tie between employability and quality education and pointed out physical impaired persons' limited chances to find a job, despite their respective high level of education. Contextual factors, particularly cultural factors, should be considered when promoting persons with disabilities' access to education and vocational training in countries such as Madagascar.

Corporate culture and organizational flexibility are significant factors related to disabled employees' retention in the workplace (Baumgärtner et al., 2015). Employees are more likely to be satisfied with their job in a scale company where the work environment is more attractive (Sutherland, 2013). Sutherland explained that individuals have psychological needs for autonomy that employers should take into account. Sutherland focused on the nuance between job satisfaction and wellbeing. Job satisfaction refers to individuals' achievement and fulfillment from work (Victor et al., 2017), whereas wellbeing refers to life satisfaction and happiness (Sutherland, 2013). Individuals with disabilities merit both job satisfaction and wellbeing.

Management Strategies toward Disabled Persons' Employability

In this section, I explored meaningful management initiatives that scholars developed in recent years. The suggested strategies are multifold and occur at individual, organizational, and societal levels. At the individual level, scholars recommended person-centered planning, occupational fit, learnership programs, work competitiveness and attractiveness, as well as work readiness (Espiner, 2015; Metzinger & Berg, 2015; Sing, 2012). At the organizational level, scholars recommended accessible infrastructures and setting adjustment, attractive workplace environment, appropriate job design, fair recruitment process, and flexibility (Baumgärtner et al., 2015; Sing, 2012). At community and societal levels, scholars recommended community-based rehabilitation, resources mobilization, attitude-changing programs, knowledge about disability, and accounting on cultural specificities (Kleynhans & Koitze, 2014; Rule, 2013).

Sing (2012) proposed a job access framework that entails rehabilitation community centers, priority attention given to people with disabilities in the recruitment process, learnership programs, sustained public funding, and an enabling workplace environment. Lorenzo and Van Rensburg (2016) advocated for youth with disabilities to have better access to decent work and suggested encouraging business start-ups. Promoting decent jobs could facilitate the retention of disabled workers in the workplace, while enhancing their accountability and skills (Sing, 2012). Access to "decent work" is mentioned in international and national legal policies, although its effective implementation has not been examined.

Few researchers recommended attitude-changing programs to improve leaders' and managers' knowledge of disability. Based on experiences they conducted within a leadership program in South Africa, Kleynhans and Koitze (2014) established how learners without disabilities could change their behaviors when put in context with persons with disabilities. Kleynhans and Koitze claimed that their acquaintance had, likely, instilled attitude change in both groups. An attitude-changing program may, therefore, lead to the insertion of disabled workers in the workplace and in the community, while restoring their dignity (Kleynhans & Koitze, 2014). The lack of awareness about disability-related issues can sustain ignorance on how to respond to their needs.

Espiner (2015) envisioned person-centered planning as a means to promote a sense of ownership and motivation and to translate persons with disabilities' aspirations into achievable goals. Metzinger and Berg (2015) developed work readiness tools aimed

at building vocational and occupational profiles. Metzinger and Berg stated that tools could assist young disabled workers in better managing their specific health conditions, while fostering their identities and ensuring their work success. These strategies may not yield tangible outcomes if persons with disabilities are not effectively involved in decision-making processes that impact their lives.

Some African countries have included initiatives, such as the extended public works program that targets youth with disability inclusion in South Africa, the epilepsy South Africa Western Cape Branch program, and the disability catalyst Africa program (Ariefdien, 2016; Swarts, 2016). These strategies enabled platforms for dialogue and interaction among disability stakeholders and raised awareness on disability-inclusive development. Based on advocacy, affirmation, and accountability, these initiatives facilitated persons with disabilities' participation in academic and public forums (Ariefdien, 2016; Swarts, 2016). The initiatives can be replicated in other countries in the region.

In Rwanda, the government compensation program in support to the poor includes persons with disabilities and yielded significant outcomes among working-age adults (Kiregu et al., 2016). Successful inclusive services to disabled people entail micro-savings, cash transfers, and placements in appropriate workplaces (Kiregu et al., 2016). Echevin (2013) assessed the occurrence of discrimination based on disability in the labor market in Cape Verde and suggested promoting disability-oriented policies to reduce discrimination at a younger age. Further examination of the management strategies'

outcomes may provide more information about their effectiveness and possible

transferability.

Transformational Leadership Theories Construct

Scholars have not examined the aspect of leadership when employing persons

with disabilities. Scholars concentrated more on persons with disabilities who benefit

from empowerment, rather than on leaders and managers who bear the responsibility of

empowerment and transformational changes (Kleynhans & Kotze, 2014; Lorenzo & Van

Rensburg, 2016). A better understanding of transformational leadership theories and

practices might be of help to managers employing disabled workers.

Despite several attempts, scholars did not find a consensus about one universally

agreed definition of leadership. Birkinshaw and Goddard (2009) defined leadership as the

influence of leaders' traits and behaviors on followers. Uhl-Bien and Marion (2008)

defined leadership as the mutual influence between the leader and the follower, with the

primary aim of achieving common targets. Leadership entails leaders' use of social

power to motivate followers and instill in them positive changes (Uhl-Bien & Marion,

2008).

Scholars recognize leadership as dynamic and strategic, holistic, global, and

complex (Avolio et al., 2009). They have focused both on leaders' and followers'

reciprocal influence in driving leadership development. Modern organizations present

multifaceted interactions, making employees' voices and behaviors essential for their

success (Kwak, 2012). A better knowledge of leadership complexities may facilitate the

design of strategies that could help leaders and managers sharpen their skills in their areas of competences.

Transformational leadership is an interaction-oriented theory based on leaders' and followers' mutual influence (Tyssen et al., 2013). Burns (1978) and Bass (1985) first launched the idea of transformational leadership in the late seventies and early eighties, and later gained the support from other scholars, such as Howell and Avolio (1993), Barling, Weber and Kelloway (1996), Lussier and Achua (2009), Avolio et al. (2009), and Grant (2012). Scholars expanded the theoretical knowledge and practical implementation of transformational leadership, thus leading to the diversification of transformational leadership theories. Transformational leadership is superseding other leadership theories, and its application spans diverse areas of activities and geographical contexts.

Scholars emphasized the four dimensions of transformational leadership: "inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration" (Burns, as cited in Grant, 2012, p. 459). Transformational leadership core values include compelling vision and collective identities, as well as confidence and optimism (Tyssen et al., 2013). Transformational leaders engender positive impacts on performance, due to enabling factors that create efficiency and commitment, motivation, and creative mindsets (Tyssen et al., 2013). These values of transformational leadership are at the core of persons with disabilities' empowerment and employability.

Scholars have expanded the theoretical knowledge of transformational leadership. Cailler (2015) emphasized that transformational leaders concentrate on followers'

motivation and leaders' long-term influence. Transformational leaders yield organizational change and sustained results because they instill intrinsic motivation, trust, and commitment in followers (Mwambazambi & Banza, 2014). In the field of employment, transformational leadership is desirable, because leaders could encourage employees to use their inner talents and skills to achieve individual and shared goals. In the workplace, a climate conducive to interactions will nurture employees' sense of responsibility and kinship, while improving their social change awareness (Grant, 2012). Transformational leadership strategies could facilitate persons with disabilities' employability.

Leadership Research in the African Context

Despite the progress of management and leadership research worldwide, scholarly studies in the African context are scarce. Leaders can use transformational leadership theories to cope with recurrent and emerging development problems hampering the progress in several African countries, among them Madagascar. The lack of governance and widespread corruption dominate the public and private sectors, whereas inequality widens between the wealthiest and the poorest in the society (Mwambazambi & Banza, 2014; United Nations Economic Commission for Africa, 2013). Ngambi (2011) posited "the major challenge facing Africa is not the absence of leaders, but the absence of appropriate and effective leadership for its diversity of people and resources" (p. 7). Leadership must be developed in African countries to reach a long-term organizational management quality and to generate sustained social changes.

Few researchers have conducted studies on leadership or leadership development in the employment and disability realms in African countries, including Madagascar. Scholars shared the understanding of the non-universality of leadership behaviors and called on leaders to develop a multicultural perspective and respect to other cultural values (Kuada, 2010; Majiet & Africa, 2015; Mwambazambi & Banza, 2014). Mwambazambi and Banza (2014) drew the attention on transformational leaders' moral responsibility and role as catalyst for the transformative changes required at various levels on the African continent. A transformational leader has increased awareness of African communities' potential and cultural specificities that may create unnecessary clashes (Mwambazambi & Banza, 2014).

Kuada (2010) suggested distinguishing leadership practices in the African context from leadership practices in other parts of the world, without considering them as ineffective. Ngambi (2011) claimed that poor leadership in Africa had destructive effects on the development of the continent. It is, therefore, recommended investing in Africa's human resources and harnessing workforce potentials. Rule (2013) examined the societal model that distinguishes African countries. The researcher considered the cultural peculiarities and organizational structure of African countries. Instead of the individualism philosophy underlying occidental societies, African leadership should use the collectivism philosophy at the basis of African social systems, traditional family ties, and ethnic or religious backgrounds (Muchiri, 2011).

Tsheola and Nembambula (2015) stated that transformational leadership was inconsistent with the bureaucratized public system in South Africa. Transformational

leadership attributes, such as inspirational vision, intellectual stimulation, or individual consideration, are not observed within the South African modern society, despite several restructuration attempts (Tsheola and Nembambula, 2015). Government reduced power over all sectors and managers in non-public sectors' increased leadership initiatives may improve the governance environment in African countries.

Mwambazambi and Banza (2014) called for better awareness of African leaders and the need for them to apply transformational leadership in diverse organizations, including churches. Mwambazambi and Banza invited churches to work for and with the communities, while considering global issues impacting development. Empowerment, through transformational leadership, may strengthen values required for effective transformational changes within communities. The emergent generation of African leaders should be mindful of the African individual's and communities' wellbeing, based on values of kinship and wisdom.

Emergent Transformational Leadership

Transformational leadership theories can be used to explore the employability of persons with disabilities in Madagascar. Kensbock and Boehm (2016) stated that transformational leadership would better fit the needs of disabled people. Transformational leaders could influence persons with disabilities' self-determination and job performance and consider their health issue and emotional exhaustion. Schalock and Alonso (2012) claimed that leaders in disability organizations are mentoring and coaching, as well as empowering and partnering, to foster individual growth of impaired persons. Leaders who espouse the values of wisdom, consciousness, and critical thinking

could foster the inclusion mindset and mitigate biased societal attitudes, while increasing awareness on disabled people's vocational skills (Schalock & Verdugo, 2012). Emergent transformational leadership could provide answers to the issue of employability of persons with disabilities and instill the desired transformational change.

Authentic Leadership

Few scholars have explored authentic leadership, which is an emergent transformational leadership theory that stems from the concept introduced by Bass and Steidlmeier (1999), Luthans and Avolio (2003), and Avolio and Gardner (2005). Authentic leadership combines altruistic intention and self-conscience, as well as values and beliefs (Scheepers & Elstob, 2016). Avolio et al. (2009) identified openness and trust as attributes of authentic leaders when making decision. Authentic leaders instill self-awareness and citizenship behavior in employees to reach higher commitment and organizational performance (Avolio et al., 2009). Scheepers and Elstob (2016) stated that authentic leaders positively influence followers' performance. Using the Authentic Leadership Questionnaire, the Utrecht Work Engagement Scale, and the Grant's scale, Scheepers and Elstob evidenced a significant relationship between authentic leadership and work engagement. Authentic leadership could inform appropriate strategies for fostering persons with disabilities' employability in Madagascar.

Empowering Leadership

Scholars define empowering leadership as the managers' ability to lead by example and to allocate responsibilities and autonomy to employees (Arnold et al., 2000; Kirkman & Rosen, 1997; Lee et al., 2017). Empowering leaders promote the participative

approach in decision making and give importance to leaders' coaching and personal attention. Byun et al. (2016) suggested enhancing empowering leadership effectiveness through employee task visibility. Byun et al. found a significant relationship between task visibility, motivation, and creativity. Mendes and Stander (2011) found a significant association between leaders' empowering behaviors, role clarity, and work engagement. Leaders' empowerment of employees in the workplace entails delegating authority and encouraging decision making. Empowering leaders can foster the employability of persons with disabilities.

Empowering leaders also give value to information sharing, skills development, and innovation (Mendes & Stander, 2011). Lee et al. (2017) questioned the effectiveness of empowering leadership, pointing out the effect of "Too-Much-of-a-Good-Thing" that may occur when the combination of leadership, personality, job design, and company growth reach the inflection point (p. 3). Lee et al. explained that empowering leaders' and employees' performance curvilinear relationship is influenced by the employee learning orientation. Through empowering leadership, leaders are expected to enhance employees' understanding of the meaning of their work and to sharpen their creativity (Lee et al., 2017; Zhang & Bartol, 2010). Zhang and Bartol (2010) found the positive impact of empowering leadership on creativity that, in turn, may unleash employees' commitment. The emphasis on employees' creativity within the organization may not be sufficient when considering persons with disabilities' occupational needs and to sustain their employability.

Community-Based Leadership

Haruna (2009) focused on developing a leadership theory that gives prominence to African community values. Haruna examined the limits of leadership theories grounded on traits and behaviors that dominated the discourse in Africa. A community-based leadership entails communities' decision making and shared knowledge, thus facilitating a wider sociocultural engagement (Haruna, 2009). Community-based leadership could fit the African context, because it differs from individually-based leadership, common in occidental countries and organizations. Scholars recommended considering Africa's culture and history and the social structure based on community norms in leadership development. A community-based leadership may succeed in the context of employment for persons with disabilities in Madagascar, because it is consistent with the local sociocultural value systems in the country.

Social Justice Leadership

Social justice aligns with the social-constructionist perspective of disability and could be used to explore the occurrence of oppression and human rights issues (Rule, 2013). According to De Matthews and Mawhinney (2014), a social justice leader is action-oriented and draws from the leader's communication and learning skills, emotional awareness, and ability to make decision and sustain relationships. When entering the workplace, individuals with disabilities are usually employed with the minimum salary, and they are hardly promoted if compared to individuals without disabilities (Luria, Kalish, & Weinstein, 2014). Social justice leaders may provide the answer to disabled employees' discriminatory treatments. Implementing social justice

leadership, however, requires lobbying and advocacy, particularly from disabled people groups.

Leadership and Ethics

Scholars have increasingly discussed themes, such as leadership and ethics and leadership and gender and culture. Leadership could not be dissociated from ethics, because leaders who prone ethical values could positively influence followers. Leaders who prevent persons with disabilities from entering the job market are ignoring their rights to work, thus constituting an ethical violation.

Ethical leadership is linked with work engagement and trust in a leader who preserves ethical values within the workplace, such as equity and integrity (Engelbrecht, Heine, & Mahembe, 2014). Levine and Boaks (2013) suggested distinguishing between ethical aspects of leadership and attributes such as power, charisma, influence, or authority. Personal traits may also influence leaders' ethical behaviors (Kalshoven, Den Hartog, & De Hoogh, 2010). Conscientiousness, agreeableness, and emotional stability are essential features of ethical leadership, such as role clarification, power sharing, and fairness (Kalshoven et al., 2010). Burnes and By (2012) advocated for ethical values as a means of gaining positive organizational outcomes. A better knowledge of ethical leadership may, therefore, prevent the development of a leadership strategy that does not include the ethical values required when employing persons with disabilities.

Leadership, Gender, and Disability

Gender and cultural diversity are more and more influencing leadership practices in the area of employment and disability. Gender discriminations are rife, and disabled

women suffer from a double jeopardy, because of their gender and their impairments (Al-Zboon & Smadi, 2015; Majiet & Africa, 2015). Women with disabilities encounter additional problems, such as marginalization and physical, sexual, and emotional abuse (Al-Zboon & Smadi, 2015; Majiet & Africa, 2015). When compared to men with disabilities and to nondisabled women, women with disabilities have less access to employment or to social and economic security (Echevin, 2013). Majiet and Africa found a significant relationship between leadership emergence, cultural intelligence, and gender. Gender balance in the area of disability requires further exploration.

Scholars have focused on the challenges that women with disabilities are facing when they are in leadership position (Shanaaz &Adelene, 2015). The participation of women with disabilities in organizations' leadership is limited, because of stereotypes and cultural traditions (Shanaaz &Adelene, 2015). Male domination, or patriarchy, is the norm in many disabled people's organizations, and women with disabilities have little chance to reach leadership positions. For the same reasons, women with disabilities have limited opportunity to be employed, unless they gain sufficient self-esteem.

Transformational Changes in the Area of Employment and Disability

Transformational change is at the heart of all transformational leadership theories and practices. Leaders and managers should instill transformational changes in persons with disabilities for them to gain self-determination and accede to decent employment and livelihood. Studies on transformational leadership in the area of disability are scarce. Majiet and Africa (2015) claimed that biased views exist about leadership incapacity of individuals in marginalized groups and discrimination affects mostly women with

disabilities. Transformational changes are multifaceted and occur at individual, organizational, and societal levels.

Individual Level of Change

The work environment has become increasingly complex, prompting employees to adjust their employability to the exigencies of the job market. Employees are required to learn faster, to be well skilled and creative, and to deliver quality work. Through a consideration of disabled workers' identity in the workplace, company managers may address the needs of disabled workers and influence their employability skills (Santuzzi & Waltz, 2016). Leaders assume prominent responsibilities toward building the decision-making capacity of disabled employees through coaching and modeling or evidence-based practices (Beadle-Brown, Bigby, & Bould, 2015; Schalock & Verdugo, 2012). According to Kensbock and Boehm (2016), transformational leaders respond to the needs of people with impairment, because they instill in them greater self-esteem and autonomy. To reach sustained and effective transformational change, individuals with disabilities should operate in-depth internal transformation.

Ratliffe, Rao, Skouge, and Peter (2012) advocated for the use of culturally-based information and communication technology (ICT) initiatives that lead to persons with disabilities' empowerment. Broadened collaboration and networks and easy access to assistive technology are among the enabling factors to transformational change at the individual level (Ratliffe et al., 2012). Disabled workers can use ICTs to strengthen their self-advocacy and change the negative perceptions of disability (Ratliffe et al., 2012).

ICTs may, therefore, contribute to the employability of persons with disabilities and their vocational inclusion, providing that it is associated with an accessible training.

Eagly and Chin (2010) developed an inclusive leadership theory grounded in individual identities, values, and ethical principles that may yield effective individual transformational changes. Cole, Bruch, and Shamir (2009) suggested exploring social distance that influences the interactions between the leader and the followers. Deshler (2016) considered human resources personnel as change agents within organizations who can play transformational roles. More than others, employees with disabilities should be aware of the changes in the workforce and harness their employability skills.

Organizational Level of Change

Transformational changes within organizations are multiform. Strategies, such as cash transfers, self-help groups, and micro-savings and placement programs enable long-term transformational changes at organizational levels (Chitra & Suta, 2016, CBM, 2016c; Kiregu et al., 2016). Innovative models of employment, such as cooperatives of persons with disabilities, social micro-enterprises, could also yield significant social return (Owen et al., 2015). These strategies may engender tangible outcomes in terms of persons with disabilities' empowerment and organizational transformational change.

In response to social and environmental pressures, companies are increasingly using concepts of corporate social responsibility. Organizations are engaging in corporate social responsibilities with a social and development motivation (Moyeen & West, 2014). Corporate social responsibility initiatives are part of the overall efforts to address developmental and environmental challenges (Moyeen & West, 2014). Cooney (2011)

explored the social purpose of businesses and suggested slowing the pace of growth through varied activities and subsidization strategy. Employees with disabilities may benefit from corporate social responsibility schemes, providing that their needs are accounted for and their rights to decent work are respected.

Societal Level of Change

For change to be effective, it should occur, not only at the intraindividual level or within the organizations, but within the society at large. The design of policies and strategies at the national level enables addressing persons with disabilities' challenges. Appropriate sectorial policies should feature capacity development, resource mobilization, strategic partnerships, and research development (Khan et al., 2015). Kamal and Tomoo (2014) found a significant relationship between disability, decent employment, and level of education. The government should invest more in disabled people education and vocational training to ensure their insertion in the labor market.

CBM (2016a) offered an overview of how inclusion impacts work and livelihood, such as the increased gains and wellbeing of individuals with disabilities and their families. The government and the society will benefit, as well, from inclusive development efforts. CBM also developed a technical livelihood guideline designed to promote loans and savings groups, in light of the ILO (2015) employment standard. The guideline offers tools to disability stakeholders for their advocacy about the inclusion of disabled people. CBM, however, focused less on the leadership dimension of disability inclusion. Persons with disabilities could stand as agents of positive change in the shared efforts toward building an inclusive society.

Addressing the complex issue of employability requires a systemic and adaptive approach. Managers should understand systems' dynamic and complexity and improve their learning capabilities to become system-level thinkers and system-living players (Reeves & Deimler, 2011; Stefanski, 2011). Leaders should be familiar with the complexity leadership theory that features learning, creativity, and adaptive capacity (Uhl-Bien & Marion, 2008). Manager awareness of the different levels of transformational changes will help managers define the most appropriate leadership strategies aimed to foster persons with disabilities' employability.

Gaps in the Literature and Related Study Findings

In the literature review, I identified significant gaps that justify the need for the study on employing persons with disabilities. Meaningful findings stemmed from the thematic analysis of participants' responses and were presented in Chapter 4, in a separate section (pp. 168-173). The identified key findings were thoroughly interpreted in Chapter 5. The study contributed to extend the literature on employment and disability in Madagascar, by providing insights about hindering factors to persons' vocational and societal inclusion. The study filled the knowledge gaps about management and leadership theories and practices by identifying enabling management strategies and transformational leadership styles that could foster disabled persons' employability. I emphasized in Table 3, the key study findings against the knowledge gaps in the literature.

Table 3

Overview of Key Findings in Line with Gaps in Literature

Gaps in literature	Study findings
Insufficient scholarly studies about policies and strategies to accompany the implementation of the CRPD and the attainment of SDG8.	According to Finding 2 (p.168), the government lacked engagement and resources to ensure the implementation of the recommendations in the CRPD and to achieve SDG8. National legislations are outdated, weak, and not in conformity with the CRPD. No incentive policies or programs exist, such as tax relief that could encourage managers to hire persons with disabilities. The government should play a leadership role in developing the legal framework.
Lack of disaggregated statistical data about the employment of persons with disabilities, in developing countries, among them Madagascar.	According to Finding 3 (p. 169), the employment rate is very low for disabled workers (4.6%) in three targeted regions of Madagascar. Disaggregated socio-economic data on disability do not exist and the ongoing national household census is expected to provide disaggregated by types of disabilities and gender.
Paucity of scholarly literature in the field of employment and disability in Madagascar.	In light of Finding 1, Finding 4, Finding 7, Finding 11, and Finding 12 (p. 168 to172), the study outcomes filled the knowledge gap about the employment of persons with disabilities in Madagascar. Hindering factors were highlighted (accessibility, societal attitudes, inequality and discrimination, non-retention, and lack of attention to the extra costs of employing disabled workers).
Lack of knowledge about disability identity and disabled persons' personality development.	Finding 6 (p.170) confirms the scarce knowledge about disability production cycle, disability construct, and disability identity. The unfit between tasks and impairment, and negative attributes do not facilitate persons with disabilities' access to formal works.

(continued)

Table 3

Overview of Key Findings in Line with Gaps in Literature (continued)

Gaps in literature	Study findings
Scarce knowledge about disabled youth unemployment, informal work, or unpaid family work	According to Finding 5 (p.170), the study enlightened the issue of unemployment in Madagascar that affects disabled persons. Informal work attracts more persons with disabilities who are often constrained to unpaid family work. The context of poverty exacerbates the problem.
Limited strategies for persons with disabilities' vocational and social inclusion.	According to Finding 11 (p. 172), the study emphasized the merit of empowerment as key factor to disabled persons' self-determination and social inclusion. When empowered, disabled workers' employability increased and occupational identity is the most salient identity for persons with disabilities.
Limited knowledge about the employability of persons with disabilities and about management strategies to foster employability.	In line with Finding 12 (p.172), the study elucidated management strategies that could enhance the employability of persons with disabilities. I found accompanying measures, namely legislative and regulating texts, financial and material support, physical and communication accessibility, and reasonable accommodation in the workplace. Enabling management strategies include promoting social entrepreneurship, facilitating the access to credit, and developing inclusive cooperatives and self-help groups.
Lack of scholarly studies on transformational leadership in Madagascar and limited knowledge about the leadership dimension of employability	In light of Finding 13 (p.172) and Finding 14 (p.173), the study filled the gap of knowledge about the leadership dimension of employability in Madagascar. It revealed the merit of an inclusive transformational leadership in fostering the employability of persons with disabilities, through increased coaching, in-training supports, compassion and kinship, motivation and confidence building, and personal development.

Literature Gap 1. Insufficient scholarly studies about policies and strategies to accompany the implementation of the CRPD and the attainment of SDG8. As highlighted in Table 3, the Study Finding 2 (p.168) and Finding 6 (p.170) filled the gap of knowledge about the insufficient implementation of internationally agreed upon texts pertaining to persons with disabilities' access to decent employment. I found the national legislations outdated and not sufficiently implemented. The study brought to light their weaknesses and non-conformity with the internationally agreed texts, namely the CRPD (United Nations, 2017b) and the 2030 Sustainable Development Agenda (United Nations, 2015). Managers in companies, cooperatives, institutions, and organizations, have also limited knowledge of national legislations. Concrete measures are lacking, such as tax alleviation or grants that may encourage company managers to employ disabled workers.

Due to the limited resources and loose political will, the government could hardly ensure the implementation of the recommendations in the CRPD and lacks concrete and efficient strategies toward achieving SDG8. I emphasized the leadership role of the government in terms of legal framework development and implementation. Disabled people organizations (DPOs) are also sought to strengthen their advocacy for the integration into national sectorial programmes of inclusive measures that could facilitate the access of disabled persons to work and livelihood opportunities.

Literature Gap 2. Lack of disaggregated statistical data about the employment of persons with disabilities, in developing countries, among them Madagascar. The literature review revealed the lack of disaggregated statistical data about the employment of persons with disabilities, particularly in developing countries,

including Madagascar. Disaggregated data are desirable in scholarly research, as they

could serve as baseline information for a study. The present study extended the

knowledge about the proportion of disabled people who have access to employment in

Madagascar. It adds to the findings of the study conducted by Boucher et al. (2015) in the

Southern region of the country. The researchers found 87% of households, including

disabled persons, were excluded from livelihood opportunities. Almanza et al. (2015)

also found 16.58% of youth workers, including disabled youth, employed in the public or

private sector, whereas 32.8% were self-employed, mostly in the agricultural sector.

According to the Study Finding 3 (p.169), I found more specific information

about the employment of persons with disabilities. The employment rate was very low for

disabled workers (4.6%) in the companies, cooperatives, and institutions in the three

targeted regions of Madagascar. The national household census started in 2017 and is

expected to provide disaggregated by types of disabilities and gender (National Institute

for Statistics, 2017). Scholars are encouraged to focus on analyzing the results of the

census and to conduct quantitative research that could provide further knowledge about

the status of persons with disabilities' employment in Madagascar.

