

Review Article

Do Blue-Collar Employees Need Social Network and Social Capital?

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Abstract

In this study, the role of unions on blue-collar workers and the importance of social networks in informal learning processes for blue-collar workers are discussed theoretically. Four propositions are developed within the framework of social network and social capital theories. These propositions are as follows: Blue-collar employees become members of trade union associations not only to provide the protection of their rights but also to develop or extend their social networks; blue-collar employees may prefer informal learning processes rather than formal learning processes; as it is easier to interact with colleagues for blue-collar employees, they may prefer to get support from their colleagues rather than supervisors, and advanced-skilled blue-collar employees may voluntarily engage in learning processes that contribute to their careers.

Keywords: Blue-collar workers, informal learning process, social capital theory, social network theory, trade unions

JEL Classification Codes: M10, M12

Mavi Yakalı Çalışanların Sosyal Ağa ve Sosyal Sermayeye İhtiyacı Var mı?

Öz

Bu çalışmada, mavi yakalı çalışanlar üzerinde sendikaların nasıl bir rolü olduğu ve mavi yakalı çalışanlar için resmi olmayan öğrenme süreçlerinde sosyal ağların önemi kuramsal açıdan tartışılmıştır. Kuramsal açıklamalar çerçevesinde dört hipoteze ulaşılmıştır. Bu hipotezler şu şekildedir: Mavi yakalı çalışanlar, haklarının korunmasının yanı sıra sosyal ağlarını geliştirmek veya genişletmek amacıyla sendikal derneklere üye olmaktadır; mavi yakalı çalışanlar resmi öğrenme süreçleri yerine resmi olmayan öğrenme süreçlerini tercih edebilirler; mavi yakalı çalışanların meslektaşlarıyla etkileşimi daha kolay olduğundan, amirleri yerine meslektaşlarından destek almayı tercih ederler ve yüksek vasıflı mavi yakalı çalışanlar, kariyerlerine katkı sağlayacak öğrenme süreçlerine gönüllü olarak katılacaklardır.

Anahtar kelimeler: Mavi yakalı çalışanlar, resmi olmayan öğrenme süreci, sosyal sermaye kuramı, sosyal ağ kuramı, sendikalar

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1. Introduction

With the transformation of the industrial society to the postindustrial stage, the number of blue-collar employees has decreased, whereas the number of white-collar employees has increased (Sözen, Yeloğlu & Ateş, 2009). The effects of globalization and knowledge-based economy/society trigger the need for white-collar workers (Huang, 2011). Shifting to a knowledge-based society brings human resources into an important position. The transformation from “blue-collar workers” who use their physical labor to “white-collar” workers who mostly use their mental ability appeared (Bayraktaroğlu, Özdemir, Aras & Özdemir, 2015). White collars are expected to monitor and observe the changes in the external environment and collect the relevant information for the organization. Organizations aim to benefit from their intellectual capacity (Sözen & Sağsan, 2009), which makes them essential for today’s organizations. Although organizations mainly focus on white-collar employees, this does not mean that blue-collar employees should not be given importance. As blue-collar workers have an impact on the efficiency and success of the organization, organizations need to consider their needs, behaviors, and attitudes.

There are many factors that distinguish white-collar employees from blue-collar employees, and this distinction goes beyond education level (Gagnon, Jansen, & Michael, 2008). While white-collar workers carry out professional jobs in offices such as marketing, finance, and human resources management (Chen, Perry, Yang & Yang, 2017), blue-collar workers generally perform labor-intensive jobs (Santhanam & Srinivas, 2019), and most of these jobs are related to operating system production in the organization (Huang, 2011). Blue-collar workers generally work in small and medium-sized businesses (Decius, Schaper & Seifert, 2021). White-collar can display strategic initiative behaviors by utilizing their educational background and training experiences permitting them to use their judgment (Gagnon et al., 2008). Blue collars have more tendency to leave the job compared to white collars (Santhanam & Srinivas, 2019; Huang, 2011). However, high turnover rates harm the work processes and work productivity (Santhanam & Srinivas, 2019).

