

Exploring the relationship between creative leadership and flourishing employees

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LIST OF ABBREVIATIONS & STATISTICAL SYMBOLS

FAWS-SF:	Flourishing at Work Scale - Short Form
PSSE:	Perceived Supervisor Support Scale
WBO:	Work related Burnout
n:	Sample size
S:	Standard deviation
$\bar{X}$:	Sample mean
α:	Cronbach's alpha

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ABSTRACT AND KEYWORDS

This study investigated the relationship between perceived creative leadership and levels of flourishing employees in an agricultural business.

Using the Creative Leadership Scale and Flourishing at Work Scale (FAWS), the data was collected; full-time employees of an agricultural business, rating the creative leadership style of their managers in addition to their flourishing at work levels.

The survey was conducted on a convenience sample (n=253) representing a response rate of 60 % from a sample of 421 employees.

This study found a statistically significant correlation between the managers' creative leadership style and employees' flourishing level at work in the organisation.

Keywords: Creative leadership, reactive leadership, flourishing at work, perceived supervisor support, burnout.

CHAPTER 1

1. INTRODUCTION

1.1 Introduction to the study

This dissertation explored the relationship between perceived creative leadership and levels of flourishing employees working in agricultural and mining firms in South Africa.

This chapter provides a background of the study, addresses the problem statement, research objectives and the scope of the study. Structure is ensured by means of research and empirical study. Research methodology is briefly discussed, with attention given to the value-adding and limitations of this study. The description of content of each chapter provides an outline of the structure of the study.

1.2 Background and motivation

Leadership is the catalyst and source of organisational creativity and innovation (Agbor, 2008:39). Researchers have suggested that creativity is critical for organisational survival and competitiveness (Gong, Huang, & Farh., 2009:765). The most important leadership quality in the new economic environment is creativity. Creativity is the basis of “disruptive innovation and continuous re-invention, driving the new fluidity of business design and profound shifts in both customer expectations that simply don’t adhere to yearly planning schedules”. Creative leaders find a creative way to turn complexity into an advantage, equipping the entire organisation to be a catalyst for creativity. To benefit from the diversity of ideas, each employee must contribute (Palmisano, 2010:6). This will create a sense of engagement, motivation, growth and learning among employees which are the key essentials to flourish at work (Dutton *et al.*, 2010:26 5).

In the current business world, things seldom remain the same for long. Globalisation and relentless technological development ensure that change is both inevitable and ongoing (Wayland, 2016:22). Warren Bennis, a pioneer of contemporary field of leadership studies, believes that creative leaders understand that their job is to create conditions for others to flourish. In a world characterised by what military strategists call VUCA – volatility, uncertain, complexity and ambiguity (Petrie, 2014) - this kind of organisational culture, we are moving towards today (innovative, creative, engaging, agile, adaptive, high-involvement, high-fulfilment etc.) requires creative leadership (Anderson & Adams, 2015:3). In a changing world, yesterday’s solutions and breakthroughs are today’s obstacles and stagnation. The world has become a complex, competitive and volatile environment (Tarique & Schuler, 2010:123) with

regards to the ecosystem, economy, politics and social issues. In his business guide, Jack Welch, legendary former CEO of General Electric identify six rules of successful leadership; “Change before you have to” is one of them. Leaders need to creatively anticipate these changes as the only real predictable aspect of the future is its unpredictability. Heed the words of Abraham Lincoln: “The best way to predict your future is to create it” (quoteinvestigator, 2012.)

The aim to minimize risk and fully exploit opportunity is a burning issue facing organisations today (Wayland, 2016:22). Finding creative and innovative ways to effectively manage uncertainty is therefore high on the agenda of most leaders. All organisations across various industries are experiencing turbulent forces of change from the environment in the business world, both nationally and internationally.

South Africa is the smallest economy in terms of its Gross Domestic Production and population size and had both the lowest levels of average growth and employment over the past decade compared to the other BRICS countries (Groepe, 2015:2). A different approach is clearly needed as our country has unlimited potential to be the pantry of Africa.

In this era of global business, the ability of businesses to respond to newer challenges of globalisation requires clarity of vision and understanding about the behavioural role of management and organisation in this constantly changing new world (Brake *et al.* 1995:2). Along these lines the National Development of South Africa has as its central focus the elimination of unemployment, poverty and inequality in 2030 (Groepe, 2015:2).

It is leaders’ and followers’ responsibility to position the organisation, to compete and win in face of increasing external global market pressure. Gallup’s assessment of many South African workplaces found a fundamental breakdown of trust between employees and organisational leadership. Fewer than one in five South African employees strongly agree that their opinion count at work or that their supervisors encourage their development. Trust and transparent communication are essential for talent management and retention; particularly in the midst of a turbulent economy, organisational leaders should not overlook its impact (Gallup, 2013:59).

High levels of flourishing employees will better engage, ensuring higher productivity, creating a ripple effect that will turn South Africa’s economy away from the current downhill spiral was feedback given in the GSB Business Review. South African organisations that successfully create value-based work environments, in which information flows freely and employees feel that their opinions are taken seriously, will increase the potential for positive workplace

relationships and will change the way workers think about their jobs. Employees' perceptions of their own empowerment will in turn increase the motivation and productivity and their businesses' overall effectiveness. These are the companies that will lead the next epoch of growth in the South African economy (Gallup, 2013:59).

Accomplishing this goal is difficult in the light of current problems facing the South African workforce. South Africa is different, with its own histories and trajectory, faced with unique challenges, stuck at the beginning of a potentially bright future. South Africa, like many regions of the world, requires significant investment in its society and social infrastructure and systems (Malnight *et al.*, 2012:7). A critical way to accomplish this is by understanding and addressing the issues at the root, as addressed by Maritz. According to Maritz (2002:1) these unique challenges are: a richly diverse culture and an ongoing economic instability; a developing nation under careful international scrutiny and immense pressure; challenges including technology, exhaustible natural resources, crime, globalisation, work ethics, affirmative action and emigration, detrimental impact of HIV / Aids as only a few of the current problems facing the South African workforce.

In order to address current problems, leaders need to help people develop. Organisations with weak leadership tend to be less effective and are prone to constant restructuring and downsizing in order to solve problems. On the other hand, organisations with creative and effective leaders work to avert the need for major restructuring and downsizing (Agbor, 2008:40). Creative leaders need to move from static to adaptive thinking, they do not have the vision; they need to possess the willingness and ability to draw the vision from their people, inspire and empower those people to do what it takes to bring the vision to reality.

"Exceptional leaders can demystify the business challenges and clarify the inevitable ambiguity associated with innovation and change, thus enabling the employees to move forward with as little anxiety and fear as possible as they transform the business together" Edwards, senior vice president at AMA Enterprises and Institute for Corporate Productivity, said (Nikravan, 2012).

Therefore, a creative leader's aim is to see employees flourish, for in a changing, volatile global market, your human capital is your greatest and most certain insurance for success, productivity and competitiveness. This will require above all, very different assumptions about people and their work: the aim is to lead people and not to try and manage them. The goal is to make the specific strength and knowledge of each individual productive. The ability to attract and hold the best employees is the first and most fundamental precondition (Drucker,

1999:94). Therefore, as a leader your role is to creatively ensure that all your employees are flourishing, as they are totally portable and an enormous capital asset (Drucker, 1999:87).

Humanity faces a defining challenge in the 21st century; to reduce poverty and inequality in the face of a rapidly growing world population, without undermining the capacity of the earth to meet the needs of the current and future generation (Biggs *et al.*, 2015:52). The role of agriculture with external characteristics includes contributions to poverty alleviation, food security, environmental services, out-migration control and a buffer in times of economic crises (Sakuyana, 2007:3). The uncertainty surrounding the government's intention with regards to land reform contributes to declining output, turning South Africa into a net importer of food (South Africa, 2015: 25).

The agricultural sector of South Africa is exposed to high levels of toxic energy due to above-mentioned challenges facing South Africa and the agricultural sector. Take into consideration the uncertainties concerning farmers, their farms, minimum wages and climate change. In the milieu of so many uncertainties, it is human to want some form of stability and predictability in other areas of one's life, therefore creating ideal conditions for employees to resist change.

Struijs, (2012:20) found a correlation between employees' resistance to change and job satisfaction, organisational commitment and intention to leave the company. All these components are used to identify employee's flourishing and burnout levels. Creative leaders are conscious of the impact their new changes and challenges will have on the broader organisation. According to Vengrove (2014) awareness helps to sell ideas, as potential resistance can be addressed before sceptics convince decision makers otherwise.

Implicit focus by leaders on meeting employee needs is crucial in creating a flourishing workforce that is engaged. Over decades, different leadership styles have been identified, studied and proclaimed. The truth is that what works for one leader may not necessarily work for another. All academics, historians and even leaders themselves agree upon though: a true leader must be able to inspire his or her team (Taylor, 2016). When individuals feel that their inputs are valued and that they make a meaningful contribution to the business strategy (impact), they will feel more engaged (De Klerk & Stander, 2014:40).

Gallup (2013:6) found that in 142 countries, the global average percentage of work engagement is 13%. Work engagement results in positive individual outcomes, including productivity, increased turnover for the business, improved organisational citizenship behaviour, greater managerial effectiveness and increased customer satisfaction. Extinct of employees' motivation which eventually leads to burnout among employees are the result of

leaders who religiously follow a specific leadership style or adopt a conservative approach to new challenges.

Burnout is defined as a syndrome of emotional exhaustion and cynicism towards one's work, in response to chronic organisational stressors (Maslach & Jackson, 1981:99). Burnout has been associated with various forms of job withdrawal – absenteeism, intention to leave the job and actual turnover (Maslach *et al.*, 2001:406). It is a core construct because it relates not only to organisational outcomes such as turnover, job dissatisfaction, absenteeism and decreased performance, but also to personal outcomes, such as alcohol use, depression, drug use and mental disorder (Maslach & Jackson, 1981:100). Parallel evidence exists as a link between burnout and various forms of substance abuse have been found (Maslach *et al.*, 2001:406). Lemansk, president of Vista Development firm in metropolitan Chicago Illinois found that 73% of hired employees are not motivated to do the work. The Gallup Employee Engagement study found that 81% of workers are actively disengaged. In the Gallup 2013 report, 9% of South African workforce are engaged, 46% are not engaged and 45% of South Africans are actively disengaged. In most cases, actively disengaged employees – those who are the most negative about their jobs and liable to spread that negativity to co-workers – outnumber their engaged employees by at least 3-to-1 in South Africa. Promoting flourishing employees in South Africa is a huge challenge, given the unique situation in the country.

High levels of flourishing employees feel satisfied with their lives as well as different life domains, experience positive emotions and are psychologically and socially well (Rothmann, 2015:14; Rothmann & Cooper, 2015:227). In a sample of the general population, about 12.2% of people in South Africa are flourishing. Individuals who flourish are engaged, committed to their organisational citizenship and are resilient in the face of hardship (Rothmann & Malan, 2011). An old saying: people quit their bosses, not their jobs. The poverty of not flourishing at work and the inequality created by leadership hierarchical structure should be addressed in South Africa in order to attain the country's goals for 2030.

Creative leaders nurture and encourage their people to be open, creative and innovative and find what it takes to achieve their shared objectives. To increase life ability, poverty and inequality in South Africa should be addressed. Vitality of relationships with people and the planet requires constant awareness and care to ensure that a creative culture is created, which contributes to flourishing employees and customers alike is evident in the article: Well-being at Work (Jeffrey, Mahony, Michaelson & Abdollah. 2014:6)

Professor Martin Seligman, world leading researcher in positive psychology and human flourishing, states that flourishing conditions are cultivated by the presence of positive

emotions, engagement, meaning, accomplishment and positive relationships in our lives (Seligman, 2013:5).

Nick Petrie (Petrie, 2014:22), senior faculty member at the Creative Leadership, Colorado Springs, is of the opinion that leadership spreads throughout a network of people and is more likely to flourish when conditions like the open flow of information, flexible hierarchies, distributed resources, distributed decision making and loosening of centralised controls are included. According to Beheshtifar and Zare (2013:242) research has proved that employee creativity can make a substantial contribution to an organisation's growth and competitiveness.

Some of the most important innovations of coming decades will not be new technologies, but new ways of working together that are made possible by new technologies (Petrie, 2014:24). Workplace innovation, improvement of quality of working life and organisational performance can be achieved simultaneously (Pot & Koningsveld, 2009:424). Organisations can only benefit from technological innovations if it is embedded in workplace innovation – making technology work by means of flourishing employees (Pot, 2011:424).

Creative leaders have the courage to protect ideas over themselves, for they know an idea has more value than their voice. Ernest and Young, in their 2010 Connecting Innovation and Profit Report, found that companies are more profitable when creativity is harnessed. Creativity is important to organisations because creative contributions cannot only help organisations become more efficient and responsive to opportunity, but also serves as a catalyst for organisations in adapting to change, growth and competing in the global market (Petrie, 2014:5).

This study aims to investigate the nature of the relationship between levels of flourishing employees and creative leadership.

1.3 Problem statement

Today, with its millennial label and transformational implications, the business world is undergoing major transitions. This includes involving the meaning of business, the character and shape of the company carrying it out. It is critical for agriculture and mining businesses in South Africa to discover their leadership ability to create an environment for high levels of flourishing, for their employees and therefore identify the business ability to be innovative and productive.

Managers today are expected to subsist with increasing complexity, change and diversity. The new ideal of a focussed, innovative and flexible organisation is widely proclaimed around the world. The problem is that managers have become experts on the “what” of leadership, but novices in the “how” of their own development. There is a limitation to managerial action. It is a development challenge, a process of how to grow “bigger” minds. Constant analysis of manager styles, new leadership guidelines and personality transformation is costing companies immense, both economically and in man-hours. There is an extraordinary disconnection between our theories of leadership as understood and practised by managers versus the realities of the changes an organisation is undergoing.

This highlights the current problem under investigation, namely, how will leaders prepare and develop their employees in the light of an increasingly complex future? An era of rapid innovation, with reports of employee presenteeism, burnout, mediocre performance, resistance to change and high levels of job turnover; a leading South African epidemic among its workforce. Creative leaders recognise each employee’s talents and shape their work accordingly.

South Africa’s growth path is highly resource intensive and hence unsustainable. This was a statement made by Trevor Manuel, former SA minister of finance, during the National Planning Commission in 2011. Jay Forte, life and workplace CEO coach, states that employees are disconnected and therefore do not share or understand the company’s direction, vision or mission for business; there is no connection to the business. Research done by Barret (2010) found that when employees connect with the beliefs and values of the company, they flourish, being more engaged, committed and passionate about their performance. A company’s performance is fuelled by employees’ passions and values, but diminished by their lack of interest and connection.

Employees need guidance about what a successful performance outcome is so that they can be held accountable to deliver on it. This clarity let them use their creative abilities to determine how to deliver the outcome.

The research is aimed at a diminished focus on managerial leadership styles rather augmenting each manager to use his / her personal strengths in a creative way that will encourage flourishing employees. Flourishing employees are cultivated by the presence of positive emotions, engagement, relationships, meaning and accomplishment. Professor Martin Seligman (2014) believes that the future of our planet depends on people being able to consistently flourish.

Investing in a flourishing workforce will reduce employee turnover, sick leave and healthcare costs. Secondly, investment in employee engagement will have a positive effect on the workforce performance and productivity (Sage: ROEI, 2013:15).