Literature Gap 3. Paucity of scholarly literature in the field of employment

and disability in Madagascar. Another important gap was the paucity of scholarly

literature in the field of employment and disability in Madagascar. Scholars have focused

on multiform challenges and strategies to enable persons with disabilities to cope with

them (Kleynhans & Kotze, 2014; Lorenzo & Van Rensburg, 2016). Butterworth,

Callahan, Gold, and Associate (2010) evidenced a relationship between poverty,

disability, and employment and recommended more consideration of disability in the

discussion about quality of life.

In light of Finding 1, Finding 7, Finding 11, and Finding 12 (p. 168 to171), the

study contributed to extend the knowledge about the challenges to the employment of

persons with disabilities in Madagascar. I found societal attitudes, inequality and

discrimination, and the misperceptions about the productivity and competences of

disabled workers as main hindering factors to the employability of disabled persons. I

also flagged the limited accessibility within the workplaces and the non-disability-

friendly environment in Madagascar. The study revealed the lack of attention to the extra

costs of employing disabled workers and to investments that may improve disabled

persons' employability. The limited resources prevent also the government from

providing adequate support to persons with disabilities. I found that the measures for the

retention of disabled workers in the workplace were insufficient. The scarce number of

disabled workers within companies translated to manager reluctance to hire persons with

disabilities. The main reasons were the limited education and vocational training of

disabled persons.

Literature Gap 4. Lack of knowledge about disability identity and disabled persons' personality development. The study contributed to fill the gap of knowledge

about disability identity and personality development of disabled people. Closing the

knowledge gap on disability identity is paramount to decision makers within companies

and organizations tasked with disabled people's empowerment. Scholars recommended a

systemic approach of disability, inequity, and justice to ensure the respect of persons with

disabilities' multiple needs (Dunn & Burcaw, 2013; Forber-Pratt et al., 2017; Peña et al., 2016).

In line with finding 6 (p.170), I found that managers lack knowledge about the disability production cycle, disability construct, and disability identity that could help them overcome their reluctance to hire disabled workers. The unfit between the task assigned and the impairment hampers the access of persons with disabilities to formal works. The negative attributes of disabled persons, such as their intrinsic characters, lack of confidence, inhibition, or the use of the impairment as a means for charity often tarnish the image of persons with disabilities.

Literature Gap 5. Scarce knowledge about disabled youth unemployment, informal work, or unpaid family work. According to Finding 5 (p.170), the study enlightened the issue of unemployment in Madagascar that affects disabled persons. The study contributed to fill the knowledge gap about disabled youth unemployment. Scholars examined youth unemployment and the mismatch between vocational skills and job supply, informal work, or unpaid family work (Lee et al., 2016). Some scholars have focused on the connection between disability and poverty in developing countries (Echevin, 2013; Lorenzo & Van Rensburg, 2016). I provided insights about the issue of disguised unemployment in Madagascar that also affects disabled persons. Informal work attracts more persons with disabilities who have limited vocational or livelihood choices because of the unequal access to the job market and the fierce competition. Disabled persons are often constrained to unpaid family work, because of societal attitudes and discrimination. The context of poverty exacerbates the problem of unemployment.

Literature Gap 6. Limited knowledge about the employability of persons with disabilities and its complex dynamics. The study extended the knowledge about management strategies that could enhance the employability. The study elucidated the knowledge about employability and its complex dynamics. Scholars concentrated on enabling contextual factors, such as resource mobilization, community-based rehabilitation, and accessibility (Koza, 2015; Lorenzo & Van Rensburg, 2016; Sing, 2012). Other scholars explored individual factors, such as personal planning and attitude-changing programs, to enhance disabled workers' competitiveness and attractiveness (Espiner, 2015; Gragoudas, 2014; Kleynhans & Koitze, 2014).

In line with Finding 12 (p.172), the study elucidated management strategies that could enhance the employability of persons with disabilities. I found accompanying measures, namely legislative and regulating texts, financial and material support, physical and communication accessibility, and reasonable accommodation in the workplace. Enabling management strategies include promoting social entrepreneurship, facilitating the access to credit, and developing inclusive cooperatives and self-help groups. Accountability, clear financial and administrative procedures, diversification of the production and the performance management of workers are key conditions for the organizations' success. Promoting start-up businesses could better fit persons with disabilities' competences and health conditions. Employing persons with disabilities should be seen as a form of corporate societal responsibility and a way to change the mindset within the workplace and the community.

Literature Gap 7. Lack of scholarly studies on transformational leadership in Madagascar and limited knowledge about the leadership dimension of employability. An important gap was the limited scholarly studies on transformational leadership in Africa, including Madagascar. In light of Finding 13 (p.172) and Finding 14 (p.173), a greater knowledge of emergent transformational leadership theories and practices could provide an answer to persons with disabilities' employability in Madagascar. Scholars rather explored disabled persons' challenges and environmental factors that foster their access to social and economic services (Al-Zboon & Smadi, 2015; Baumgärtner et al., 2015; Gragoudas, 2014; Shogren & Shaw, 2016). Santuzzi and Waltz (2016) stated that transformational leaders may address persons with disabilities' needs and influence their employability.

In this research, I have focused on the leadership dimension of employability because of limited knowledge on the issue. I found managers' transformational leadership features, such as aspirational vision, motivation, compassion and human treatment, empowerment, creativity and innovation as facilitating disabled employees' participation in the decision-making process. The study revealed the merit of an inclusive transformational leadership in fostering the employability of persons with disabilities, through increased coaching, in-training supports, compassion and kinship, motivation and confidence building, and personal development. Managers should provide equal treatment between disabled and nondisabled workers, while ensuring that attention is given to disabled workers, according to their needs. Managers should develop disabled workers' creative skills and consider innovation as a means to facilitate employability.

Literature Gap 8. Limited strategies for persons with disabilities' vocational and social inclusion. The literature review elucidated scholars' limited focus on persons with disabilities' vocational and social inclusion. Transformational leaders could foster the inclusion mindset within the workplace and the society, while increasing awareness on disabled people's vocational skills (Schalock & Verdugo, 2012). According to Finding 11 (p. 172), the study emphasized the merit of empowerment as key factor to disabled persons' self-determination and social participation. When empowered, disabled workers' employability increased and occupational identity is the most salient identity for persons with disabilities. I found that vocational inclusion is a key factor to disabled persons' self-determination and social participation. An inclusive leader is cognizant of diversity and multicultural perspectives and is respectful of individual differences. The government is called to incorporate disability-related strategies within mainstream policies to ensure social inclusion.

Summary and Conclusion

In Chapter 2, I outlined persons with disabilities' employability challenges at global, regional, and national levels, as well as strategies used to improve their vocational inclusion. The identified knowledge gaps and the findings from the study evidenced the importance of the study, specifically focused on the leadership aspects of the problem of employability for persons with disabilities in Madagascar. Emergent transformational leadership and transformative changes at different levels were used to define the most appropriate leadership strategies that could enhance the employability and vocational inclusion of persons with disabilities in Madagascar.

Chapter 3 is devoted to the research methodology suitable to the qualitative case study and to answer the research question. I present the research design, the role of the researcher, the sampling strategy, the data collection approach, the data analysis plan, and the issue of trustworthiness in the study. I end Chapter 3 by considering ethical procedures.

Chapter 3: Research Method

Introduction

The purpose of this qualitative, case study was to explore the management strategies and leadership styles that managers could use to make employability more readily available for persons with disabilities in Madagascar. The aim was to identify leaders' and managers' empowering behaviors that enable persons with disabilities to be employed. The study contributed to positive social change by promoting an inclusive society in Madagascar in which persons with disabilities could enjoy their rights to work.

The purpose of the study stands as the primary determinant of the research. The purpose of the study sets the tone for the rest of the dissertation, along with the problem statement and the research question (Maxwell, 2013). Figure 2 presents the qualitative method with the case study design.
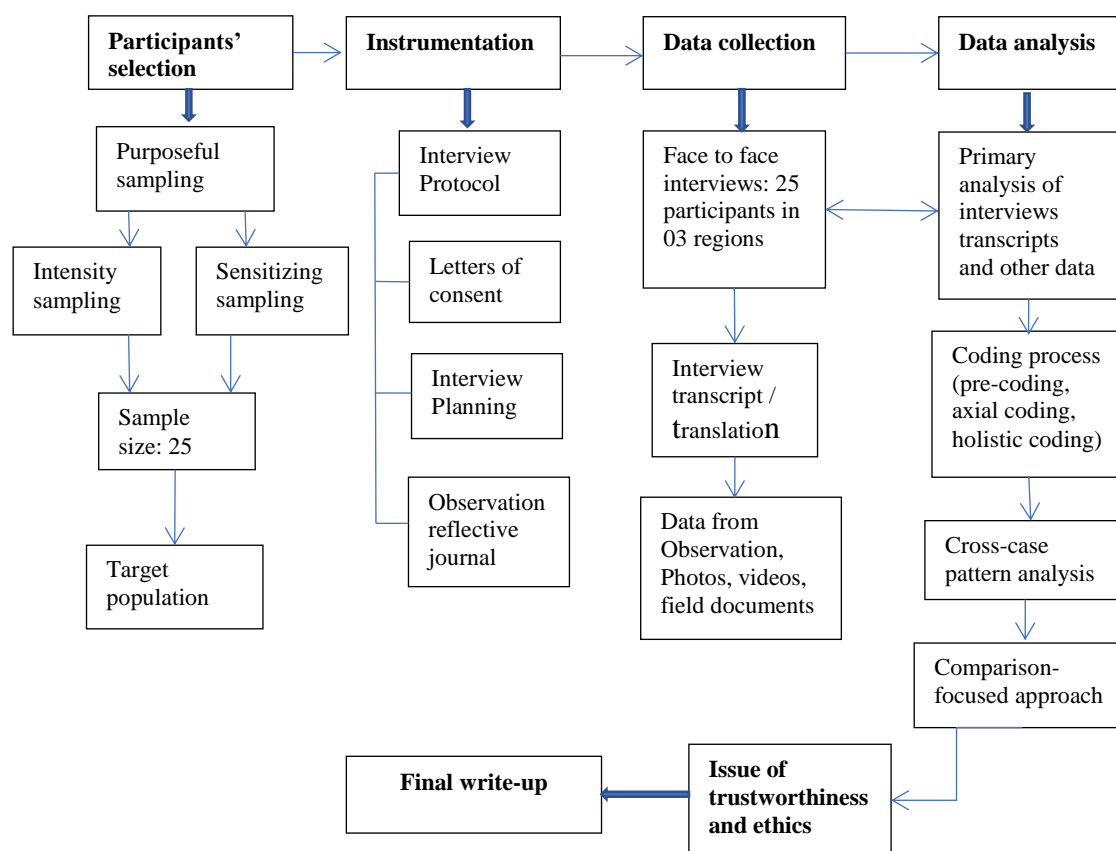
Figure 2. Illustration of the qualitative method.

In Chapter 3, I present the details of my research method to achieve the set objectives and answer the research question. I start with the research design, highlighting the reasons for the choice of the design. I outline the prominent role of the researcher who is the principal instrument in qualitative research (Clark & Veale, 2018). A description of the methodology follows, including the sampling strategy, the data collection approach, and the data analysis plan. Chapter 3 ends with the discussion of the issue of trustworthiness in the study.

Research Design and Rationale

The research question for the study reads as follows: How can leaders and company managers in Madagascar effectively enhance the employability of persons with disabilities, through their management practices and leadership styles? The central phenomenon under inquiry was the employability of persons with disabilities, while the targeted groups were organizational leaders and company managers in charge of persons with disabilities' empowerment and employment.

The research question was open-ended, starting with "how," thus indicating an inductive approach common to qualitative research rather than the deductive approach. In the research question, I focused on the case of employability and the social context of management practices and leadership styles. In the research question, scholars state the main inquiry expectation to help the researcher orient the methodology for the field of study (Miles et al., 2014). The purpose of the study was to answer the research question and to provide a solution to the research problem.

I used the qualitative method because it was appropriate for the resolution of the problem and for answering the research question Qualitative researchers explore people and their settings holistically and interpret participants' perceptions of an issue to elucidate the meaning of a social or a human problem (Maxwell, 2013; Taylor, Bogdan, & DeVault, 2015). Quantitative researchers use theories and standardized instruments to address a problem and to compare the numerical summary with the existing norms, whereas qualitative researchers explore textured data that are valuable for inductively generating a theory (Pistrang & Barker, 2012). In qualitative research, the emphasis is

more on the human and social interaction and on expanding the scope of the constructed

knowledge (Dowling, Lloyd, & Suchet-Pearson, 2016).

I was interested in interpreting and generating meaning through a holistic view of

the phenomenon of employability of persons with disabilities. As the qualitative

researcher, I probed participants' deep understanding of the central phenomenon of

employability of disabled persons and their management and leadership challenges. I

analyzed participants' perceptions of key concepts of employability, disability identity,

and empowerment and focused on participants' knowledge of transformational leadership

styles that managers could use to sharpen the employability skills of persons with

disabilities.

For the qualitative study design, I considered both the case study design and the

phenomenology design. I opted for the case study design because it better suits the

complexity of the problem of the employability of persons with disabilities. Yin (2014)

contended that the case study enables a comprehensive and in-depth exploration of the

social problem in its real context setting and within a contemporary system. The case

study was appropriate to this study, because it involves the investigation of a single case

and of a specific group of population as recommended by Saldana (2015).

In phenomenology, the focus is on a reflexive analysis by the researcher or on

participants' understanding of the phenomenon's meaning (Latham, 2014; Moustakas,

1994). Often, phenomenologists rely more on participants' lived experiences rather than

on theory, with a focus on how they understand, capture, and document the lived

occurrence (Merriam, 2014). Phenomenology is associated with a number of challenges,

particularly, its structured nature, the need to carefully choose participants, and to understand broader philosophical assumptions (Moustakas, 1994).

Role of the Researcher

In qualitative research, the role of the researcher is central because the researcher is the key instrument. As the instrument, the researcher's background knowledge and cultural feelings can affect the study (Taylor et al., 2015). The researcher is responsible for the design of the research methodology, the choice of participants, the conducting of interviews, data analysis, and the trustworthiness of the study (Janesick, 2016). As the researcher in this qualitative study, I was ready to assume such responsibilities.

I used my leadership experiences and my background knowledge of disability-related matters within this study. I am working in the field of disability in Madagascar, and I am familiar with the topic. I am sensitive to the challenges that persons with disabilities continue to face in many sectors of activities, including their limited access to work and livelihood. Through several projects targeting persons with disabilities I helped to develop in Madagascar, I had an understanding of the leadership challenges relating to the employability of persons with disabilities. Through this study, I engaged in the creation of knowledge susceptible to yield positive social changes in the areas of employability and disability. I was, however, cautious and mitigated biases and ethical issues. In this regard, I developed accurate instruments to be objective in the choice of participants, to collect faithful data, and to rigorously analyze the research findings. I paid attention to the issue of trustworthiness and reliability of data collecting. In so doing, I limited the risk of conflict of interests.

Methodology

In the section below, I detail the methodology that guided my qualitative case study. I outline the logic of participants' selection and the instrumentation. I also detail the procedures for recruitment, participation, data collection, and data analysis plan. The aim was to ensure the credibility of the study and its replicability in other contexts.

Participant Selection Logic

The qualitative researcher can use multiple sampling strategies for the identification of participants; yet, I chose the most commonly used method, purposeful sampling, because the sampling is strategic and purposive (Miles et al., 2014, Palinkas, 2012). I considered as criteria in the purposeful sampling strategy the relevance of the sample to the research question and the conceptual framework, the likelihood of the phenomenon to appear, and the possibility to generalize the findings (Miles et al., 2014). I ensured that the sampling plan was feasible in terms of time, cost, and access to participants. The sampling plan ethics should be viable in terms of informed consent, potential benefits and risks, and relationship with participants (Miles et al., 2014).

From the array of purposeful sampling methods, I used the comparison-focused sampling strategy that was instrumental when analyzing similarities and differences among data collected (Palinkas, 2012). As a part of the comparison-focused sampling strategy, I collected a range of data that provide information about the overall challenges disabled workers are facing and the management challenges and leadership practices managers have used or could use in fostering disabled people's employability. The sensitizing sampling was also meaningful, because it enabled clarifying participants'

perceptions of concepts and theories, such as disability identity, empowerment, employability, and transformational leadership.

I selected 28 participants purposefully among managers in companies, cooperatives, NGOs, or public institutions employing persons with disabilities. The sample size was higher than what I had initially planned, 25 participants. The sample size of 28 participants enabled an in-depth examination of hindering factors to employability of persons with disabilities and of managers' enabling strategies and leadership styles. The size was big enough to enable the generalization of the findings of the study and its replicability to other settings (Miles et al., 2014). Having 28 participants in the study also provided an opportunity for a more structured approach that facilitated the comparison of data for similar patterns or significant differences (Maxwell, 2013).

Among the 28 participants, I targeted managers who were employing, or have already employed, persons with disabilities. The participants were managers in companies, in cooperatives, in organizations involved in persons with disabilities' empowerment, or in public institutions. I also targeted participants who were not necessarily central to the phenomenon. The distribution of the research population was as follows: 12 managers in private companies; four managers of disabled people cooperatives; seven managers in public institutions; and four leaders of local NGOs, such as community-based rehabilitation organizations and disabled people organizations. Focusing on other instances, such as disconfirming or exceptional instances, could clarify the limits of the findings and possible variations (Miles et al., 2014). I identified

participants in three regions of Madagascar, so that the study could have a wider scope and participants have better representativeness.

I chose participants thanks to the cooperation of relevant stakeholders involved in disability and employment in Madagascar. I obtained the required letters of cooperation from the ministry in charge of population and the ministry in charge of vocational training and employment. The platform of persons with disabilities' organizations, the Office of the Urban Commune of Toamasina/Atsinanana, and the NGO Fanilo in the Vakinankaratra region also cooperated in the identification of participants.

I proceeded to a preliminary prospection of documents that provided information about companies employing or having employed persons with disabilities. Thanks to the cooperation with the above mentioned institutions and organizations, I was able to explore directories, census, or relevant reports that oriented me in recruiting participants. The participants recruited were persons who were volunteers and accessible in the three targeted regions. I chose the regions, organizations, and companies according to the resources and the time available for the field study. I had to make sure that the population was sufficiently representative and the gender balance was respected.

Instrumentation

The qualitative method entails a number of data collection instruments, including observation, interviews, and focus group (Taylor et al., 2015). Data collection means can also improve the quality of data, such as video and audio tapes. In this study, I used the face-to-face interview, which stands as the predominant means to collect information in qualitative research and to garner interviewees' perspectives of the phenomenon under

study (Dowling et al., 2016). Interviewing, however, requires an ethical and a well skilled researcher who could provide objective and insightful meaning to the data collected (Taylor et al., 2015).

Using the face-to-face interview, I explored participants' experiences in employing persons with disabilities, their perceptions of challenges and understanding of relevant concepts of disability identity, empowerment, or employability. I captured interviewees' consciousness of cultural and social aspects of the issues under inquiry. I exerted creativity, flexibility, and openness to explore emergent forms of data.

As the qualitative researcher, I ensured accurate interview settings and anticipated possible drawbacks. I made sure that the environment was conducive to good communication and quality interaction, as well as trust building. The success of the interview depends also on the interview tools validity. I asked clear and open-ended questions to get thoughtful and detailed answers and to make smooth transitions between questions. I provided detailed information about the interview process in Chapter 4.

Data Collection

For the field study, I personally conducted the collection of data in the three targeted areas. The summary of the field study was placed in Appendix B. I spent 3 weeks collecting data and started the primary analysis immediately, when the data collected were still fresh. For the interview, I used Malagasy or French, the languages spoken in Madagascar, in order to get accurate and faithful responses from interviewees. To ensure that the interview responses were accurately translated in English, I worked with a professional translator. To anticipate the withdrawal of participants, I established,

ahead of time, a plan for the recruitment of new participants to be interviewed. I provided

the details of the data collection, including the interview process and settings in the

following section and in Chapter 4.

Interview Process

Interviewing includes procedures for developing the interview protocol and

making sure that the interview setting is conducive to positive outcomes. Establishing a

relaxed exchange and building confidence with the interviewee is the first condition of a

successful interview (Janesick, 2016). The success of the interview depends on the

researcher's skills and the quality of the interview instruments. One week prior to the

face-to-face interview, I sent by e-mail the letter of consent to each targeted participant,

including the purpose of the study, the interview requirements and settings, and key

interview questions. I conducted preliminary and follow-up interviews to clarify the

responses and minimize unfaithful transcription of the interview data.

I conducted the interview for around 45 to 60 minutes, in accordance with the

common duration in qualitative interview (Brinkmann, 2016). When possible, I used a

good quality tape recorder to increase the credibility of data, though I had to ensure that

the interviewee was comfortable with it. The tape recorder could also intimidate the

interviewee who may not be willing to share (Corbin & Strauss, 2014). For most

participants, I was able to conduct the interview in quiet places where the interviewees

felt at ease, like offices or conference rooms. To facilitate the comparison of answers, I

asked the questions in the same order to all participants, as recommended by Janesick

(2016). As the interviewer, I formulated the purpose of the interview and the questions, taking time to repeat and explain as necessary.

Face-to-face interviews may present obstacles, such as unexpected silence, a participant who is timid, or a participant who is too prolix. To avoid interviewees' discomfort, I kept in mind that I should not distress the interviewee, and I ensured that the open-ended questions did not end up into unanticipated disruptions (Pistrang & Barker, 2012). To minimize bias during the interview, I used reflexivity to help me recognize the possible effect of my own reactions. I worked on improving my awareness of the difference between my thoughts and the participants' views. I ensured that my behaviors did not negatively impact the interviewees' responses. I asked additional questions to elicit more information. I let the interviewee know when the information gathered was sufficient.

I also provided room for the interviewee to ask questions and to reflect on the interview protocol. I conducted follow-up interviews to clarify the responses and to get further information, whether through e-mail or phone call. The quality of the interview depends also on the interviewers' listening ability (Janesick, 2016). I paid attention to the interviewees' responses with both verbal and body language. I had to be patient, not interfere, and orient the interviewee toward the topic of discussion. I considered cultural factors, because participants react differently in different contexts of the regions in Madagascar. I provided detailed discussion of the interview process in Chapter 4.

Interview Protocol

In Appendix A, I provided the interview protocol I explained in this section. I used the protocol for the interview to facilitate the collection of trustful data and interactions with interviewees. As explained in the protocol, I started by introducing myself and by explaining the purpose of the interview. I then introduced the theme of my dissertation and shared information about Walden University. I mentioned the aim of the research, which was to understand participants' perceptions of challenges and ideas about leadership strategies to enhance the employability of persons with disabilities. I then explained the interview setting and asked for authorization to record the conversation. I invited the interviewee to read and to sign the consent letter if it met his or her agreement. I reassured the interviewee about the confidentiality of the data gathered during the discussion.

To make the interviewee at ease, I asked general information about the workplace, including the number of disabled workers in the workplace and the types of their disabilities. I then invited the participant to share his or her management experiences with employees with disabilities. The questions were organized in six major categories: (a) overall challenges and factors hindering social inclusion, (b) obstacles to employment, (c) awareness of disability and share of responsibilities, (d) understanding of concepts and theories, (e) management strategies and leadership skills, and (f) costs and social returns.

I prepared 20 interview questions in the interview protocol, including probing questions I have asked when the need arose. Probes were helpful to expand on the answers to the major questions and to get further details about issues that had been

unnoticed (Miles et al., 2014). I used the interview questions to elucidate interviewees' perception of disabled people's challenges to social inclusion and obstacles to employment. I drew their attention to concepts and theories that may improve their understanding of their role in enhancing the employability of disabled workers. I oriented interviewees to reflect further on their management practices and on alternative leadership.

Qualitative Data

The primary data collected were the handwritten notes and the transcript of participants' interview responses. The interviews data provided information about participants' management and leadership practices, and enlightened challenges to persons with disabilities' employment. The data collected paved the way to alternative leadership strategies that may enhance disabled workers' employability. Scholars can add to their data analysis by the use of materials that could offer a wider perspective of the environment (Janesick, 2016). I took some photos that gave an idea of the interview settings or important interactions. The audiotape transcripts featured meaningful information, such as sounds, conversations, and body language. They facilitated data management and offered more information about the setting, social environment, and interactions (Janesick, 2016). I asked for letters of consent from participants, so that I could release their photos if needed.

Fieldwork generates documentation that is a valuable source of information, such as archives, meetings or program reports, or capitalization documents (Janesick, 2016). I explored relevant documents pertaining to managers' and leaders' interactions with

workers with disabilities in their workplace. The documents were historical documents about the company, directories, employees with disabilities' records, or programmatic and financial reports.

During the field study, I used a reflective journal that contributed to the meaning-making process and generated relevant data. Journaling is essential in qualitative inquiry, as it could be used as a reminder of perceptions and feelings. It also provided raw materials for reflexivity and self-assessment (Janesick, 2016). I used the journal to record ideas, reflections, concerns, or issues related to the methodology. The data gathered in the journal added to the interviews data and documents collected, and offered meaningful information about the topic of study.

Interview Transcription and Notes

I took notes and did the transcription manually, right after each interview session, while the information was still fresh, so that I could maintain the reliability and faithfulness of the interview responses. The immediate verbatim transcriptions of interviews enabled scholars to ascertain the reliability, the credibility, and the trustworthiness of the study (Stuckey, 2014). Checking is essential in qualitative research to ensure the accuracy of answers (Birt, Scott, Cavers, Campbell, & Walter, 2016). After the completion of the transcription, I returned via e-mail the copy of the transcripts to participants for them to make the necessary review within a one-week deadline.

I assumed that the transcript was correct if it was not returned within one week. After the checking, I revised and uploaded the interview transcripts into NVivo12 software for the coding and analysis of the data. The transcripts captured interviewees'

ideas and perspectives of the challenges pertaining to the employability of persons with disabilities and of their management and leadership practices. The data generated from the responses to the questions elucidated the leadership aspects of disabled persons' employability. I provided detailed discussion about the transcription in Chapter 4.

Data Analysis Plan

Qualitative researchers must ensure in-depth analysis and meaning-making of the collected data and should examine the settings and participants' responses from different vantage points (Taylor et al., 2015). I used coding to aggregate the primary data into main categories and themes that were used to translate the meaning of participants' responses. Coding requires a suitable technique that consists of identifying similar ideas in interviewees' responses, and assigning code labels that allows for easier classification and comparative analysis (Gibbs, 2005; Maxwell, 2013). I started the data analysis early in parallel with the data collection. Preliminary data and patterns emerged after each interview session and were refined before the subsequent interview sessions.