From another point of view, placing employees in a specific collar-based category solely on profession will result in the employee's skills being ignored. In other words, although the employees are in a certain collar category based on their work, the knowledge, skills, and experiences of these people can be different from each other. In this case, a skill-based distinction should be made between employees involved in the same collar. Blue-collar workers are involved in team production, which requires that skilled and unskilled blue-collar workers have different levels of skills, so these employees need to be differentiated from each other (Jirjahn & Kraft, 2010). Skilled blue-collar workers have an important effect on team production, and perform complex tasks, whereas unskilled blue-collar workers

carry out simple tasks (Jirjahn & Kraft, 2010). Therefore, the transition from an industrial society to a postindustrial one has brought about a significant narrative shift in the realm of the worker. The rise of white-collar positions, driven by globalization and knowledge-based economies, has led to their increased importance, but blue-collar professions continue to play a vital part in the overall fabric of organizations (Alalehto & Larsson, 2009). By recognizing the interdependent connection between these two domains, organizations may comprehensively embrace the whole range of their workforce, cultivating a harmonic milieu where both categories of personnel are empowered to drive the organization towards sustainable expansion and accomplishment (Delon, 2019).

Organizations strive to deal with technological and environmental changes and provide continuous development of the employees. This situation compels organizations to provide development and training programs to update the knowledge, skills, and competencies of the employees (Rowold & Kauffeld, 2009). Organizations offer both formal and informal training to align the skills and competencies of employees with external changes. These two types of training yield different learning opportunities for the employees.

In informal learning processes, relationships or ties among employees can help employees learn new or required skills from their colleagues, which raises the importance of social networks in informal learning processes. From another perspective, the trade union is a mechanism providing an opportunity for developing or extending the need for social networks. Depending on these statements, this study focuses on the role of trade unions in meeting the need for social networks and social capital. The study further discusses the effects of social networks and social capital on the informal learning behavior of blue-collar workers on a theoretical basis.

2. Literature Review

2.1. Social Network and Social Capital

Organizations generally have a complex structure, and have some difficulties understanding who knows whom, how these people know each other, or whether they act in cooperation with each other (McDonald, 2003). Individuals socially interacting with each other become part of the network of relationships that surround them. These embedded relationships in organizations bring social network theory into a key position. Social network theory which is an interdisciplinary approach (Cantner, Graf, Herrman & Kalthaus, 2016) explains the patterns of relationships among individuals (Makagon, McCowan & Mench, 2012; McDonald, 2003) and the positions of the actors within the networks. This theory is one of the most important mechanisms that explain the hidden power of informal relationships on behaviors and individuals' positions within the network (Lee & Song, 2010). In this context, the theory is a substantial mechanism that allows both to define the

relational context in which behavior occurs and to understand the relational dimension of that behavior (Butts, 2008).

Social networks pave the way for the development of social capital since social capital pertains to relationships among individuals and organizations (Adler & Kwon, 2000). Social capital is an intangible asset and provides social relationships based on friendship or work interactions (Johnson & Jarley, 2005). While human capital is associated with “what you know”, social capital is related to “whom you know” (Johnson & Jarley, 2005). It develops mutual trust by providing collaboration between employees (Styhre, 2008). Social capital is divided into three categories structural, cognitive, and dimensional (Nahapiet & Ghosal, 1998). Structural social capital refers to practices and institutions, whereas cognitive social capital pertains to the perceived value of being part of the organization/ group (Styhre, 2008). On the other hand, the relational dimension of social capital emerges based on collaboration in a specific activity (Styhre, 2008). The relational dimension allows the determination of the level of trust that occurs with interpersonal interactions and norms, trust and identification provide employees to understand and act towards collective goals (Chow & Chan, 2008).

2.2. The Role of Trade Unions for Blue-Collar Employees

Trade unions, which can be regarded as ‘social partners’ strive to influence national governments’ social and macroeconomic policies (Hyman, 2007). They bargain for the wages, rights, and interests of employees with employers and the government (Checchi & Corneo, 2000), give legal advice, and provide collective action (Roca, 2016). From the view of sociology, trade union memberships can be discussed using four social action categories introduced by Weber (1972). According to this approach, the first reason to join a trade union is pertaining to attaining personal interests, gaining reputation, and access to required resources (Ebbinghaus, Göbel & Koos, 2011). The next reason is to obtain identity offered by union membership, which meets the belonging needs of individuals (Roca, 2016). Third, individuals create emotional ties with their unionized friends, which causes them to disregard the cost and advantages of trade unionism (Ebbinghaus et al, 2011). Finally, traditional motives such as having family members in the trade unions encourage individuals to participate in trade unions (Ebbinghaus et al, 2011).