1.4 Research objective

The research objectives are divided into primary and secondary objectives.

1.4.1 Primary objectives

The primary objective of the research is to compare the perceptions of subordinates about managements' creative leadership to employees' own level of flourishing at work. It is critical for an agricultural company and the mining industry to discover perceptions regarding leadership and the leaders' ability to inspire innovation. The outcome of this research can also be used to improve creative leadership and the ability to be innovative in an agricultural and mining business.

1.4.2. Secondary objectives

In achieving this primary objective of the study, the secondary objectives were as follows:

- To conduct a literature study on the main concepts and their inter-relationship as determined by previous research in other contexts.
- To empirically assess employees' perceptions regarding the levels of perceived creative leadership prevalent in their work environments.
- To empirically assess employees' perceptions regarding the levels of flourishing prevalent in their work environments.
- To empirically assess the relationship between perceived creative leadership and flourishing employees.
- To empirically assess the relationship between reactive leadership and flourishing.
- To empirically assess the relationship between perceived creative leadership and perceived supervisor support.
- To empirically assess the relationship between perceived creative leadership and burnout (languishing).
- To identify the effect sizes between selected demographical variables (gender).
- To make recommendations to management and for future research.

1.4.3 Scope of the study

The scope of this study is the agricultural industry and mining sector, in the academic field of organisational behaviour. The primary focus of this study is on a selected agricultural company and on the mining sector in South Africa. The focus is mainly on the effect that perceived creative leadership has on employee's levels of flourishing, whether perceived supervisor support is a catalyst in this relationship and the levels of work burnout experienced by employees. Long term goals are to ensure innovation, productivity and work engagement.

1.5 Research methodology

Paradigms are all-encompassing systems of interrelated practise and thinking that define the nature of researchers' enquiries along three dimensions: ontology, epistemology and methodology. Methodology specifies how researchers may go about practically studying whatever they believe can be true (Terre Blance *et al.*, 2006:6).

Research is a process that involves obtaining scientific knowledge by means of various objective methods and procedures. Research methodology considers and explains the logic behind research methods and techniques (Welman *et al.*, 2005:2). Qualitative and quantitative approaches to research allow a different perspective of situations or phenomena; both approaches are highly informative.

In qualitative research the researcher tries to understand the significance which respondents attach to their environment (Welman *et al.*, 2005:8). The goal is to establish the socially constructed nature of reality, to stress the relationship between the researcher and the object of study, as well as to emphasise the value-laden nature of the inquiry (Welman *et al.*, 2005:8). Qualitative researchers use unstructured interviewing and detailed observation processes to gain better information about the views of the subject (Welman *et al.*, 2005:9).

Benefits of qualitative approach are the use of open-ended questions and interviews that allow the researcher to understand how individuals are doing, what their experiences are and recognise important antecedents and outcomes of interest that might not surface when surveyed with pre-determined questions (Ben-Eliyahu, 2014).

Qualitative approach allows identification of new and untouched phenomena; can provide a deeper understanding of mechanisms; gives one-on-one and anecdotal information; provides verbal information that may be identified through to numerical form; may reveal information that would not be identified through pre-determined surveyed questions. Qualitative approach has limitations in that the researcher cannot generalise to the general population and that

there are challenges in applying statistical methods and difficulty in assessing relations between characteristics.

Quantitative research methods focus on measurement and analysis of causal relationships between variables within a value-free context (Denzin & Lincoln, 1994:1). The purpose is to evaluate objective data consisting of numbers, an abstraction of reality (Welman *et al.*, 2005:8). The aim of quantitative research is for larger numbers of cases and the analysis of results is usually based on statistical significance (Welman *et al.*, 2005:9).

Quantitative approach has the benefit of using survey methods across a large group of individuals that allows for generalisation. The researcher is enabled to gather information from a relatively large number of participants; can conduct research in a number of groups, allowing for comparison; allows generalisation to broader population; provides numerical or rating information; information for instantiating policy or guidelines; lends to statistical techniques that allows determining relations between variables. Limitations of quantitative approach include difficulty in recognising new and untouched phenomena as well as caution in interpretation without a control group (Ben-Eliyahu, 2014).

Table 1-1: Difference between quantitative and qualitative approaches

Orientation	Quantitative	Qualitative
Assumption about the World	A single reality can be measured by an instrument	Multiple realities
Research purpose	Establish relationship between measured variables	Understanding a social situation from participants' perspectives
Research methods and processes	- Procedures are established before study begins; - A hypothesis is formulated before research can begin; - Deductive in nature	- Flexible, changing strategies; - Design emerges as data are collected; - A hypothesis is not needed to begin research; - Inductive in nature
Researcher's role	The researcher is ideally an objective observer who neither participates in nor	The researcher participates and becomes immersed in the research / social setting.

	influences what is being studied.	
Generalisability	Universal Context – free generalisation	Detailed Context – based generalisation

(Source: Thomas, 2010:304)

Comparing quantitative and qualitative methodologies brings the following contrast to light:

- The purpose of quantitative research is to evaluate objective data consisting of numbers while qualitative research is produced by the minds of respondents or interviewees. Qualitative data are presented in a language instead of numbers.
- As a result of dealing with numbers, quantitative research uses a process of analysis that is based on complex structure methods to confirm or disprove hypotheses. Flexibility is limited to prevent any form of bias in presenting the results. On the other hand, qualitative research is based on flexibility and explorative methods because it enables researchers to change the data progressively so that a deeper understanding of what is being investigated can be achieved.
- Quantitative research is not to deal directly with everyday life, but rather with an abstraction of reality, to seek an ethic science based on probabilities derived from the study of large numbers randomly selected cases. In contrast, qualitative research only investigates the day-to-day events and bases its results on people's behaviour.
- Quantitative researchers try to understand the facts of the research investigating from an outside perspective, while qualitative researchers try to achieve an insider view by talking to the subjects or observing their behaviour in a subjective way.
- Quantitative research tries to keep the process as stable as possible in contrast with dynamic and changing nature of reality by qualitative researchers.
- Quantitative research usually aims at large numbers by cases and the analysis of results is usually based on statistical significance, where qualitative research involves small samples of people, studied by means of in-depth methods.

In this study, a quantitative approach and a post-test-only non-experimental design were followed. This approach provided systematic observations guided by concrete research questions and a research design that can be replicated; the aim is to test objective theories by examining the relations among variables. As researcher, I drew coherent and plausible conclusions from my observations.

The advantage of quantitative design is that it can lead to definable outcomes that can lead to practical action. This practical action can make a difference in many companies in South Africa

to be more productive and innovative ensured by flourishing employees that would bring a decline in turnover, talent on the run, mediocre performance, burnout and presenteeism.

In non-experimental research design, a single group of units of analyses is obtained, preferable randomly. Each individual is measured on two or more variable at more or less the same time. The correlation between these variables is then analysed (Welman *et al.*, 2005:94).

1.5.1 Literature review

The literature review was conducted by utilising articles published in scientific journals, academic books and presentations, the internet and other research data sources, namely:

- EbscoHost: International journals on: Academic Search Premier, Business Sources
- Emerald International journals
- Internet Google Scholar
- JSTOR: International journals and books
- SACat: National catalogue of books and journals in South Africa
- SAEpublications Database for South African journals
- Scopus Database for international journals
- SAMedia Newspaper articles
- Nexus: Database of current and completed research in South Africa

The detailed literature research exercise was done to gain knowledge and understanding of key concepts. The literature review gives insight into the problem statement and different constructs and their interrelatedness with each other and focuses on:

- Defining creative leadership
- Defining flourishing at work
- Defining perceived supervisor support
- Defining work burnout
- The perception of creative leadership
- The effects thereof on flourishing employees, namely:
 - Level of burnout
 - Employee engagement
 - Psychological safety
 - Positive emotions
 - Relationships
 - Meaning

- Accomplishments
- Health

1.5.2 Phase 2: Empirical study

This study is descriptive, cross-sectional and quantitative and utilised a survey to gather data regarding creative leadership and flourishing employees, its antecedents and outcomes. Correlational statistics measures the degree of linear association between two or more variables. No assumption is made about whether the relationship is causal, but simply measures the degree to which the two or more variables vary together. Correlational coefficient assesses whether the two or more variables are associated. There is no distinction between the variables and no causation is implied; simply association (Freeman & Young, 2009:31).

A survey numerically describes typical behaviour, opinions, beliefs, convictions and attitudes of a population by studying a sample of the population (Welman *et al.*, 2005:152). It includes cross-sectional and longitudinal studies using questionnaires for data collection – with the intent of generalising from a sample to a population (adapted from Creswell, 2013:42).

1.5.3 Population

The study was conducted within an agricultural company and one sector of a mining company of South Africa. Stratified random sampling was used as data collection method.

For this study, a sample of 253 employees was selected for participation, representing various demographic layers (i.e. division, functional, area, grade level, race and gender).

The main agricultural company (N=384) employees from seven divisions, namely information technology (N=50); central administration (N=53); credit (N=70); equipment (N=40); grain-link (N=105); corporate (N=45); finance (N=21) and the procurement sector of the mining business (N=37), received the questionnaire.

The centres of excellence involve 8 different departments all situated under one roof, each with its own hierarchical structure.

All of these different divisions are interrelated to ensure that common goals are reached.

Only employees from level 4-7 in all eight divisions were included in the study due to intranet accessibility, direct relationship with managers and logistics.

The number of subordinates having a direct relationship with the identified 10 top management members included a population of 253 senior and middle management staff members. These 253 subordinates were selected due to the fact that they are directly reporting to top management (on whom they completed the first part of the questionnaire). This would ensure a more valid perception of top management's leadership and ability to lead creatively.

1.5.4 Measuring instruments

For the purpose of the study, six different sources were used for data collection:

Biographical Questionnaire was given to all participants to obtain information about their socio-demographics, gender, age, post level and sector in which they are working.

Adapted from the Creative Leadership Competencies and The Reactive Leadership Style, CCL: Circle of Leadership Creativity: Adapted from The Leadership Circle. Assessments and Tools. CTI (Changing Business. Transforming lives) CA. USA www.leadership@thecoaches.com. (leadership@thecoaches.com) will be used to measure whether the leadership style is creative or reactive reported acceptable reliabilities and validity of the CLC scales.

Flourishing-at-Work Scale – Short Form (FAWS-SF; Rautenbach & Rothmann, in press.) Reliability of the questionnaire ranges from 0.77 to 0.95.

The Copenhagen Burnout Inventory, a new tool for the assessment of burnout is applied. Dr. Fouche (2015:18) developed this burnout scale which consists of three questions on a 5-point Likert scale with a Cronbach alpha reported at 0.87. This measuring tool enables us to determine people who are tired and burnt out because of work related requirements.

Perceived Supervisor Support (PSS) using one item from the Perceived Organisational Support Questionnaire (SPOS) developed by Eisenberger *et al.* (1986) ($\alpha = 0.93$). Items measured on a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree).

1.5.5 Research procedure

The researcher contacted the organisations in the agricultural industry and one mining sector in South Africa to obtain permission to conduct the research. A cover letter explaining the purpose of the study and emphasising the confidentiality of the research project was accompanied by the questionnaire. Participation in the project would be voluntary, whereby respondents have the option to withdraw at any time. Participants completed the questionnaires online and responses to items were captured in an online Excel spreadsheet,

after which it was prepared for analysis with the SPSS 23 (SPSS. IBM Corp, 2016) software program.

1.5.6 Statistical analysis

The SPSS 23 program (IBM Corp, 2016) was used to analyse the data. Validity and reliability of the measuring instruments were determined by confirmatory factor analyses and Cronbach's alpha coefficients. Data was described by using descriptive statistics (means and standard deviation) Spearman's correlation coefficients will be used to specify the relationship between the variables. The level of statistical significance will be set at $p < 0.05$.

In the article by Ellis and Steyn (2003:54) a relationship with $w > 0.5$ is considered as practically significant. Cohen (1992) gives the following guidelines for the interpretations of data as a small effect: $w = 0.1$; medium effect $w = 0.3$ and large effect $w = 0.5$. These are guidelines used to decide on the practical significance of findings where the cut-off point of 0.30 (medium effect) will be set for the practical significance of correlation coefficient (Steyn, 1999:12).

1.6 Ethical consideration

The research project has been evaluated and approved by the Ethics Committee of the North-West University: EMSPBS16/02/16-01/61.

All participants were briefed on the research project and afforded the opportunity to ask questions and raise concerns about any issues before considering participation. A clear outline of the roles and responsibilities of all the parties involved was given.

It was clearly stated that participation in the project is voluntary and anonymous and participants signed a consent form stating that information obtained via research would be used for research purposes only. Feedback on the results of the study will be given to management.

1.7 Value-adding and limitations of the study

The risk exists that participants are self-biased or subjective when completing the measurement instrument. It would have been ideal to have interviews to cross-evaluate the data, but for the purpose of this mini-dissertation, which is restricted in scope, this was not deemed feasible. Triangulation of empirical findings with the literature studies will be done instead of an alternative approach to overcome potential obstacles. Triangulation is the combination of methodologies in the same phenomenon, where more than one method is

used in the validation process to enhance the beliefs that the results are valid (Denzin as cited in Jick, 1979:602).

The participants represent a wide range of the organisation as well as different occupational backgrounds and diverse departments. These factors will need to be considered when interpreting possible variability in data.

All respondents had to be literate and internet access was the preferred method in order to participate. The findings of this research could be meaningful for this particular agricultural business, but its applicability to other agricultural businesses or for other types of organisations is uncertain.

Previous research on creative leadership is relatively scarce, which had an impact on the availability of suitable literature on the topic.

1.8 Chapter division

The chapters in this mini-dissertation are presented as follows:

Chapter 1: Introduction and problem statement

Chapter 2: Literature review

Major topics are covered in the literature review.

Chapter 3: Research methodology

The research methodology in the chapter describes the research design. It also includes the substantial evidence for the reliability and validity of the actual surveys used and describes the research population and sample.

Chapter 4: Empirical study

This chapter gives a background to the empirical study. The characteristics of the target sample and data that were captured and analysed will be reviewed, as a result of all the hypotheses that were tested.

Chapter 5: Conclusion and recommendations

Chapter 5 consists of a summary of the evaluation of the measurement instruments, conclusion and recommendations drawn from the data and possible alternatives for future research.

1.9 Summary

Chapter 1 serves as the introduction to this research project. Chapter 2 will focus on the literature review.

CHAPTER 2

2. LITERATURE REVIEW

2.1 Introduction to the study

Chapter 1 discussed the background and the motivation for the research. In Chapter 2 the impact of perceived creative leadership on employees' level of flourishing in a corporate environment is explored. The purpose of this literature review is to evaluate, describe and clarify the current literature on creative leadership and flourishing employee levels. Reactive leadership, perceived supervisor support, and work burnout are also conceptualised and described.

The historical paradigms, different models and factors influencing each concept are narrated. The theoretical relationship between perceived creative leadership, flourishing, reactive leadership, perceived supervisor support and work burnout is also described. The effect of work burnout and languishing employees on organisational and individual level are discussed as well as what management can do to curb these negative effects.

An overview of the results of various studies conducted by scholars and academics are presented with a specific focus on the main effects of interest, namely perceived supervisor support and work burnout of employees.