Coding Process

The debate about the merits or not of precoding remains, because not all basic raw data gathered in the field study, such as field notes, write-ups, or photos, could be used in further processes (Miles et al., 2013). Precoding features the usual steps of coding, consisting of giving labels to similar segments in the interview transcripts. I used precoding to categorize similar ideas, or patterns, and identify main themes for subsequent analysis and discussion. Precoding mitigates data workload, although it may lead to a loss of meaningful information and of subjectivity and biases. I developed a

predetermined list of codes, and I outlined the possible link amongst codes in light of the conceptual framework.

I then continued with open hand coding of raw data that stem from the interviews. Hand coding may appear time consuming and subject to higher biases. Open hand coding consists of segmenting raw data to delineate meaningful concepts (Yin, 2014). As a follow up to the open hand coding, I refined the categories by identifying codes that frequently appear among those in earlier open coding (Yin, 2014). I used the axial coding that enables a visual representation of the phenomenon under study (the leadership aspects of the employability for persons with disability), the context, intervening factors, and resulting consequences.

Prior to the coding exercise, I predicted possible themes that might be helpful in orienting the coding process, as recommended by Miles et al. (2014). Prediction, however, may involve a deductive approach, because it requires assigning probable outcomes of the coding process. The themes I predicted included (a) challenges to persons with disabilities' employment, (b) factors of employability, (c) strategies for empowerment of person with disabilities, (d) leaders' transformational leadership, and (e) disability identity and transformational change.

I conducted direct interpretation in the qualitative case study. Direct interpretation consists of analyzing interviews' data separately, and then bringing them together and identifying common patterns before developing related themes (Miles et al., 2013). I chose the type of codes, giving preference to the inductive approach of coding and to values coding that enlighten participants' attitudes, beliefs, and ethics, as suggested by

Miles et al. (2013). Scholars can use holistic coding to capture the overall meaning of data and to develop categories and themes (Miles et al., 2014). It consists of assigning a single code, rather than line-by-line code to data in the corpus.

Software for Analysis

A qualitative researcher should be skilled to ensure the quality, the storage, and accessibility of the data collected (Miles et al., 2014). A computer-assisted qualitative data analysis software (CAQDAS) could be of help in managing the collected data, although the researcher should be acquainted with it (Woods, Macklin, & Gemma, 2016). The use of CAQDAS does not minimize the role of the researcher who bears the responsibility of labeling the codes, choosing the most suitable CAQDAS, making sense of the data, and using his or her critical thinking and creativity.

I opted for the latest version of the software, NVivo 12 that appears more friendly and easier to manipulate. NVivo 12 software provides a number of applications, such as the facility to export and store documents in Word, PDF, or Jpeg formats, to display the results reports and to do analytic memoing. Qualitative researchers use analytic memoing, or creative memos, to achieve distance from the raw data (Saldana, 2015). I also used NVivo because it allows easier data search and retrieval, and it was useful for data display and graphic mapping (Miles et al., 2014). Mapping out the interrelationships of the codes is one of the software's advantages (Edwards-Jones, 2014). Using NVivo, I was able to get the whole picture of the problem of managers' leadership practices and persons with disabilities' employment challenges.

Leximancer software is another CAQDAS used in qualitative research. It is appropriate for managing a large quantity of data, including observation documents and interview transcripts and documents (Sotiriadou, Brouwers, & Le, 2014). The biggest advantage of Leximancer is the automated analysis it could generate. Other advantage of the Leximancer software is the limited manual intervention; however, data interpretation still requires the presence of the researcher (Sotiriadou et al., 2014). Considering the rather limited amount of data gathered in the qualitative study, I preferred using NVivo. In Chapter 4, I provided a detailed report on the use of NVivo software in the data analysis.

Data Analysis

No specific rules exist for the meaning-making of the findings after the coding process. I started the analytical process with the examination of individual interviews, because, in the case study, the focus is on investigating single issue or specific entity, or isolated event, as recommended by Saldana (2015). I conducted as well a cross-case pattern analysis of the interviews data. I used the comparison-focused approach to highlight differences and similarities, as well as their relation with other data collected in the field of study, as suggested by Miles, Huberman, and Saldana (2014).

The qualitative research provided findings at the final stage of the analysis process. As the researcher, I involved my reflexivity, meaning my self-awareness of own competences, values, and knowledge that could affect the study (Woods et al., 2016). Using critical thinking and intuition were instrumental as well in making sense of the data (Janesick, 2016). I gave priority to iterative processes of data collection and analysis

because they facilitate in context meaning-making of the findings. I started the data analysis as early as possible, concomitant with the data collection.

Subjectivity and biases can occur during the interview because the researcher presence may influence the interviewees' responses (Williams, 2015). When conducting the analysis, the researcher's analytical skills and integrity are paramount. To minimize biases, I had to make sure that the interpretation of the transcribed responses remains objective. I ensured the alignment of the analysis with the other parts of the study. I bear in mind that the analysis is meant to provide answers to the research question and to confirm or infirm the assumptions. I provided detailed discussion of the data analysis in Chapter 4.

Issues of Trustworthiness

Various words are used in qualitative research in reference to validation and trustworthiness, namely credibility, transferability, dependability, or confirmability. Despite their nuances, these words have a common ground, which is the quest for quality standard of data and processes in qualitative research (Miles et al., 2014). During the interview process, I strived to avoid biases and subjectivity that may constitute a threat to the trustworthiness of the study, as outlined by Maxwell (2013).

Biases and subjectivity are mainly due to the researcher's underlying assumptions. Interviewees may also react differently to the researcher influence. Miles et al. (2014) identified analytic biases, holistic fallacy, elite bias, or personal bias as the main invalidating threats. Miles et al. recommended that the researcher engage faithfully in the study and to exert rigor and objectivity. In this study, I interacted with the

participants with respect and professionalism. I endeavored to build trust and an open exchange, while making sure of the accuracy of the findings.

Credibility

In qualitative research, credibility, or internal validity, refers to the believability and values of the findings gathered from the field study. The credibility could be established through the researcher's commitment in the field that broadens the understanding of the case under study (Houghton, Casey, Shaw, & Murphy, 2013). To establish the credibility of the findings, I used triangulation that consists of cross-checking findings and comparing them with findings in other sources (Maxwell, 2015). Cross-validating responses from diverse participants in different settings could reduce the risk of biases and unforeseen occurrences, thus enhancing the generalization of the findings (Maxwell, 2013).

I used triangulation to confirm the completeness of the data and to enhance the credibility of the research, as suggested by Houghton et al. (2013). Ensuring the good quality of the audio recording guaranties the acuracy of the interview transcription. I searched for rival explanations as possible, meaning testing the viability of the findings or looking for evidence that may disconfirm the conclusions or the assumptions, as suggested by Miles et al. (2014). Checking the credibility of data may not be sufficient to ensure the trustworthiness of the research. Enhancing the transferability of data may further strengthen the quality of the research.

Transferability

Checking for the transferability or representativeness of the findings consists of ensuring that the data are valid in other settings and contexts. The commonly used approach is the thick and rich description of the results, including detailed reports of the context, methods, and samples of primary data (Houghton et al., 2013). The thick description enables a broad overview of the research and may inform other scholars who could refer to the findings in their research. To check for transferability, I looked for contrasting cases and was able to interview additional participants in the field. I also shared the draft analysis with some interviewees, so that to contribute to the accuracy of the dissertation write-up (Miles et al., 2014). I also had prolonged engagement with participants as needed, to check results and to make a thick description of the findings.

Dependability and Confirmability

Dependability refers to the degree of the stability of the findings and is the equivalent of reliability in quantitative research, whereas confirmability relates to the accuracy of the data or their neutrality (Houghton et al., 2013). The process of establishing both dependability and confirmability are similar. I recorded ideas and reflections throughout the data collection to assess the dependability of the findings and to ensure the transparency of the research process. I also documented reflections and ideas that could further help in the development of themes and subthemes, as recommended by Houghton et al. (2013). I checked as well for the convergence of original data and identified themes to assess the dependability of the findings.

I assessed confirmability by using reflexivity and my own critical understanding

of the research process. Reflexivity entails the self-awareness of competences and values

or knowledge that may inform the study (Woods et al., 2016). All along the study, I

ensured that subjectivity and biases do not influence the research results and that the

findings were accurate. My background knowledge should not influence the meaning-

making process. I also used NVivo in establishing confirmability, because the software

enables, for instance, locate passages that show only one person's perception instead of

the majority of the participants' perceptions.

Ethical Procedures

At every stage of the fieldwork, ethical concerns may arise, especially in the case

of my dissertation that involves a sensitive group: persons with disabilities. Ethical

concerns might relate to recruitment materials and processes or to data collection and

intervention activities. Conducting a study within a scholar's own work environment may

lead to ethical issues due to conflict of interests (Miles et al., 2014). To avoid ethical

concerns, I ensured that the procedures were strictly followed in the choice of

participants, in the sample strategy, in analyzing data, and in validating of findings. I also

addressed ethical concerns that might have arisen when two participants initially planned

for an interview were suddenly unavailable. From the waiting list I prepared in advance, I

was able to recruit substituting participants.

The institutional review board (IRB) at Walden University is responsible for the

compliance of the study with ethical standards, regulations, and guidelines at national and

international levels. I completed and submitted my IRB application, as soon as I received

the authorization to do so after the successful defense of my proposal. The purpose of

IRB is to prevent potential risks and manage conflict of interests. It also serves to

integrate ethical considerations that protect participants and to maintain the

confidentiality and integrity of the research data (Walden University, 2010). Beneficence,

justice, and respect for persons are the three main ethical principles, according to the

Walden University IRB. Beneficence entails maximizing benefits and minimizing harms,

whereas justice relates to the fair dissemination of the research benefits (Walden

University, 2010). Respecting the autonomy and ensuring the protection of participants is

a significant ethical principle.

To mitigate ethical issues, I carefully chose participants and I strived to preserve

their anonymity when responding to interviews. I prepared the consent letters ahead of

time, and I took time to probe the questions' validity. I envisaged the likelihood of a few

participants dropping out or the reluctance of some interviewees to cooperate, as well as

the possible delay in the data collection process. I also ensured interview settings that

were conducive to participants' collaboration. I shared the implications of the research in

terms of positive social change and of benefits that participants may get from the study.

I prepared documents, such as data use agreements and letters of cooperation that

I submitted to the entities where I recruited the participants. I also prepared the consent

form in three versions (English, French, and Malagasy). Upon approval of the IRB

submission (Appendix C), I submitted to interviewees the letter of consent that included

the confidentiality agreements for their signature. I also included in the letter of consent

information about the purpose of the study and about data collection methodology. I

highlighted possible risks and inconveniences during the data collection and clearly stated the dissemination strategy of the data collected. I carefully designed my interview protocol, so that to minimize tensions and identify possible trade-offs. I acted with professionalism and respect with the participants in the study and strived to be culture-sensitive when interacting with the participants, so that to avoid conflicts of interest.

Summary

I used the methodology plan outlined in Chapter 3 to guide the field work for my qualitative case study on employing persons with disabilities in Madagascar. The plan was meant to answer the research question and to identify strategies that could help leaders and managers improve the employability of persons with disabilities. I provided the rationale for the choice of the qualitative approach and of the case study design. I emphasized the role of the researcher at every stage of the qualitative research. As a part of the methodology plan, I explained the use of the purposeful sampling strategy to identify 28 participants among managers and leaders involved in disabled people's employment and empowerment. I highlighted the face-to-face interview as the main data collection strategy to capture interviewees' perceptions of the problem of persons with disabilities' employability. I also discussed the interview protocol and coding procedures that would support a critical and in-depth data analysis. The sections about trustworthiness and ethical issues concluded Chapter 3, where I emphasized the need to guarantee a quality dissertation study in accordance with Walden University requirements. In Chapter 4, I detail the implementation of the research methodology.

Chapter 4: Results

Introduction

In this qualitative case study, I aimed at examining managers' strategies and leadership that could improve disabled people employability skills in Madagascar. Managers' transformational leadership is instrumental in fostering disabled workers' job performance and self-esteem, as well as in preventing emotional exhaustion (Kensbock & Boehm, 2016). I conducted this study to answer the following research question: How can managers in companies, cooperatives, institutions, and organizations in Madagascar effectively foster the employability skills of persons with disabilities through their management practices and leadership styles?

Qualitative research is meant to explore participants' perceptions and experiences of a phenomenon (Clark & Veale, 2018). No common guidelines exist; therefore, the decision on how to proceed belongs to the researcher who has to exert critical focus and interpretive thinking (Clark & Viale, 2018). In this chapter, I present the research setting, followed by the demographic characteristics of the 28 participants in the study. The process of analysis and the main findings that emerged from the data analysis, using NVivo 12 software, are also discussed. The data collected included the interview transcripts, the field documents, and the researcher field notes. To respect the confidentiality of the data and to preserve participants' anonymity, no identifiable information about the participants or their respective entities were written in the data analysis outputs and in the present chapter.

Setting

Few scholars outline the field study setting, demographics, and socioeconomic characteristics of participants that may enhance the transferability of the findings (Korstjens & Moser, 2018). No occurrences have hampered the field study initial plan, except the withdrawal of two potential participants. The first participant was a manager in a company that signed the letter of cooperation and agreed to be interviewed, but was not reachable. The second participant also accepted the e-mail invitation, but was not present in the site for the set appointment.

The waiting list of potential participants was useful in finding three additional participants who expressed interest to be in the study. Instead of the planned 25 participants, 28 participants were interviewed before reaching the saturation point. To achieve data saturation, the researcher finds that new collected information starts repeating previously collected data (Elo et al., 2014). The responses from the 28 interviewees provided a rich and substantive material for the subsequent analysis and interpretation.

Another challenge was the difficulty to arrange the appointment with two managers within large companies who had difficulty allocating time for the interview. Qualitative researchers have to exert strategic thinking and creativity to ensure the completion of the study (Houghton et al., 2013). I had to change the appointment three times and to limit the questions to the essential main points, to capture their attention on the scope of the study. The study was time consuming, and budget was a concern because

I had to travel to conduct interviews in the three targeted regions. These concerns,

however, did not impact on the quality of the research outcomes.

Demographics

Due to the limited resource and time, I used purposeful sampling for the

recruitment of the participants with the aim to select information-rich cases as advised by

Palinkas (2012). In purposeful sampling, participants are intentionally selected, based on

their knowledge of the research phenomenon (William, 2015). I used as selection criteria

the managerial status of participants, their experiences in employing disabled workers or

in empowering persons with disabilities, their availability and willingness to participate,

and their ability to express opinions in an articulate and reflective manner as suggested by

Palinkas (2018). I purposefully recruited 28 participants in three main regions of

Madagascar. Table 4 displays the repartition of the participants per regions.

Table 4

Distribution of the Participants per Region

Region/city	Institutions	Companies	Cooperatives	Organizations	Total
Analamanga/ Antananarivo	03	05	02	02	12
Vakinankaratra / Antsirabe	03	04	01	02	10
Atsinanana/ Toamasina	01	03	01	01	06
Total	07	12	04	05	28

The first site, Antananarivo, is the capital of Madagascar and is located in the

Analamanga region, which is the most populated in the country with more than 4 million

inhabitants (National Institute for Statistics, 2018). The second site, Antsirabe, is located 170 km South from Antananarivo in the region of Vakinankaratra, and it is considered as the economic capital with its numerous industrial and agricultural zones (National Institute for Statistics, 2018). The third site, Toamasina, is located in the East coast in the region of Atsinanana, and it is the second largest city in Madagascar with the main port.

It was easier to reach managers in Antananarivo and in Antsirabe, considering the proximity of the sites and the scope of the economic activities in the regions of Analamanga and Vakinankaratra (National Institute for Statistics, 2017). The likelihood of finding companies or institutions employing persons with disabilities was higher. In Toamasina, it was more difficult to reach the site and to find managers who were willing to participate in the study, likely because of cultural factors. Building trust with participants and having them involved in the study required more time. Table 5 provides the summary of participant demographics and characteristics.

Table 5

Participants' Demographics and Characteristics

Entities	Number	Gender		Age Range	Position
		M	F		
Companies					
Private	10	07	03	30 to 60	CEO; Manager; HR Responsible
Public	02	01	01	40-65	HR Director
Institutions					
Private	01		01	30-40	Deputy Director
Public	06	04	02	40-60	President; Mayor; HR Responsible; Chief of service
Cooperatives	04	02	02	30-60	Manager; Coordinator
Associations/ Organizations	05	04	01	30-65	Coordinator; Manager
Total	28	18	10	30-65	

According to Table 5, participants share managerial position in various entities. Most of them are high ranking managers in charge of the human resource. I chose a higher number of participants in companies because I meant to explore the leadership strategies of managers who were employing disabled workers in large and private settings. It was difficult to recruit managers in companies because they were mostly concerned about the confidentiality of the data and the risk of disclosure of information about their employees.

It was easier to recruit managers in public institutions who were cooperative and enthusiastic to participate in the study. The participants from cooperatives and organizations provided diverse insights about the problem of employment of disabled

persons. According to the age range of participants, the managers in companies and

institutions appeared more experienced. The gender unbalance was likely due to a lack of

women in managerial positions, especially in private companies and in public

institutions. Figure 3 displays the gender distribution by entity.
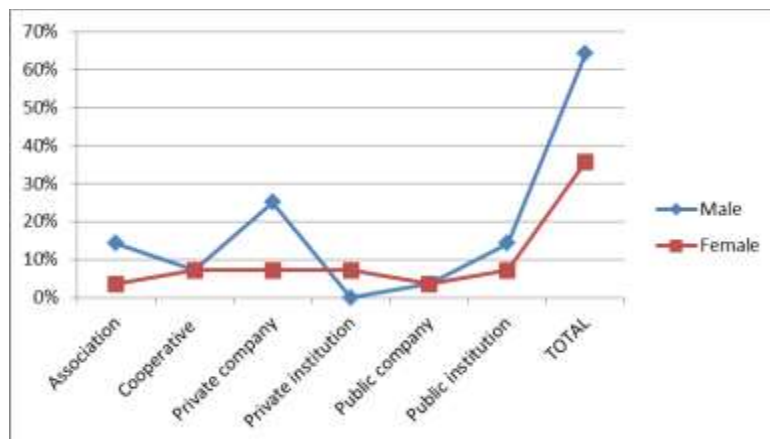
Figure 3. Gender distribution per entity.

Data Collection

Distribution of Participants

The 28 managers recruited for the study were purposefully selected in companies, cooperatives, and institutions employing persons with disabilities, as well as in organizations and associations that facilitate the access of persons with disabilities to employment. Executives of the relevant entities signed the letters of cooperation, so that they could collaborate in the recruitment of participants, according to the IRB requirements (Walden University, 2010). In the consent forms, I outlined the study background, procedures, risks, and benefits for participants who voluntarily accepted to involve in the study. In Figure 4 the distribution of the participants per region and per entity is visualized.
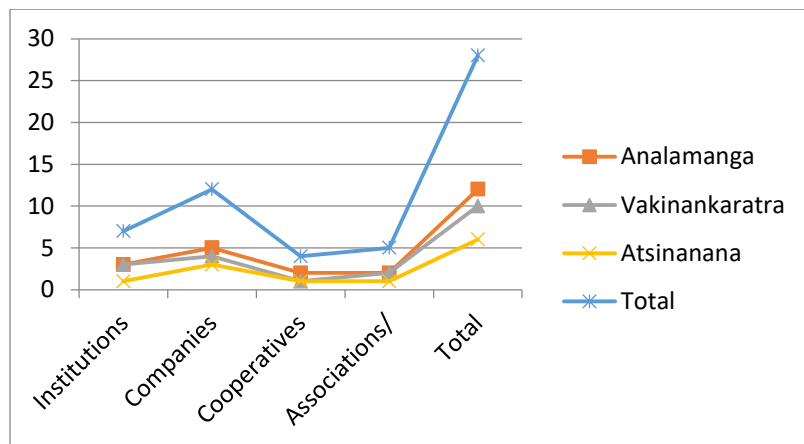
Figure 4. Distribution of participants per region and entity.

The distribution per entity slightly differs from what was initially planned. Instead of four managers in an institution, seven were interviewed. The number of managers recruited from cooperatives changed from five to four. The number of managers (12) recruited from companies remained unchanged. Finally, five participants were recruited,

as planned, from associations of persons with disabilities or from organizations facilitating the empowerment of persons with disabilities.

In Figure 5, I presented the proportion of the population per entities to highlight the focus of the study on managers employing disabled workers in companies and in public institutions. The managers from the two entities had their specificities in terms of management and leadership practices and in terms of understanding disabled workers' challenges. It was insightful to scrutinize the management model that prevails in cooperatives in which disabled workers constitute the majority of the employees. Managers in associations or organizations in charge of empowering persons with disabilities were not necessarily central to the phenomenon of persons with disabilities' employability. Their perceptions and views, however, enabled clarify the limits of the findings and possible variations (Miles et al., 2014).
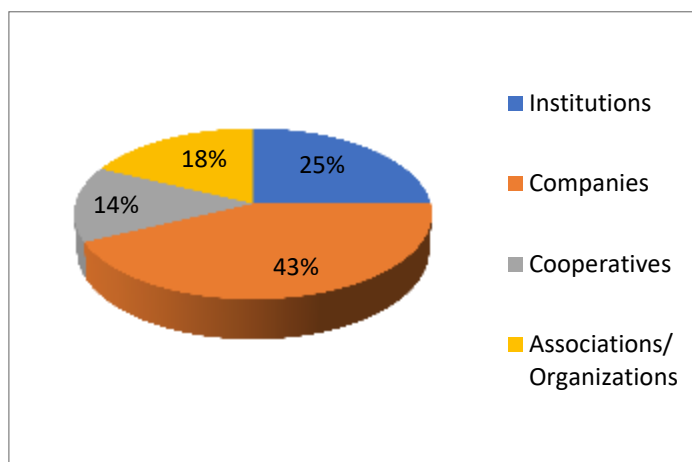
Figure 5. Proportion of participants per entity.

Interview Process

The invitation to the face-to-face interview was sent out to each potential

participant, including the IRB-approved consent form. I followed the invitation with

phone calls to agree on the exact date and time for the interview. I spent 3 weeks

conducting face-to-face interviews with the 28 participants in three different regions.

A semistructured, face-to-face interview was conducted to uncover participants'

insights, experiences, and perceptions of concepts pertaining to the research problem.

Information gathered from the semistructured interviews span from participants' general

to specific insights (McCammon & Keene, 2017). Twelve participants based in the

capital, Antananarivo in the region of Analamanga, were first interviewed because of

their geographic proximity to me. The following week, I travelled to Antsirabe in the

region of Vakinankaratra and conducted face-to-face interviews with 10 participants. The

last week, I continued in Toamasina in the region of Atsinanana for the interview of the

remaining six participants.

The face-to-face interview is not a mere instrument for verbal exchanges, but

consists of embodied communication and social practice that generates human interaction

and knowledge (Brinkmann, 2016). I spent an average of 45 minutes to 1 hour for each

interview, in accordance with the common duration in a qualitative interview. I used

Malagasy, the native language, to make the interviewees at ease and speak openly. I

started the interview by explaining the intent of the study, the interview procedures, and

the voluntary and confidential nature of the study. I allowed time for the interviewee to

read the letter of consent before signing it.

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For all interviewees, I asked up to 10 questions in the same order, and I added a few probing questions, depending on the quality of the response. I was also able to take some pictures and collect field documents that helped in the data analysis. I gathered interviewees' responses and took note of their body language that complemented the field data. Among the challenges I encountered was the use of the tape recorder. I noticed that some of the interviewees were reluctant and were nervous when I mentioned that the interview would be recorded. The tape recorder can intimidate the interviewee who may not be willing to share (Corbin & Strauss, 2014). In such a case, I preferred to take note of the responses, asking the interviewee to repeat, when necessary. I also used a volunteer note taker when possible.

The qualitative interview continues to dominate the field of social sciences. Beyond interviewing, data collection methods are expanding, with the aim of deepening critical reflection and broadening knowledge construction (Dowling et al., 2016). Every single interview was a source of information rich in context. The data collected provided a ground for the research topic. I learned how to behave with the interviewees, considering their cultural specificities and their context. Most of the interviewees were enthusiastic and polite. I followed the interviewee's flow, even if the response were not necessarily in compliance with the questions. With interviewees who showed reluctance, I strove not to spend much time and to make them at ease, orienting the questions around their areas of interest.

Preparation of the Data Collected

The raw field notes derive from the interview process and constitute meaningful information that still require thorough processing to make them understandable before they could be analyzed (Miles et al., 2014). I started by expanding raw field notes, typing them up into electronic documents, transcribing the audio recordings, and condensing the data through coding, generating categories and themes, and writing analytic memos, as suggested by Miles et al. (2014). The type up of the handwritten notes into electronic documents was a challenging process. For each interviewee, I collected an average of six pages of handwritten notes. Keeping the integrity of the responses requires proceeding to the immediate transcription of the interview responses (Stuckey, 2014). I strove to type up the raw field notes after each interview session while the information was still fresh, so that I could maintain the reliability of the interview responses.

I accumulated 85 pages of cleaned transcripts for 28 interviewees in an electronic version. I spent further times on the translation of the transcripts, with the help of a professional translator. I had to ensure that the translations were accurate. After the completion of the transcription, the transcripts of the interviews were sent back by e-mail to participants, for them to make the necessary review and return in a 1-week deadline.

Checking is essential in qualitative research to ensure the accuracy of answers (Birt et al., 2016). Overall, the participants expressed their satisfaction with the transcript, and many of them did not provide changes. Some participants returned their transcripts with a few corrections or additional insights. For those I did not receive a response from, I assumed that they were agreeable with the interview transcripts. I still went back,

however, to the field study to meet with some participants with whom I wanted to have further discussion and to collect additional documents.

Fieldwork generates documentation, such as interview transcripts, records, artifacts, and archives that constitute sources of information (Mile et al., 2014). In the field, I collected documents and information from the companies, cooperatives, associations, and institutions where the participants were recruited. Documentation such as archives, directory, relevant reports, and capitalization documents complemented interviewees' responses. My personal reflective journal added value to the data collected and contributed to the meaning-making process. The rich information gathered from the fieldwork was organized in participant files and uploaded into NVivo 12 software.

Data Analysis

No common formula exists for conducting data analysis. When immersing in the data, identifying codes, categories, and themes emerge organically (Janesick, 2016). According to Miles et al. (2014), coding is analysis, because it entails reflection on the data meaning. In this section, I provide the coding processes, starting with the open hand coding, followed by the NVivo coding.

Open Hand Coding

Coding is the transition process from the organization of the data collected to their objective analysis (Clark & Veale, 2018; Miles et al., 2014). Coding entails decoding, or deciphering the core meaning of a segment of data, and encoding or labelling the segment with an appropriate code (Clark & Veale, 2018). I started with the open hand coding of the interview transcripts that is common when beginning a coding process. The open

hand coding consists of segmenting the raw data to delineate blocks of concepts (Edwards-Jones, 2014). I then used selective coding to refine the earlier identified categories (Yin, 2014). Selective coding consists of using the most frequent codes to categorize data more completely (Charmaz, 2014).