Blue collars give importance to trade unions (Chen et al., 2017) not only for some benefits offered by the union but also for opportunities given to develop social networks and social capital. Understanding the unions from the perspective of social capital and social network theory can be regarded as putting “old wine into a new bottle” (Johnson & Jarley, 2005). Trade unions act as a bridge between the union members both in and out of the workplace (Johnson & Jarley, 2005), offer advantages for the establishment of social contacts among workers (Checchi & Corneo, 2000), provide required resources (Ebbinghaus et al, 2011), and contribute to the formation ties and relationships between employees. Moreover, they pave the

way for developing and enhancing social networks and social capital (Roca, 2016). In other words, trade unions are the structures where people interact and build interpersonal relationships and these interpersonal relationships allow members to get to know each other better. The high frequency of interactions among union members creates personal relationships both inside and outside the work and provides relational social capital (Johnson & Jarley, 2005). The relational dimension of social capital determines the level of trust that occurs with interpersonal interactions and norms, and trust and identification cause employees to understand and act towards collective goals (Chow & Chan, 2008). Therefore, the interpersonal relationships that thrive among individuals belonging to labor unions, as well as the connections formed between members and their leaders, contribute to the establishment of a cohesive network of reliance bolstered by affective ties (Venkataramani, Green & Schleicher, 2010). The establishment of trust, cultivated inside this intricate network of interpersonal connections, generates a shared perception of dependability and unity. As a result, trade unions serve the dual purpose of advocating for the professional rights and welfare of its members, while simultaneously serving as catalysts for the formation of a strong network of interpersonal relationships that drive the advancement of common objectives (Johnson & Jarley, 2005).

Labor unions offer organizational power to those who do not have the skill (Bibb & Form, 1977), and to blue-collar employees. Blue-collar employees can access important resources such as information by becoming members of unions (Ebbinghaus et al., 2011). The more people blue-collar workers have social ties with, the more different information they can obtain, and the use of this information in the organization they work for may provide organizational power. In a nutshell, blue-collar employees join unions not only to utilize the benefits trade unions offer but also to access required resources by developing social networks and social capital. On these assumptions, the first proposition is developed.

Proposition 1: Blue-collar employees become members of trade union associations not only to gain protection of their rights but also to develop or extend their social networks.

Although the personal development of employees has been a critical issue for trade unions for a long period of time, learning and training have come into a strategic position recently (Wallis, Stuart & Greenwood, 2005).

2.3. The Importance of Social Networks in Informal Learning Processes for Blue-Collar Employees

It is extremely important for organizations that its employees develop themselves and adopt a continuous learning approach throughout their career lives (Kyndt & Baert, 2013). For this reason, organizations frequently offer formal training programs to develop the skills, knowledge, and competencies of employees.

Employees can acquire new knowledge and skills through formal training which is a part of formal structure and offered by organizations. This kind of training allows employees to acquire appropriate skills for their jobs and learn how to perform their jobs (Ahmed, Shaukat, Usman, Nawaz & Nazir, 2018), which in turn, promotes learning and performance (Cerasoli, Alliger, Donsbach, Mathiev, Tannenbaum & Orvis, 2018). The general aim of such training is to enhance employee knowledge and skills and alter employee behaviors, which in turn, boosts the performance of the employees (Ahmed et al., 2018). As an increase in the knowledge of the employees raises the productivity of employees, organizations should engage in activities that increase employee knowledge and encourage them to adopt a lifelong learning approach (Raemdonck et al., 2014). While some large organizations generally have their own formal training system to promote the formal learning of employees, others do not adopt such kind of system within the organization as it is costly (Elstad, 2000). Formal training programs increase the formal learning of the employees. Formal learning aiming to increase the skills and knowledge of the employees is a planned and unstructured event or experience in the workplace (Choi & Jacobs, 2011). It is related to the educational systems (Nygren, Nissinen, Hamalainen & De Wever, 2019), and employees attend previously planned and structured lectures, discussions, or other instructional activities (Choi & Jacobs, 2011).

Informal learning is another form of learning that employees are engaged to increase their knowledge and skills, apart from training, courses, or workshops offered by the organization (Cunningham & Hillier, 2013). Informal learning, which forms a significant part of long-life learning is unstructured learning gained by daily activities in the work and it does not require any certification (Skule, 2004). Need, motivation, and learning opportunities are the factors that initiate informal learning (Marsick & Watkins, 2001). Informal learning comprises different types of job-based learning including interpersonal learning, intrapersonal learning, learning from non-interpersonal resources (Choi & Jacobs, 2011; Lohman & Woolf, 2001; Noe, Tews & Marand, 2013), and self-initiated learning.