2.2 Creative leadership

2.2.1 Creative leadership and flourishing employees

"When you change people's perception about what can be accomplished or achieved, you contribute to their humanity in the richest of possible way. You give them hope for the future."

- Dan Palotta

True creative leaders recognise the importance of setting clear expectations, holding team members accountable, recognising employee contributions and rewarding top performances. They understand that an employee's relationship with his or her direct manager has the greatest overall impact on job satisfaction and that happy employees are productive employees as stated by Joe Staples (2016) in an article: "Are you a true creative leader?"

In having effective worker / manager relationships, top management's role is to create a supportive organisational culture in which middle and line managers can operate effectively.

Getting the organisational climate right, having top managers who are in tune with their organisation and developing skilled managers are critical if you want to build an engaged and productive workforce (Worral & Cooper, 2014:15).

According to Kees Kouwenhoven (2005:5) the leader must clarify the framework for the development of the organisation to individual employees, actively allowing employees to speak and offer tailor-made solutions with room for subjectivity.

Characteristics of creative (authentic) leaders include (Steyn, 2008:27):

- Being conscious of his / her personal characteristics and the impact thereof on others.
- Does not distort information that has been collected, but rather pays attention to both positive and negative interpretations about themselves and their leadership.
- Aligns his / her values with his / her intentions and actions.
- Openly share information.

Rautenbach and Rothmann (in press) concluded that creative (authentic) leadership is a positive predictor of flourishing at work.

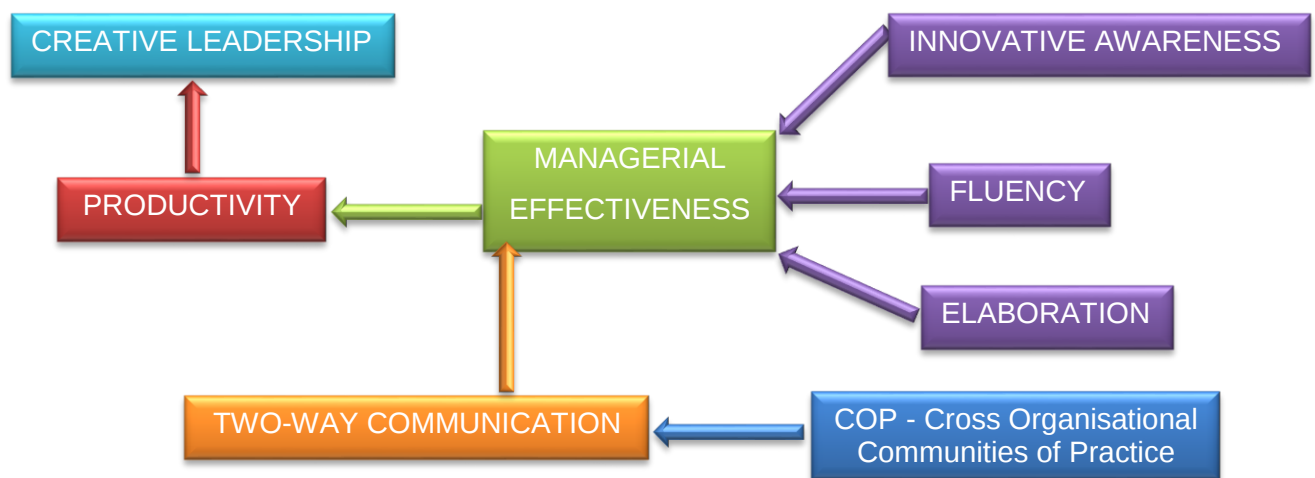


Figure 2-2: Characteristics required for creative leadership (Steyn, 2008:27)

2.2.2 Definition of creative leadership

Creativity originates from the Latin word meaning to make or to grow (Weiner, 2000:8). The Town Planning Network (1999:10) defined it as “the ability to repackage or combine ideas in new ways which are of practical use and add value”.

Creativity concentrates on making connections between previously independent things; it is about seeing issues from new angles as part of the process of defining, reframing and solving

issues. It is a quality inherent in every individual that can be positively identified and actively developed; it is within the psychological potential of all people (Cropley, 2001:10-11).

A creative leader is characterised by his / her focus on developing human and social capital as well as the ability to create a supportive environment within the organisation (Mumford *et al.*, 2002). They tend to focus on expanding the firm's existing intellectual capital internally and they are skilled at stimulating creative staff intellectually, trusting and supporting them and providing them latitude. Further, they promote individual initiative while promoting integration of group activities and team work (Mumford *et al.*, 2002).

The CFO of Nestle Oil, Finland, Jyrki Maki-Kala, is of the opinion that we need to ask "what's next?" and be proactive, not just react to what's already happened. And we need to do this whether we are considering the short- or longer term future (IBM, 2015:18).

2.2.3 Antecedents of creative leadership

Literature has already defined too many types of leaders and there are too many descriptions out there of what a leader is; but again, being a true leader originates from doing something one loves and believes and by intriguing people to believe in that (Apostolidou, 2012:16). Creative leadership complements existing theories (transformational / transactional leadership theory, visionary leadership theory) while better representing the essence of strategic leadership (Makri & Scandura, 2010:77).

The problem is that much of good leadership is about continuity and creativity often requires disruptive behaviour (Kennett. 2014:70). Nothing fails like success, so if we keep on doing what has worked before, without considering advances in technology and changes in customer expectations, we risk being at the mercy of forces we cannot control (Kennett, 2014:70).

2.2.4 Perceptions of creative leadership

Results suggest that creativity may be an important quality for a manager of a relatively uncreative team, but not such an important quality for a manager of a creative team (Gabora, 2010:3).

Apostolidou (2012:2) found that creative leadership in business today can be linked to innovation, meaningfulness and transparency at all levels of infrastructure. It declares the significance of creative leadership traits, which can include having a creative and purposeful vision, developing an effective global mind-set, evolving a creative work environment and increase intrinsic motivation (Apostolidou, 2012:2).

2.2.5 The impact and effect of perceived creative leadership on employees and the organisation

Organisations that depend on scientific breakthroughs and technological development need creative leadership to survive and thrive in times of rampant change (Puccio *et al.*, 2013:2). An IBM study done in 2010 indicated that executive leaders around the world anticipate a more than 30% increase in the complexity associated with the business environment. Creativity is a key ingredient for the formula resulting in employee engagement. It coordinates wisdom, skills and energies and found that psychological safety was positively related to creativity (Wright & Walton, 2003:21).

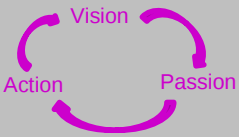
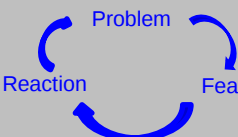
According to Shago Ikeuchi, CHRO, Recruit Holdings, Japan (IBM, 2010:10), we need to change the way we make decisions. If we empower our employees more, we'll be able to accelerate the speed at which we do business. Creativity builds on self-expression and confidence; it deals with uncommon responses, novelty, flexibility and fluency (Mouly, 1968, as cited in Higgins & Reeves, 2006). We live in an era where individual creativity and innovation are essential, we should be thinking in terms of "return on inspiration" states Natascia Radice, CMO of TED x Dubai, United Arab Emirates (IBM, 2015:26).

For the purpose of this study creative leadership and reactive leadership are at the opposites of the continuum as indicated by Figure. 2-1 below.



Figure 2-1: Leadership continuum scale

Table 2-1: Creative leadership competencies versus reactive leadership competencies (adapted from Creative Leadership Competencies & The Reactive Leadership Style, leadership@thecoaches.com))

Creative leadership competencies Measure key leadership behaviour & internal assumptions that lead to high fulfilment & high achievement leadership • Purpose • Risky • Vision • Contribution	Reactive leadership competencies Reflects inner beliefs & assumptions that limit effectiveness, authentic expression & empowering leadership. • Safety • Move up • Approval
Creative structure 	Reactive structure 

Relating: The leader's capability to relate to others in a way that brings out the best in people, groups and the organisation. • Caring connection • Foster team play • Collaborator • Mentoring & developing • Interpersonal intelligence	Complying: The extent to which a leader gets a sense of self-worth & security by complying to the expectations of others rather than acting on what he / she intends & wants. • Conservative • Pleasing • Passive
Relating - self-awareness: The leader's orientation to ongoing professional & personal development, as well as the degree to which inner self-awareness is expressed through high integrity leadership. • Selfless leader • Balance • Composure • Personal learner	Protecting: The leader belief that he / she can protect themselves & establish worth through withdrawal, remaining distant, hidden, aloof, cynical, superior and / or rational. • Arrogance • Critical • Distance
Believing - authenticity: The leader's capability to relate to others in a high integrity manner – not masked by organisational politics, looking good, winning approval, etc. - & to bring up difficult issues, take tough stands, & share personal vulnerabilities about a situation. • Integrity • Courageous authenticity	Controlling: The leader establishes a sense of personal worth through task accomplishment & personal achievement. • Perfect • Driven • Ambition • Autocratic
Achieving - system awareness: The leader's awareness is focused on whole system improvement, productivity & community welfare. • Community concern • Sustainable productivity • System thinker	
Achieving: The extent to which the leader offers visionary, authentic & high achievement leadership. • Strategic focus • Purposeful & visionary • Achieves results • Decisiveness	

2.2.6 Perceptions of creative leadership in South Africa

2.2.6.1 Leaders

The leader of a company, taking into account personality and the way of managing the business and people, has the power to influence, reveal, expand or diminish the potential of his employees (Apostolidou, 2012:17).

Many business leaders, politicians and educators emphasise the vital importance of promoting creativity and innovation in order to stimulate a sustainable future (Robinson, 2011:305). IBM's creative leadership study found that leaders who embrace the dynamic tension between creative disruption and operational tension can create new models of extraordinary value.

Creative leaders therefore invite disruptive innovation, encourages others to drop outdated approaches and take balanced risks.

They're open-minded and inventive in expanding their management and communication styles (IBM, 2010:3-4). A creative leader is someone who is as much interested in the process of discovery as in the answer (IBM, 2010:10). Success doesn't necessarily come from what we do (or sell), but from how we do it and why (Apostolidou, 2012:4). The effectiveness of ideas across society as a whole, positively correlates with the frequency of invention of the leader (Gabora, 2010:3).

Research have found that organisations may be bias in selecting the most creative individuals as leaders in favour of selecting leaders who would preserve the status quo by sticking with the feasible but relatively unoriginal solutions (Mueller *et al.*, 2010:12).

2.2.6.2 Culture

Culture serves as a catalyst for creative leadership by including others within the organisation and the creative process. Culture demands authenticity within both the organisation and its processes and it encourages and models participation (Lombard & Roddy, 2010). Gabora (2010:3) found that creative leadership is associated with higher cultural diversity.

Creative leadership creates meaning that is anchored in the company's culture as the right to receive as well as the duty to provide (Rosenstiel, as cited in Pinnow, 2011:270).

While team-building and leadership styles in the West entails shifting individuals along a continuum from the individualistic end to the collectivistic end, Ubuntu entails that individuals work for the collective good, the individual and the collective co-exist in a shared humanity as I and us (Lynham *et al.*, 2009:71). If leadership is seen as a social process that engages everyone in a community, then it makes less sense to exclusively invest in the skills of individual leaders (McGonagill & Doerffer, 2011).

Cogin (2012) found that generations growing up during periods of war or insecurity learn survival values such as materialism and respect for authority; similar generations growing up during periods of socio-economic security are more egalitarian and willing to look beyond their self-interest. Leading in a culture of change means creating a culture (not just a structure) of change (Fullan, 2001:56).

2.2.6.3. *Creative leadership: leadership trends and experiences of leaders*

It is a fact that the world is radically moving towards new ideals: it is changing at a very rapid pace and businesses are going through transformation: number-driven management began to fade in favour of creativity, innovation and meaningfulness (Apostolidou, 2012:4).

As organisations continually grow and adapt to environmental demands, its ultimate purpose and core values becomes clearer because it is viewed in multiple environmental contexts over time. Thus, the organisation is able to lift its collective vision to discover creative ways to continually adapt in order to fulfil its enduring essential purpose (Marturano & Gosling, 2007:25).

A living organisation needs to be nurtured. Healthy organisations remain healthy as they continually adapt and evolve to the ever-turbulent environment (Marturano & Gosling, 2007:24). Left on their own, organisations tend towards stability and stagnation; leaders incite and direct change (Marturano & Gosling, 2007:15). Leaders are visionaries who inspire workers to take part in their own organisation's development and change. Effective leaders adjust their leadership to fit the contingencies of the group and environment and to motivate subordinates (Marturano & Gosling, 2007:27).

Leaders have a broad perspective that allows them to assess the organisation's needs, envision the future and implement change. Leadership tends to be an informal, flexible, inspirational and future-orientated process. According to Shago Ikeuchi, CHRO of Recruit Holdings, Japan (IBM, 2010:10) we need to change the way we make decisions. If we empower our employees more and more, we'll be able to accelerate the speed at which we do business. In this complex world, no single leader has the knowledge or ability to effectively envision, plan and achieve social, political or organisational goals entirely on his or her own (Marturano & Gosling, 2007:3).

Creative leadership is the ability to create and realise innovative solutions, especially in the face of structurally complex and changing situations. It refers to those people who, when all is shifting and new approaches are yet unknown, can still create clarity of purpose for their teams.

Joo-Seng Tan describes the five emerging trends that create tensions for organisational leaders as globalisation, diversity, flexibility, and network. These trends present opportunity as well as threats and if these tensions are not managed well, it will result in dysfunctional and dire organisational outcomes at the end of any change process (Joo-Seng, 2005).

Table 2-2: Change – trends, tension, creative leadership, creative competencies in organisations and individual flourishing

TRENDS	TENSIONS	CREATIVE LEADERSHIP	CREATIVE COMPETENCIES	INDIVIDUALS FLOURISH
1. Globalisation	Global versus local	Orchestrating the creative team	Achieving	Productive in their job
2. Diversity	Heterogeneity versus homogeneity	Explorative mind-set	Relating	Committed to their organisation
3. Flexibility	Flexibility versus stability	Driving breakthrough change	Authenticity	Resilient in the face of hardship
4. Flat	Centralisation versus decentralisation	Passion and purpose	Self-awareness	Organizational citizenship
5. Network	Interdependence versus independence	Envision a better future	System awareness	Engaged

IBM Creative Leadership study found that leaders who embrace the dynamic tension between creative disruption and operational tension can create new models of extraordinary value.

Creative leaders therefore invite disruptive innovation, encourages others to drop outdated approaches and take balanced risks. They are open-minded and inventive in expanding their management and communication styles (IBM, 2010:3-4). A creative leader is someone who is as much interested in the process of discovery as in the answer (IBM, 2010:10).

2.2.6.4 Creative Leadership: Creativity in the 21st century

Being a leader in the 21st century constitutes possessing basic characteristics such as having an open global mind, a passion for a cause and the ability to move people (Apostolidou, 2012:16). The world is perpetually changing. Organisations evolve in an intensive competitive environment, facing uncertainties and struggling to survive difficult economic climates (Vetrillart, 2004:2).