From the hand coding process of three interview transcripts, I identified more than 20 codes. The codes were descriptive (qualifying traits, behaviors, or achievements) and analytical (influence, inspiration, strengths, or weaknesses; Miles et al., 2014). Among descriptive codes were societal attitudes, negative or positive behaviors, workplace setting, or contextual and structural challenges. Limited knowledge, misperception, reasonable accommodation, inclusion, empowerment, and motivation were among the analytical codes identified. Other analytical codes were decision making, capacity building, creativity and innovation, personal development, quality management, and compassion and humanity.

Coding Using Software

Qualitative software does not conduct data analysis but facilitates the management and display of data and codes for the researchers' analysis and meaning-making exercise (Miles et al., 2014). Considering the number of codes identified from the hand coding, I decided to continue the coding process with NVivo 12, the newest version of the software mostly used in qualitative data analysis (QSR International, 2018). NVivo requires the researcher to be familiar with its use and to learn how to get the maximum benefits from it. The latest version provides more accurate statistics and reports. NVivo software codes directly the data on the screen, displaying the nodes' statistics, as well the

mapping of the data (Edwards-Jones, 2014). NVivo12 is convenient for the coding of voluminous information, and it provides an accurate and transparent picture of the data collected (QSR International, 2018). The software is instrumental in the analysis of individual themes and in mapping how they relate to each other (Edwards-Jones, 2014).

I uploaded the 28 interview transcripts and other meaningful materials into NVivo12. I inserted the identified codes from the hand-coding process into NVivo, under the nodes file. The nodes are the smallest category level in NVivo software used to label and classify the fragments in the interview transcripts during the coding process (QSR International, 2018). I was able to code on screen all interview transcripts in 1 week. NVivo 12 reduces the biases and facilitates the subsequent interpretation of the data (QSR International, 2018).

Organizing the nodes is a part of the analytical process. When the nodes are cataloged in a hierarchy, the researcher can draw connections between themes, develop ideas and reflect on the topic (Edwards-Jones, 2014). NVivo 12 includes on the screen the list of nodes, the sources, the references, and their respective statistics. Within each file or interview transcript, the statistics of the nodes also appears.

Recognizing the value of both manual and electronic tools is crucial in qualitative data analysis. Aggregating the text or visual data into categories of information and seeking evidence for the codes necessitates human presence. The researcher is responsible for deciding how to proceed and must exert interpretive thinking (Clark & Veale, 2018). The passages coded may also represent contradictory views. Figure 6 reflects the aggregation of the nodes into categories and themes.

Nodes

Name	Files	References	Created On
actors	19	37	6/26/2018 6:47 PM
governement responsibility	19	37	6/17/2018 11:04 AM
legislation and incentives	19	29	6/17/2018 11:29 AM
Managers attributes	15	31	6/26/2018 11:49 AM
Business centered mindset	6	7	6/17/2018 10:12 AM
Limited knowledge (disability.le	15	31	6/17/2018 9:56 AM
Misperception	16	26	6/17/2018 11:22 AM
PWDs attributes	11	15	6/26/2018 11:40 AM
Negative behaviors	11	15	6/17/2018 10:43 AM
Positive behaviors	19	29	6/17/2018 10:50 AM
Weaknesses	20	43	6/17/2018 10:41 AM
Factors	18	38	6/26/2018 6:51 PM
Contextual and structural challenge	20	41	6/17/2018 10:22 AM
awareness raising needs	18	43	6/17/2018 1:31 PM
societal attitudes	18	38	6/17/2018 10:15 AM
workplace	25	64	6/26/2018 11:32 AM
accessibility	23	42	6/17/2018 11:04 AM
extra cost	18	22	6/17/2018 1:33 PM
reasonable accommodation	22	48	6/17/2018 1:32 PM
work setting	14	30	6/17/2018 10:16 AM

Name	Files	References	Created On
impacts and outcomes	16	28	6/26/2018 6:56 PM
social returns	16	28	6/17/2018 12:30 PM
equal treatment	23	44	6/17/2018 11:05 AM
inclusion	9	16	6/23/2018 7:01 AM
PWDs potential work	23	71	6/17/2018 10:45 AM
sustainability	7	10	6/17/2018 12:24 PM
future strategies	7	18	6/17/2018 11:02 AM
partnership development	9	18	6/17/2018 12:31 PM
processes	10	13	6/26/2018 6:44 PM
employability	10	13	6/23/2018 5:24 AM
capacity building	24	37	6/17/2018 10:57 AM
creativity and innovation	13	16	6/17/2018 10:56 AM
empowerment	17	28	6/17/2018 11:02 AM
personal development	16	19	6/17/2018 10:54 AM
transformative change	13	16	6/17/2018 11:03 AM
Visions and values	10	14	6/17/2018 10:54 AM
quality management	15	28	6/17/2018 11:01 AM
motivation	15	25	6/17/2018 12:18 PM
knowledge sharing	7	7	6/17/2018 10:54 AM
decision making	8	12	6/23/2018 6:30 AM
compassion - humanity	12	19	6/17/2018 10:58 AM

Figure 6. Aggregation of the nodes into categories and themes.

As displayed in Figure 6, the nodes were aggregated into categories, and the categories were aggregated into themes. Defined categories include processes and concepts, factors, actors, or the impacts and outcomes. Factors-related categories were societal attitudes, awareness raising needs, workplace accessibility, and limited access to job opportunities. Employability, empowerment, transformative change, disability, and inclusion were categories relating to processes. Government responsibility; managers' attributes; and disabled workers' attributes relate to actors, while sustainability and social returns relate to impacts and outcomes.

NVivo 12 Outputs

NVivo 12 facilitates the management of outputs, because it provides a number of reports, such as the code summary report and the coding summary by code report (QSR International, 2018). The code summary report provides the detailed statistics per file, namely the number of the files, coding, references, words coded, and paragraph coded. It is instructive about the most frequent nodes referred by participants.

Among the 28 nodes identified, persons with disabilities' potential work had the highest rank with 71 references, followed by reasonable accommodation (48), equal treatment (44), disabled workers' weaknesses (43), awareness raising needs (43), and accessibility (42). To a lesser extent, participants were also concerned with issues pertaining to the contextual challenges (41), societal attitudes (38), government responsibility (37), persons with disabilities' capacity building (37), lack of knowledge (31), and work setting (30). Figure 7 shows the number of references within nodes.
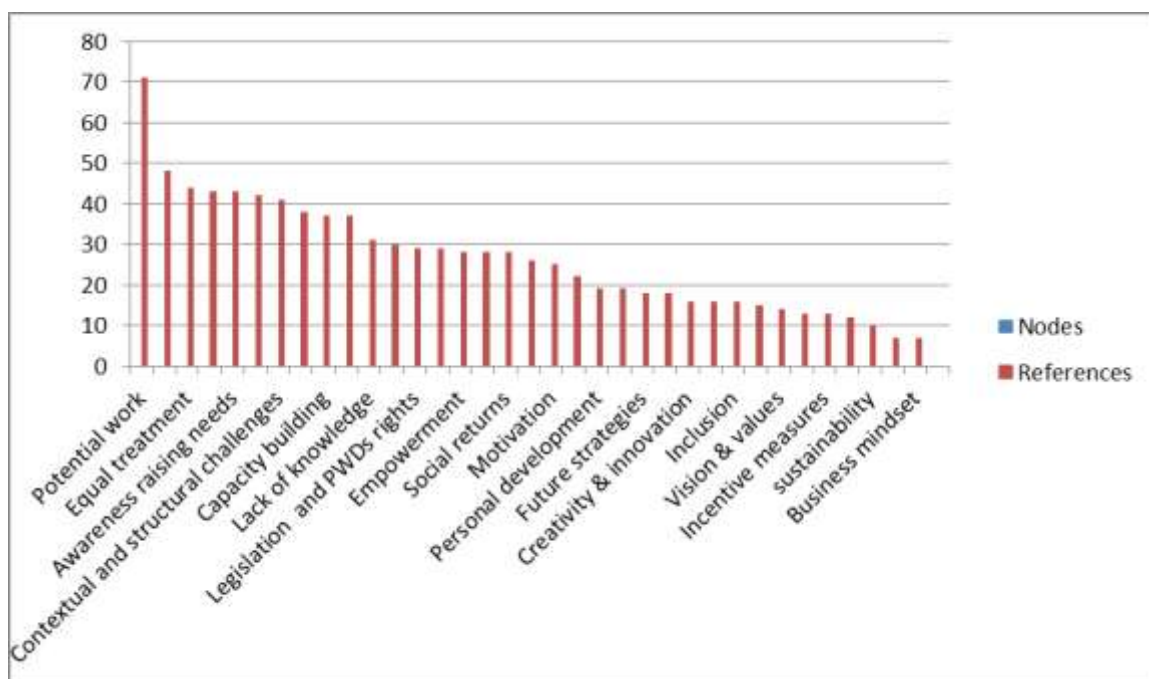
Figure 7. Number of references within nodes.

Coding Hierarchy Chart

The coding hierarchy chart is also helpful for analysis. It permits the classification

and a visual representation of all nodes in one glance according to their proportion. From

one glance, the organization of the nodes under categories and themes appear. The chart

also displays the level of importance of the nodes. From the coding hierarchy chart, the

processes of transformative change, employability, and empowerment that derive from

managers' transformational leadership are influenced by the contextual factors and by the

actors' share of responsibilities. Contextual and structural challenges (e.g., societal

attitude, the workplace setting, and including accessibility and reasonable

accommodation in the workplace) were the most cited factors impacting persons with

disabilities' employability.

The coding hierarchy chart also shows that main actors (e.g., the government, managers, and persons with disabilities themselves) are influencing the process of transformative change, employability, and empowerment through their responsibilities and their positive or negative attributes. The impacts and outcomes of the processes of transformative change, employability, and empowerment include the social returns, in terms of persons with disabilities potential works, equal treatment, inclusion, and the sustainability, through partnership development and future management strategies. Figure 8 displays the coding hierarchy chart.

Figure 8. Coding hierarchy chart.

Categorization of Nodes

NVivo software is also instrumental for the organization of the nodes per key words. It explores key words, discovers patterns, and enables visualization of their correlation. Figure 9 displays the diagram of items clustered by word similarity for a

number of nodes pertaining to the leadership styles attributes that managers could use to

facilitate the employability of persons with disabilities.

Figure 9. Diagram of items clustered by word similarity.

NVivo aligned future strategies with visions and values and transformational

change with capacity building, awareness raising and empowerment. Creativity and

innovation were associated with quality management, while compassion and human

development related to motivation and equal treatment. Finally, partnership development

aligned with knowledge sharing and personal development.

Comparative Analysis Among Files

NVivo displays a diagram that reflects the percentage of the nodes, thus

facilitating the comparative analysis among files. Four samples of diagrams are presented

in Figure 10. The four diagrams were chosen to illustrate four different responses by

representatives of four different entities from where the participants were recruited

(private company, cooperative, public institutions, and association).

Interviewee from a private company (C1)

Interviewee from a cooperative (O1)

Interviewee from a public institution (I1)

Interviewee from an association of disabled people (A1)
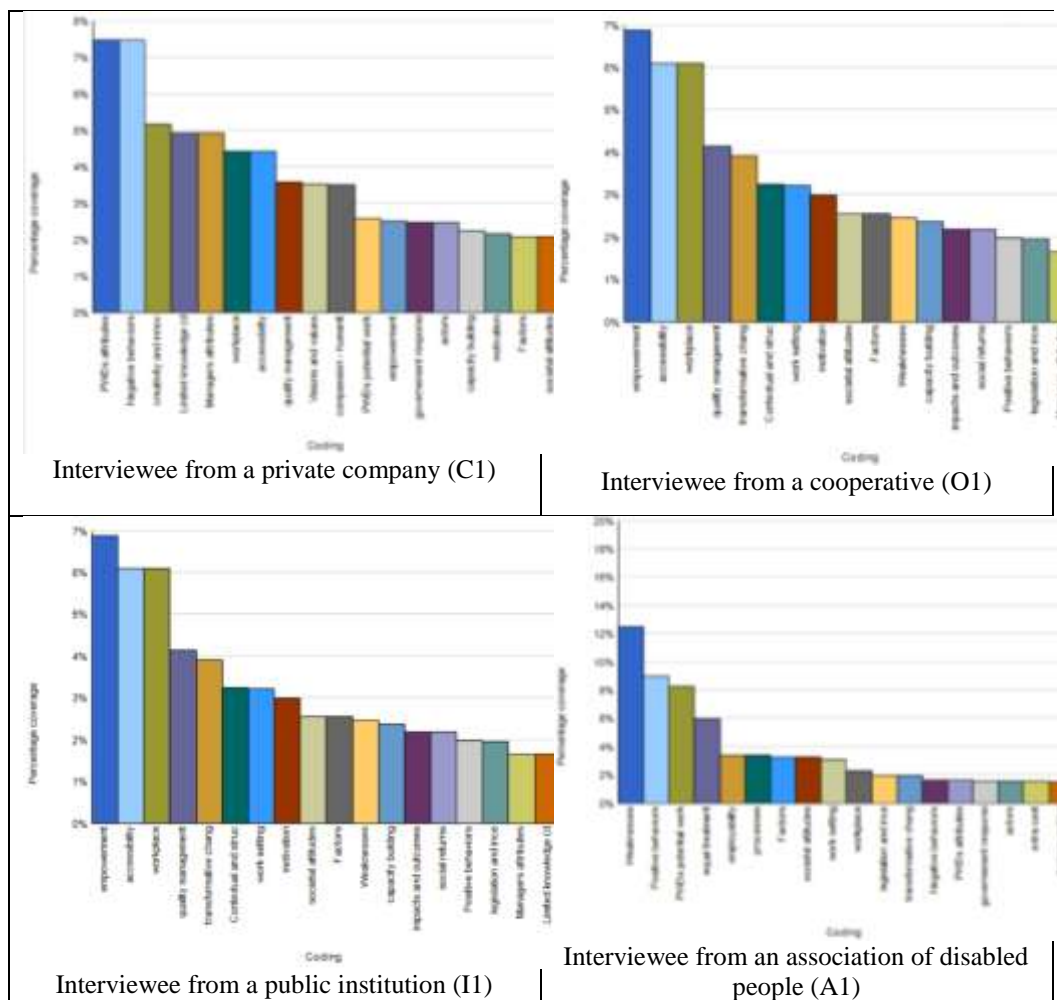
Figure 10. Comparative diagrams of responses by four entities' representatives.

The disparity and commonality in the four responses emerged from the comparison of the four diagrams. Interviewees from private companies were more concerned with workers with disabilities' negative behaviors in the workplace and limited knowledge. They reflected the managers' attributes, such as the lack of knowledge about disability and about legal texts, the business dominating mindset, and the misperceptions about disabled persons working competences.

Interviewees from public institution were more concerned about persons with disabilities' potential work ability and their equal treatment with others. Although they recognized the importance of quality management, they considered contextual and structural challenges, mainly societal attitudes, as the main factors hampering persons with disabilities' employability. They recognized disabled workers`positive attributes and gave importance to capacity building.

Interviewees from cooperatives were keen to discuss disabled workers' empowerment needs and the workplace setting, including accessibility. Interviewees considered among enabling leadership strategies the quality of management and transformative change, and they denounced recurring contextual and structural challenges. Interviewees from associations were more focused on the disabled worker attributes, including their weaknesses, their positive behaviors, their potential work abilities, and the equal treatment they may require.

Evidence of Trustworthiness

Scholars identified credibility, transferability, dependability, and confirmability as the main criteria to assess the trustworthiness of a qualitative study (Korstjens & Moser, 2018). In the field study, reflexivity, rigor, and objectivity were my principal drivers. Reflexivity is self-awareness of the researcher's own role in the process of collecting, analyzing, and interpreting the data, as well as the researcher's assumptions that may influence the research findings (Korstjens & Moser, 2018). I used reflexivity to ensure the quality of the participant selection, data collection, and data analysis. The use of qualitative software, NVivo 12 allows a precise and accurate reporting of participants'

responses, thus preventing the researcher from the use of his or her own insights (Woods et al., 2016).

Credibility

According to Korstjens and Moser (2018), credibility is the criteria used to ascertain that the findings are correct and in conformity with the original interviewees' responses. I strove to conduct the study as planned, to minimize the risk of biases. I used triangulation to cross-check the data, by comparing the findings from different sources (Houghton et al., 2013). For instance, when a participant stated that there is no extra cost involved in employing disabled workers, I cross-checked the information from other sources, such as documents collected in the field study. When I had doubts about a response, I also searched for rival explanation.

Prolonged engagement in the field is also a strategy to ascertain credibility (Korstjens & Moser, 2018). I spent sufficient time interviewing the participants and collecting documents to complement the data analysis. I used a tape recorder or a volunteer note taker to guaranty an accurate electronic transcription of the handwriting notes. I proceeded to the transcription right after the interviews, when the data were still fresh. I returned the interview transcripts to the participants and asked them to check the accuracy of the responses. I had prolonged engagement with the participants as needed, to check with them passages in the interview transcripts. I ensured that the English translation of the transcripts were accurate.

Transferability

Transferability relates to the potential for extrapolation and generalizability of the qualitative research findings to other settings (Elo et al., 2014). Accounting about the field study setting, participant' characteristics, sampling strategy, interview procedure, and protocol may enhance the transferability of the findings (Korstjens & Moser, 2018). I used thick and rich description of the results to ensure the transferability of the finding. Thick description is among the strategies that enable ensuring the rigor of the research, through a trustful analysis of the data by themes (Houghton et al., 2013). I provided detailed reports of the setting and the methodology used in the field. I highlighted a number of quotes from the primary data that were repeatedly stated by different participants. I looked for contrasting cases and was able to interview additional participants in the field.

Dependability and Confirmability

Dependability entails the consistency of the findings with the original data, and the alignment of the analysis process with the standard analysis in a qualitative case study (Houghton et al., 2013). Confirmability relates to the neutrality or the objectivity of the findings that should be based on participants' viewpoints instead of the researchers' preferences (Korstjens & Moser, 2018). Korstjens and Moser recommended using an audit trail that establishes a transparent research path. It includes the decisions made during the research process and how the findings emerged.

To ensure the dependability and confirmability of the findings, I used a reflective journal in which I noted my observations, insights, sampling strategies, and relevant

information about the data management. I strove to avoid subjectivity and ensured that my background knowledge did not influence the meaning-making process. I went back and forth through the field documents, the interview transcripts, and the NVivo reports and outputs to make sure that the results of the data analysis were aligned with the original data. I also immersed myself in literature about qualitative research methodology to ensure that the data analysis was in line with qualitative case study analysis. I based the development of categories and themes on the documented reflections. I also checked the convergences of identified themes with the initially defined themes.

Results

In this section, I presented in-depth thematic analysis of the study findings. The analysis was articulated around themes and subthemes that were derived from the NVivo outputs. Thematic analysis consists of detecting similar patterns in the data collected and of organizing them under categories and themes (Clark & Veale, 2018). Korstjens and Moser (2018) recommended reading the raw data back and forth, coding and relabeling codes as needed, to study the findings until they are able to provide the intended depth of insight. I selected themes and subthemes in light of the research questions and based on the frequency of responses, their distribution, and their meaning to the participant. I focused on how the categories weaved together to form the themes.

The thematic analysis was grounded on the NVivo coding summary by code report and the 28 transcripts that I read. The recurring participants' statements revealed key messages organized around the following themes: (a) contextual factors to inclusion, (b) obstacles to employment, (c) stakeholders' responsibilities, (d) understanding of

relevant concepts, (e) management strategies, (f) enabling leadership styles, and (g) social returns. The identified themes were in line with the initially defined categories of interview questions, as indicated in the interview protocol (Appendix A).

Contextual Factors to Inclusion

Below are the interview questions to participants that fell under this theme:

Q1:   What do you think are the challenges persons with disabilities are facing in Madagascar?

Q2:   What are the main factors that may hamper the inclusion of persons with disabilities in the society?

In response to the questions, the participants' common responses were captured under the following subthemes.

Societal attitudes. The social and economic inclusion of persons with disabilities was subject to multiple contextual factors. What commonly stemmed from the participants' responses were the societal attitudes and the deficit of legislation as the main factors impacting the inclusion of persons with disabilities. Participants cited discrimination, exclusion, and segregation 14 times, and equality and inclusion 31 times. Interviewees stressed that persons with disabilities belong to vulnerable families. "The context of poverty and vulnerability of the majority of the population does not work in favor of the inclusion of disabled people" stated one interviewee. Scholars evidenced a relationship between the poverty status and major disability, described as the cycle of poverty and disability (Christoffel Blinden Mission, 2016a; Kiregu et al., 2016; Lorenzo

& Van Rensburg, 2016). In Table 6, the keywords pertaining to societal attitudes and

awareness raising needs are displayed.

Table 6

Keywords in Interviewees' Responses

Negative inference	In line with	Positive inference
Vulnerability	Persons with disabilities	
Diminished		
Miserable		
Unconsidered		
Traditional beliefs:	Parents and families	Sensitization,
Bad fate; witchcraft; shame;		
Lack of involvement		
Discrimination	Community	Equality
Exclusion		Inclusion
Segregation		Awareness raising
Lack of empathy		sensitization,
Stereotypes		
Prejudgment (mad, fool, contagious)		
Reluctance	Managers	lobbying, and advocacy
Weak legislation	Government	lobbying, and advocacy
Poverty	Context	

Participants raised the hindering effects of traditional beliefs and families' lack of

responsibility. They reported that many families still hide their disabled children or often

reject them, because they are seen as "a shame" and "a bad fate" or "witchcraft".

Interviewees' responses aligned with researchers' findings concerning persons with

disabilities' marginalization by the community and their families (Lorenzo & Van

Rensburg, 2016). Interviewees agreed that parents are not involved sufficiently in the

education of their disabled children. "They have to work and therefore leave their

children begging in the street" explained one interviewee. "If there are two children in a

family, the one without disability is prioritized for education" said another interviewee.

Participants stressed persons with disabilities' difficulty integrating in the society, "because they have to face others' eyes." Often families do not know who to reach out for assistance. "There is no empathy by the community to others' problems," asserted one interviewee. A leader of a disabled persons' organization stated that "persons with disabilities are diminished and often perceived as dirty, miserable, and belonging to the lowest level of the society."

Interviewees agreed that societal attitudes and mindset should change. "Each citizen has a role to play in changing their day to day attitudes vis-a-vis persons with disabilities," stressed one interviewee. Interviewees called to "go beyond stereotypes and prejudgments" and avoid inappropriate languages such as "the fool," "the mad," or "disability is contagious." One interviewee shared what a person said about a dwarf worker: "How come this person could be a civil servant?" Interviewees were convinced that a better awareness about persons with disabilities' talents will contribute to change the societal attitude.

A number of participants outlined the need for awareness raising campaigns at different levels of the society and within the workplace. The words "awareness raising, sensitization, lobbying, and advocacy" came up 37 times in the responses. Participants denounced the lack of awareness about the inclusion of persons with disabilities. A leader of a disabled persons' organization advised to be more systemic and to "raise the awareness of all disability stakeholders, government, the media, and companies' CEOs".

Participants emphasized the importance of parents and families' awareness. A participant within a public institution stated "parents of children with disabilities are the

first to sensitize." A manager of an association stated that "parents are not aware of or deny the limited intellectual capacity of their grown child with learning disability." The association hired a family assistant to provide regular training to parents, encouraging them to share their anxieties, life problems, or their life story.

Participants underlined the need to sensitize other employees on disability issues. One manager suggested "sensitizing employers in the private sector on disability issues, using concrete success stories of disabled workers." An interviewee said, "colleagues at work should learn how to behave with disabled workers." Many agreed that within the workplace, persons with disabilities should not be viewed differently, because they could work equally as others if their reasonable accommodation was considered. "Within the company, the manager is the first responsible to raise the awareness of the personnel," said one interviewee.

Participants stated that raising awareness of the population was still a challenge because of cultural beliefs in Madagascar. Transformation takes time to occur; yet, it starts from the society attitudinal shifts through behavior changes and relationship building (Lorenzo & Van Rensburg, 2016). Interviewees confessed that they could not persuade the community and the families that disabled persons have potentials for work. "We spent three years to persuade a wood work company manager to hire one blind person who is gifted in wood sculpture and is even better than the other workers" said a member of an organization. According to a manager in a public institution, "the society and the government in Madagascar are not sufficiently aware that persons with disabilities could give a lot instead of being a plight for the society."

Educating the population requires time and innovative strategies. Researchers offered recommendations for the promotion of inclusion of disabled workers in the workplace in terms of resources mobilization, infrastructures accessibility, and disability awareness campaigns (Kleynhans & Koitze, 2014). One interviewee said that "each day is not sufficient to raise the awareness of the population." Some participants suggested organizing lobbying campaigns, awareness raising events, open doors, "living together" events, advocacy activities, and disabled workers' testimonies within companies. Dawson et al. (2014) asserted the value of story-telling as means of providing innovative opportunities and facilitating change of the collective mindset.

Participants recommended disseminating best practices and using the media as a means to educate the community. Bringing to the forefront experiences facilitates the sense making of events and concepts and the provision of future strategies and possibilities (Dawson, 2016). Nonworking disabled persons also learn from the experiences of disabled workers. "Disabled persons' ability and skills are not visible and should be better used to raise the public and government awareness," said a manager.

Obstacles to Employment

Below are the interview questions asked to participants that fall under this theme. The questions follow the order in the interview protocol:

Q3:   Why persons with disabilities have difficulty to access to the job market?

Q4:   What might be the problems encountered by disabled workers in the workplace?

Q5:   How do you perceive the phenomenon of disguised unemployment in

Madagascar?

Q7:   Are you aware of legislative texts that could facilitate the employment of

persons with disabilities?

Q19:   What do you think are the extra costs employing persons with disabilities

engender?

Limited and unequal access. Many factors limit the access of disabled persons

to employment, leading to their economic and social exclusion (Cramm et al., 2014).

Participants in the study underscored a number of obstacles to persons with disabilities'

employability. They flagged the fierce competition in the job market and the

nonconducive environment to disabled workers' vocational inclusion. "Companies have

too many requirements at the recruitment (years of experiences, availability, skills,

mobility, good physical and health conditions, and family situation) hence the exclusion,"

stated one interviewee. Figure 10 displays the illustration of the process of access to the

job market, in which similar conditions applied both to disabled and nondisabled persons.

Fierce competition
Companies' requirements
Non-adapted job advertisement

Disabled persons

Non-disabled persons

Non-conducive context
(Exclusion, unemployment,
Limited access to credit)
Inequality of access

Job market
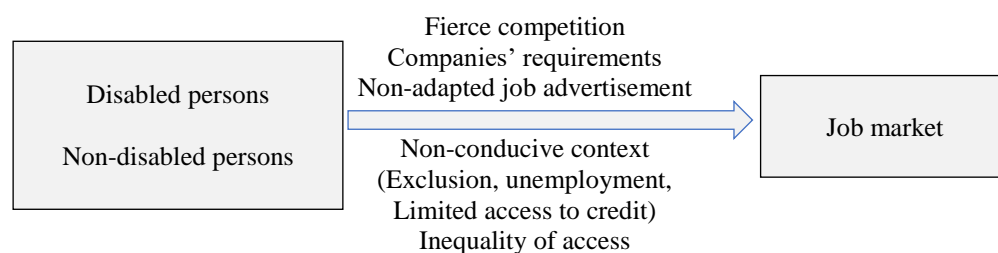
Figure 11. Illustration of the access to employment.