Informal learning which is generally unstructured (Nygren et al., 2019) comprises self-directed learning, networking, mentoring, and coaching (Marsick & Watkins, 2001). The learning processes result from social interactions among employees and these interactions contribute to the development of mutual trust and respect for others' expertise (Blouin, 2018). Employees can learn work-related skills and competencies by developing social interactions and social contracts (Grosemans, Smet, Houben, De Cuyper & Kyndt, 2020). Furthermore, this type of learning improves job-related competencies through obtaining feedback, discussing, and monitoring others (Grosemans et al., 2020).

In informal learning behaviors, employees can monitor their colleagues, and ask questions about how to carry out their jobs/tasks (Cerasoli et al., 2018). Employees

may desire to develop new skills on a voluntary basis to improve themselves, adding more meaning to their work or advancing in their careers. In other words, they can display initiative behaviors to acquire new knowledge/skills. Initiative means displaying proactive and self-started autonomous behavior (Van Dam, 2017). Personal initiative includes self-started, proactive, and persistent behaviors such as overcoming barriers and displaying more volunteer behavior and energy at work (Frese, Garst & Fay, 2007). Employees' informal learning behaviors which are self-initiated, intentional, and field-based, do not stem from external forces but rather their curiosity (Cerasoli et al., 2018). Employees who desire to learn new knowledge and skills show self-started learning orientation behavior. Self-started learning-oriented individuals seek learning opportunities, display self-initiated behavior to learn, and handle all possible obstacles against learning (Raemdonck et al., 2014).

Most of the studies on informal learning processes concentrate on white-collar workers rather than blue-collar employees as the work of blue-collar employees is generally regarded as simple, routine, highly supervised, and stereotyped (Hennequin, 2007). Nevertheless, the reality is different from these perceptions, and most blue-collar workers are employed out of factories (Hennequin, 2007) and need to adopt a life-long learning approach and acquire new skills and knowledge. While some of the blue-collar occupations consist of unskilled or semi-skilled jobs, others comprise advanced-skilled jobs (Torre, 2019). Moreover, some blue-collar workers gain their skills on the job, so they do not need any formal education to do their jobs (Saraç, Meydan & Efil, 2017). Furthermore, the education or vocational training of blue-collar workers hold in their younger years is no longer sufficient for their entire work life (Mollenkopf, 2002). For this reason, they need to update their skills and competencies. Moreover, as companies alter their procedures, the skills and competencies of employees, and machinery and equipment to overcome environmental changes, employees need to learn new skills such as how to use new machines and equipment (Reardon, 2005). Although blue-collar workers are seen as performing routine work based on machines, the change in machinery and equipment used in the production process also brings about the learning process.

In line with these statements, the study of Beaud and Pialoux (1999) shows that assembly line works that are heavily carried out by blue-collar employees are complicated and entail know-how, initiative, and intense training (Hennequin, 2007). Then it can be concluded that learning processes are not only important for white-collar workers but also for blue-collar workers. When it is considered that blue-collar workers also give importance to skills training (Chen et al., 2017), it could be expected that they can display initiative behaviors to boost their learning. Blue-collar workers highly prefer to be involved in learning processes in informal settings (Reardon, 2005). This situation emphasizes the importance of informal learning processes for blue-collar workers. Based on these statements, the proposition below is developed:

Proposition 2: Blue-collar employees may prefer informal learning processes rather than formal learning processes.

Social network theory provides an opportunity for informal learning processes. Social networks increase the flow of information and feedback (Chow & Chan, 2008; Janhonen & Johanson, 2011; Jones & Volpe, 2011; Sözen & Sağsan, 2009), contribute to the creation of knowledge and training (Marineau et al., 2018), and facilitates the exchange of both tangible (e.g. goods, resources) and intangible resources (e.g. information, social support) among employees (Haythornthwaite, 1996). They further provide the development and enhancement of accessing required materials to perform the job, social support (Friedkin & Slater, 1994; Sykes, Venkatesh & Gosain, 2009), and collective actions and knowledge sharing among individuals (Chow & Chan, 2008). Through social networks, employees can access work-related resources (Sykes et al., 2009).