An IBM study conducted in 2010 showed that executive leaders around the world anticipate a more than 30% increase in the complexity associated with the business environment. We live in times where individual creativity and continuous innovation are essential in order to sustain business. Natascia Radice, CMO of TED x Dubai is of the opinion that we should be thinking in terms of “return on inspiration” (IBM, 2015:26). Organisations that depend on scientific breakthroughs and technological development need creative leadership to survive and thrive in times of rampant change (Puccio *et al.*, 2013:2).

Modern leadership demands collaboration with many people - each of whom has specific knowledge, skills and expertise - that generates unique insights and perspectives (Marturano & Gosling, 2007:3). Creative leadership is the ability to be mobile and open to change and be cooperative worldwide with most different, demanding and “free” individuals on the real and virtual level (Pinnow, 2011:36). As generation Y, Creativity is the driving force of our economy and our society. Creativity is necessary to affect new ideas and to implement change which are necessary drivers for innovation and competitiveness.

It is the individual needs and abilities of their very human employees upon which managers must orient themselves. There are no universal criteria for “good leaders.” Each one is a unique and inimitable individual. The role of the leader is that he / she recognises that one’s role is not to direct the system from a position of power, but instead acts as an architect, working closely with employees on and in the system (Pinnow, 2011:27).

Creativity is one of the most essential qualities of an individual that is needed to perform well in managing individuals and the ability to respond to constant change. Creative leadership is essential to developing successful initiatives and avoid restructuring and downsizing (Vetrillart, 2004:3).

The paradox lies in leading from the front and leading from behind; showing and telling people where to go and giving the space to let a new vision emerge within the team (Ball, 2015). Leaders must demonstrate that they welcome viewpoints that challenge their own; this requires them to treat others as collaborates, rather than reflexive or reactive followers, and be willing to share through leadership, admitting that their associates may have better ideas than they do (Marturano & Gosling, 2007:3).

Andersen Consulting’s Institute for Strategic Change (cited in Agbor, 2008:3) indicated that companies characterised by a creative leader experienced 900 percent stock price growth compared to the 74 percent to the ones perceived having a lack of creative leadership. They encourage open dialogue, ensuring that there are no undiscussables that compel a collusion of silence (as cited in Marturano & Gosling, 2007:4).

Richard Florida is of the opinion that creativity is the fuel for our contemporary economy and a core competency element. Creativity is the biggest capital source for economic growth (Nissley, 2007:21-22). Companies like Sony & Kawasaki suppress ideacide by rewarding innovative thinking and discouraging conformity (cited in Marturano & Gosling, 2007:4). These companies are willing to consider radically new ways of thinking and accept failure as the cost of experimentation (Marturano & Gosling, 2007:5).

CEO's at high performing companies lead by example, steering cross-functional work teams towards fostering a culture of health and well-being, which becomes a competitive advantage. When this example is put into practise by engaging employees the results are embraced meaningful use of health and well-being benchmarks and metrics; creating senior management visibility for innovative policies; aligning meaningful incentives and helping people get the best out of life (Chenoweth, 2011:1).

The generic definition of creative leadership is about direction and influence. Stability is the goal of what is often called "management." Improvement is the goal of creative leadership. Leadership is needed for problems that do not have easy answers. The big problems of the day are complex, rife with paradoxes and dilemmas. Pacesetters must learn the difference between competing in a change marathon and developing the capacity and commitment to solve the complex problems (Fullan, 2001:38).

Creativity refers to skills in generating new ideas and products that are relatively novel, high in quality and appropriate to the task at hand. Because creativity generates ideas that others will follow, it is an important component for leadership (Senin, 2009:15). Creativity is decision making with value focused thinking (Keeney,1996).



Figure 2-3: The correlation between leadership and creativity (Sternberg, 2004)

Decision makers usually think of decision situations as problems to solve, not as opportunities to take advantage from. Creative leaders are comfortable with ambiguity and experimentation. To connect with and inspire a new generation, they lead and interact in entirely new ways (IBM, 2010).



(Source: Vetillart, 2014:XIV)

Figure 2-4: Positive impacts of creative activities in organisations.

2.3 Flourishing

“If we leave the human factor out of our business calculations we shall be wrong every time.”
 - William H. Lever
 (founder of Lever brothers)

Human capital is at the heart of any successful enterprise, especially in tough economic times. People provide creativity and innovation, but these intangible contributions rarely reflect in financial statements. Competitive advantage for your organisation can be built by improving the health status and well-being of your employees. Research shows that health, well-being, work behaviour and the value of human capital are linked (Chenoweth, 2011:1).

In order to prosper and survive in a continuously changing environment, organisations need healthy and motivated employees (Weinberg & Cooper, 2007). Researchers and managers have generally recognised that a lack of well-being can potentially affect workers and their organisations in negative ways (Rothmann *et al.*, 2015:222).

Employees flourish when they feel satisfied with their lives, experience positive emotions and are psychologically and socially healthy. Studies provide evidence that organisational practices can shape how employees define themselves in ways for employees to flourish (Dutton *et al.*, 2008:163). Having an effective manager probably does more than affect your motivation, loyalty, commitment and ultimately your productivity than anything else in the organisation (Worral & Cooper, 2014:15).

Promoting flourishing of individuals and institutions in South Africa is a huge challenge, given the unique situation in the country. In a current study done by Rothmann only 12.2% of the general population of South Africa flourish. (Rothmann, 2011: Wellness Conference; Rothmann, 2015). New generation workers require new approaches and it is of vital importance to motivate talented employees to continue to commit themselves to the organisation and in doing so, lower the turnover rate (Kouwenhoven, 2005:2).

Top managers need to be more self-aware and be conscious of how they are perceived within organisations. While they may think that their management styles are accessible, open, trusting and empowering, they might be the only persons in the organisation who think that (Worral & Cooper, 2014:15).

Research done by Worral & Cooper (2014:14) found that managers perceive their organisations as caring the least about their well-being.

2.3.1. Definition of flourishing

The presence of mental health is described as flourishing; the absence of mental health is characterised as languishing in life (Keyes, 2002:208). Mental health is an important career resource that will help individuals to function optimally, be self-sufficient, adapt to change and manage their careers well (Rothmann, 2014:203).

According to Seligman (2010:234) flourishing consists of five dimensions, namely positive emotions, engagement, meaning, accomplishment and positive relations. Flourishing encompasses individuals who thrive at work, as well as those who are happy, engaged, intrinsically motivated, successful and learning (Bona *et al.*, 2012:126,135). To be flourishing is to be filled with positive emotions and to be functioning well psychologically and socially (Keyes, 2002:209). Flourishing is a life with high levels of emotional, social and psychological well-being (Wissing & Temane, 2009:73).

People with incomplete mental health are languishing. Languishing is low levels of emotional, social and psychological well-being. Thus, languishing can be conceived of as emptiness and stagnation, constituting a life of quiet despair that parallels accounts of individuals who describe themselves and life as “hallow”, “empty”, “a shell”, and “a void” (Keyes, 2002:210).

Well-being goods have been increasing in range and specification for several centuries (White, 2007:28). Wellness is about valued subjective experiences: well-being, contentment and satisfaction (in the past) hope and optimism (for the future); and flow and happiness in the present. Individuals who flourish are engaged, committed to their organisation, productive in

their jobs, shows organisational citizenship and are resilient in the face of hardship (Seligman & Csikszentmihalyi, 2000:5). Feeling good and functioning well can constitute pathways towards well-being and experiencing it together contributes to flourishing in life. According to Professor Sonja Lyubomirsky, the key to happiness (flourishing) is not in changing our genetic make-up or our circumstances, but rather refers to our daily intentional activities (Rothmann & Malan, 2011).

Hedonia and Eudaimonia are considered as ways of living or behaving, and more globally, as well-being types. Operate in tandem, in a synergistic fashion (Seligman, 2011:201). Hedonia at the activity level is characterised by experiences of pleasure and enjoyment and has been strongly associated with experiences of satisfaction, positive affect and happiness at the well-being level (Seligman, 2011:215). As a broad perspective, hedonic perspective focuses on happiness, enjoyment, pleasure, satisfaction and comfort (happiness); feeling good.

Eudaimonia at the activity level is characterised by feelings of authenticity, engagement, and interest and has been associated with experiences of meaning and purpose in life and personal growth at the well-being level (Seligman, 2011:215). An eudaimonic perspective focuses on meaning, purpose, expression of potential and being involved with something larger than the self (meaning), functioning well. Eudaimonic approach emphasises that well-being and happiness are ongoing processes, not end states (Seligman, 2011:198).

A life that is rich in hedonic and eudaimonic pursuits – the full life – appears to most strongly predict flourishing (Seligman, 2011:215). Flourishing focuses on building upon the strength of the individual to build the resilience to overcome challenges and enhance well-being (Seligman, 2013:5). Well-being is not a one-dimensional idea but a multifaceted construct composed of different elements as seen in the approaches below (Seligman, 2013:4).

Table 2-3: Mental health continuum diagnostic criteria and scale descriptions

Diagnostic measurement	Keyes (2005) and scale description	Flourishing at work (Rothmann)
Emotional well-being: How often people feel and are affected and satisfied with life.	Positive affect: cheerful; in good spirit; happy; calm; peaceful; satisfied; full of life. Life satisfaction: Satisfied with life / domains thereof.	Job satisfaction Positive affect at work
Psychological Well-being: How people see themselves thriving in their personal lives.	Self-acceptance: I like most parts of my personality. Personal growth: "For me, life has been a continual process of learning, changing and growth." Purpose in life: I sometimes feel as if I've done all there is to do in life. Environmental mastery: I am good at managing the responsibilities of daily life. Autonomy: I tend to be influenced by people with strong opinions. Positive relations with others: Maintaining close relationships has been difficult and frustrating for me.	Autonomy Engagement Competence Learning Purpose and meaning Relatedness Self-acceptance
Social Well-being: How people thrive in their social lives	Social acceptance: People do not care about other people. Social actualisation: Society isn't improving for people like me. Social contribution: My daily activities do not create anything worthwhile for my community. Social coherence: I cannot make sense of what's going on in this world. Social integration: I feel close to other people in my community.	Social acceptance Social growth Social contribution Social coherence Social integration

Source: (Rothmann, 2013:203; Wissing, 2013:130)

2.3.2. Approaches to happiness and flourishing

PERMA (Martin Seligman, 2013)

The PERMA theory of well-being posits that there are five well-being indicators, namely: positive emotions, engagement, relationship, meaning and accomplishment (Seligman, 2013:5). By measuring and building well-being and resilience in communities (companies) we can give every individual the skills to flourish in his / her daily life and at work (Seligman, 2013:5).

Positive emotion includes a range of emotions as amusement, awe, compassion, contentment, gratitude, hope, interest, joy, love and pride (Seligman, 2013:10). Having more positive emotions can broaden people's attention and their ability to think and act. It can build their physical, intellectual, social and psychological resources. Positive emotions promote resilience and undo the effect of negative emotions. An increase in creativity and a predicted longer life-span can be attributed to positive emotions. These emotions also help to prevent illness and speed up recovery from illness, including the common cold, stress and heart disease (Seligman, 2013:11).

Engagement is another dimension of well-being. When we are truly engaged in a project we experience flow. During flow experiences, we are intensely focused on what we are doing. According to Professor Mihaly Csikszentmihalyi, leader in this field, flow occurs when people's highest strengths are matched to the challenges that come their way. Perceiving challenges or opportunities for action which stretch but do not overmatch existing skills, clear proximal goals and immediate feedback about progress being made are conditions essential to enter flow state. Flow experiences may occur at work. Living an engaged life, in which flow experiences are common, contributes to well-being (Seligman, 2013:14).

Relationships with different people: manager, colleagues or community contributes to well-being. Social networks affect people's physical and mental health, and well-being (Rath, 2006:215). The hallmark of a positive relationship is not one from which negative experiences or interactions have been eradicated. The balance between positive and negative relationships should be a healthy one, where the positive outweighs the negative (adapted from Seligman, 2013:17)

Meaning or purpose in life refers to belonging and serving something that one believes is bigger than the self (Seligman, 2013:23). We consider our lives meaningful when our lives matter to others and has a larger purpose. A strong sense of purpose leads to greater life satisfaction, confidence, feelings of self-efficacy towards goals and greater feeling of resilience

to obstacles. People who live their life with purpose enjoy greater health, life satisfaction and overall well-being (Seligman, 2013:24).

Accomplishment or also known as achievement, mastery, or competence is pursued for its own sake and linked to numerous benefits to individuals and groups (Seligman, 2013:26).

FLOURISHING AT WORK: Adapted from Rothmann (2014:205)

Refers to the experience that one's life at work is going well and that one is functioning well (Rautenbach & Rothmann, in press). Flourishing at work encompasses individuals who thrive at work as well as those who are happy, engages, intrinsically motivated, successful and enjoy learning (Bono et al., 2012), and are functioning well in life in general (Keyes, 2005).

Emotional well-being refers to how often a person feels a positive affect and satisfaction with their work. These would include positive affects like being cheerful, in good spirit, happy, calm, peaceful, satisfied and full of life in their work environment. Job satisfaction is a dimension of emotional well-being reflecting on a person's level of satisfaction with their work or domains thereof. Emotional well-being is displayed by positive affect, being energetic and regularly cheerful. It is an affirmed quality of work: showing general satisfaction and happiness with life overall. People who are emotionally well, exhibit job satisfaction and positively affect balance.

Psychological well-being is your own personal evaluation of whether you as a person are thriving in your personal work. Self-acceptance is being at peace with your own personality and personal growth. The question can also be asked: Do you challenge yourself to continual processes of learning, changing and growth? Here purpose of life, environmental mastery, autonomy and positive relations with others are included.

Social well-being refers to the level of thriving of your social life at work. Social acceptance, social actualisation, social contribution, social coherence and social integration are dimensions of social well-being.

2.3.3. Antecedents of flourishing at work

What an individual experience at work and in the organisational context significantly impacts his / her level of flourishing or languishing (burnout) (Rautenbach, 2015:61).