Participants underscored the lack of measures for the retention of persons with disabilities in the workplace. "Companies are hiring then firing disabled workers," said a leader of disabled persons' organization (DPO). Scholars stressed the lack of employment equity plans, inadequate recruitment, and retention strategies (Sing, 2012). Participants often cited the lack of work that fits the impairment: "Instead of adapting the company to the needs of the disabled persons, the jobs should be adapted to the impairment of the person," advised one interviewee. The task assigned should be appropriate to the impairment of the disabled worker.

Interviewees pointed out the differential access to job opportunity. "Despite their capacities, disabled people do not have the same rights to work equally as others," deplored one DPO leader. Interviewees emphasized managers' preference for a person without a disability than for a person with disability, even if they have the same competences.

The discrimination and inequality in the access to the job market are exacerbated by structural barriers. One interviewee stressed that "job advertisements are usually done via newspapers, whereas blind persons cannot read; or through radio, whereas deaf persons could not hear." Interviewees highlighted the limited access to credit and insufficient conditions to access decent work. Leaders of cooperatives complained about the rise of raw materials; therefore, they hardly made benefits from the products' sale.

Unemployment. Participants were not familiar with the term "disguised unemployment" in the interview question. They, however, agreed that disabled persons have no choice than "informal work" when they cannot access the job market. Many

workers are in the informal sector in Madagascar, hence the phenomenon of disguised unemployment (International Labor Organization, 2015; Lee et al., 2016; National Institute for Statistics, 2017).

Participants pointed out the high level of unemployment in the country and the fact that persons without disabilities themselves were struggling to access the job market. "Overall, the majority of workers in Madagascar face bad conditions of work," stated one interviewee. Few researchers focused on the issue of disabled persons' unemployment and provided knowledge about financial instruments to counteract it (Cramm et al., 2014; Koza, 2015). Yet, participants agreed that national strategies to address the issue of unemployment are missing. Table 7 shows the disaggregated number of disabled workers and nondisabled workers within the 28 entities.

Table 7

Number of Disabled Workers within the 28 Entities

Entities ID	Hearing Impaired workers	Visually impaired workers	Physically impaired workers	Intellectually impaired workers	Total	Nondisabled workers
A1				24	24	12
A2		4			4	5
A3	1	3	4	1	9	4
A4	1	1	2		4	5
A5			16		16	
C1	20	1	2	2	25	125
C10	1		1	6	7	193
C11	2		3		5	295
C12			2		2	6
C2	1				1	8
C3	6		4		10	1990
C4		1	2		3	1390
C5	1		3		4	110
C6		1	5	1	7	70
C7	7	3	18	2	30	15
C8				7	7	12
C9	2		2		4	96
I1			3		3	250
I2	1	1	6	1	9	350
I3	4		2		6	15
I4			2	1	3	130
I5	1	1	1	1	4	160
I6		1	2		3	200
I7		1	2		3	25
O1	2		8		10	4
O2	4		5		9	2
O3	5	3	7	2	17	2
O4	4	1	22	2	29	65
Total	63	22	124	50	258	5539

Note. A1 to A5 indicate Associations/Organizations; C1 to C12 indicate private Companies; I1 to I7 indicate Institutions; O1 to O4 indicate Cooperatives

I found a limited number of disabled workers within entities from where the participants were recruited. As displayed in Table 7, only 258 disabled workers were working in the 28 entities compared to 5,539 nondisabled workers, meaning only 4.6% of workers in the said entities had disabilities. In addition, 57 were working in associations or organizations (A1 to A5), 105 were working in private companies (C1 to C12), 31 were working in public or private institutions (I1 to I7), and 65 were working in cooperatives (O1 to O5). The number of workers with physical impairments was the highest (124); whereas, workers with other types of impairment were less represented: hearing impaired workers (63), intellectually impaired workers (50), and visually impaired workers (22). The figures attested some managers' reluctance to employ persons with disabilities, particularly visually impaired workers.

Workplace accessibility. Scholars agreed that persons with disabilities have difficulties, not only to access to the work, but also in remaining in the workplace where barriers relating to accessibility and inclusion are rife (Lee et al., 2016). Most of the participants concurred that the contextual environment was not disability-friendly, and it was hard to find accessible buildings in the main cities of the country. Accessibility emerged in participants' responses, with the word cited 33 times. One interviewee from a cooperative raised the issue of infrastructural barriers and stated that "most of the public offices have stairs instead of elevators; and the roads in cities are inaccessible for wheelchairs." The provision of wheelchairs to persons with reduced mobility is scarce and sporadic in Madagascar and does not meet the real need.

Participants outlined the difficult access to information. Accessibility consists not

only at ensuring the physical access to a place, but also the access to communication (Lorenzo & Van Rensburg, 2016). An interviewee said, "speakers in TVs are not used to describe loudly visual image of what is written on the screen, so that to accommodate visually impaired persons." One interviewee complained about the lack of assistive devices, such as hearing aids for hearing impaired people and sounding devices for visually impaired people.

Participants denounced the poor quality of the public transportation system. One interviewee stated that "public transports do not accept wheelchairs; thus, workers with reduced mobility have to crawl to enter the bus." Another interviewee explained that "disabled workers have to leave their home early, at 5 am in the morning to avoid the crowd during the rush hour, the long queues and to prevent from bullying."

Managers in public institutions recognized the difficulty for workers with reduced mobility to reach offices located in upper floors. Elevators do not exist, and a manager stated, "A blind worker has no accessibility problem because he already knows by heart the number of steps to get to the third floor of the building." A leader of a DPO complained that "managers in private companies do not think about the accessibility standards when building their workshop." One interviewee reported about the case of a worker who requested to move in the first floor because of his vertebral column problem. The response was "either you stay in the second floor or you leave."

Managers in private companies underscored the "difficulty to change the workplace settings to accommodate disabled workers' accessibility." The main argument was the limited budget to ensure accessibility in the workplace. Managers were reluctant

to invest in physical accessibility settings because of the extra cost they may engender. According to an interviewee, "managers will gain in investing in a ramp as its cost is almost the same as that of a building stair."

Insufficient knowledge of disabled workers' rights. Participants had little awareness of the rights of persons with disabilities, such as their rights to be educated and trained, to work or to access livelihood, to associative life, and to express their voices. Interviewees from public entities and DPOs were better aware of the CRPD and the Human Rights Convention. Leaders of DPOs asserted that they do not enjoy the human rights defined in the Convention. They added that international NGOs organized too many workshops around the CRPD. "The related budget should be better used for livelihood projects," claimed one interviewee.

Interviewees had limited knowledge of national legislation pertaining to disability and pertaining to work. When asked, one interviewee answered, "I did not investigate much about the Labor code but I will learn from now." Interviewees were of the view that the national laws and regulations pertaining to disabled workers' rights were not widely disseminated. Most of the participants denounced the nonimplementation of legal texts and the nonrespect of disabled workers' rights.

Interviewees lacked knowledge about how to make national laws in compliance with the international texts. They were unaware about how to translate the national laws into implementable regulations. Interviewees were somewhat aware of regulations at the community level, such as the charter for accessible city in Antsirabe. Interviewees from private companies called the government to protect the rights of disabled workers in

private companies. "The government should ensure that the same conditions are applied to disabled and non-disabled workers," said one interviewee. Another interviewee suggested sanctioning those who were not respecting disabled workers' rights.

Extra cost. Of interest were the participants' perceptions about the extra costs that the accommodation of disabled workers may engender. In the interview responses, 22 references to extra cost were registered. Participants were unanimous in stating that disabled workers do not engender additional expenses. One interviewee affirmed that "the company does not necessitate extra-budget because disabled workers they hired are not a burden." A participant from a public institution stated that "the budget remains unchanged whether there is a disabled worker or not."

Interviewees were, however, aware about the physical accessibility needs. One participant deplored the absence of a budget to rehabilitate the workplace for a better accessibility. Interviewees invited to invest in infrastructure, such as a ramp that "costs almost the same as a stair." One interviewee warned, however, that "rehabilitating the infrastructure according to the accessibility standard would engender extra-charges." According to another interviewee, "accommodation should not cost much when using local raw materials, such as cardboard; plastics; or recycled materials."

Participants raised the possible shortfall due to disabled workers' slow productivity. "The provision of assistive devices, such as wheelchairs, crutches, prosthesis, white canes, may engender extra-costs," said a manager in a large company. Another interviewee mentioned the cost of health care and suggested strengthening health support scheme with health insurance agencies.

Managers in public institutions emphasized the lack of budget that prevented them from considering extra costs for disabled workers' accommodation. "Even though we want to provide support to persons with disabilities, it is not possible," said one interviewee. "Sometimes I even have to pay from my pocket to accomplish my social responsibility." In the contrary, another manager explained that "the budget of the institution could cover the expenses related to disabled workers therefore there is no need to worry about the extra-costs."

Stakeholders' Responsibilities and Attributes

The following questions asked to participants fell under this theme:

Q8:   Who should take the responsibility of facilitating the access to employment of persons with disabilities?

Q9:   What are the relevant actors, namely managers and disabled workers' main attributes?

Q10:   What existing or potential works do you think are most suitable for persons of disabilities?

Government attributes and responsibilities. The government should encourage both disabled persons to access the work and employers to hire and retain them in the workplace (WHO, 2011). The national law adopted in 1997 stipulates that incentive measures should be developed and the state should encourage the employment of disabled persons in the private and public sectors. Yet, no strategy or program provides tax relief for companies employing workers with disabilities in Madagascar. Interviewees emphasized the absence of policies that ensure companies to hire disabled workers. "The

government has interest to encourage companies to hire disabled workers to alleviate its charge," stressed one interviewee.

Participants agreed that "the government has a leadership role," as attested the 37 references about government responsibilities in the interviewees' responses. Interviewees deplored the limited change of the government bearers' attitudes, despite years of advocacy. A participant pointed out that "no specific efforts come from the government; no budget and no real planning." They shared the views that "disability issues are not a priority for the government."

Participants from public institutions shared their efforts in terms of legal framework, advocacy and awareness raising, accessibility, and sporadic provision of wheelchairs or other assistive devices to disabled persons. Interviewees flagged recent decisions to recruit civil servants with disabilities within public institutions. One interviewee from the ministry in charge of population underscored the "leadership role of the ministry, in terms of legal framework (laws, decree, regulations) development and implementation." The interviewee also informed about the "flexibility hours applied to disabled workers."

Other participants, however, pointed out the lack of political will and engagement of the government, often accused as neglecting the persons with disabilities. "If the government pursues the same policy, only the mild disabled persons will be taken into consideration," said one interviewee. Participants were concerned about the implementation of legal texts. Interviewees stressed the government duty in facilitating the implementation of the CRPD. They shared information about the situation in other

countries, such as the United States and France where the governments took concrete

inciting measures. "Decision makers are sought to implement the existing laws," said one

interviewee.

Interviewees from public institutions raised the "noneffective decentralization of

competences" from the national government to the regional and communal governing

bodies. "Even though the Major is willing to promote persons with disabilities' inclusion,

he has limited power to decide," affirmed one interviewee. The conflict of competences

between the Major and the Commune Council may impede the decision-making process.

Because of the conflict, it was not yet possible to adopt the inclusive development plan of

the commune.

Interviewees raised the creation of appropriate structures for persons with

disabilities' orientation, counselling, and placement at the community level. They

suggested adopting measures, such as taxes reduction, that would encourage private

companies to employ disabled workers. Other proposals emerged, such as the creation of

a "system of prime" for companies employing disabled workers, the "provision of

adaptive materials," and the "allocation of grants" to companies.

The government was recognized as the first one responsible in defining and

implementing the legal texts pertaining to persons with disabilities' rights. The ministry

in charge of the population was making efforts, although it cannot do much with the

limited budget. Recently, the ministry provided sporadic donation of assistive devices

and equipment, such as wheelchairs, crutches, or white canes to organizations of persons

with disabilities. Interviewees recognized, as well, the value of learning negotiation

techniques and developing advocacy strategies to better influence the government. Table 8 shows the attributes of the government and its role.

Table 8

Attributes and Expected Government Role

Actor	Positive Attributes	Negative Attributes	Expected Role
Government	- Awareness raising - Accessibility efforts - legal framework development - Provision of wheelchairs or assistive devices - Recruitment of disabled civil servants	- Slow attitudes change - Lack of political will - Neglect of disability issues - Non-effective decentralization - Competences conflicts	- Leadership role - Encourage institutions and companies - Provide incentive measures, tax relief - Facilitate CRPD and laws implementation - Create counselling and placement structures at community level

NGOs' involvement. To ensure effective transformative change, NGOs' and private companies' initiatives should be aligned with national programs in support of people with disabilities' access to work (Lorenzo & Van Rensburg, 2016). Interviewees emphasized the importance of partnership development to widen the network and to gain a greater reputation. Collaboration, cooperation, and solidarity appeared often in the interview responses. DPOs' leaders incited disabled workers to be involved in associations that are meant to address common challenges and to strengthen advocacy. Networking, however, requires disabled workers to sharpen their negotiation skills and ability to dialog. "The development of inclusive groups for mutual help could contribute to protect the persons with disabilities in their community," asserted one interviewee.

Interviewees expressed their satisfaction of the partnership with INGOs that are actively supporting projects on vocational inclusion of persons with disabilities in Madagascar. "Thanks to our partners, we were able to distribute white cane; and adapted

software for visually impaired workers," shared one interviewee. Another interviewee

praised the cohesion of stakeholders in the disability area and suggested a better

coordination of their interventions. Interviewees were also keen to extend cooperation

with placement agencies and to strengthen networks with entities involved in the field of

disability. An interviewee shared information about the platform on trainings and

professional insertion meant to promote inclusion and disseminate job opportunities.

Table 9 shows participants' perceptions of the NGOs' and INGOs' role.

Table 9

Perceived NGOs and INGOs' Role

Actor	Perceived Role
NGOs and DPOs	- Partnership development - Widened network - Collaboration, cooperation, and solidarity - Disabled workers to involve in associations - Strengthen advocacy. - Sharpen advocacy and negotiation skills - Develop inclusive groups for mutual help
INGOs	- Support disabled persons' vocational inclusion projects - Coordination of Intervention

Note. NGOs: Non-governmental organizations; DPOs: Disabled persons' organizations; INGOs: International Non-governmental organizations

Managers' attitudes and misperceptions. Managers bear the responsibility of

empowerment and transformational changes of workers with disabilities (Kleynhans &

Kotze, 2014; Lorenzo & Van Rensburg, 2016). The interviewees revealed that managers

in private companies lack knowledge about disability and about existing legal texts.

Company managers focused more on productivity, translating a business mindset. A

number of misperceptions about disabled persons were evidenced. Interviewees were of the view that managers prefer to choose a person without a disability than a person with a disability, even with the same competences. "Managers in companies are reluctant to accommodate persons with disabilities in the workplace," stated an interviewee.

Scholars stressed misconceptions about the kind of job a disabled person could perform, hence their unwillingness to hire such a person (Lee et al., 2016). Interviewees' responses reflected these misperceptions. Few managers considered disabled workers as having "less productivity because of their impairment and their health conditions." Interviewees from companies were persuaded that persons with disabilities "do not master the work," "are slower than the others," or "are not competent."

Managers showed reluctance and a lack of trust, as attested the interview responses. An interviewee with some knowledge of disability was more concerned about the "possible inter-personnel conflicts in case the 'normal' workers show impatience or mockery." Other interviewees assumed that "persons with disabilities are not skilled and may cause problems or become a burden." "Employers want to avoid difficulties, thus they are not even willing to test the competence of a disabled worker," said an interviewee. Many interviewees were of the view that "persons with intellectual disability are not employable." One interviewee was persuaded that disabled persons cannot understand high level discussions, because few have reached university levels.

Most of the interviewees used the term "normal" to qualify a person without a disability, which was not appropriate, as it may induce that disabled persons are abnormal. One interviewee stated, "normal persons have easier access to employment." A

manager from a private company advised to "raise the awareness of 'normal' people about the ability of persons with disabilities." Table 10 shows managers' and leaders' attributes.

Table 10

Managers' and Leaders' Attributes

	Positive Attributes	Negative Attributes
Managers of companies and leaders of organizations and cooperatives	- Recognition of disabled workers' positive attributes - Efforts to hire disabled workers - Efforts to accommodate disabled workers	- Lack of knowledge about disability - Benefit-driven - Misperceptions about disabled workers' competences - Reluctance and lack of trust - Preference for nondisabled workers - Fear of interpersonnel conflicts

Disabled workers' positive attributes. Managers started acknowledging disabled workers' attributes and the importance to develop a diverse workforce. Despite the misperceptions discussed earlier, managers consistently agreed that disabled workers were hard-working and gave their best at work. Disabled workers were qualified by interviewees as "agile, disciplined, reliable, punctual, conscientious, meticulous, and regular at work". "They were not volatile, unlike the other employers," affirmed one interviewee. Interviewees emphasized workers with disabilities' strong willingness to integrate the team, their availability and focus on the work, as well as their enthusiasm. "They could have the same productivity as others," stated one interviewee. Interviewees also agreed that workers with disabilities were motivated and did not wait for a return.

"Employees with disabilities do not have competing mindset, meaning they do not compete with other workers to get promoted," asserted one interviewee. Working is

essential for a person with a disability as attested by interviewees' responses. "Disabled people work with their heart, because when working, they feel valorized," said one interviewee. Another interviewee stressed that "persons with disabilities have no rights to errors." A manager was comfortable with disabled workers who were "easier to manage and are used to obey."

Interviewees also shared few success stories. "A blind person was graduated at the University, worked for an international organization for some years, and is well recognized for his strong advocacy at national and international level," told an interviewee. "A woman with disability is currently the administrator of an important national institution," stated another interviewee. One interviewee shared the story of a deaf worker who received a promotion in a company and is now the supervisor of the unit. Persons with disabilities who were successful stood as models to others. Managers in some private companies expressed satisfaction with the work of their disabled workers. "They make themselves busy with the work and do not delay the processes" and "they are capable to respect the commands and the deadlines" were among the answers. One interviewee praised blind persons as "being very bright and very good in communication, because of the acuity of their other senses."

Disabled workers' negative attributes and weaknesses. Despite persons with disabilities' positive attributes, interviewees raised a number of negative characteristics. They stressed the tendency of some disabled persons to exploit their disabilities for pecuniary purposes. "Persons with disabilities often take the position of a victim to attract charity," pointed out one interviewee. Others revealed that often "disabled people

families are using them to make money, begging in the streets." According to

interviewees, some persons with disabilities were even regrouped in associations of

disabled beggars. One leader of association deplored that some persons with disabilities

served their individual interests, because "when they found a job, they do not stay in the

association anymore." One interviewee deplored the character of some persons with

disabilities who often complained about their problems without trying to overcome them.

Few interviewees emphasized the distinctive characters of disabled persons. Deaf

persons were reputed as sly and often steeling. Physically impaired persons were reputed

as irritable and susceptible and having difficulty collaborating. Intellectually disabled

persons were, on their parts, easily influenced. One manager shared a concern about the

frequent conflict between two workers with trisomy. "I have to reprimand them, even

though they will be hearted, crying like children." Persons with disabilities were

sometimes desperate, because of their difficulty to access livelihood. "I am already like

this, what could I do more?" reported one interviewee about the case of a blind person

who tended to self-underestimate his skills.

Among weaknesses, participants repeatedly flagged persons with disabilities'

limited education, as well as their intrinsic inhibition that prevented them from applying

for a formal job. Hashim and Wok (2014) evidenced that disabled persons' negative self-

perception has caused their inhibition in the workplace. Disabled persons also lacked

assurance and initiatives. "We do not receive many applications from disabled persons

even though we do not have restrictions," stated a manager in a large company. The lack

of ability to communicate easily was flagged. "The fluency in French is required when

applying for a job," said one interviewee. Persons with disabilities' network and relationship appeared limited as well. "We did not envisage the possibility for persons with disabilities to work within big companies," said a CBR responsible.

Another weakness was the limited knowledge of new technology, which was essential to reach a competitive edge. Interviewees from cooperatives were concerned about the difficulty of some disabled workers to maintain the quality of the production and the deadlines. "The pace of production slows down when there is the launch of new products," affirmed an interviewee. "Persons with disabilities are often absent because of health issues," pointed out one interviewee.

According to one interviewee, despite their high motivation for work, disabled employees could never provide 100% of return. Workers with intellectual or learning disability have limited attention and performance. "They could only do three hours of intensive work on average," explained a manager. Interviewees advised to recognize disabled workers' limits and to never force them. "They are less resilient and could be easily exhausted," said one interviewee. An interviewee explained that "a blind person always requires a support person to take the notes and to translate them in braille." Table 11 shows the workers with disabilities' attributes.

Table 11

Workers with Disabilities' Attributes

Actor	Positive Attributes	Negative Attributes
Workers with disabilities	- Qualified as agile, disciplined, reliable, punctual, conscientious, meticulous, regular - Willingness to integrate the team - Focus on the work, motivated - No competing mindset - Easier to manage	- Exploiting their disabilities for pecuniary purposes - Position of a victim to attract charity - Serve their individual interests - Deaf reputed as sly; persons with Physical impairment as susceptible; blind never autonomous; Intellectually disabled persons' limited attention and performance; - Limited education and knowledge of new technology - Intrinsic inhibition, lack of assurance and initiative - Limited network and relationship - Lack of communication skills - Less resilience because of health conditions - Difficulty to meet deadlines

Existing and potential works. Interviewees were proficient when asked to cite existing and potential works that may fit persons with disabilities. I found 77 references about potential works in the interviewees' responses. They preferred to categorize the potential jobs and tasks, according to the persons' impairment, convinced that the work should suits the person with disability. "A blind person could better do a work that involves oral skills and communication, such as speaker in a radio station, or a lawyer." They could also do work without rigorous precision and using hands.

Participants agreed that persons with hearing impairments could do work that involves visual control. "Deaf could do any work, providing they could communicate with others, using sign language or an interpreter," said one interviewee. "Deaf persons could not be doctors, because of their difficulty to communicate," argued one

interviewee. Interviewees were of the view that persons with intellectual disabilities were better handling manual routine work that did not involve intellectual efforts. "Persons with intellectual or learning impairment are good in repetitive tasks," said one interviewee.

Interviewees were convinced that persons with disabilities could do any task, any job, depending on their disabilities. "Persons with disabilities could handle administrative tasks if their reasonable accommodation is ensured," stated one interviewee. Interviewees agreed that self-employment was more suitable to persons with disabilities. Persons with disabilities who received vocational trainings often opt for the self-employment. Finally, interviewees acknowledged the musical talent of disabled persons. "They are good musicians and could also work as 'mpikabary'; or speakers in ceremonies and events." Table 12 displays existing and potential works that stem from interviewees' responses.

Table 12

Interviewees' Perceptions of Disabled Persons' Potential Works

Impairment	Primary sector	Secondary sector	Tertiary sector	No match
Blindness		Metal work Wood work Waste management	Attorney Radio station speaker Communication agent Sale agent Call center operator Secretary work IT assistant Technician Teachers for blind Sale of plastic bottles	All types of work that use vision
Deafness	Agriculture Farming Gardening	Iron work Metallic work	Laundry and ironing work Dishes cleaning Waitress Sewing machinist IT technicians Engineer Teachers for deaf	All types of work that require precision and hearing
Physical	Farming Worm farming Plants nursery	Sewing Handcraft Embroidery Basketry Food processing Woodwork	Teachers and trainers Economist Technician IT and electronic Social worker Secretary Desk officer Post Agent Cleaner Machinist Multiservice agent Baker Library agent Consultant Data operator	Warehouse work Physical education teacher Postman
Intellectual/ Learning	Gardening	Chalk production worker Food processing agent Iron work	Packing agent Cooker Caterer	Work that requires precisions

Understanding Relevant Concepts

The following interview questions to participants fell under this theme:

Q11: How would you define disability identity and inclusion?

Q12: How would you define empowerment?

Q13: How would you define employability?

Disability identity. Scholars viewed disability identity as featuring persons with disabilities' experience of their own impairment and their behaviors within the society (Dunn & Burcaw, 2013; Forber-Pratt et al., 2017; Santuzzi & Waltz, 2016). From the participants' responses, the lack of knowledge about disability and about disability identity was noticed, although some of them were working with persons with disabilities. Occupational identity is the most salient identity, because it enables persons with disabilities to improve their self-determination, their life choice, and control (Kirsh et al., 2009).

Participants agreed that decision makers often lack knowledge about disabled workers' skills and competencies. "Disability means that a gap needs to be filled," argued one interviewee. Interviewees were of the view that company managers were not sufficiently sensitized about disabled persons' skills and talents. Interviewees associated managers' difficulty to retain disabled workers with their "limited knowledge and their lack of preparation." Few interviewees warned about the prejudice to disabled workers. "Disability is not to dissociate from its roots and causes," stressed one interviewee.

Participants recommended that managers and nondisabled workers improve their knowledge about the process of disability production. "They should learn how to behave

with workers with impairment," advised a manager with a visual impairment. One interviewee argued that "it is important to learn about the orientation and mobility and the white cane use techniques with a blind person." "The receptionist in a company should have a good notion of disability to enable them orient clients with disabilities," suggested another interviewee. Participants also advised managers to familiarize themselves with persons with disabilities and to consider the work most adapted to each kind of impairment.

Inclusion. Scholars defined inclusion as the full participation of a person in all aspects of life, including the access to social and economic services, the recovery of a status, and the limited effects of disability (Davey & Gordon, 2017). Interviewees made reference to inclusion 17 times in their responses. For most participants, inclusion was linked with equality of access, which was in compliance with scholars' definitions. Interviewees provided a number of meanings to inclusion, such as "integration," "equality of treatment," or the "fit between disability and occupation." Inclusion implied that "disabled workers are well integrated within the team," said one interviewee. One interviewee outlined the attributes of inclusion, namely the access to information, the acceptation by others, and the job security.

Managers confessed that they lacked knowledge about disability and inclusion. They suggested focusing on the social, cultural, and economic aspects of inclusion. "Disabled workers are judged on appearances and are excluded from the professional environment," stated one interviewee. Interviewees agreed that the inclusion of disabled

workers in the workplace requires greater efforts from employers and from other employees without disabilities.

Scholars agreed that effective inclusion can only occur when the persons with disabilities feel safe, not rejected, and could participate in the community life (Owen et al., 2015). Participants were more inclined to denounce persons with disabilities' exclusion and discrimination. "Persons with disabilities are kept out of the community life," pointed out one interviewee. Interviewees deplored the absence of a plan about the vocational inclusion of persons with disabilities. A manager was more concerned about the disabled people's attitudes that prevented them to be included in the society. "Disabled persons should start from 'invisibility' to more exposure in the society," said the interviewee. Another interviewee advised to "open persons with disabilities minds, for them to really integrate the society."