From another perspective, as knowledge is embedded into relationships (Nakano, Muniz & Batista, 2013), knowledge acquisition or informal learning processes within the context of relationships should be taken into consideration. Employees can share their knowledge and skills with their colleagues, and this benefits both employees and organizations (Decius et al., 2021). Employees participate in informal learning to get help, support, or information from their colleagues (Conlon, 2004). They prefer to get support and feedback from their colleagues with whom they interact frequently (Kram & Isabella, 1985). Getting or giving support is crucial for blue collars as cooperation provides a more positive view of careers and experiences (Hennequin, 2007). Colleagues provide feedback and exchange of experiences to those who desire to learn new things and skills (Decius et al., 2021). Closeness and openness determine the level of information sharing among individuals (Chow & Chan, 2008). Extrinsic rewards, a sense of self-worth, organizational climate, and interpersonal relationships trigger the possibility of knowledge sharing (Chow & Chan, 2008).

The quality of relationships which provides mutual support, a sense of belongingness, and a sense of shared values enhances the meaningfulness of working together (Lips-Wiersma, Wright & Dik, 2016). As white-collar employees generally have a high level of autonomy, they have more chances to build self-chosen connections than blue-collar workers (Lips-Wiersma et al., 2016). Interactions with the working environment increase the sense of meaningfulness of work (Isaksen, 2000).

As learning includes relational and interactive processes, advice networks among employees become critical (Lazega, Lemercier & Mounier, 2006). When employees search for information, advice, and opportunities to solve problems or carry out their jobs effectively, advice networks among colleagues evolve (Gibbons, 2004). Advice networks which are multi-dimensional constructs (Agneessens & Wittek, 2012) define a set of paths (Lazega et al., 2006) and control

the flow of information within the organization (Gibbons, 2004). Advice relationships allow employees to solve a problem or to gain resources from those who have expertise in some specific areas (Agneessens & Wittek, 2012). With these interactions, knowledge can be transmitted from experienced workers to less experienced workers (Johnson & Jarley, 2005). Furthermore, young workers may find a chance to get on-the-job training from experienced workers by using their informal interactions (Johnson & Jarley, 2005).

Advice networks build interpersonal ties and relationships between advice givers and advice seekers and these ties are independent of links resulting from the formal structure of the organization (Marineau et al., 2018). Individuals having expertise in one specific area are given value by their colleagues, which contributes to developing and increasing the number of advice relations (Gibbons, 2004). Employees trust the advice they get from their colleagues (Lazega et al., 2006). Social trust enhances the level of interaction among colleagues and a high level of interaction motivates employees to learn from each other (Chow & Chan, 2008). As colleagues are more open to new ideas and consider mistakes as a part of learning (Eddy, Tannenbaum, Lorenzet, Smith-Jentsch, 2005), employees may be more willing to engage in interactions with their colleagues to obtain job-based support. Blue-collar workers may feel comfortable getting help or asking advice from their colleagues rather than their superiors. With interpersonal ties, people who need help can gain help from others about how the system works (Sykes et al., 2009). For example, when employees have problems with the machines they use, they usually ask their colleagues for support to solve this problem (Frese, 1999). As seen, advice networks are independent of formal organizational structure and employees are free to select whom they ask for advice (Siciliano, 2015). They prefer to obtain support, advice, and feedback from their colleagues with whom they interact frequently (Kram & Isabella, 1985). Based on these statements, the next proposition is developed:

Proposition 3: As it is easier to interact with colleagues for blue-collar employees, they may prefer to acquire support from their colleagues rather than supervisors.

Blue-collar workers can enhance their professional careers by gaining new skills and competencies and this situation provides them with status and reputation among their colleagues (Hennequin, 2007). Blue-collar workers with high skills will be more willing to acquire or update new skills and competencies than employees with low skills or unskilled through advice ties. New skills and competencies may provide them status and reputation among their co-workers and position them as advisors to low-skilled or un-skilled blue-collar workers because those workers may feel comfortable asking for feedback from their colleagues rather than superiors. Higher learning cultures are positively related to the learning of blue-collar employees (Reardon, 2010). If a new technology is introduced in a company and blue-collar workers regard the technology as useful, then they will try to get the

maximum benefit from technology for themselves and the company (Reardon, 2010), thus learning processes emerge. Blue-collar workers search for new ways to make their jobs easier, more productive, and more sociable (Reardon, 2010). Cillo, Garcia- Perez, Giudice & Vicentini (2019) found a positive relationship between knowledge exploration and blue-collar workers' career success. In the light of these statements, the proposition below is developed:

Proposition 4: Advanced-skilled blue-collar employees will voluntarily engage in learning processes that contribute to their careers.