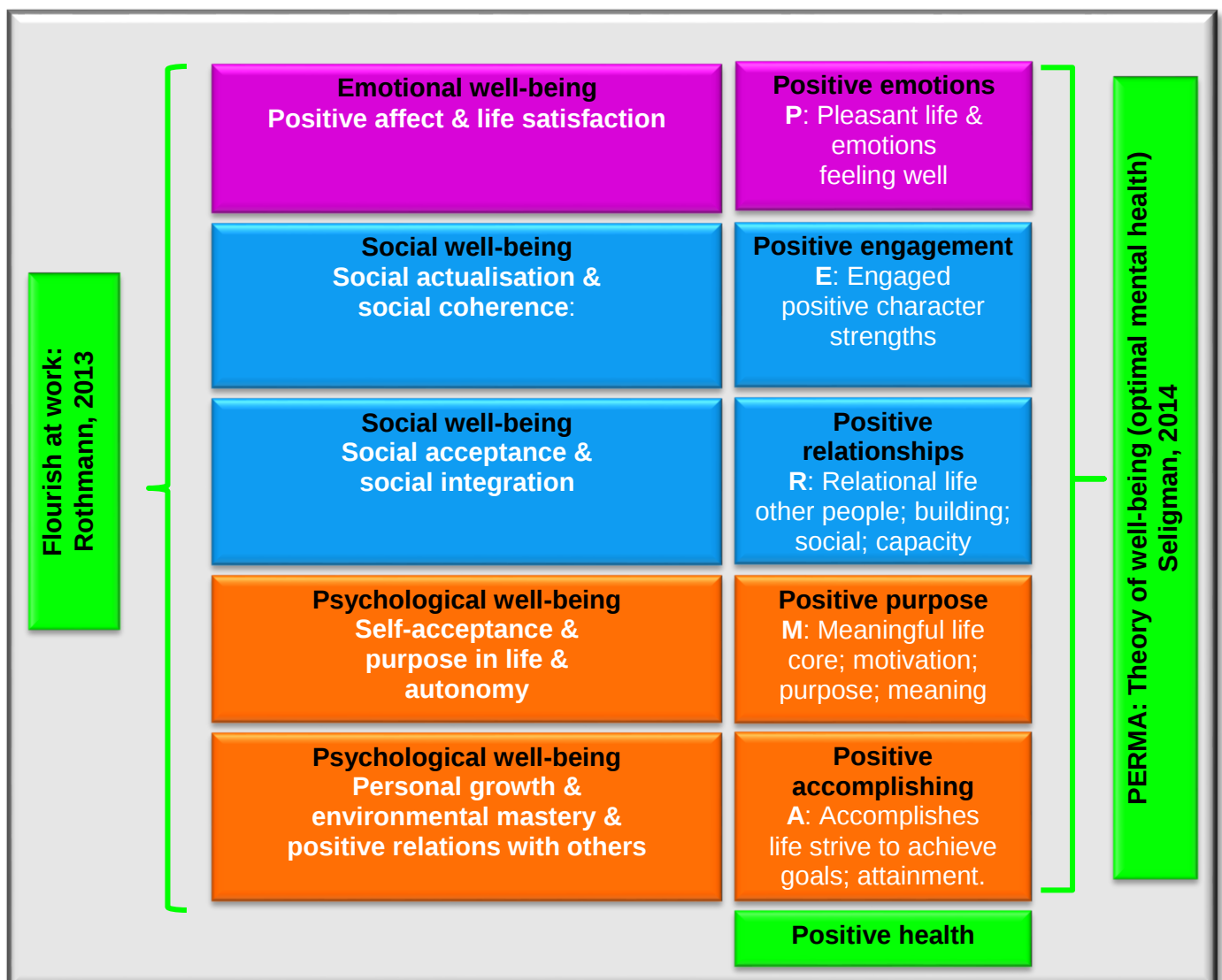
Nature of the job: Job characteristics will lead to higher levels of well-being if the work allows the individual to take responsibility, engaging; experiencing different levels of complexity and receive regular feedback on accomplishments (May et al., 2004:15).

Supervisor behaviour: Behaviour as unpredictability, inconsistency and hypocrisy of a manager affects an employee's well-being negatively (May *et al.*, 2004:16).

Insufficient resources: There is a growing tendency for employees to manage greater workloads as organisations enhance their competition and globalisation (Rautenbach, 2015:63). Due to the cognitive, emotional and physical overload, employees experience a lack of environmental mastery which consequently will lead to languishing (Rothmann, 2014:211).

Advancement: Further training, career opportunities and promotions all contribute to the well-being of an employee (Rothmann, 2014:210).

Remuneration: Motivating or maintaining behaviour is determined by whether the employee perceived the reward as attractive. When this is the case the employee will be satisfied and engaged and this will contribute to higher levels of well-being (Rothmann, 2014:210).



(Source: Rothmann, 2013:205; Seligman, 2014)

Figure 2-5: Adapted from Mental health continuum diagnostic criteria & scale description & Theory of Well-being - PERMA

2.3.4. Why people flourish at work?

Organisations are significant sites of various forms of identity work; arenas for ongoing and dynamic negotiations in the creation of a sense of self and in providing temporary answers to the questions “who am I (we)?” and “who might I (we) become?” (Marturano & Gosling, 2007:80). Organisations give opportunities to attend training courses which are aligned to the job. Sufficient opportunities should be afforded in order to advance in the company.

Employees get opportunities to be developed for future opportunities in the company which also relate to the term “succession planning.” Employees do not miss out on important family events because of work; work-personal life balance. Lyubomirsky *et al.* (2005) suggests that happy employees show adaptive characteristics, therefore psychological and social well-being. Employees are most creative when they are intrinsically motivated. Popular to contrary believe that extrinsic motivation (which comes from outside the individual) cannot prompt people to be passionate about their work: in fact, it can lead to them feeling bribed and controlled (Apostolidou, 2012:14).

When does an individual flourish at work?

According to Rautenbach and Rothmann (2015. in press), when utilising the Flourishing at Work Scale – Short Form, to be classified as flourishing, an individual must “every day” or “almost every-day” experience at least one of the three symptoms of emotional well-being and at least eight of the fourteen signs of positive functioning (psychological and social well-being).

An individual will languish who experiences “never” or “once / twice” during the month one symptom of emotional well-being and at least eight of the signs of positive functioning.

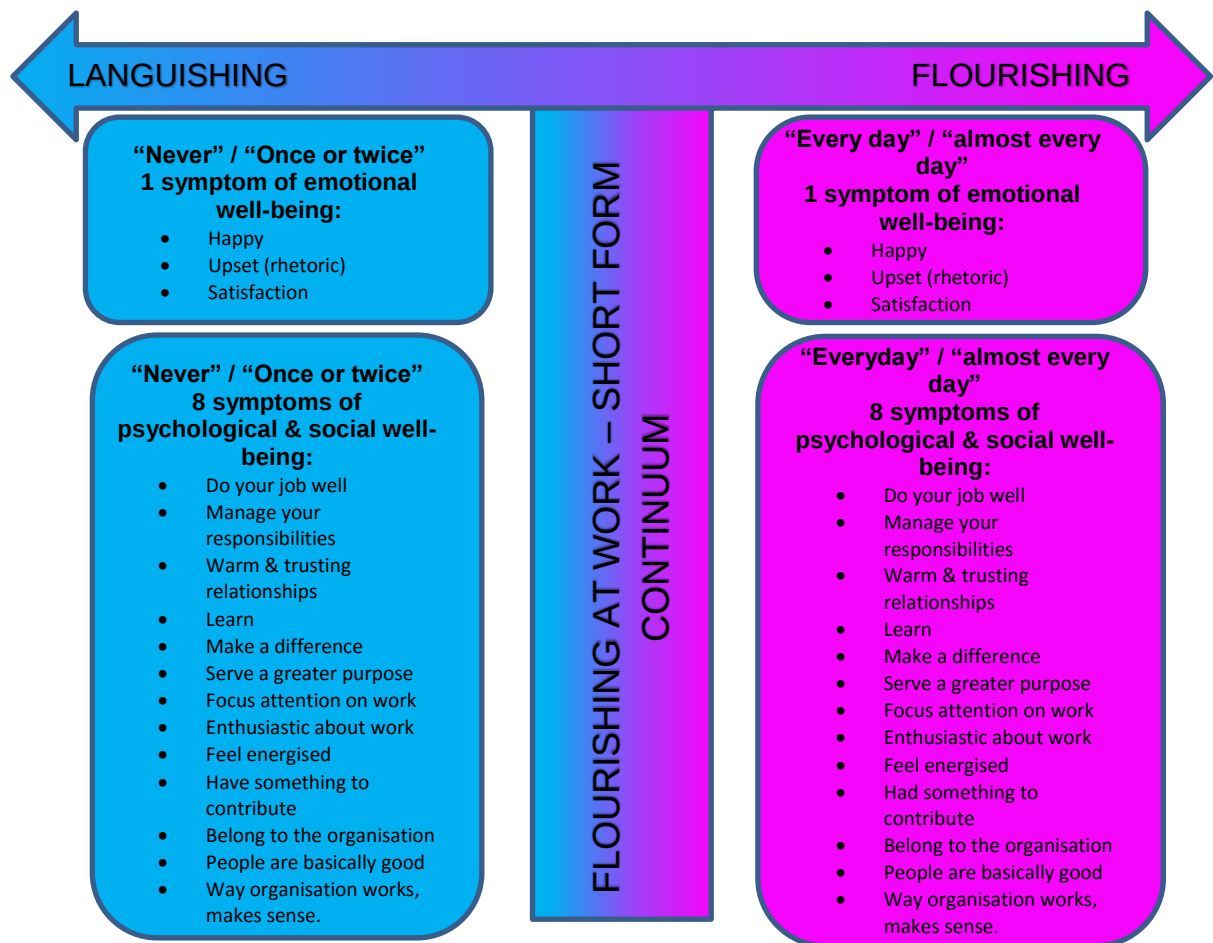


Figure 2-6: Adapted from Rautenbach & Rothmann (2015. In press).

Flourishing and psychological safety

“Without change there is no innovation, creativity or incentive for improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable.”

- William Pollard

Psychological safety refers to the individual’s perceptions of the consequences of taking interpersonal risks in their work environment (Edmondson & Lei, 2014:23). When an individual is feeling stressed out and unsafe within their working environment, they cannot focus on their work, much less excel at it (Hall, 2016). Many leaders are aware of this at some level, but the pressures of profits and achieving goals often crowd out any desire to focus on creating a culture of psychological safety at work. Edmondson and Hall outline three paths for leaders to create psychological safety in their organisation:

- Focus on growing people as the ultimate goal. Develop a mind-set of putting people first. This will create value for your employees and customers – human value and

business value (Hall, 2016). Framework as learning problems as opposed to executing problems: Makes it explicit that there is enormous uncertainty ahead and enormous interdependence. “As a team, you have never been here before; we’ve got to have everybody’s brains and voices in the game” (Lebowitz, 2015).

- b. Be securely vulnerable. A secure leader needs to model for the team that she / he is psychologically secure enough to recognise weaknesses, admit mistakes and be vulnerable in a way that is contained (Hall, 2016). Acknowledge your own fallibility: make simple statements that encourage peers and subordinates to speak up (Lebowitz, 2015).
- c. Actively promote learning opportunities for your people. Provide opportunities to learn; your people will become fired up to come to work and learn and make progress on meaningful projects (Hall, 2016). Model curiosity by asking a lot of questions: this actually creates a necessity for voice, as team members need to generate answers (Lebowitz, 2015).

According to Edmondson, psychological safety and accountability interact to produce a high-performing team in an environment where there’s uncertainty and interdependence; vital for teams to achieve their full potential. “Leaders need employees to bring their absolute full selves to the challenging jobs ahead,” Edmondson concludes (Lebowitz, 2015:1-2).

2.4. Perceived supervisor support

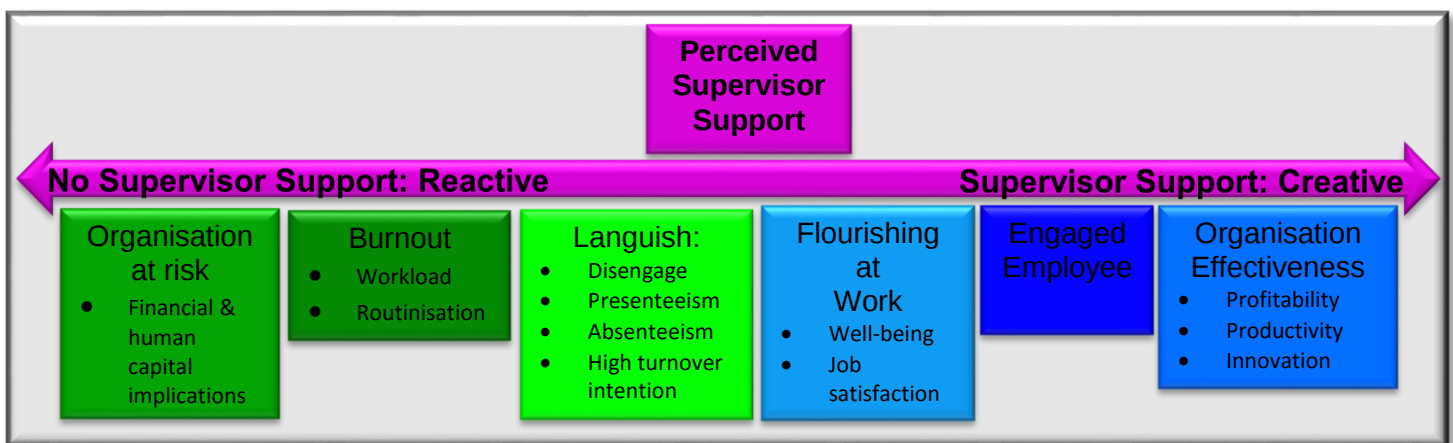
The role of supervisors is critical because they exert a proximal, direct effect on subordinates and their immediate work context (Shalley & Gilson, 2004:34). Supervisors provide a general set of support to subordinates by caring about their well-being and valuing their work effort (Chen *et al.*, 2014:1).

To ensure high service quality and customer satisfaction, increasing job satisfaction should be considered as an important retention strategy. Employees exposed to appropriate communication and perceived support from their supervisors, organisational identification will in turn be improved leading to increased job satisfaction (Gok *et al.*, 2015:42).

Prior research has suggested that supervisor support can arise subordinates’ feelings of support and encourages them to engage in creativity and innovation (Shalley *et al.*, 2004:935). A supportive supervisor provides praise and rewards for greater effort and superior performance, reacts favourably to subordinates honest mistakes, desire to pay a fair salary and makes subordinates’ jobs meaningful and interesting (Eisenberger *et al.*, 1986:500). Such supportive behaviour provides competent information to subordinates and promote their intrinsic motivation.

Newman & Nielsen, (2015:777) found that perceived supervisor support was directly related to life satisfaction. Perceived organisational support was related to life satisfaction through its relationship with job satisfaction. Life satisfaction measures an individuals' overall assessment of their life circumstances (Erdogan *et al.*, 2012:1040). Life satisfaction provides a subjective assessment of an individual's happiness and is considered to be one of the main indicators of well-being (Newman & Nielsen, 2015:770).

Job satisfaction is correlated with a range of job characteristics including autonomy, coping strategies, job stress, professional status, routinisation and workloads (Newman & Nielsen, 2015:771). Supervisor support has been found to be highly correlated with job satisfaction in a range of work settings (Ng & Sorensen, 2008:265). Therefore it can be expected that a positive relationship between perceived supervisor support and job satisfaction exists.



(Source: Author's own)

Figure 2-7: Expected impact of perceived supervisor support. (Author's own)

Therefore, from the above we conclude that perceived supervisor support is a vital necessity for employees to flourish at work. Intrinsic motivation mediates the relationship between supervisor support and innovative behaviour. Intrinsic motivation is associated with a high level of profitability, productivity and innovation.

The instruments adhere to the most important aspects of measuring instruments, namely reliability and validity, which will further be elaborated on in Chapter 3. The results of the data collection will be evaluated in a statistical and psychological manner with the assistance of the Statistical Consultation Services of the North-West University.

Close attention to all ethical considerations in order to provide a safe environment for participants and to promote a good response rate and quality of response were adhered to.

2.5. Work burnout (languishing)

Burnout can be defined as a particular kind of prolonged job demands but also by lack of job resources. The positive antipode is engagement, exclusively predicted by available job resources. The recent recession resulted in companies having fewer employees, doing more work, feeling more insecure and being managed more harshly in most workplaces (Robbins & Judge, 2013).