Empowerment. Scholars evidenced that empowered disabled persons have a greater chance for independent living, employment, and social inclusion (Shogren & Shaw, 2016). When asked about their perception of the concept of empowerment, participants provided a wide range of answers. They described managers' empowering role as "coaching and monitoring," "enabling a disabled person to perform a task," to reach independence at work and achieve result. Interviewees also stressed that empowerment entails "ensuring the person has a work every day," and "is able to take in charge and to take care for the family." Patience and perseverance were cited as essential behaviors. "The monitor is sometimes impatient and is doing himself the work to reach performance," said a participant.

Interviewees qualified empowered disabled workers as "taking part into decision making, expressing voices, being autonomous at work and well integrated in the society, and taking care of his or her personal needs. One interviewee stated that "empowerment is one of the organization targets." Many interviewees understood that empowerment starts with the individual and social autonomy before the autonomy at work. "Disabled workers should first have sufficient life skills, such as the ability to feed, to dress, and to get public transport."

Scholars evidenced the correlation between empowerment, self-determination, and autonomy of decision (Al-Zboon & Smadi, 2015; Shogren & Shaw, 2016). Interviewees were, however, of the view that disabled workers could not reach autonomy. The participants believed that they will always require others' support, though at the minimum possible. Interviewees agreed as well that empowerment depends on the type of disability.

Employability. Employability is viewed as the process that facilitates the access to employment, whereas employability skills relate to competencies and knowledge used by the employee to succeed at work (Andrews & Russell, 2012; Ju et al., 2014; Rule, 2013). Participants had difficulties distinguishing the nuance between employability and employment and between employability skills and employability as a process. When asked about their understanding of the concept, interviewees provided a simplistic definition of employability. The majority referred to the ability for a person "to be employed," "to work," or "to access the job market." Interviewees stressed that the work had to fit with the disability. One interviewee considered the managers' responsibility in

fostering employability, namely in "making the worker fully operational and providing added values to his or her skills."

Interviewees talked about the degree and type of impairments' influence on the employability of disabled persons. "A person with a mild cerebral palsy is employable, while a person with a severe impairment is not employable." A physically impaired person has no real problem to be employable, whereas an intellectually impaired person could do routine work. A deaf person has better chance to be employable, providing the communication barrier is addressed. "A blind person has more difficulty to get employed and may encounter risks of accident," said an interviewee. Interviewees agreed that persons with disabilities' employability should be studied case by case and should fit with the type of impairment. According to one interviewee, "disabled workers could better accomplish a task in which they are more talented."

Scholars emphasized higher order thinking skills, such as creative thinking, decision making, problem solving, and reasoning, as well as personal qualities, such as responsibility, self-esteem, sociability, self-management, and integrity (Ju et al., 2014). Participants in the study focused more on the basic skills, such as education; the knowledge of the assigned work; and personal qualities, such as integrity and trust. Participants recognized employability skills as the prerequisite for a person with disability, namely education, certified professional training, life skills' training, ability to integrate a team, as well as accompaniment at the early stage of the work. A better understanding of the employability skills of disabled people is needed to adapt the training settings, modules and referential, jobs, and work structures.

Management Strategies

The following interview questions to participants fell under this theme.

Q17: What management strategies do you use to provide reasonable accommodation for disabled workers in the workplace?

Q18: What management strategies would you propose to retain disabled workers in the workplace?

Quality management. According to Kiregu et al. (2016), the success of the employee depends on the managers' competence and communication skills and the ability to redesign the assigned task and to adapt to the workplace, in accordance with the needs of the disabled employee. A number of responses related to the shared aspiration for a better governance within the organization. Participants suggested focusing on "accountability," which is a key factor of a responsible management and could also guarantee the credibility of an organization. Other languages came out from the responses, such as "transparency in financial operations," that likely depicted the shared aspiration to combat widespread corruptions in public institutions and organizations. Interviewees viewed establishing "clear procedures and company internal rules," as the best way to tangible achievements for the company. Interviewees emphasized the "diversification of the production," which stands as essential feature of competitiveness.

Interviewees considered individual development as essential feature of workers with disabilities' performance management. A manager shared best practices in terms of human resource performance management. Regular trainings, coaching, monitoring, and evaluating of employees according to tangible performance indicators led to the sustained

performance of the company. Participants agreed that supporting disabled persons' small livelihood initiatives could, in turn, provide work to other persons with disabilities. Few interviewees viewed promoting "social entrepreneurship and appropriate legislation" and "social marketing" as a way to boost the products sale. Participants found innovative ways for salary payment, such as weekly payment, or the payment per individual working in cooperative, with 40% at the command and the rest at the delivery of the product.

Participants discussed the need for managers to acknowledge conditions that influence disabled workers' performance at work. Ensuring the communication with deaf workers was one of the conditions. "I started learning sign language and labial reading for communication," shared a manager. Learning to live with disabled workers is another condition for creating a harmonious working environment, according to another manager. "Ensuring the minimum security of workers with disabilities is also an essential condition," asserted one interviewee. Workers with disabilities have limited resiliencies, in case of emergency situation, such as fire or flooding.

Participants advised creating structures meant to orient and to prepare disabled persons for work in a private company and developing in-training supports within the company. Interviewees shared the views that "tailoring the job to the competence of the workers with disabilities is essential." "We should think about the types of tasks most appropriate to persons with disabilities, for them not to compete with nondisabled candidates when there is a job advertisement." Interviewees also advised assigning to disabled workers tasks that fit their health conditions. "The work for physically impaired people should not involve too much physical efforts," stated one interviewee.

Accompanying measures are crucial, including legislative and regulating texts and financial and material supports. One interviewee suggested "using the depreciation on real estate and furniture to generate funds to be used for social initiatives." Managers expressed diverse strategies, such as "establishing a national directory of workers with disabilities," "creating a showroom to exhibit products from the workshops," or "a touristic tour including the visit of a vocational training center." Table 13 shows the interviewees' perceptions of management strategies.

Table 13

Interviewees' Perceptions of Management Strategies

Keywords	Accountability
	Transparency
	Disability knowledge
	Learning
	Communication
	Collaboration
	Cooperation
	Solidarity
Management strategies	Applying clear procedures and rules
	Diversification of the production
	Performance management
	Support to small livelihood initiatives
	Promote social entrepreneurship
	Social marketing
	Innovative ways for salary payment
	Minimum workers' security
	Orientation structure
	In-training support
	Job tailored to disabled workers' competences and health conditions.
	Partnership development
	Accompanying measures
	Development of inclusive groups for mutual help

Reasonable accommodations. In line with the UN Convention for the rights of persons with disabilities (United Nations, 2017b), reasonable accommodation in the workplace consists of ensuring persons with disabilities' rights, through appropriate adjustments in the workplace without using disproportionate means. Participants in the study corroborated the definition, because they mostly perceived reasonable accommodation as the minimum accommodation that enables disabled workers to produce equally as others. As a result of DPOs' advocacy, some public institutions have made significant efforts. Recently the department for persons with disability at the Ministry in charge of Population has moved from the seventh floor to the ground floor. The office of the region of Vakinankaratra and of the communes in Antsirabe and Toamasina have built ramps and established units tasked with the orientation of persons with disabilities. Persons with disabilities were also given badges to facilitate their access to the services at the commune.

Interviewees shared their support to the construction of ramps for the accessibility of the workplaces and churches in the city of Antsirabe, one of the few cities with the charter of an accessible city. Two interviewees also informed me about the renovation they have done in the workplace to make the workshops and sanitary blocks accessible. One interviewee was more concerned about the accommodation of transport for disabled workers and thought about the use of adapted rickshaws. Interviewees stressed, however, the need to educate workers to respect the hygiene standard in the workplace.

Interviewees shared their efforts in terms of provision of assistive device and special work equipment. "We provided orthopedic shoes to physical impaired workers,"

stated one interviewee. "We provided a sewing machine and a raw material to a woman who has no feet and therefore was constraints to work from her house," explained one responsible of a cooperative. Few managers devoted a special budget for the employees' social protection and welfare.

A cooperative benefited from the support of an INGO for the adjustment of tables and chairs and the provision of wheelchairs and assistive device to accommodate disabled workers. "We also provide plastic shoes to disabled workers who are constraints to ramp with their hands in the street and in the public transportation," revealed one interviewee. Three interviewed managers established flexible hours because of the nonfriendly public transportation. To facilitate the communication with the deaf workers, some managers trained workers on sign language or hired interpreters. One manager of a private company shared about the training of four chiefs of units on sign language.

Capacity building and personal development. Participants were concerned about disabled workers' vocational skills and suggested focusing on substantive and extensive capacity building. The keywords "training, coaching, and capacity building" were cited 60 times in participants' responses. Interviewees opined taking advantage of mainstream and existing specialized and vocational training (VT) structures, such as the Madagascar Enterprise Development, or the National Center for Persons with Disabilities Vocational Training. The latter provides VT on woodwork, ironwork, electronic, IT, cookery, sewing, and solar panel. A participant pointed out the difficulty for persons with disabilities to access quality education and trainings.

Participants suggested a range of trainings, from sign language training, French

language training, life skills' training, finance and management, project writing, technical skills training, religious education, and personal development meant to foster self-confidence and self-esteem. Interviewees were of the view that persons with disabilities' capacity building will lead to behaviors' change. Participants also viewed coaching and trust building as essential. "It is difficult to gain the trust of the manager, therefore more time is required for training and trust building," said an interviewee.

Interviewees cited, among training formats, self-training, one-by-one coaching, accompaniment, induction, adapted training, continuous training, in site training, revival training, and short- and long-term trainings. "The company should contribute to the education of persons with disabilities they recruited," said a HR manager. A manager in a private company informed me about the 4-months training offered to disabled workers prior to their work. The same manager shared with me about the project on sign language training to facilitate the communication with deaf workers. The training will be realized in the private university working with the company. "It will be an investment of 50 hours, which is nothing in comparison with the 100 000 hours of trainings at the university," said the manager, likely to show that the sign language training was not an issue.

An interviewee suggested focusing on persons with mild disabilities who could be operational, providing that they are well trained. According to an interviewee, "when trained and coached, disabled workers could provide good result, and could be trusted." A manager of a company who facilitates the professional insertion of youth stated that "persons with disability who receive VT could be better oriented and have higher chance to get employment." Trainings entail also familiarizing disabled workers with the tasks,

the responsibilities, and the environment. A member of a CBR organization suggested "investigating the job market needs, and aligning the training with the demand in the market."

Overall, managers were convinced that disabled workers' vocational training was essential, prior to starting a work. "Workers with disabilities should provide personal efforts and be able to interact with others," stressed one interviewee. Interviewees agreed that wellbeing is at the core of personal development for disabled workers to strengthen their self-confidence.

Enabling Leadership Styles

The following interview questions to participants fell under this theme.

Q13:   How would you define transformational leadership?

Q15:   How do you assess your leadership skills and their influence in the process of empowering persons with disabilities?

Q16:   What leadership skills do you think you should have to foster the employability of persons with disabilities in Madagascar?

Understanding transformational leadership. Transformation constitutes a long-term goal; yet, it starts with changing the individual mindset structure and that of the society, through attitudinal shifts. These shifts are witnessed in behavior changes and in the new interactions that emerge (Lorenzo & Van Rensburg, 2016). Analyzing interviewees' perception of the concept of leadership provides knowledge about enabling leadership styles a manager could use to foster the employability of disabled workers.

Interviewees perceived transformational leadership as the ability to interact with the employees and to instill transformative changes in them. Interviewees viewed leadership as transforming disabled workers' behaviors and spirit, as they acquire step-by-step entrepreneurship skills and overcome the dependency and begging spirit. "They do not wait anymore for others' help," said an interviewee. Others brought to light examples of behaviors' change and suggested "working closely with the disabled workers and promoting the use of new technology".

Interviewees were aware of the features of transformational leadership. They often talked about "vision, motivation, compassion and personal development, empowerment, or creativity and innovation." Interviewees viewed "collaborative spirit, culture change, and knowledge sharing" as essential features of transformational leadership. Many agreed that a manager should "lead by example and by vision and values". One manager affirmed "I am keen to translate my vision about inclusion of persons with disabilities to my collaborators." Building trust was repeatedly mentioned: "If well trained, workers with disabilities could be trusted and given responsibility," stressed an interviewee.

Some managers did not recognize their limited knowledge about transformational leadership. "I do not expect to change my leadership approach, because I feel efficient in managing this workshop," responded one interviewee. "I am too perfectionist and keen to control the quality of the work," confessed one manager, adding that workers should learn discipline. A manager, reputed for being soft with workers, said "I was not able to change my style, using authority when needed, because it is not my character."

Participants overall expressed their aspiration for a leadership that enables facilitate the inclusion of persons with disabilities. Scholars advised focusing on leadership that could favor an environment of inclusion and alleviate disabled persons' difficulties, while promoting performance and positive outcomes (Theodorakopoulos & Budhwar, 2015). Participants highlighted decision making, equality of treatment, compassion, creativity and innovation, and motivation, which are essential features of an inclusive transformational leadership.

Decision making. Participants referred 15 times to decision making in their responses. They recognized the importance for workers with disabilities to be involved in the decision making process. "Managers should ask more inputs from workers and involve them in the decisions," said one interviewee. According to Rule (2013), it is disempowering to be excluded from decision making. Interviewees were aware of the need for workers with disabilities to be empowered and autonomous before they could take informed decisions.

Some interviewees advised "delegating the work and transferring competences" and "privileging team work." Others shared about the periodic team meeting they organize to discuss achievements, listen to problems, and clarify issues. "I make sure that when a problem arises, we discuss it," explained a manager. Another interviewee flagged the importance of informed decision and suggested conducting a wide consultation before making decision. "After being well trained, the worker could be given trust and responsibility," stated one interviewee.

Equality of treatment. The majority of participants highlighted the issue of equal treatment for persons with and without disabilities. I found 44 references to equality or to equal treatment in interviewees' answers to the interview questions. Interviewees agreed about "equal treatment" in terms of salary, health care, and other services within the workplace. For managers, equal treatment implied equal obligations vis-à-vis the work. A manager said that "workers are following the same schedule, 10 hours per day." One interviewee suggested starting the equal treatment between "nondisabled and disabled, boy and girl, at home and from the childhood."

Managers in a private company ensured that the recruitment was done without assumptions. Interviewees stated that "the selection is impartial" and "someone without competences has no chance to succeed" or "no discrimination exists at the recruitment and candidates are chosen by merit." According to a manager, there was no difference between persons with and without disabilities' access to employment. The difference was on the capacities of the persons.

A number of concerns were, however, raised about the access to work, as indicated earlier in the obstacles to employment section (p.121). Discriminatory practices were still witnessed. "In theory, disabled and non-disabled persons have the same treatment, but often non-disabled persons are recruited," said an interviewee. One interviewee noted that "a person without a disability will always have a greater chance than a person with a disability, even under the same conditions."

Interviewees raised the need for considerations for persons with disabilities. "Even though workers with disabilities are treated equally as others, attention should be

on their minimum needs," one interviewee said. A manager informed me that disabled

workers receive accommodation fees in the company. Another interviewee advocated

privileging persons with disabilities at the recruitment because "they face double

difficulties to find job." Interviewees proposed to discreetly provide treatment to disabled

workers, for them to feel no difference from others. Interviewees encouraged mutual

support among disabled and nondisabled workers. One interviewee was more concerned

about possible conflict within the workplace, because disabled workers may feel

disrespected. An interviewee stated that the ministry in charge of employment had set up

a program about equity funds for workers from vulnerable groups.

Compassion. Interviewees insisted on compassion and human treatment because

their mission entails humanitarian aspects. Interviewees were convinced that an altruistic

mindset is a must for those who are committed in the area of disability. Some managers,

however, recommended being cautious in managing the relation with workers. "If I am

too close and too familiar to workers, they may become disrespectful and I would lose

my authority," asserted one interviewee. Interviewees were also conscious about the need

to manage their emotions and to accept criticisms.

Creativity and innovation. Participants mostly viewed creativity as a skill to

develop innovative measures meant to facilitate persons with disabilities' access to

employment and to livelihood. An interviewee stated that "in an informal work, a person

with disability could be innovative and develop his or her research skills." According to a

manager, the success of his art workshop was due to the passion, creativity, and day-to-

day research he was able to instill in workers, including those with disabilities.

Participants agreed that managers should explore innovative ideas to address the tricky problems linked to disability. Interviewees shared ideas, such as the identification and exploitation of disabled people talents, the development of innovative referential for VT, or the design of appropriate curricula for inclusive education. Interviewees suggested "establishing a special fund for the purchase of assistive device." One interviewee advised to "set up special policies, such as a system of award to disabled workers." For blind workers, audio guidelines and adapted software to the context of Madagascar could help improve their work performance.

Many participants were of the view that the knowledge of new technologies is unavoidable in the modern society. Interviewees advised "taking advantage of ICTs and promoting start-up businesses that could better fit persons with disabilities." Managers were sought to be creative and to promote new work sectors better adapted to the persons with disabilities. One manager in a large knitting company shared a project about the creation of a production line for 30 deaf workers.

Motivation. Scholars agreed that motivation is related with workers' incentive and sense of ownership (Al-Zboon & Smadi, 2015; Caillier, 2014; Espiner, 2015). Motivating followers is a feature of the manager transformational leadership (Grant, 2012). Participants perceived motivation as "a positive feedback when the worker succeeds in a project." Interviewees believed that motivation and confidence building were essential. Interviewees underscored the importance to encourage disabled workers to show willingness and determination. "They need appreciations and an understanding of their health conditions," said one interviewee.

Managers used different means to motivate workers, such as the appreciation of the work well achieved or a reward when they meet deadline and a quality standard for their final product. Other incentives were the provision of transport fees, subsidized canteen tickets, outings and study trips, summer camps, or sport activities. Working sharpens disabled workers' vocational identity, as they improve their work skills and strive to reach goals, according to their interests (Scheepers & Elstob, 2016). "Intellectually disabled workers should be given entertaining activities to compensate their efforts during the work," explained one interviewee. "They should feel the pleasure to work." Managers also encouraged disabled workers to participate in sport tournaments or in scout movements, for them to feel valorized and responsible. "We strive to motivate persons with disabilities and to let them know that they are the responsible," said one interviewee. Another interviewee shared about her "active listening approach and positive stimulation."

Social Returns

The following interview questions to participants fell under this theme.

Q20: What could be the social returns you gain in employing disabled workers?

Owen et al. (2015) defined social return as a means of determining the impacts of the company investment in the quality-of-life of the employees and their families. When asked about the social returns they may gain from employing disabled workers, participants hesitated. From the range of responses, managers had no regret to contribute to the access to work of disabled persons "who could take of their families" and "flourish in the society." Most of the interviewees expressed their sensitivity to the inclusion of

persons with disabilities in the society, as well as their "satisfaction, pride, and fulfillment."

Diverse perceptions emerged. Certain participants viewed their endeavor as a kind of "charity, a social entrepreneurship, a Christian mission, or an expression of the Malagasy value of kinship." Interviewees from private companies considered employing persons with disabilities as a form of a societal responsibility. Others referred to the long-term social change they were able to contribute to. "There is a mutual advantage," stated one manager. "I help the disabled persons who help me in turn." "They give me a lot and I learned much from them," stressed another manager.

For interviewees, employing disabled workers is also a "testimony and an example to others" and a means to change the mindset within the community. Interviewees stressed the change of societal attitude. "I am proud when a blind person, who was before a beggar, could work now," said one manager. Having the opportunity to change attitudes and values could help disabled workers face their daily challenges (Scheepers & Elstob, 2016). One interviewee advocated for the "culture change in private companies from the obligation of results to openness and resource management and development." "Unlike before, a person using a white cane is now reflecting a positive image, thus attesting the change of behaviors within the society," said one interviewee. "Sellers in front of our office are offering to accompany blind persons when they see them," told another interviewee.

Other managers stressed the "visibility" and the "accountability" their company gained from employing disabled workers. "The image and the credibility of the company

increase, so as the trust of technical and financial partners, of the community, and of the government," said one interviewee. "The company is bearing a label; when they are trusted, they could easier get the priority when there is a public offer," stated another interviewee.

Findings of the Study

In this section, I present the key findings that emerged from the thematic data analysis in the previous section. I organize the key findings in two broad categories: (a) hindering factors to persons with disabilities' employability and inclusion and (b) enabling management strategies and leadership styles. Significant findings contributed to fill the gaps in the literature, as highlighted in the related section in Chapter 2 (p.64).

The following key findings relate to the factors hampering the employability and inclusion of persons with disabilities:

Finding 1

Societal attitudes hindered persons with disabilities' inclusion and access to work. Societal attitudes included discrimination, unequal treatment, traditional beliefs, stereotypes, and prejudgments as highlighted in Table 6 (p.124). Persons with disabilities had to constantly face others' eyes and inappropriate languages. Educating the population requires time and innovative strategies and it was hard to convince the community that disabled persons have potentials for work.

Finding 2

The government lacked engagement and resources to ensure the implementation of the recommendations in the CRPD and to achieve SDG8. National legislations are

outdated, weak, and not sufficiently implemented. They are not yet in conformity with the CRPD. As per Table 8 (p.139), no incentive policies or programs exist, such as tax relief that could encourage managers to hire persons with disabilities in Madagascar. Participants acknowledged however government support to awareness raising, accessibility, provision of wheelchairs or assistive devices, and recruitment of disabled civil servants.

Finding 3

The employment rate was very low, with only 4.6% of workers with disabilities in the targeted 28 entities. Disabled workers were mostly working in private companies and in cooperatives as shown in Table 7 (p. 131). The scarce number of disabled workers within companies translated to manager reluctance to hire persons with disabilities. Workers with physical impairments were better represented, whereas, workers with other types of impairment were less represented: Workers with visual impairment were the most suffering to get employed.

Finding 4

Persons with disabilities had limited access to the job market because of the fierce competition and inequality at the recruitment. As illustrated in Figure 11 (p.128), companies' excessive requirements and non-adapted job advertisement led to the exclusion of potential candidates with disabilities. Partiality in the recruitment was still common, with managers' preference for candidates without disabilities.

Finding 5

Unemployment in Madagascar affects disabled persons who have no choice than informal work, as discussed in the related result section (p. 129). Disabled persons were constrained to unpaid family work, because of societal attitudes and discrimination. The context of poverty exacerbated the problem of unemployment.

Finding 6

Managers lack knowledge about disability and were not sufficiently sensitized about disabled persons' competences and skills, as indicated in the result section (p. 140), hence their reluctance to hire disabled persons. Managers had little awareness of the rights of persons with disabilities, and of national legislation pertaining to disability and to work. As indicated in Table 10 (p.142), misconceptions exist about workers with disabilities' competences and productivity, and about the kind of job they could perform.

Finding 7

The limited accessibility within the workplace and the lack of reasonable accommodations and assistive devices prevented managers from hiring disabled workers. As emphasized in the result section (p.128), the environment in Madagascar itself is not disability-friendly because of infrastructural barriers in many cities. Communication accessibility was not sufficiently considered (e.g. deaf workers require sign language; blind workers need specific software for computer works).

Finding 8

The negative attributes of disabled persons, such as intrinsic characters, lack of confidence, or inhibition, often tarnish the image of persons with disabilities. Persons

with disabilities were using their impairments as a means for charity. Weaknesses, such as limited education, scarce knowledge of new technology, difficulty to meet deadlines, lack of communication skills, and less resilience because of health conditions were flagged in Table 11 (p. 146). Persons with disabilities often lack assurance and initiatives, preventing them from applying for a formal job.

Finding 9

Managers did not sufficiently consider the extra costs, nor the possible investments that could facilitate the employability of persons with disabilities, as highlighted in the result section (p.135). The focus was mostly on physical accessibility, not on other extra costs, such as the provision of assistive device, wheelchairs, and health care that may improve disabled persons' employability.

In terms of enabling management strategies and leadership styles, the following key findings emerged:

Finding 10

A better awareness of disability and inclusion improved managers' readiness to hire persons with disabilities. The inclusion of persons with disabilities implied equality of treatment, the fit between disability and occupation, job security, and the acceptation by others. As per Table 10 (p. 142), the knowledge about persons with disabilities' skills and attributes helped managers define the tasks most appropriate to their impairment and health conditions. The study highlighted potential works suitable to disabled workers and sorted by the four types of impairment as per Table 11 (p.146).

Finding 11

Managers had empowering role that instilled individual autonomy, occupational

identity, and social inclusion. Empowering disabled workers entailed coaching,

monitoring, and facilitating task performance and independence at work. As discussed in

the results section, persons with disabilities required capacity building focused on

personal development and creative skills development. As emphasized in Table 11 (p.

146), managers acknowledge disabled workers' positive attributes, such as discipline,

reliability, punctuality, focus on the work, and no competing mindset.

Finding 12

Enabling management strategies included promoting quality management,

occupational fit, communication and minimum security, and reasonable accommodation.

As outlined in Table 12 (p.148), quality management featured transparency,

accountability and the performance management of workers. Promoting occupational fit

consisted of tailoring jobs to disabled workers' competences and health conditions.

Learning to live with disabled workers, ensuring the communication with deaf workers,

and ensuring minimum security of workers with disabilities were essential conditions that

influence disabled workers' performance at work.

Finding 13

The knowledge of transformational leadership styles contributed to ease the

interaction between the manager and disabled workers and instills behaviors' change

within the workplace and the society. As discussed in the result section, managers'

transformational leadership enabled changes in behaviors in disabled workers who could

overcome the dependency and begging spirit. As per Figure 9 (p.116), managers' enabling transformational leadership skills include empowerment, capacity building, motivation, compassion, creativity, equal treatment, and trust building. Managers recognized the importance for workers with disabilities to be involved in the decision-making process.

Finding 14

An inclusive transformational leadership style fostered the employability of persons with disabilities, through increased coaching, in-training supports, compassion and kinship, confidence building, human treatment and personal development. As discussed in the result section (p. 162), an inclusive transformational leadership is grounded on authentic leadership, empowering leadership, community-based leadership, and social justice leadership. Managers recognized the importance of equal treatment, compassion, and altruistic mindset. Developing creative skills and promoting innovation were considered as means to facilitate employability.

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Summary

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The interviews of 28 participants revealed significant findings that fill the knowledge gap on persons with disabilities' employability in Madagascar. The participants in the study were eager to share their concerns about the contextual factors hindering persons with disabilities' societal and vocational inclusion. From the participants' perceptions of the main obstacles to employment, of stakeholders' responsibilities, and of relevant concepts, alternative management strategies and leadership styles emerged. Managers could use the identified management strategies and

enabling transformational leadership styles to empower persons with disabilities and facilitate their employability in the workplace in Madagascar. In Chapter 5, I concentrate on the interpretation of the main findings. I discuss how the main findings fill the identified knowledge gaps and are in compliance with the defined conceptual framework. The limitations of the study, the key recommendations, and the social change implications are provided in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative case study was to explore the management strategies and leadership styles that managers could use to enhance the employability skills of disabled people in Madagascar. The study was carried out in three regions of Madagascar, with the participation of 28 managers in companies, cooperatives, institutions, and organizations. The study was qualitative by nature because I wished to elucidate a human and social problem through the meaning-making process, as suggested by Maxwell (2013). A face-to-face interview was used for data collection, so that I could expand the scope of the constructed knowledge, as suggested by Dowling et al. (2016).