3. Conclusion

In this study, the role of unions on blue-collar workers and the importance of social networks in informal learning processes for blue-collar workers are discussed theoretically. Shifting from industrial society to the postindustrial stage declined the number of blue-collar employees and increased the number of white-collar employees. Classifying employees in a specific collar based solely on profession causes employee skills to be ignored. As blue-collar employees have different levels of skills (Jirjahn & Kraft, 2010), they need to make a distinction between their skills. Skilled blue-collar employees have a substantial impact on team production, and they perform complex tasks compared to low-skilled blue-collar employees.

Social networks and social capital yield several advantages such as accessing required knowledge, and resources. Those desiring to benefit from the advantages of social networks and social capital strive to build or enhance interpersonal relationships. Employees can use trade unions as a strategy to have new social interactions with others.

Blue collars give importance to trade unions (Chen et al., 2017) since labor unions offer organizational power to those who lack the required skills (Bibb & Form, 1977), and to blue-collar employees. Blue-collar employees can access important resources such as information by becoming members of unions (Ebbinghaus et al., 2011). The more people blue-collar workers have social networks with, the more different information they can obtain, and the use of this information in the organization they work for may provide organizational power. Considering these statements, the first proposition is suggested as “Blue-collar employees become members of trade union associations not only to provide the protection of their rights but also to develop or extend their social networks”.

Blue-collar employees prefer informal learning processes compared to formal learning. Employees learn through obtaining feedback, discussing, and monitoring others (Grosemans et al., 2020). Blue-collar workers highly prefer to be engaged in learning processes in informal settings (Reardon, 2005), which reveals the significance of informal learning processes for blue-collar workers. Then, the second proposition is developed as “Blue-collar employees may prefer informal

learning processes rather than formal learning processes”. Employees participate in informal learning to acquire help, support, or information from their colleagues (Conlon, 2004). Getting or giving support is essential for blue-collar workers as cooperation provides a more positive view of careers and experiences (Hennequin, 2007). Colleagues provide feedback and exchange of experiences to those who desire to learn new knowledge and skills (Decius et al., 2021). When employees have problems with the machines they use, they usually ask their colleagues for support to solve this problem (Frese, 1999) as it is much easier to interact with colleagues rather than supervisors. Depending on these assumptions, the third proposition is developed as “As it is easier to interact with colleagues for blue-collar employees, they may prefer to get support from their colleagues rather than supervisors”.

Furthermore, blue-collar workers with advanced skills will be more willing to acquire or update new skills and competencies than employees with low skills or unskilled through advice ties. New skills and competencies may provide them status and reputation among their co-workers and move them into the position of advice giver to the low-skilled or un-skilled blue-collar workers because those workers may feel comfortable asking their colleagues for feedback rather than superiors. Considering these assumptions, the final proposition is stated as “Advanced-skilled blue-collar employees will voluntarily engage in learning processes that contribute to their careers”.

The arguments of this present study have many implications for organizations. Not only white-collar workers but also blue-collar workers have an impact on the achievement of organizations' goals. In this context, organizations should consider the talents and skills of each of them, rather than classifying them within a certain collar according to their occupational groups. Since blue-collar employees generally tend to learn from their colleagues, organizations can create a positive and friendly atmosphere within the organization and enable easier interaction between employees. The fact that the organizational culture has a structure that will support the establishment of relations between employees will both increase the learning level of blue-collar workers and the performance and efficiency of the organization.

Discussing the social network and social capital needs of blue-collar workers, unions and informal learning processes contributes to the literature. However, further empirical analysis of this study is important in terms of supporting the propositions formed. Comparing blue-collar and white-collar studies in future studies will allow the subject to be understood from different aspects.

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Ethics Statement: The author declare that ethical rules were followed in all preparation processes of this study. In case of detection of a contrary situation regarding scientific ethical issues, all responsibility belongs to the authors of the study, and Çankırı Karatekin University Journal of the Faculty of Economics and Administrative Sciences has no responsibility.