Burnout is related to health problems as well as turnover intention. It mediates the relationship between job demands and health problems (Schaufeli & Bakker, 2004:293). Engagement mediates the relationship between job resources and turnover intention. Employee health status and well-being directly influences employee work behaviour, work attendance and on-the-job performance (Chenoweth, 2011:2).

Different workplace characteristics influence the degree to which an employee is either burnt out or satisfied with his / her job (Faller *et al.*, 2011:71). Research done by Holgaard *et al.* (2012:347) found that work engagement and efficacy are positively related to job satisfaction but negatively related to job burnout and intention to quit.

Leaders must understand their role in mitigating burnout among those they lead. Organisational culture and climate are major role players in burnout (Ballard, 2015). Commitment and productivity of companies are determined by employee engagement. Schwatz (2015) found that employee engagement is a predictor of employee burnout. Task demand and innovation, both good and relevant, are difficult and effort-intensive (Eckert *et al.*, 1999). Hard work can have a physiological impact on people forcing them towards work addiction. The competitive environment and unfavourable home environment serve as invitations to workaholics (Liang & Chu, as cited in Burke *et al.*, 2015:175).

Due to perfectionistic nature, workaholics do not delegate work and tend to work more independently, which lead them to think that they are irreplaceable and drive them to work even harder (Burke *et al.*, 2015:186).

Managers are under pressure as cost-cutting redundancy and deteriorating terms and conditions take its toll. These managers are becoming less positive about their organisation and they often feel that their organisation do not care about their well-being. Illness levels have increased but managers are less inclined to take time off (Worrall & Cooper, 2014). Burnout is a persistent, negative, work-related state of mind in “normal” individuals primarily characterised by exhaustion, accompanied by distress, a sense of reduced effectiveness,

decreased motivation and the development of dysfunctional attitudes and behaviour at work (Schaufeli & Enzmann, 1998:36).

2.6. Gender

The fight for gender equality prevails as men are told to think like a woman and women are told to act like a man. Research shows gender characteristics do exist and play an influential role in the workplace (Gannon. 2012).

Indeed, men and women can be just as different in the professional world as they are in their personal lives. Executives are just beginning to understand that these differences benefit business.

“Men are linear in thought process and more narrow in their focus, so they are able to break down problems into their component parts and solve it,” says Keith Murrin (senior associate Barbara Annis & Associates, a consulting firm specializing in gender diversity).

Women more often see a problem from a holistic perspective and are able to come up with an understanding of the situation without needing to know what all the parts are. A study of 353 Fortune 500 companies connects corporate performance and gender diversity, Catalyst found that companies with a higher representative of women in senior management positions financially outperformed companies with proportionally fewer women at the top. These findings support the business case for diversity, which asserts companies that recruit, retain and advance women will have a competitive advantage in the global market place. The Catalyst study confirms the long held conviction of Tony Compu (Chairman & CEO of BMO Financial Group) that it makes the best of business sense to have a diverse workforce and an equitable supportive workplace. (www.catalyst.org)

Jeanette Lichnu, Managing Director, Bank of America, says, “The female view that we strengthen ourselves by strengthening others is redefining leadership”. Dr. Greenberg adds, “These women leaders show a strong profile. They are assertive, persuasive, empathetic, willing to take risks, outgoing, flexible and have a need to get things done. These personality qualities combine to create a leadership profile that is much more conducive to today's diverse workplace, where information is shared freely, collaboration is vital, and team work distinguishes the best companies (Caliber. 2005:8).

When it comes to problem solving – particularly in business – you need a balance of both perspectives.

2.7. Hypotheses

In terms of the empirical study, the specific aims are as follows:

Ha0: There is no relationship between perceived creative leadership and employees' ability to flourish.

Ha1: There is a statistically significant, positive, strong relationship between perceived creative leadership and employees level of flourishing at work.

Hb0: There is no relationship between perceived reactive leadership and flourishing.

Hb1: Reactive leadership is inversely associated with flourishing.

Hc0: Perceived creative leadership is not related to perceived supervisor support.

Hc1: Perceived creative leadership is strongly and positively associated with perceived supervisor support.

Hd0: There is no relationship between perceived creative leadership and burnout.

Hd1: There is a statistically significant weak and inverse relationship between perceived creative leadership and burnout.

He0: There is no difference between gender groups in terms of any of the measured constructs.

He1: There is a difference between gender groups in terms of the measured constructs.

2.7 Conclusion

This chapter represented a brief literature review of perceived creative leadership, flourishing at work, perceived supervisor support and burnout. An overview of research previously done discussed the impact of flourishing at work.

In conclusion, perceived creative leadership is related to high levels of flourishing at work and high levels of positive supervisor support and lower levels of burnout.

CHAPTER 3

3. EMPIRICAL RESEARCH

3.1 Introduction

The preceding chapter reviewed the literature relating to creative leadership, levels of flourishing at work, perceived supervisor support, and work burnout. The literature has entitled this study with a deeper understanding of creative leadership and flourishing at work constructs, exploring related theoretical interaction in different settings and milieus.

The aim of Chapter 3 is to describe the research methodology used in the study. A description of the research methods, techniques and statistical measures used for data interpretation are included. The chapter further includes focused explanations of the research process, measuring instruments, population, data collection method, analysis methods and ethical consideration.

The purpose of Chapter 3 relates to the requirements of controllability and replicability which are part and parcel of the scientific methods (Welman *et al.*, 2005:250). This ensures all the necessary information provided to enable any further replication of the research.

3.2 Research approach

Research approach is the plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation (Creswell, 2013:31).

The selection of a research approach is also based on the nature of the research problem or issues being addressed, the researcher's personal experiences and the audiences for the study (Creswell, 2013:31). Different research methods exist, assisting in accomplishing the proposed research objectives. In Chapter 1, two of the most prominent approaches, quantitative and qualitative, were mentioned.

In light of the research proposal of this study, a quantitative research approach is applied to test objective theories by examining the relationship between variables. These variables are measured with validated instruments providing numbered data that will be analysed using statistical procedures (Creswell, 2013:32).

The quantitative method focuses more on reliability, ensuring a high level of measurement precision and statistical power (Welman *et al.*, 2005:9).

In Chapter 1, Table 1-1, the strengths and weaknesses of both quantitative and qualitative approaches were illustrated.

3.3 Research Design

This is a descriptive quantitative study mainly internet based. The survey is cross-sectional with a once-off request comprising of four separate questionnaires with the needed biographical data in order for the researcher to collect first-hand data from a convenient sample of respondents.

For the purposes of this research a quantitative research method was used. As was mentioned in Chapter 1, five instruments were used to gather the necessary information:

- 1) Biographical information
- 2) Leadership circle: inner dimensions
- 3) Flourishing at Work Scale – Short Form (FAWS-SF)
- 4) Perceived Supervisor Support (PSSE)
- 5) Work-Burnout (WBO)

See Appendix A for questionnaires.

3.4 Research Methods

Non-experimental research design involves measurements at a single time. Three non-experimental research designs exist, namely correlational design, the criterion-groups design and the cross-sectional design (Welman *et al.*, 2005:94). In this study a correlational survey design was applied utilising a questionnaire that was composed from existing questionnaires and respondents had a single opportunity to access and complete the questionnaire.

Relying on a sample to reflect the characteristics and attributes of interest in the target population the sample was properly selected. Although a nonprobability sample selection approach is used due to circumstances and logistics, probability sampling is generally accepted as the most appropriate method for making inference that can be generalised to a finite population (Brick, 2014:1).

Research design directly relates to the test of hypotheses (Bless & Higson-Smith, 2000:63) and refers to the plan used to obtain research participants and collect information. (Welman *et al.*, 2005:52). Research design refers to the overall strategy that you choose to integrate different components of the study in a coherent and logical way, thereby ensuring you will

effectively address the research problem (De Vaus, 2002:16). This strategy of inquiry within a quantitative method approach is what provides specific directions for procedures in a research design (Creswell, 2013:41).

There are three common methods of data collection, namely: observation, interviews and questionnaires (Bless & Higson-Smith, 2000:165). Questionnaires are a survey method that is administrated to get certain information from respondents in a group setting (Trochim & Donnelly, 2008:119). Questionnaires are the most useful data collection method; it is popular since the researcher can collect data fairly easy and well validated (Bless & Higson-Smith, 2000:156). Questionnaires are an efficient data collection mechanism provided the researcher knows exactly what is required and how to measure variables of interest (Nouri & Kyj, 2008:29).

The research design employed can be explained as follows:

- Data was gathered through the distribution of the questionnaires via the Survey-Monkey platform to the questionnaires were sent to the different divisions and reminders were emailed every Wednesday and Friday for two months.
- Upon reception of the completed questionnaires, data was captured into Excel.
- Data was tested for reliability (Cronbach's alpha reliability coefficient) and then analysed by the Statistical Services of the North-West University.
- The analysed data was discussed and compared to the proposed hypotheses.

A descriptive research route was followed. According to Marlow (2005:333) descriptive research can be defined as a process of recording and reporting phenomena; not primarily concerned with cause. Both quantitative and qualitative data can be gathered for a descriptive approach. Descriptive research concentrates on the identification of relationships between constructs.

Exploratory research seeks to identify causes to ascertain causality between factors and to determine or predict how one phenomenon will change or vary in relation to another variable. Explanatory studies are normally experimental in nature; hypotheses can be tested and comparison groups are used (Strydom, 2013:155). Deductive and therefore quantitative in nature, exploratory research concentrates on the reasons why some relationships exist and therefore cannot be used for this study (Rosmarin *et al.*, 2011:409).

The primary objective of this study is to identify a relationship between creative leadership and flourishing employees.

3.4.1 Sampling Technique

The chief executive offices of the agricultural business and the manager of the mining department willingly made their business activities available and gave permission for the research to be conducted on condition that feedback will be provided to all managers involved in the study. The total population approached consisted of 368 followers who have a direct relationship with the 10 managers.

3.4.2 Participants

There was a confidentiality agreement between the companies and researcher; all information regarding participants will be treated anonymously and will not be disclosed. The companies were chosen on terms of accessibility, convenience, location, limited time and cost efficiency.

Many factors contributed to the decrease in the response rate. As the study does not focus on a population but a convenience sample, generalisation to the population is not possible.

A response rate of approximately 60% for most researches should be the goal of the researcher (Fincham, 2008:43).

The bulk of researches of social sciences however employ convenient samples in terms of the research methods; for this study this was the case as well. By implication responses will be regarded as a convenient sample which makes generalisation to the population limited. The conclusion made from this is that generalisation might be inaccurate (Bryman & Krymer, 2005:123).

3.4.3 Measuring instruments

3.4.3.1. *Creative leadership competency versus reactive leadership competency*

The questionnaire focused on a few elements necessary for creative leadership.

It assesses a variety of specific terms (e.g. “allows the parties involved to discover common ground”); (“strong & active interest in learning; personal & professional growth”) and (“clearly communicate and models commitment”) that provide stimulating situations for employees to flourish and grow. All items will use a 7-point Likert-type scale ranging from 1 (do not agree) to 7 (strongly agree). Participants will respond to a set of 28 items, measuring their perception of their managers’ creative leadership competencies / reactive leadership style: relating; self-awareness; authenticity; systems awareness; complying; protecting & controlling.

3.4.3.2. *Flourishing at Work Scale – Short Form (FAWS-SF)*

The *Flourishing at Work Scale* consists of 17 items that were chosen as the most archetypal items expressive of the construct definition of each of three dimensions of well-being at work, namely emotional, psychological and social well-being. The respondent had to answer questions regarding the frequency with which they experience specific symptoms during the past month. A 6-point Likert scale, where 1 is never and 6 is every day, was used to measure feelings experienced during the past month.

3.4.3.3. *Perceived Supervisor Support (PSS)*

The *Perceived Supervisor Support* assesses employees' perception that their supervisors value their contribution and care about their well-being. The four questions measured on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was adapted from SPOS in the same manner as DeConinck *et al.* (2009) and Eisenberger (2002). This was done by replacing the word "organisation" with the term "supervisor" (DeConinck & Johnson, 2009:336).

3.4.3.4. *Copenhagen Burnout Inventory (CBI)*

The *Copenhagen Burnout Inventory* is a new tool for the assessment of burnout. An example of an item is "Do you have enough energy for family and friends during leisure times?" (Kristensen *et al.*, 2005) In the CBI the core of burnout is fatigue and exhaustion. Work-related burnout is defined as "the degree of physical and psychological fatigue and exhaustion that are perceived by the person as related to his / her work.

3.4.3.5. *Biographical Questionnaire*

The biographical questionnaire was a self-compiled tool including the following items: gender (male/female), age, race (black/white/Asian/coloured/other), department representation and organisational level. Organisational levels were coded according to management levels.

3.4. **Research procedures**

3.4.1. **Proposed method of data collection process**

A survey is a method of collecting data from people about who they are, how they think and what they do (Balnaves & Caputi, 2007).

For the purpose of this research, the survey is done utilising a uniquely self-designed questionnaire. The questionnaire consists of different existing questionnaires namely:

Leadership circle (inner circle), FAWS, PSS and CBI. Questionnaires were distributed to subordinates to evaluate their direct leader in terms of creative or reactive leadership competencies and perceived supervisor support. They evaluated their own level of flourishing at work and work burnout.

3.4.2. Developments and testing of questionnaire: pilot study

The questionnaire was translated into Afrikaans. An underlying purpose of the translation was to ensure all participants within the sample group had a fair chance of understanding the questionnaire, based on the fact that the sample group was within a predominantly Afrikaans setting. After the translation, the questionnaire was sent to a language expert for verification purposes. The language expert did confirm that the translation was according to standard and that all two languages of the questionnaire could be interpreted the same. A letter from the language expert is attached as Appendix B.

The questionnaire was sent to the talent manager of the agricultural company, human resource manager; procurement manager of the mining sector and an organisational psychologist in order to compare and interpret the questionnaires in both English and Afrikaans. Confirmation was given that the content could be understood and all the questions were clear.

3.4.3. Electronic Survey

The services of SurveyMonkey, an online survey development cloud-based software company, were used. The four-measuring instrument, combined with a biographical questionnaire into a single questionnaire, was used. The link: <http://www.surveymonkey.com/r/flourishcreative> was emailed to all the respondents; completion from a mobile phone or laptop was possible.

SurveyMonkey (<http://www.surveymonkey.com>) allows you to design your own survey, collect data from respondents who have the link, analyse the result and export all the data to a statistical program for further statistical analysis.

Responses could also be tracked by the researcher from her phone, making use of the SurveyMonkey App sending a notification of any new responses and also providing the current response rate of completed questionnaires.

3.4.4. Ethical considerations

Welman *et al.* (2005:201) generally accept the ethical rights of a participant to be: the right to privacy and voluntary participation, anonymity and confidentiality. The consent of the institution must first be attained. This was done and the companies at hand also had the researcher sign an agreement, keeping company information private and the name of the company anonymous.

Respondents were assured of their privacy and that no identities will be disclosed. There will be no endangerment to physical or emotional harm. The researcher will at all times treat every respondent with respect and will under no circumstances try to influence the participant to change the outcome of the results.

The participants were assured that their personal information would be kept in the strictest confidence and their identities would not be disclosed. Information received from the participants would solely be used for the purpose of fulfilling the study requirements. Participation is voluntary and no participant will be victimised due to their participation.