In this study, I found participants' perceptions of contextual factors and obstacles to disabled persons' societal and vocational inclusion. The participants also raised key questions about stakeholders' responsibilities and attributes, namely the government, NGOs, managers, and disabled persons. The participants shared their understanding of disability and inclusion, empowerment, and employability. The participants shared their practices and perspectives about enabling management strategies and leadership styles to foster disabled workers' employability.

From the thorough thematic data analysis, 15 key findings emerged and were presented at the end of Chapter 4, results section. They were organized in two broad categories: (a) hindering factors to persons with disabilities' employability and (b) enabling management strategies and leadership styles. The key findings are interpreted in this chapter. I summarize the findings in the following.

In terms of hindering factors to persons with disabilities, nine key findings were identified:

- Finding 1. Societal attitudes, including discrimination, unequal treatment, traditional beliefs, stereotypes, and prejudgments hindered persons with disabilities' inclusion and access to work.

- Finding 2. The government lacked engagement and resources to ensure the implementation of the recommendations in the CRPD and to achieve SDG8.

- Finding 3. The employment rate was very low, with only 4.6% of workers with disabilities in the targeted 28 entities.

- Finding 4. Persons with disabilities had limited access to the job market because of the fierce competition and inequality at the recruitment.

- Finding 5. Unemployment in Madagascar affects disabled persons who have no choice than informal work.

- Finding 6. Managers lack knowledge about disability and were not sufficiently sensitized about disabled persons' competences and skills.

- Finding 7. The limited accessibility within the workplace and the lack of reasonable accommodations and assistive devices prevented managers from hiring disabled workers.

- Finding 8. The negative attributes of disabled persons, such as intrinsic characters, limited education, and the use of disability as a means for charity, often tarnish the image of persons with disabilities.

- Finding 9. Managers did not sufficiently consider the extra costs, nor the possible investments, that could facilitate the employability of persons with disabilities.

In terms of enabling management strategies and leadership styles, the following five key findings emerged:

- Finding 10. A better awareness of disability and inclusion improved managers' readiness to hire persons with disabilities.

- Finding 11. Managers had empowering roles that instilled individual autonomy, occupational identity, and social inclusion.

- Finding 12. Enabling management strategies included promoting quality management, occupational fit, communication and minimum security, and reasonable accommodation.

- Finding 13. The knowledge of transformational leadership styles contributed to ease the interaction between the manager and disabled workers and instills behaviors' change within the workplace and the society.

- Finding 14. An inclusive transformational leadership style could foster the employability of persons with disabilities, through increased coaching, in-training supports, compassion and kinship, confidence building, human treatment, and personal development.

Interpretation of the Findings

In this section, I describe how the findings from the study confirm or disconfirm the outcomes of studies outlined in the literature review. I discuss how they fill the

identified knowledge gaps. I explain to which extent the findings contribute to the

knowledge of key concepts and theories, namely of management and transformational

leadership. I organized the interpretation in three sections: (a) gaps in literature against

study findings, (b) hindering factors to disabled persons' employability, and (c) enabling

management strategies and leadership styles.

Hindering Factors to Employability

**Finding 1. Societal attitudes hindered persons with disabilities' inclusion and
access to work.** I found factors that mitigated persons with disabilities' employability in

Madagascar, such as societal attitudes that include discrimination, unequal treatment,

stereotypes, and prejudgments. These factors ranked high in the participants responses, as

indicated in Figure 7 (p.115) and align with the outcomes of a number of studies.

Scholars emphasized core challenges, such as stereotypes and biases, discrimination,

infrastructure accessibility, and communication barriers (Kleynhans & Kotze, 2014;

Lorenzo & Van Rensburg, 2016). Majiet and Africa (2015) pointed out cultural

stereotypes and gender imbalance as impeding factors to persons with disabilities'

inclusion.

The study finding filled the gap in knowledge about disability and employment in

Madagascar where scholarly studies on persons with disabilities' employment are scarce.

My findings corroborated researchers' claim about societal attitudes as the main barriers

to persons with disabilities' social and economic inclusion in Madagascar (Boucher et al.,

2015; Khan et al., 2015). I revealed that inequality and discrimination against persons

with disabilities are still rife in the country, mainly because of traditional beliefs and

families' lack of responsibility. Future research should be on examining the sociocultural

dimension of societal attitudes vis-à-vis persons with disabilities in Madagascar.

Finding 2. **Government lacked engagement and resources to ensure the**

implementation of the recommendations in the CRPD and to achieve SDG8. I

revealed the government-limited engagement and political will as a hindering factor to

disabled persons' employability. The finding filled the gap in knowledge about policies

and strategies that could accompany the implementation of internationally agreed upon

texts pertaining to persons with disabilities' access to decent employment. No

government program provides tax reduction for companies employing workers with

disabilities in Madagascar. Madagascar gains to learn from other African countries'

achievements. In Rwanda, persons with disabilities benefit from the government

compensation program (Kiregu et al., 2016). In South Africa, the government adopted

legislations and guidelines and set up a Disability Grant program on labor supply

(Ariefdien, 2016; Swarts, 2016).

It is stipulated in the existing national legislation that incentive measures should

be developed, and the state should encourage the employment of disabled persons in the

private and public sectors (Boucher et al., 2015; Ministry of Population, Social Protection

and Protection of Women, 2016). The national legislation emphasized also the

responsibility of private companies, cooperatives, and rehabilitation organizations in

empowering disabled workers. Two decennia after the adoption of the national Act

97/044 in 1997, and 4 years after the ratification by Madagascar of the CRPD, no

tangible changes were registered in terms of the implementation of legal texts. The

ministry in charge of population has set the groundwork to make national laws in conformity with the CRPD, though the procedures of adoption are long.

Future research should be on assessing the implementation of the CRPD since its ratification by Madagascar in 2014. Scholars could investigate policies and strategies that may ensure the implementation of CRPD in Madagascar. Future research could also focus on the achievements toward SDG 8 at the country level. Scholars could explore strategies in favor of disabled workers' productive employment and decent work.

Finding 3. The employment rate was very low, with only 4.6% of workers with disabilities in the targeted 28 entities. The scarce number of disabled workers within companies translated to managers' reluctance to hire persons with disabilities. Managers who had no experiences of working with disabled workers did not trust their competences and productivity. Managers who had acquaintance with disabled workers praised their positive attributes, such as discipline, reliability, hard-working, agility, or concentration on the work. Disabled workers' negative attributes, however, tarnished their images, particularly the use of disability for pecuniary purposes.

Managers sometimes did not retain workers with disabilities because of their limited performance or their weak resilience due to health conditions. A number of researchers corroborated my study findings about the nonretention of disabled workers in the workplace. Social attitudes and poor health are also linked with inadequate recruitment and retention strategies (Cramm et al., 2014; Scheepers & Elstob, 2016). According to Baumgärtner et al. (2015), corporate culture and flexibility are important to disabled workers' retention in the workplace. Sing (2012) suggested promoting decent

jobs to facilitate the retention of disabled workers, while enhancing their accountability and skills. Future studies should be on analyzing the results of the national household census with a focus on employment of persons with disabilities in Madagascar. Future research should also extend the findings in the present study and provide disaggregated data by impairment and gender on the employment of persons with disabilities in Madagascar.

Finding 4. Persons with disabilities had limited access to the job market because of the fierce competition and inequality at the recruitment. I brought to light managers' preference for persons without disabilities in recruitment, even if they have the same competences as persons with disabilities. Victor et al. (2017) pointed out discriminating practices at recruitment and inadequate treatment in the workplace. Flanagan (2016) also found that managers have preference for some types of disabilities that would not require accommodations. Managers' attitudes concurred with Echevin's (2013) affirmation that disabled persons are less attractive in the job market.

Companies' excessive requirements, such as years of experiences, good physical and health conditions, excluded disabled candidates from the start of the recruitment process. The inaccessibility of job advertisements is another way to exclude candidates with disabilities, such as blind persons who cannot read newspapers, or deaf persons who cannot hear announcements on radio. Managers should consider job offers tailored to the impairments of the persons, for them not to compete with other candidates without disabilities. Future research should focus on examining the recruitment practices and

procedures in view to define strategies most appropriate to persons with different types of impairments.

Finding 5. Unemployment in Madagascar affects disabled persons who have no choice than informal work. With more than 90% of workers in the informal sector, Madagascar presents a disguised unemployment (International Labor Organization, 2015; Lee et al., 2016; National Institute for Statistics, 2017) that affected persons with disabilities. Persons with disabilities were constraints to informal work or self-employment, because of their limited access to formal work. A number of studies concentrated on how disability is intertwined with poverty in developing countries (Lorenzo & Van Rensburg, 2016). In Madagascar, the recurrent poverty and limited resources prevent the government from providing adequate support to persons with disabilities (Khan et al., 2015; World Health Organization, 2011). World leaders, however, recognized the rights of persons with disabilities to decent work (United Nations, 2017a, p. 7) and claimed to break the link between disability and poverty by acknowledging the increased prevalence of disability. Scholars should examine the recurrent problem of unemployment and focus on the nexus between disability, poverty, and unemployment in Madagascar. Scholars should investigate further the issue of disguised employment and how it affects youth with disabilities

Finding 6. Managers lack knowledge about disability and were not sufficiently sensitized about disabled persons' competences and skills, **hence their reluctance to hire disabled persons.** Even if they were employing disabled workers, managers had little knowledge about disability construct, the disability production cycle

or about disability identity, and persons with disabilities' rights. Managers should understand the evolution of the discourse on disability from the biomedical disability approach to the social constructionist perspective (Martin, 2012; Peña et al., 2016). Forber-Pratt et al. (2017) asserted that knowledge of disability identity may help managers provide appropriate rehabilitation and support to persons with disabilities. If managers have adequate knowledge about the process of disability production, they could also better manage workers with impairment.

The reluctance of managers to hire persons with disabilities was also because of their limited knowledge of the rights of persons with disabilities. The unfit between the work assigned to disabled workers and their impairment was repeatedly raised by participants. Managers' misconceptions exist about workers with disabilities' competences and productivity, and about the kind of job they could perform. Participants proposed to adapt the jobs to the impairment of the person, echoing previous researchers' suggestions about appropriate job design, occupational fit, and setting adjustment (Espiner, 2015; Hashim & Wok, 2014). Baumgärtner et al. (2015) suggested flexibility and decentralized context to enhance disabled workers' job satisfaction. Future research should focus on further assessing managers in companies' knowledge and on defining strategies for their capacity building.

Finding 7. The limited accessibility within the workplaces and the lack of reasonable accommodations prevented managers from hiring disabled workers. Accessibility is an important concern for persons with physical disabilities in Madagascar because of the non-disability-friendly environment in the country. Most public buildings

are without elevators; roads in cities are inaccessible for wheelchairs, and the public transportation system is of poor quality. Reasonable accommodation of disabled workers is not a priority for managers because of the restricted budget and resources. Accessibility and accommodation measures are recognized as full rights and are meant to combat disability discrimination (Lorenzo & Van Rensburg, 2016; United Nations, 2017b). Researchers called for solidarity to counteract infrastructure inaccessibility and the lack of accommodations that limit the access to services of persons with disabilities in Madagascar (CBM, 2016a; Khan et al., 2015; International Disability Alliance, 2016). Future research should be on examining the accessibility challenges within workplaces and on defining appropriate financing strategies.

Finding 8. The negative attributes of disabled persons, such as intrinsic characters, lack of confidence, or inhibition, often tarnish the image of persons with disabilities. The study elucidated the negative attributes of disabled persons that include personal behaviors and intrinsic characters, as well as weaknesses that often tarnish their images. The most noticeable negative attributes were disabled persons' inherent characters, such as irritability for persons with physical impairment, malignity for deaf persons. Blind persons are reputed for their brightness, however, they are not autonomous. Persons with intellectual disabilities have limited attention and performance. In a context of poverty, families neglect the education of their children with disabilities. The lack of education appeared therefore as one of the highest weaknesses of persons with disabilities. Scholars established the tie between employability and education of persons with disabilities who have limited chances to find a job, even with

high level education (Kamal and Tomoo, 2014). The limited knowledge on ICT was also

an obstacle to the access to work because it has become a priority requirement of

company managers.

Another growing concern is the mendicancy of persons with disabilities who

considered begging on the street more lucrative than working. Families and the society

itself encourage charity for persons with disabilities due to their ignorance of disability

and inclusion. Groce, Loeb, and Murray (2014) pointed out the conditions of beggars

with disabilities who are among the poor and are invisible in countries policy agenda.

Disabled persons keep begging on the street in the absence of advocacy and policy efforts

to improve livelihood opportunities. Future research should further investigate persons

with disabilities' education challenges and identify alternatives to persons with

disabilities mendicancy.

Finding 9. Managers did not sufficiently consider the extra costs of

employing disabled workers, nor the possible investments that could facilitate their

employability. I revealed the insufficient consideration of the extra costs that employing

disabled workers may cause. The participants focused mostly on the cost of physical

accessibility, and to a less extent on the cost of ensuring reasonable accommodation. The

reasonable accommodation requires a minimum budget to support the adjustments in the

workplace, the provision of assistive devices, and health care for disabled workers. Other

strategies may engender extra costs, such as grants' initiatives, health schemes, or

transportation subsidies to disabled workers. Disabled workers' slow productivity also

engendered extra costs. The lack of budget prevented managers from considering

investment for disabled workers' accommodation. Some managers prefer hiring persons

with mild impairment who do not necessitate high cost (Flanagan, 2016). The findings

extended the knowledge about the cost that employing disabled workers may generate.

Further studies are necessary to garner greater insights on the issue of extra-cost and on

investment required to ensure reasonable accommodations of persons with disabilities in

the workplace.

Enabling Management Strategies and Transformational Leadership

Finding 10. A better awareness of disability and inclusion improved

managers' readiness to hire persons with disabilities. I outlined the awareness raising

and advocacy needs at different levels of the society that target managers, disabled and

nondisabled workers, parents and families, government, community leaders, and other

relevant stakeholders. Awareness about disability, inclusion, disabled persons' rights, and

disabled persons' vocational skills will contribute to changing societal attitude and

misconceptions. Despite the difficulty of changing the collective mindset inherited from

cultural beliefs and practices in Madagascar, extensive sensitization campaigns will help

to educate the population about disabled persons' potentials for work.

The finding about disability awareness aligned with a number of researchers'

insights. Kleynhans and Koitze (2014) advocated for attitude-changing programs meant

to facilitate disabled workers' integration into the work environment. Scheepers and

Elstob (2016) claimed that changing attitudes and values could help disabled workers to

overcome their daily challenges. Disability-inclusive development initiatives can be used

to facilitate the interaction among disability stakeholders and increase the awareness at

the community and national levels (Ariefdien, 2016; Swarts, 2016). The finding filled the

gap of knowledge about the factors conducive to persons with disabilities' access to

employment and social inclusion in Madagascar. Stakeholders should also consider

contextual and cultural aspects when designing attitude-changing strategies. Scholars

should examine and develop attitude-changing strategies, with a focus on contextual and

cultural aspects. Further research should be on deepening knowledge and implementation

of disability-inclusive development strategies.

Finding 11. Managers had empowering role that instilled individual

autonomy, occupational identity, and social inclusion. Managers empowerment

entailed coaching, monitoring, personal development, and in-training supports.

Participants recognized that empowerment started with the individual autonomy and

social participation. Managers' **e**mpowering behaviors facilitated disabled workers' tasks

performance and autonomy at work. When empowered disabled workers were able to

take part into decision making, to express their voices, to integrate in the society, and to

take care of their personal needs. Researchers agreed that empowered disabled persons

could easier access to employment and livelihood opportunities, and reach independent

leaving and inclusion in the community (Shogren & Shaw, 2016). Promoting creativity

and new technology, personal development, and in-training supports within the company

were proven instrumental for enhancing disabled workers' employability skills.

Empowered disabled workers have increased self-esteem and self-determination

(Al-Zboon & Smadi, 2015; Shogren & Shaw, 2016). Managers started also to

acknowledge disabled workers positive attributes. Disabled workers strove to provide the

best they could at work, because working forge their identity, more than being a source of incomes or livelihood. Occupational identity is the most salient identity that enables persons with disabilities to improve their self-determination, life choice, and control (Kirsh et al., 2009). The employability of a person with disability depended on the type and degree of impairment. A person with a mild impairment, a physically impaired person, and a deaf person had no real problem to be employable, providing the accessibility and communication barriers were addressed. A blind person had more difficulty to get employed because of his or her lack of autonomy. In further research, scholars should focus on how the empowerment of persons with disabilities could promote their occupational identity, employability, and societal inclusion. Future research should focus on examining other factors to employability (environmental, social, gender, cultural, political, or economic factors).

Finding 12. Enabling management strategies included promoting quality management, occupational fit, communication and minimum security, and reasonable accommodation. Participants claimed that governance, accountability, and performance management were key factors of a responsible management and guarantee the credibility of an organization. Individual development was seen as essential feature of workers with disabilities' performance management. Scholars suggested promoting person-centered planning, occupational fit, and learnership programs that were proven successful (Espiner, 2015; Metzinger & Berg, 2015; Sing, 2012).

Managers were incited to assign tasks or works that fit disabled workers' competences and health conditions. Learning to live with disabled workers enabled

managers to understand specific needs and competences of persons with different types

of impairment. Managers could easier understand how to adapt the work to the ability of

the person with impairment. Ensuring good communication, such as the use of sign

language with deaf workers or the use of adapted software by blind persons, was an

essential condition to increase disabled workers' performance. Guaranteeing the

minimum security of persons with disabilities increased their resiliencies to emergency

situation.

Ensuring reasonable accommodations for disabled workers is a key

recommendation of the CRDP (United Nations, 2017b) and consists of providing

appropriate adjustments in the workplace without using disproportionate means. Few

managers made efforts to hire disabled workers and to accommodate them in the

workplace with the construction of ramps and accessible sanitary blocks. Some managers

set up orientation units for persons with disabilities, or provided of badges to facilitate

access to services. Researchers suggested investing more in accessibility and reasonable

accommodation of disabled workers. Ensuring an attractive workplace environment,

appropriate job design, and fair recruitment will facilitate the retention of disabled

workers (Baumgärtner et al., 2015; Sing, 2012).

I also highlighted the importance of partnership development and network, as well

as persons with disabilities' consortiums in cooperatives or self-help groups. Inclusive

cooperatives and self-help groups were proven successful in generating income strategies

(Rule, 2013). Self-help groups are voluntarily raising funds from the members for their

economic empowerment and other mutual interests (Setia, Tandon, & Brijpal, 2017).

Rule (2013) also identified social movements at community levels as enabling factors of empowerment. Owen et al. (2015) defined models of employment, such as cooperatives of persons with disabilities or social microenterprises. Future research should focus on assessing the wide range of management strategies' efficiency and impact on disabled workers' competitiveness and attractiveness.

Finding 13. The knowledge of transformational leadership styles contributed to ease the interaction between the manager and disabled workers and instills behaviors' change within the workplace and the society. With a strengthened knowledge of transformational leadership, managers contributed to facilitate the employability of disabled workers. Close interaction has yielded transformative changes in workers with disabilities who increasingly acquired entrepreneurship skills and started to overcome the dependency and begging spirit. Managers increasingly internalized transformational leadership skills, such as aspirational vision, motivation, compassion and human treatment, and empowerment. Managers' leadership skills also include encouraging disabled employees to participate in decision-making process, coaching and personal development, in-training supports within the company, and partnership development. Grant (2012) asserted that motivating followers is an essential feature of manager transformational leadership.

The finding contributed to the knowledge on transformational leadership in the area of employment and disability in Madagascar. Kensbock and Boehm (2016) stated that transformational leadership fits to the needs of disabled people. Transformational leaders yield organizational change and sustained results because they instill motivation,

trust, and commitment in followers (Mwambazambi & Banza, 2014). Transformational

leaders could influence persons with disabilities' self-determination and job performance.

Scholars also encouraged the access of persons with disabilities to leadership positions

because their differences may hide qualities that are desired in leadership position, such

as human sensibility and perseverance (Eagly & Chin, 2010). Shogren and Shaw (2016)

evidenced that a disability group has a better relationship with autonomy, employment,

social relationships and independent living. Scholars should examine the transferability

of the study finding about transformational leadership styles to other countries in the

Southern African region. Future research should also focus on leadership development in

the field of disability and inclusion.

Finding 14. An inclusive transformational leadership style could foster the

employability of persons with disabilities, through increased coaching, in-training

supports, compassion and kinship, confidence building, human treatment and

personal development. I highlighted managers' leadership skills that aligned with

emergent transformational leadership styles, as discussed in the literature review.

Managers were sought to espouse altruistic mindset, which is in line with the authentic

leadership features. Scheepers and Elstob (2016) indicated altruism and self-awareness,

as well as respect of values, as relevant features of authentic leadership. Authentic leaders

instill citizenship behavior, commitment, and work performance (Avolio et al., 2009).

The study findings aligned also with empowering leadership, meant to promote the

participation in decision making, coaching, and personal attention (Lee et al., 2017).

Byun et al. (2016) viewed task visibility, motivation, and creativity as features of empowering leadership.

Community-based leadership better fits the African context, where the social structure is based on community norms (Haruna, 2009). A community-based leadership may succeed in the context of employment for persons with disabilities in Madagascar, because it is consistent with the local sociocultural value systems in the country. A social justice leadership could also be used to explore the occurrence of oppression and human rights issues (Rule, 2013). It entails communication and learning skills, emotional awareness, and ability to make decisions and to sustain relationships (De Matthews & Mawhinney, 2014). A social justice leader may address disabled employees' discriminatory treatments.

The aforementioned emergent leadership styles lay the ground to a transformational leadership style that has, at its core, the concept of inclusion. The characteristics of an inclusive leadership style are autonomy, creativity, commitment, kinship, the sense of calling, altruistic care, concern and appreciation, self-awareness, equality, and citizenship behaviors. The concept builds upon the theory developed by Eagly and Chin (2010) about an inclusive leadership focused on individual transformational changes grounded on individual values, identities, and ethical principles. Managers could use an inclusive leadership style to address inclusive development challenges in the area of employment for persons with disabilities. An inclusive leader is cognizant of diversity and multicultural perspectives and is respectful of individual differences. The inclusive leader recognizes cultural values and competences of

individuals from nonconformist group. Future research should focus on deepening the knowledge of inclusive leadership and on how to mainstream it in the area of disability and employment. Future research should focus on the transferability of the study findings about inclusive leadership to other countries in the Southern African region.

Limitations of the Study

This study was limited to the geographic context of Madagascar. Its scope was limited to three regions of the country and to companies, institutions, cooperatives, organizations from which the 28 participants were recruited. The sample size was sufficient for in-depth qualitative analysis. Yet, the limited number of participants and targeted areas, as well as the limited time and resources for the study, may impact the transferability of the findings from the study. To counteract the likelihood of biases, I used reflexivity in the study, making sure of the accuracy and the quality of the participant selection, the data collection, and the data analysis. I used triangulation to cross-check the findings with other sources, rival explanation, prolonged engagement, and thick description.

The purposeful sampling used for the recruitment of participants restricted the representativeness of the participants in the study. The identification of institutions, companies, cooperatives, and organizations from where the participants were recruited was done with the help of partner organizations. In the face-to-face interviews, I targeted only managers or leaders from defined entities, not the employees with disabilities, thus limiting the data collected to only perceptions of managers and leaders on the issue of persons with disabilities' employability. The difficulty encountered with the use of the

tape recorder might have an impact on the quality of the transcript, although I benefited from the help of a volunteer note taker. The risk of my background knowledge influence on the definition of codes, categories, and themes in the data analysis was minimized by the use of NVivo 12 software that helped ensuring the data accuracy.

Recommendations

In this section, I summarized the recommendations that stem from the study key findings and the knowledge gaps identified in the literature. I also recommended areas for further investigations, based on the outcomes and the limitations of the current study. The recommendations were grounded on the conceptual framework that illuminates the overall inquiry.

Recommendation 1. In line with Finding 1 relating to societal attitudes, DPOs and disability stakeholders should increase awareness raising activities at all levels of the society and within the workplace. I recommend focusing on societal attitudes, discrimination and inequality that hamper the vocational and societal inclusion of persons with disabilities. Innovative strategies, such as open doors, "living together" events, and disabled workers' testimonies within companies, and story-telling could facilitate the change of the collective mindset. I also recommended disseminating best practices and using the media as a means to educate the community. Nonworking disabled persons should also learn from the experiences of disabled workers.

➢ Future research should be on thoroughly examining the socio-cultural dimension of societal attitudes vis-à-vis persons with disabilities in Madagascar.

Recommendation 2. In line with Finding 2, I recommend the government to assume its responsibility in developing and implementing the national legislation relating to persons with disabilities rights to work, in line with CRPD and SDG8. The government should promote incentive measures (tax alleviation, credit facilities, government subsidies, compensations, awards and grants) that encourage managers to hire disabled workers and to exert their corporate social responsibilities. At the community level, the government should promote counselling and placement structures. At national level, the government is sought to promote an inclusive system, by integrating into national policies and sectorial programmes inclusive measures that could facilitate the access of disabled persons to work and livelihood opportunities

➢ Future research should be on assessing the implementation of the CRPD since its ratification by Madagascar in 2014. Scholars should investigate strategies that may help decision-makers in the design of appropriate policies and programs aligned with the CRPD.

➢ Future research could also focus on assessing the achievements toward SDG 8 at the country level. Scholars could explore strategies in favor of disabled workers' productive employment and decent work.

Recommendation 3. In line with Finding 3 on the rate of employment, I recommend the development of database at community, regional, and national levels on persons with disabilities' socioeconomic situation, particularly on employment in Madagascar. The government should strengthen the national institute for statistics to be able to provide updated and disaggregated statistical data in relevant development areas,

including the areas of employment and disability. I also recommend DPOs and disability

stakeholders to develop their own database in their specific areas of work and to

exchange information within their network.

> Future research could be on interpreting the disaggregated data that stem from

the ongoing national household census.

> Future research should extend the findings in the present study and provide

disaggregated data by impairment and gender on the employment of persons

with disabilities in Madagascar.

Recommendation 4. In line with Finding 4 relating to access to the job market, I

recommend managers to remain impartial at the recruitment, while being attentive to the

specific needs of persons with disabilities. Managers should consider job offers tailored

to the disabilities of the persons, for them not to compete with other candidates without

disabilities. Managers should also consider the accessibility of the job advertisement to

candidates with sensorial impairments. Hiring persons with disabilities could also be seen

as corporate social responsibility that provides a social return, in terms of increased

companies' visibility, fulfillment, and contribution to positive social change.