3.5. STATISTICAL ANALYSIS

3.5.1. Data capturing

Respondents completed the web-based questionnaire and on completion of the survey, respondents submitted their survey electronically. All captured data were downloaded and a complete data sheet was sent to the North West Statistical Consulting Service for analysis.

3.5.2. Data analysis

The cross-sectional completed surveys as downloaded from SurveyMonkey were analysed at the North West Statistical Consulting Service with SPSS, version 23 (IBM Corp, 2016).

Frequencies, means and standard deviation on the sub-dimensions of creative leadership, reactive leadership, flourishing at work, perceived supervisor support and work burnout were calculated using descriptive statistics.

Relationships between the variables were assessed with Spearman's Rank Correlation Coefficient. Spearman's rho is used to discover the strength of a link between two sets of data. Spearman's Rank correlation coefficient is a technique which can be used to summarise the strength and direction of a relationship between two variables (Leard statistics).

Below 0.05% is the result of a product of change, where the hypothesis must then not be accepted. If above 0.1% the correlation did not occur by change, and is 99.9% confident.

3.5.3. Reliability

When evaluating or formulating a specific instrument, reliability and validity are two of the most important aspects to be considered. Reliability is concerned with the consistency of the particular instrument, while validity is concerned with systematic or consistent error.

Reliability and validity are statistical criteria used to assess whether the research provides a good measure of the reality. Dependability of a measuring instrument is determined by reliability, which is the extent to which the instruments yield the same result on repeated trial (Hayward, 2005:54).

Validity is the degree to which a questionnaire or survey actually measures what it intends to measure. A valid measure must be reliable, but a reliable measure is not necessarily valid. The degree of validity may change depending on the population used during the validation process (Steiner & Norman, 2003:146).

Mean inter-item correlation was also calculated as an additional measurement of reliability. Clark and Watson (1995:316) recommend that the average inter-item correlation falls in the range between 0.15 and 0.50. If one is measuring a broad, higher order construct such as extraversion, a mean correlation as low as 0.15 to 0.20 probably is desirable. For a valid measurement of a narrower construct such as talkativeness, a much higher mean inter-item correlation of between 0.40 and 0.50 is needed.

Reliability estimates evaluate the stability of measure, internal consistency of measurement instruments and inter-rated reliability of instrument scores. Internal consistency gives an estimate of the equivalence of sets of items from the same test. The coefficient of internal consistency provides an estimate of the reliability of measurement and is based on the assumption that items measuring the same construct should correlate. Cronbach's alpha is the most widely used method for estimating internal consistency. Cronbach's alpha is a function of the average inter-correlation of items and the number of items in the scale. (Kimberlin *et al.*, 2006:2277)

Cronbach's alpha determines the internal consistency of the measuring instrument. Alpha was developed by Lee Cronbach in 1951 to provide a measurement of the internal consistency of a test or scale; it is expressed as a number between 0 and 1. Internal consistency describes

the extent to which all the items in a test measure the same concept or construct and hence it is connected to the internal-relatedness of the items within the test (Cronbach, 1951).

There are different reports about the acceptable value of alpha, ranging from 0.50 to 0.90. A low value of alpha could be due to a low number of questions, poor interrelatedness between items or heterogeneous constructs. For example, if a low alpha is due to poor correlation between items, some should be revised or discarded (DeVellis, 2003).

For the purpose of this study, a Cronbach's alpha of >0.5 was considered as acceptable.

Cronbach's alpha is a measure used to assess the reliability or internal consistency of a set of scale or test items. A minimum of between 0.65 and 0.8 (or higher in many cases) is seen as reliable; coefficients that are less than 0.5 are usually unacceptable, especially for scales purporting to be uni-dimensional (Goforth, 2015).

3.5.4 Mean and Standard deviation

The mean is the most common measure of central tendency and serves as a "balance point" in a set of data. It is computed by adding together all the values in a data set and then dividing that sum by the number of values in the data set. It is represented by the symbol $\bar{X}$ (Tavakol & Dennick, 2011:136).

Standard deviation measures the "average" scatter around the mean – how larger values fluctuate above it and how smaller values fluctuate below it. It is represented by the symbol (S) (Tavakol & Dennick, 2011:136).

3.6 Correlation for dimensions and constructs

Correlation is a bivariate analysis; the strengths of association between two variables are measured. The value of the correlation coefficient varies between +1 and -1. Closer to ± 1 has the association of perfect degree between the variables. As the value gets closer to 0, the relationship between the two variables will be weaker (Statistical Solutions). Correlation can tell you something about the relationship between variables. It is used to understand:

- Whether the relationship is positive or negative
- The strength of relationship

Correlations between variables can be measured with the use of different indices (coefficients). The two most popular are: Pearson's correlation (r) and Spearman's rank correlation (rs). Pearson's r correlation is used to measure the degree of the relationship

between linear related variables. For a non-parametric test Spearman's rank correlation (ρ) is used to measure the degree of association between two variables.

This research project includes several variables, apart from calculating the mean and standard deviation of each of these variables for interpretation, the aim is to identify any correlation between the variables. The relationship between two variables is identified, where change in one variable is accompanied by predictable change and another variable is known as correlation (Bless *et al.*, 2000:153).

According to Field (2009:124), values of ± 0.1 indicate a small effect, ± 0.3 indicate a medium effect and ± 0.5 indicate a large effect.

3.7 Effect size

The p-value is a criterion of the significance of results obtained by means of statistical significance tests. The p-value gives the probability of the obtained value and could be obtained under the assumption that the null hypothesis is true (Ellis & Steyn, 2003:51).

A small p-value (<0.05) is considered as sufficient evidence that the result is of statistical significance (Ellis & Steyn, 2003:51).

Cohen's standards will be used to evaluate the correlation coefficient to determine the strength of the relationship between the variables. Practical significance is obtained by using the standardised difference between the means of two populations. This measure is called effect size. Guidelines for the interpretations of the effect size are provided by Cohen (1988) (as cited in Field, 2009:123):

- | | | |
|------------------|-----------|--------------------------------------|
| ○ Small effect: | $d = 0.2$ | (practically no difference) |
| ○ Medium effect: | $d = 0.5$ | (practically visible difference) |
| ○ Large effect: | $d = 0.8$ | (practically significant difference) |

In order to know whether a relationship between two variables is practically significant the Chi-square test is used (Ellis & Steyn, 2003:52). The guidelines for the interpretations of this effect size according to Cohen (1988):

- | | |
|------------------|-----------|
| • Small effect: | $w = 0.1$ |
| • Medium effect: | $w = 0.3$ |
| • Large effect: | $w = 0.5$ |

A relationship with $w \geq 0.5$ is considered practically significant.

3.10 Research hypotheses

The following research hypotheses are formulated for the purpose of this study:

Ha0: There is no relationship between perceived creative leadership and employee's ability to flourish.

Ha1: There is a statistically significant strong positive relationship between perceived creative leadership and employees' level of flourishing at work.

Hb0: There is no relationship between perceived reactive leadership and flourishing.

Hb1: Reactive leadership is inversely associated with flourishing.

Hc0: Perceived creative leadership is not related to perceived supervisor support.

Hc1: Perceived creative leadership is strongly and positively associated with perceived supervisor support.

Hd0: There is no relationship between perceived creative leadership and burnout.

Hd1: There is a statistically significant weak and inverse relationship between perceived creative leadership and burnout.

He0: There is no difference between gender groups in terms of any of the measured constructs.

He1: There is a difference between gender groups in terms of the measured constructs.

3.11 Summary

In this chapter the research methodology of the study was discussed. In the next chapter the result of the empirical study will be presented.

CHAPTER 4

4. EMPIRICAL RESULTS

4.1. Introduction

An overview on the research methodology applied in this study was provided in Chapter 3; research design, measuring instruments, effect size and participants used were described.

This chapter provides the results through statistical analysis on demographical information of the respondents, paying attention to the reliability and consistency of these results and identifying correlations indicating relationships between the variables researched.

Descriptive results on the concepts of creative leadership, levels of flourishing at work, perceived supervisor support, turnover intention and burnout followed. The results were obtained from the North-West University Statistical Consulting Services.

4.2. Goal of empirical study

In terms of the empirical study, the specific aims were to prove or disapprove the hypotheses as listed in Chapter 2 (2.6) and attain the objectives listed in Chapter 1 (1.4).

4.3. Characteristics of the targeted sample

4.3.1. Response rate

The aim was to collect the maximum amounts of completed questionnaires in a limited time frame. A total of 258 questionnaires of the 368 questionnaires distributed to the subordinates were completed, of which 5 were unusable and therefore a total of 253 unspoilt questionnaires were used.

4.3.2. Demographic data

4.3.3. Gender

In Figure 4-1 the illustration of gender distribution is visualised and it can be seen that of the 253 respondents, 131(51.8%) were male and 122 (48.2%) female; 5 were incomplete.

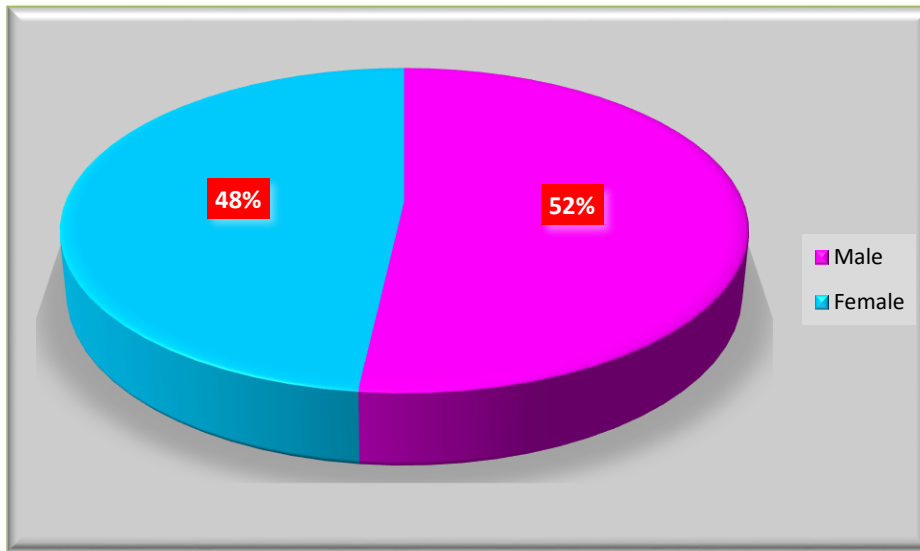


Figure 4-1: Respondents by gender (N:253)

4.3.4. Age

The respondents' ages ranged from 20 to 60+ years, with the majority in the age group 40 – 49 years. Figure 4-2 illustrates the distribution by age.

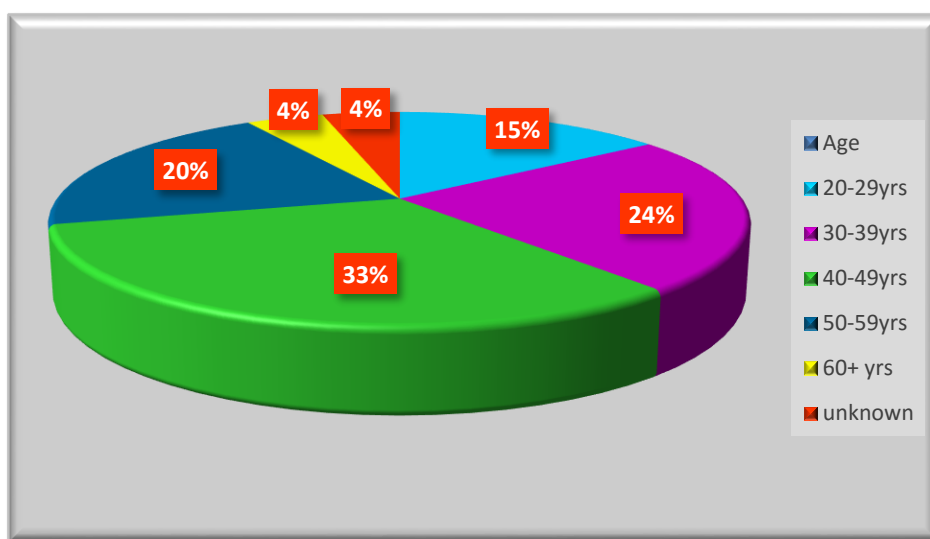


Figure 4-2: Respondents by age (N=253)

4.3.5. Race

From the 253 respondents, 201 (80%) were white, 20 (7.4%) were coloured, 13 (5%) were black and 5 (1.9%) were Asian. The other 14 (6%) were marked as other or unknown. Figure 4-3 illustrates the race representation of the respondents.

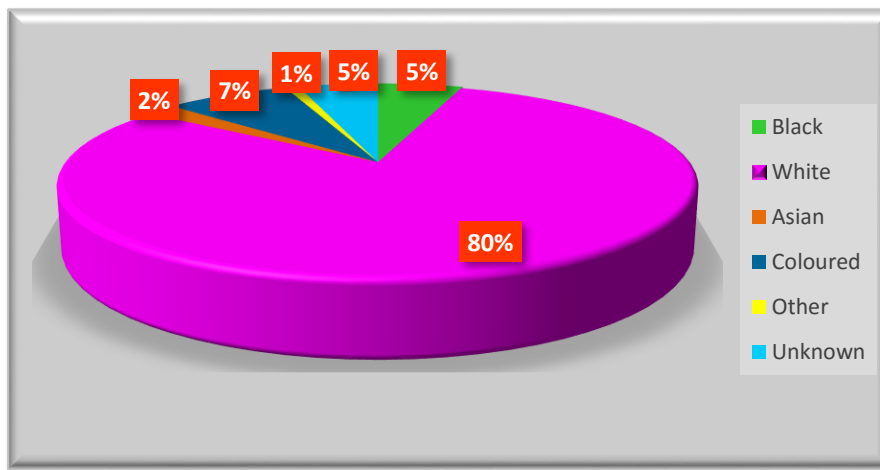


Figure 4-3: Respondents by Race (n=253)

4.3.5. Respondents department representation

An observation was made that the financial department contributed 32.4% to the overall response rate, followed by 17.8% from the grain department. The lowest response contribution was among the administrative and equipment department. Figure 4-4 illustrates the respondent representation as per department.

Comparing these response rates to the size of the specific department, we can see that 90.1% of the financial and credit department employees responded when calculating number of respondents compared to total number of employees in each department. The corporate service follows with a 68% of the sector responding with the administrative department having the lowest response of 22.6%.

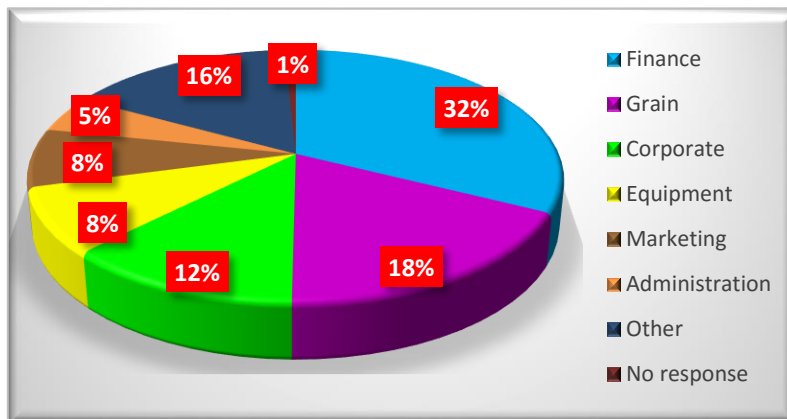


Figure 4-4: Department sector representation (n=253)

4.3.6. Post Level of Respondents

Most of the respondents are at post level 9 to 13 (Specialist / Junior Manager); that is 39.9%. The other 26.1% were post level 4 to 8 (Operational Manager), with 13% at post level 14 to 18 (Middle Manager). 11.4% of the respondents were at a different post allocation level or were unsure of post level allocation. Figure 4-5 illustrates the representation of post level by respondent.