> Future research should focus on examining the recruitment practices and

procedures in view to define strategies most appropriate to persons with

different types of impairments.

Recommendation 5. In line with finding 5 on unemployment, I recommend the

government and disability stakeholders to address the recurrent issue of unemployment

that affect most persons, especially youth with disabilities. The focus should be on

identifying holistic and systemic strategies that address the problem in a sustained way. The government and disability stakeholders should also consider the root causes of both disability and poverty challenges in developing countries. The priority should also be on addressing the mismatch between vocational skills and job supply for disabled workers.

➢ Scholars should examine the recurrent problem of unemployment and focus on the nexus between disability, poverty, and unemployment in Madagascar. Scholars should investigate further the issue of disguised employment and how it affects youth with disabilities

Recommendation 6. In line with Finding 6 pertaining to the lack of managers' knowledge, I strongly recommend managers to improve their knowledge of disability construct, disability identity, disability production cycle, and of persons with disabilities' rights. A greater acquaintance with disabled workers will contribute to change the mindset of managers and other workers without disabilities. A greater knowledge of disability and of the attribute of persons with disabilities will help managers overcome their reluctance. Managers could provide appropriate rehabilitation and support to disabled workers and learn how to behave with them. Managers should also better understand their role in empowering and in fostering the self-esteem and self-determination of persons with disabilities.

➢ Future research should focus on further assessing managers in companies' knowledge and on defining strategies for their capacity building.

Recommendation 7. In line with Finding 7 on accessibility, managers should improve their knowledge of accessibility standard and should invest in both infrastructure

and communication accessibility. Disability stakeholders, including DPOs, should join

their efforts and advocate for a disability-friendly environment in the country. The

government should adopt regulations that assign designers of new building to follow the

accessibility norms. The government is also sought to reform the transportation system to

facilitate the transport of persons with reduced mobility. Managers are encouraged to

consider reasonable accommodations as a means to improve workers with disabilities'

performance and productivity.

> Future research should be on examining the accessibility challenges within
>
> workplaces and on defining appropriate financing strategies.

Recommendation 8. In line with Finding 8 relating to disabled persons' negative

attributes, DPOs and NGOs should strengthen their support to persons with disabilities, in

terms of awareness raising and empowerment. Persons with disabilities should also

understand and learn to overcome their weaknesses, through trainings on personal

development, on communication, and on the use of new technology. Managers should

invest more in coaching and capacity building of disabled workers. To counteract the

recurrent issue of disabled beggars on the street, a systemic approach should be adopted,

targeting the government and all disability stakeholders at community and national levels.

> Future research should further investigate persons with disabilities' education
>
> challenges and identify alternatives to persons with disabilities mendicancy.

Recommendation 9. In line with Finding 9 on extra costs, managers should

understand the extra costs of employing disabled workers and consider the investments

needed to facilitate the retention of disabled workers in the workplace. Managers should

not neglect the cost of ensuring reasonable accommodation that requires a minimum

budget to support the adjustments in the workplace, the provision of assistive devices,

and health care for disabled workers.

> Further studies are necessary to garner greater insights on the issue of extra-
> cost and on investment required to ensure reasonable accommodations of
> persons with disabilities in the workplace.

Recommendation 10. In line with Finding 10 on awareness raising, I recommend

DPOs and disability stakeholders to develop awareness raising strategies that could

effectively lead to positive attitudes change of managers, disabled and nondisabled

workers, parents and families, government, community leaders at community, regional

and national levels. Changing cultural practices cannot occur over night and require a

systemic approach that entails educating the population and integrating disability

inclusive strategies within national policies and programs. DPOs and disability

stakeholders should influence decision-makers at community level to develop their

inclusive community development plan. I also recommend considering disability in the

discussion about the quality of life.

> Scholars should examine and develop attitude-changing strategies, with a
> focus on contextual and cultural aspects.

> Further research should be on deepening knowledge and implementation of
> disability-inclusive development strategies.

Recommendation 11. In line with Finding 11 relating to empowerment, I

recommend managers to be particularly mindful of the nature and diversity of

impairments that may influence empowerment strategies of disabled people. Managers should improve knowledge of empowerment strategies and sharpen their **e**mpowering skills. When empowered, disabled persons could better access to employment and livelihood opportunities, and be included in the community. Managers are also encouraged to instill creativity in disabled workers and to promote new technology. Managers should also recognize persons with disabilities' positive attributes and enable disabled workers increase their self-esteem and reach self-determination and occupational identity.

> ➤ In further research, scholars should focus on how the empowerment of persons with disabilities could promote their occupational identity, employability, and societal inclusion.

Future research should focus on examining other factors to employability (environmental, social, gender, cultural, political, or economic factors).

Recommendation 12. In line with Finding 12 relating to management strategies, I recommend managers to develop and implement strategies that enhance persons with disabilities' employability. Personal planning, in-training supports, attitude-changing programs were proven efficient in enhancing persons with disabilities' performance at work. Particular attention should be on the job design, occupational fit, and on accessibility and reasonable accommodations. Managers should consider the wide range of potential works that disabled workers could perform. A better understanding of the employability skills of disabled people is needed to adapt the training settings, modules and referential, jobs, and work structures.

Managers are encouraged to create structures meant to orient and to prepare disabled persons for work in a private company, and to develop in-training supports within the company. Managers should promote start-up businesses that better fit persons with disabilities' competences and health conditions. Supporting disabled persons' small livelihood initiatives could also provide work to other persons with disabilities. Promoting social entrepreneurship, facilitating the access to credit, developing inclusive cooperatives and self-help groups were proven successful.

- ➢ Future research should focus on assessing the wide range of management strategies' efficiency and impact on disabled workers' competitiveness and attractiveness.

Recommendation 13. In line with Finding 13 relating to transformational leadership, I recommend managers in Madagascar to extend their knowledge on transformational leadership and to focus on leadership development in their areas of interest. I also recommend managers to familiarize with transformational leadership styles that could enhance the employability of disabled people. With increased transformational leadership skills, managers could instill transformational changes in disabled workers. I recommend managers to sharpen disabled workers' motivation skills and to encourage disabled workers' self-esteem and self-confidence. Managers should also show altruistic mindset, compassion, and humane treatment to disabled workers. As transformational leaders, managers instill motivation, trust, and commitment in followers, and could influence disabled workers' job performance.

➢ Scholars should examine the transferability of the study finding about transformational leadership styles to other countries in the Southern African region.

➢ Future research should also focus on leadership development in the field of disability and inclusion.

Recommendation 14. In line with Finding 14 pertaining to inclusive transformational leadership, I recommend managers to increase their knowledge of emergent leadership styles, namely authentic leadership, empowering leadership, community-based leadership, and social justice leadership that lay the ground to an inclusive transformational leadership style. As inclusive leaders, managers could exert kinship, the sense of calling, altruistic care, concern and appreciation, equal treatment, and instill in persons with disabilities self-awareness, autonomy, creativity, commitment, and citizenship behaviors. Thanks to an inclusive leadership style, the managers could respect individual differences and yield effective transformational changes. Managers could better influence decision makers to address inclusive development challenges in the area of employment for persons with disabilities.

➢ Future research should focus on deepening the knowledge of inclusive leadership and on how to mainstream it in the area of disability and employment.

➢ Future research should focus on the transferability of the study findings about inclusive leadership to other countries in the Southern African region.

Implications

The qualitative case study on employing persons with disabilities in Madagascar has implications for positive social changes at different levels. At individual level, I revealed management strategies and leadership styles that managers in companies, in institutions, in cooperatives, and organizations could use to enhance the employability of persons with disabilities. From their increased knowledge of disability-related matters and persons with disabilities' employability skills, managers could better attend to disabled workers' vocational needs. Managers could change their attitude and better understand how to behave with disabled workers. Managers' increased awareness about disabled workers' positive and negative attributes will facilitate their interactions and trust building. A continued acquaintance with disabled persons will lessen managers' reluctance and increase their compassion and altruistic mindset. Managers could also gain fulfillment from their contribution to the wellbeing of persons with disabilities.

The study is of relevance to one of the most vulnerable and neglected groups: the disabled persons' entity. Persons with disabilities will benefit from managers' appropriate management strategies and transformational leadership skills. When empowered, disabled persons have a better chance of reaching self-determination and attaining vocational and societal inclusion. With their improved employability skills, persons with disabilities will gain more assurance to access the job market. They could exert their rights to employment and contribute to the social and economic development of the country. More important, they could build upon their occupational identity and operate as true agents of positive changes in the society.

At the organizational level, managers' knowledge about disability and transformational leadership will improve their sensibility and awareness of the social returns their organizations may gain from investing in persons with disabilities. Employing persons with disabilities could be seen as a form of corporate societal responsibility and a way to change the mindset within the workplace and the community. It should also be seen as a good practice to replicate in other settings and as a testimony and example for others.

At the community and societal levels, stakeholders could use the study findings in their advocacy about societal attitude and national policies' changes. An increased awareness of decision makers' responsibilities could facilitate the development and implementation of inclusive policies. The study could also influence resource mobilization and partnership development in support of persons with disabilities. The study emphasis on disability-inclusive development will pave the way to an inclusive society in which disabled people could evolve equally as others.

The study contributed to filling the literature gap in the area of disability, employment, and leadership in the context of Madagascar. The study will be of benefit to researchers who have an interest in social and management research in Madagascar, because it added to the knowledge of meaningful concepts, such as employability, disability identity, empowerment, and self-determination.

Conclusion

The qualitative study on employing persons with disabilities was the first of its kind in Madagascar. I used an in-depth examination of 28 participants' perceptions of the

research problem revealed the hindering factors to persons with disabilities' employability. Contextual and structural challenges are still predominant and include the societal attitudes and misperceptions, exacerbated by the context of poverty, unemployment, and weak inclusive policies in Madagascar. The study was instructive about multifaceted obstacles to disabled persons' employment, particularly the inequality of access to the job market, accessibility and reasonable accommodation issues, insufficient knowledge of disability, and the extra cost of hiring disabled workers.

The study provided insights about government responsibilities in terms of developing and implementing appropriate policies and programs. I revealed the deficit of measures for the retention of disabled workers in the workplace and managers' persisting reluctance, despite disabled workers' positive attributes. Managers were more concerned by disabled workers' negative attributes and weaknesses. I, however, enlightened potential works in congruence with disabled workers' competences. In-depth understanding of relevant concepts of disability identity, inclusion, empowerment, and employability stem from the study and will help managers to better understand the social return they main gain from employing disabled workers.

I examined meaningful management strategies and leadership styles that managers could use to instill long-term changes in disabled workers' employability. Personal planning, attitude-changing programs, and resource mobilization were proven as appropriate management strategies. Incentive measures, such as tax relief, subsidies, or grants from the government, will encourage company managers to hire persons with disabilities and to exert their corporate social responsibilities.

Accompanying measures include financial and material supports to disabled workers and a greater focus on accessibility and reasonable accommodation in the workplace. Promoting social entrepreneurship will also facilitate disabled persons' access to credit and the development of inclusive cooperatives and self-help groups. Accountability in finance and administrative procedures, diversification of the production, and performance management of workers were seen as conducive to successful organizations' management.

I provided an understanding of managers' transformational leadership skills that could instill long-term transformative changes in disabled workers. Participants were cognizant of aspirational vision, motivation, compassion, and empowerment as core attributes of a transformational leader. Managers were sought to involve disabled workers in the decision-making process and to ensure their capacity building and personal development. Managers were also called to provide equal treatment between disabled and nondisabled workers, while ensuring disabled workers' needs. Innovation and creativity were considered as a means to foster disabled persons' employability. Managers are also incited to promote new technologies and start-up businesses that fit persons with disabilities' competences and health conditions. Emergent leadership styles, namely authentic leadership, empowering leadership, community-based leadership, and social justice leadership, were revealed as most appropriate to disabled persons' empowerment and vocational inclusion. The proposed inclusive leadership style combines key features of the aforementioned leadership styles.

This study had some limitations. I targeted 28 participants recruited from companies, institutions, cooperatives, and organizations in three regions of Madagascar. The sample size was sufficient for in-depth qualitative analysis; yet, it may limit the transferability of the study findings. Reflexivity, triangulation, rival explanation, prolonged engagement, and thick description were used in the study to counteract possible biases and to ensure the accuracy and the quality of the participant selection, the data collection, and the data analysis. The use of NVivo 12 software helped in ensuring the data accuracy and minimized my influence in the data analysis process.

Recommendations for further research include in depth examination of policies and strategies that could ensure the implementation of CRPD in Madagascar and the analysis of the data that stem from the ongoing national household census. Scholars are recommended to also focus on the environmental, social, cultural, political, or economic dimensions of employability and on the nexus among disability identity, empowerment, and employability. Future research should also pertain to the phenomenon of disguised unemployment and to the continuum of disability poverty to elucidate the root causes of hindrances to disabled persons' employability.

Scholars are recommended to focus on disability-inclusive development research to ensure persons with disabilities' sustainable vocational and societal inclusion. Future investigations could extend the knowledge on management strategies and programs meant to foster disabled workers' competitiveness and attractiveness. Researchers are called to deepen the knowledge on transformational leadership in the field of employment and disability in Madagascar and in other Southern African countries. More theoretical

works should be on mainstreaming relevant emergent leadership styles in broader contexts. Transformational leadership development may include the conceptualization of inclusive leadership, through further field inquiries in different country settings.

The qualitative case study on employing persons with disabilities in Madagascar has implications to positive social changes at the individual, organizational, and societal levels. Persons with disabilities will have a better chance to access to the job market and to be included in the society with their improved employability skills. They could build upon their occupational identity and become agents of social and economic development in the country. When using appropriate transformational leadership styles, managers could better attend to disabled workers' vocational needs. Thanks to their acquaintance with disabled workers, managers will increase their awareness of the social returns their organizations may gain from investing in persons with disabilities. Managers will gain fulfillment in contributing to the wellbeing of the most neglected group in the society.

Employing persons with disabilities could be seen as a form of corporate societal responsibility and a way to change the mindset within the workplace and the community. The study may influence social attitude changes, legal policy implementation, resource mobilization, partnership development, and capacity development in support of persons with disabilities. The study could pave the way to an inclusive society in which disabled people could enjoy their full rights. With increased awareness, policy-makers could integrate disability-related strategies into national policies and strategies.

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Appendix A: Protocol for Interviews

Interview Protocol for the Dissertation study on: Employing persons with disability in

Madagascar

Time of Interview: precision to give in an email sent one week prior to the interview

Date: Determined with participants after the IRB approval

Interviewer: Lila Ratsifandrihamanana

Position of the Interviewee:

Managers in companies, cooperatives, public institutions, organizations

employing persons with disabilities

Purpose of the interview

The qualitative interview is aimed to collect meaningful information about the

perceptions of participants around the topic of the dissertation study on employing

persons with disabilities. The intent is also to gather information about leaders and

managers' leadership challenges and ideas on strategies to enhance the employability of

persons with disabilities. Main patterns and themes are expected to emerge from the

collected data and will serve for further analysis. The interview questions will be emailed

to the participants, prior to the face-to-face interviews.

Introduction

Greetings Ms. (Mr.)! Let me introduce myself, Lila Ratsifandrihamanana, a

student in the PhD program on management, leadership, and organizational change, at

Walden University. I am thankful that you accepted this interview, which includes two

parts. In the first part, I will invite you to share your management experiences in a

company that hired employees with disabilities. The objective is to garner your

perceptions about your leadership practices. I welcome any answers from your side.

Please feel at your ease and express your thoughts and feelings. The second part will be a

follow-up interview by telephone if necessary. You are free to decide whether you wish

to withdraw from this interview.

Audio recording instructions

If you agree, I will be happy to record our exchanges, because I wish to be able to

gather all the details, and to concentrate on our conversation. Be sure that our discussion

will remain confidential. The report with interviewees' comments will not have reference

to individuals.

Consent form instructions

Before we start, I invite you to carefully read the letter of consent hereto, and sign it if

you are in agreement.

Interview Questions:

The following are the major categories and interview questions:

Overall challenges and factors hindering social inclusion

1. What do you think are the challenges persons with disabilities are facing in

   Madagascar?

2. What are the main factors that may hamper the inclusion of persons with

   disabilities in the society?

Obstacles to employment

3. Why persons with disabilities have difficulty to access to the job market?

4. What are the problems encountered by disabled workers in the workplace?

5. What types of employment could fit to persons with disabilities?

6. How do you perceive the phenomenon of disguised unemployment?

Awareness of disability, legislative framework, and responsibility

7. What national legislative texts could facilitate the employment of persons with disabilities in Madagascar?

8. Who should take the responsibility of facilitating the access to employment of persons with disabilities?

9. What are the relevant actors, namely managers and disabled workers' main attributes?

10. What existing or potential works do you think are most suitable for persons of disabilities?

Understanding of concepts and theories

11. How would you define disability and inclusion?

12. How would you define empowerment?

13. How would you define employability?

14. How would you define transformational leadership?

Management strategies and leadership skills

15. How do you assess your leadership skills and their influence in the process of empowering persons with disabilities?

16. What leadership skills do you think you should have to foster the employability of persons with disabilities in Madagascar?

17. What management strategies do you use to provide reasonable accommodation for disabled workers in the workplace?

18. What management strategies would you propose to retain disabled workers in the workplace?

Costs and social returns

19. What do you think are the extra costs disabled workers may engender?

20. What could be the social returns you gain in employing disabled workers?

Debriefing

Thank you again for your time and for your helpful insights. The purpose of the interview was to collect your perceptions of the leadership experiences. I am especially interested to hear your opinions and understand your reactions. The interview is not designed to evaluate your performance. Your only requirement was to answer the question to the best of your knowledge. The results of this research will provide useful information to company managers who are employing persons with disabilities, so that the latter could enhance their employability skills. I would like to assure that the confidential character of the interview will be respected and no personal information about interviewees will appear in my dissertation research.

Debrief Question

Do you have other information that could be useful to my study?

Do you have any questions?

Again, thank you very much for your participation.

Appendix B: Field Study Results: Coding Summary of Responses

Table B1

Frequency of Codes in Interview Responses of Participants from Cooperatives

Codes/number of references	Acronym of participants from cooperatives				
	O1	O2	O3	O4	Total
Accessibility	1	3	1	5	10
Awareness raising	1		2	1	4
Capacity building	1	2	1	2	6
Compassion & humanity	1			1	2
Contextual challenges	2	3		7	12
Creativity & innovation			1	1	2
Decision making	1			2	3
Employability	1		1		2
Empowerment	1	4	1		6
Equal treatment		1		1	2
Extra cost	1		1		2
Future strategies				6	6
Government role	1			4	5
Inclusion	1				1
Knowledge sharing		1	1	1	3
Lack of knowledge		1		3	4
Legislation and rights	2	1	1	2	6
Managers mindset		2		2	4
Motivation		3			3
Negative behaviors	1	1	2		4
Partnership development	1	1			2
Personal development	1	1	1	1	4
Positive behaviors	1	2	1	1	5
Potential work		1	1	5	7
Quality management	1	3	1	1	6
Reasonable accommodation	4		2	3	9
Social returns	2	2	2	3	9
Social attitudes		2	1	2	5
Sustainability		1			1
Transformative change	1	1			2
Vision & values	1			2	3
Weaknesses	1	3	3	2	9
Work setting	4	3		3	10

Table B2

Frequency of Codes in Interview Responses of Participants From Companies

Nodes/number of references	Codification of participants from companies					
	C1	C2	C3	C4	C5	C6
Accessibility	4	1	3	5	2	1
Awareness raising	1			5	1	
Capacity building	2	1	2	1	3	
Compassion & humanity		2				
Contextual challenges		2	4	2		
Creativity & innovation		1	1	1	1	
Decision making					2	
Employability			2		1	
Empowerment		2	1		1	1
Equal treatment		1	2		4	1
Extra cost			1		1	1
Future strategies		2	2	1		
Government role		1	3	4		1
Inclusion				4	1	
Knowledge sharing				1		
Lack of knowledge		1	1	5	2	
Legislation and Rights			1	2	1	1
Managers mindset		1				
Motivation		1		2		
Negative behaviors		3				
Partnership development				5		
Personal development		1				2
Positive behaviors		2	2		2	1
Potential work	4	4	3		2	2
Quality management		1	2		2	2
Reasonable accommodation			1	2	3	1
Social returns					2	1
Social attitudes		1	2	4	2	
Sustainability		1				
Transformative change			1		1	2
Vision & values		2	1			
Weaknesses	1	1	2	3		
Work setting	1	3	1		1	

(continued)

Table B2

Frequency of Codes in Interview Responses of Participants From Companies (continued)

Nodes/number of references	Codification of participants from companies						
	C7	C8	C9	C10	C11	C12	Total
Accessibility	1						17
Awareness raising		1	1	1		1	11
Capacity building	1	1	2	1	1	2	17
Compassion & humanity	1		2		1		6
Contextual challenges	1	1	1	1	2	2	16
Creativity & innovation					3	1	8
Decision making				2			4
Employability	1						4
Empowerment	1	1			1	1	9
Equal treatment	2	1	1	1	3		16
Extra cost	1	1		1			6
Future strategies						1	6
Government role	2		1	1	1		14
Inclusion	3				1		9
Knowledge sharing				1			2
Lack of knowledge		1	1	1			12
Legislation and Rights	1						6
Managers mindset		1		1			2
Motivation	1	1	2	2			9
Negative behaviors			1		1		5
Personal development		1	2		1		7
Positive behaviors		1		1			9
Potential work	1	2	2	1			21
Quality management			1	2			10
Reasonable accommodation	2	2	1	3			15
Social returns	2	1					6
Social attitudes	2	1	3				15
Sustainability							1
Transformative change			1	1	2		8
Vision & values	1	1	1				6
Weaknesses	1	1		2			11
Work setting				2			8

Table B3

Frequency of Codes in Interview Responses of Participants From Public/Private Institutions

Nodes/number of references	Codification of participants							
	I1	I2	I3	I4	I5	I6	I7	Total
Accessibility	1	1	1	2	1	1	2	9
Awareness raising	2	3		1	4	2	7	19
Capacity building	2			1	1	1	4	9
Compassion & humanity	1	1					3	5
Contextual challenges	3	2	1		1	1	2	10
Creativity & innovation	1		1				1	3
Decision making		1		2				3
Employability				1			1	2
Empowerment	1	2		1				4
Equal treatment	3	1	2	1	2	3	5	17
Extra cost	1	1	3	1	3	1		10
Future strategies			3					3
Government role	1	2		1	1		4	9
Inclusion			1		2	2	1	6
Knowledge sharing			1					1
Lack of knowledge	1		3	1		1	2	8
Legislation and rights		2	1	1	1		4	9
Managers mindset		1	2	1	1	1		6
Motivation	1		3	1	2	1		8
Negative behaviors		1	2	1				4
Partnership development	1		1		2		1	5
Personal development	1			1			2	4
Positive behaviors	2	1		2	1	2	2	10
Potential work	6	5	2	6	4			23
Quality management	2			3				5
Reasonable accommodation	1	4	2	4	1	2	3	17
Social returns	2	1	2	1		2		8
Social attitudes	2	1		3		1		7
Sustainability	1						2	3
Transformative change						1		1
Vision & values	1	2						3
Weaknesses	2	2	1	1		2		8
Work setting						3	2	5

Table B4

Frequency of codes in interview responses of participants from public/private institutions

Nodes/number of references	Codification of participants from associations/organizations					
	A1	A2	A3	A4	A5	Total
Accessibility	1	2	1	1	2	7
Awareness raising	4			4	2	10
Capacity building	2	2	1	2	1	8
Compassion & humanity	3	1	1			5
Contextual challenges	4		1		1	6
Creativity & innovation		3		2		5
Decision making						0
Employability		1	1	1		3
Empowerment	5	2	1	2		10
Equal treatment			3	1	1	5
Extra cost		1	1	1		3
Future strategies		1				1
Government role	5	1	1		2	9
Inclusion						0
Knowledge sharing		1		1		2
Lack of knowledge		4				4
Legislation and rights	1	1	1	2	1	6
Managers mindset	1	1	2	2	4	10
Motivation	3		1			4
Negative behaviors	1		1			2
Partnership development		2		1		3
Personal development		1	1		1	3
Positive behaviors		1		1		2
Potential work	1	4	3	6	5	19
Quality management	2			1		3
Reasonable accommodation	2	3	1	1		7
Social returns	1	3	1			5
Social attitudes	2	3	3	3		11
Sustainability	1			1	3	5
Transformative change	1	2	1			4
Vision & values	2					2
Weaknesses	3	1	7			11
Work setting			2	2	2	6

Appendix C: IRB Approval

IRB Approval Number: 04-20-18-0528671

Date: April, 20th, 2018

Alignment Matrix

General Management Problem	Specific Management Problem	Purpose Statement	Research Questions	Identified gap in the literature	Conceptual framework
The general problem is the employability of persons with disabilities in Madagascar. Barriers to persons with disabilities' employability relate to accessibility, funding, attitudes, and policies (CBM, 2016a). The prevalence of disability was estimated at 7.5%, meaning that 2.8 million persons were with disabilities in Madagascar, among them 1.3 million at working-age adults (INSTAT 2017). 84.6% of the population in Madagascar is employed in the informal sector (UNDP, 2016) and disguised unemployment affects disabled people. The government is not willing to provide support to disabled people (Khan et al., 2015; WHO, 2011)	The specific problem is the reluctance of managers in companies, cooperatives, institutions, and organizations to employ persons with disabilities in Madagascar (CBM, 2016; Gragoudas, 2014). Compulsory policies requiring managers to hire disabled workers does not exist (Boucher et al., 2015). Managers perceive persons with disabilities as incompetent and lacking vocational skills, and associate them with extra costs due to accessibility, health care, accommodation needs (Lorenzo & Van Rensburg, 2016).	The purpose of this qualitative case study was to explore the management strategies and leadership styles that managers could use to enhance the employability skills of disabled people in Madagascar. The aim was to identify managers' empowering behaviors that foster the competitiveness and attractiveness of persons with disabilities to employers.	The central research question is stated as follows: How can managers in companies, cooperative, institutions, and organizations in Madagascar, effectively foster the employability skills of persons with disabilities, through their management practices and leadership styles? The research methodology developed in Chapter 3 was used to answer this question.	The gaps addressed in this study include the lack of disaggregated statistical data about disabled workers; the lack of knowledge about disability identity and disabled personality development; the limited knowledge about the employability of persons with disabilities; the lack of scholarly studies on transformational leadership in Madagascar, as well as the limited knowledge about the leadership dimension of employability.	Significant concepts were empowerment (Shogren & Shaw, 2016), employability and employability skills (Cramm et al, 2014) and disability identity (Santuzzi & Waltz, 2016). Transformational leadership, such as authentic leadership (Scheepers & Elstob, 2016), empowering leadership (Byun et al., 2016), community-based leadership (Haruna, 2009), and social justice (De Matthews & Mawhinney, 2014) could foster persons with disabilities' employability.