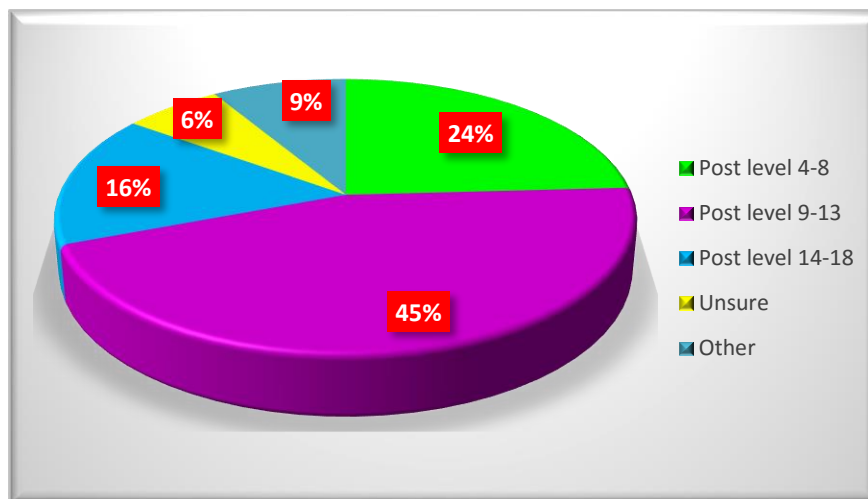


Figure 4-5: Post level of respondents (n=253)

4.4. DATA ANALYSIS

The Statistical Package for Social Science, SPSS23 (IBM Corp, 2016) was used to test the hypothesis.

The results from the empirical survey on creative / reactive leadership, using the Creative Competencies Scale, are presented in Table 4-1 below.

Findings of the assessments done by the subordinates will be listed per table and discussed per business department. The symbols used in these tables represent the following:

- n – The number of values or sample size or the number of respondents in the selected sample that completed the questionnaire, realise usable data (Levine *et al.*, 2008:97).
- Mean – The most common measure of central tendency, the balance point in the set of data, by adding together all the values in a data set and then dividing the sum by the number of values in the data set (Levine *et al.*, 2008:97). For this research the mean is the average score of the point scale of the questionnaire.
- STD – Levine *et al.* (2008:106) defined this as a simple measure of standard variation around the mean.
- ρ – Spearman Correlation
- Cohen's effect sizes:

Small effect:	$w = 0.1$
Medium effect:	$w = 0.3$
Large effect:	$w = 0.5$

Table 4-1 Creative Leadership Competencies

Possible answers		Frequency							Mean (X)	Standard Deviation (S)
		Strongly disagree	Somewhat Disagree	Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree		
Relating										
1	Manager forms warm & caring relationship	9%	7%	13%	15%	16%	19%	21%	5.58	2.34
2	Manager foster high-performance teamwork	8%	9%	11%	16%	18%	16%	22%	5.58	2.33
3	Manager engages with other; discover common ground.	7%	8%	13%	20%	20%	13%	18%	5.54	2.35
4	Manager develops others: mentoring & maintain	8%	8%	17%	15%	18%	17%	16%	5.46	2.43
5	Manager listen, engages in conflict & controversy, deals with others feelings.	10%	7%	14%	17%	18%	14%	21%	5.89	2.43
Mean Average for Relating		5.23	5.50	6.54	5.67	6.31	4.43	5.60		
Standard deviation for Relating		2.356	1.964	2.381	2.112	2.057	2.370	1.957		
Self Awareness										
6	Manager pursues service over self-interest	8%	10%	13%	13%	23%	16%	17%	5.50	2.39
7	Manager keeps a healthy balance between business & family	8%	9%	10%	16%	17%	18%	21%	6.00	2.42
8	Manager remain composed & calm in the midst of conflict; focused perspective	8%	8%	10%	14%	19%	22%	17%	5.73	2.32
9	Manager active interest in learning & personal & professional growth	9%	7%	11%	16%	19%	17%	22%	5.64	2.36
Mean Average for Self Awareness		5.50	5.33	6.53	6.39	6.64	4.37	5.73		
Standard deviation for Self Awareness		2.105	1.949	2.310	2.0210	1.406	2.178	1.944		
Authenticity										
10	Manager adheres to set values & principles	10%	7%	10%	16%	18%	21%	18%	5.67	2.35
11	Manager takes a tough stand & openly deals with difficult relationship problems	9%	7%	14%	17%	15%	20%	19%	5.48	2.38
Mean Average for Authenticity		5.31	5.51	6.33	5.92	6.07	4.12	5.68		
Standard Deviation for Authenticity		2.39165	2.084	2.678	2.420	1.734	2.403	1.856		
System Awareness										
12	Manager is service orientated; links his/her service to community & global welfare	7%	7%	12%	18%	18%	20%	18%	5.71	2.28
13	Manager focus on sustained long-term performance	10%	5%	13%	17%	16%	20%	20%	5.57	2.35
14	Manager thinks & acts from a whole system perspective	9%	6%	8%	19%	19%	22%	18%	5.66	2.26
Mean Average for System Awareness		5.4024	5.54	6.51	5.88	6.08	4.30	5.80		
Standard Deviation for System Awareness		2.272	1.983	2.500	2.432	1.794	2.376	1.798		
Achieving										
15	Manager thinks & plans rigorously & strategically	7%	8%	10%	18%	16%	20%	20%	5.71	2.30
16	Manager communicates clearly & models commitments to personal purpose & vision	9%	8%	14%	16%	16%	17%	18%	5.51	2.39
17	Manager is goal directed	9%	8%	9%	16%	18%	22%	19%	5.68	2.33
18	Manager has the ability to make decisions on time, & comfortable moving forward in uncertainty	9%	10%	11%	18%	14%	22%	17%	5.53	2.40
Mean Average for Achieving		5.31	5.47	6.56	5.91	6.06	4.66	5.61		
Standard deviation for Achieving		2.311	2.159	2.435	2.289	1.753	2.523	1.763		

Table 4-1 indicates that the means of all but two of the creative competency items, that are above 5.5 in the “Somewhat agree to Agree” range, while the mean of Question 7 (Manager keep a healthy balance between work & family), is the highest at 6.008 in the “Agree to Strongly Agree” range.

All the means are above 5.5, close to the midpoint of the scale, leading towards the positive side of the scale. Question 4 (manager develops others), has the smallest mean at 5.466.

16 of the 18 questions in CCL measured standard deviations above 2.3, with Question 5 (listens & engages in conflict) being the largest at 2.43. One of the questions measured below 2.3, namely Question 14 (think & acts) being the lowest at 2.26. None of the items could be considered outliers.

With regards to the mean of the respondents above 5.5, the results indicate that these respondents have the view that their leaders incorporate a style of creative leadership.

Table 4-2 Reactive Leadership Competencies

Reactive Competencies: Possible answers		Frequency							Mean (X)	Standard Deviation (S)
		Strongly	Somewhat Disagree	Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree		
Complying										
1	Manager thinks & acts conservatively & lives within the prescribed rules of the organisation	8%	4%	14%	19%	19%	19%	15%	5.5	2.32
2	Manager need to seek others for support & approval in order to feel secure & worthwhile as a person	20%	15%	18%	15%	11%	12%	9%	4.5	2.86
3	Manager gives away his / her power to others & to circumstances outside his / her control	20%	15%	12%	22%	11%	10%	7%	4.4	2.82
Mean Average for Complying		4.56	5.06	6.29	5.36	4.52	4.58	4.29		
Standard deviation for Complying		2.33	2.01	2.59	2.71	2.25	2.47	2.11		
Protecting										
4	Manager has the tendency to project a large ego	33%	18%	12%	10%	12%	7%	8%	3.9	3.04
5	Manager has a tendency to take a critical, questioning & somewhat cynical attitude	33%	16%	12%	13%	12%	7%	7%	4.0	3.03
6	Manager has a tendency to establish a sense of personal worth & security through withdrawal, being superior & remaining aloof	31%	17%	10%	17%	9%	8%	8%	4.1	3.01
Mean Average for Protecting		3.89	4.13	5.70	4.88	3.12	3.66	3.17		
Standard deviation for Protecting		2.85	2.55	3.20	2.93	2.89	2.78	2.74		
Controlling										
7	Manager need to attain flawless results & perform to extremely high standards in order to feel secure & worthwhile as a person	21%	19%	15%	16%	13%	7%	8%	4.3	2.88
8	Manager is in overdrive. Belief that worth & security is tied to accomplishing a great deal through hard work	33%	16%	12%	12%	12%	6%	8%	4.0	3.02
9	Manager needs to get ahead, move up in the organisation & be better than others. Overly self-centred & competitive	27%	17%	12%	12%	13%	7%	11%	4.3	3.03
1	Manager has a tendency to be forceful, aggressive & controlling. Worth is measured through comparison	39%	14%	7%	9%	13%	9%	9%	4.0	3.16
Mean Average for Controlling		3.97	4.58	5.63	4.92	3.27	3.33	3.59		
Standard deviation for Controlling		2.72	2.57	3.08	2.92	2.75	2.37	2.64		

Table 4-2 indicates that the means of all but two of the 10 reactive leadership competency items, that are above 4 in the “neutral to somewhat agree” range, while the mean of Question

19 (manager thinks & acts conservatively), is the highest at 5.59 in the “somewhat agree to agree” range.

All the means are above 4, close to the midpoint of the scale. Question 22 (manager seeks others’ support & approval to feel secure & worthwhile), has the smallest mean at 3.996.

9 of the 10 questions in RCL measured standard deviations between 2.8 and 3.2, with Question 19 (manager thinks & acts conservatively) being the smallest at 2.32. None of the items could be considered outliers.

With regards to the mean of the respondents clustering around 4 (neutral), the results indicate that these respondents have the view that their leaders do not exhibit a style of reactive leadership.

Table 4-3 Flourishing at Work (FAWS-SF)

Flourishing at Work (FAWS)		Frequency (Standardised Scale – 7 point)								Mean (X)	Standard Deviation (S)
		Never	Once a Month	Twice a Month	Three x a month	Once a Week	Twice a Week	Every Day			
Possible answers: During the past month at work, how often did you feel.....											
Emotional well-being											
1	Feel happy	6%	14%	18%	22%	20%	19%				
2	Feel upset	11%	27%	19%	19%	14%	8%		5.09	2.38	
3	I experience satisfaction with my job	6%	8%	14%	25%	27%	17%		4.37	2.69	
Mean Average for Emotional		4.80	4.64	5.86	5.07	5.19	4.63	4.64			
Standard deviation for Emotional		2.13	2.41	2.57	2.34	2.09	1.79	2.06			
Psychological well-being											
4	I do my job the way I think is could best be done	4%	5%	9%	20%	30%	30%		5.28	2.22	
5	I am good at managing the responsibilities of my job	6%	6%	8%	20%	32%	30%		5.76	1.93	
6	I experienced warm & trusting relationships with others at work	5%	9%	11%	22%	27%	25%		5.87	1.87	
7	I find myself learning often	5%	11%	15%	21%	23%	23%		5.43	2.13	
8	My work makes a difference to the world	5%	10%	10%	20%	27%	26%		5.29	2.26	
9	My work serves a greater purpose	5%	8%	10%	20%	29%	24%		5.51	2.14	
10	I focus a great deal of attention on my work	3%	4%	8%	17%	29%	36%		5.90	1.83	
11	I am enthusiastic about my job	5%	7%	13%	23%	29%	22%		5.50	2.09	
12	I am energised when I work	5%	10%	16%	27%	23%	17%		5.28	2.27	
Mean Average for Psychological		5.48	5.35	6.51	5.56	5.54	5.36	5.42			
Standard deviation for Psychological		1.93	1.77	2.06	2.15	2.00	1.39	1.65			
Social well-being											
13	I have something important to contribute to my organisation	5%	7%	9%	20%	29%	28%		6.13	2.10	
14	I feel that I belong to this organisation	6%	7%	11%	22%	23%	29%		5.52	2.16	
15	This organisation is becoming a better place for people like me	9%	12%	13%	23%	22%	20%		5.15	2.40	
16	People in this organisation are basically good	6%	7%	15%	24%	24%	21%		5.33	2.22	
17	The way my organisation works, makes sense to me	6%	6%	15%	27%	26%	19%		5.41	2.19	
Mean Average for Social		5.30	5.18	5.95	5.62	5.55	5.53	3.40			
Standard deviation for Social		2.11	1.94	1.93	1.97	1.34	1.84	0.28			

Table 4-3 indicates that the means of all but two of the flourishing at work items, that are above 5 in the “twice a week” range, while the mean of Question 13 (I feel I contribute to my organisation), is the highest at 6.138 in the “everyday” range.

All the means are above 5, leading towards the positive side of the scale. Question 2 (how often do I feel upset?), has the smallest mean at 4.372.

16 of the 17 questions in FAWS measured standard deviations between 1.8 and 2.3 with Question 2 (how often do I feel upset) being the largest at 2.6941. The question measuring

the lowest is Question 10 (focus a great deal of attention on my work). None of the items could be considered outliers.

With regards to the mean of the respondents above 5, the results indicate that these respondents are flourishing at their work.

Table 4-4 Perceived Supervisor Support

Perceived Supervisor Support: Possible Answers		Frequency (Standardised Scale)							Mean	Standard deviation
		Very Strongly disagree	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Very Strongly agree		
E1	My manager takes pride in accomplishments		9%	13%	18%	27%	28%		4.91	2.46
E2	My manager really cares about my well-being		11%	16%	25%	23%	22%		4.65	2.59
E3	My manager strongly considers my goals & values		12%	17%	24%	27%	18%		4.62	2.64
E4	My manager is willing to help me if I need help		9%	12%	19%	26%	32%		4.96	2.42
Mean Average for PSSE		4.87	4.26	5.71	3.60	4.92	4.583	5.01		
Standard deviation for PSSE		2.50	2.14	2.74	1.66	2.31	2.97	2.31		

Table 4-4 indicates that the means of all dimensions of perceived supervisor support is below 5, in the “neutral” / “agree” range. The average of perceived supervisor support is the highest in the “disagree” range. The lowest standard deviation is 1.66 in the “neutral” range. None of the items could be considered outliers.

With regards to the mean of the respondents above 5.7, in the disagree range the results indicate that these respondents do not perceived their supervisors as supportive.

Table 4-5: Burnout at work

Burnout: Possible Answers		Frequency (Standardised scale – 7 point)							Mean (X)	Standard deviation (S)
			Always	Often	Sometimes	Seldom	Never			
Work Burnout: Physical										
F1	I feel worn out at the end of the working day		14%	23%	42%	14%	5%		4.05	2.76
F2	I am exhausted in the morning at the thought of another day at work		7%	12%	29%	31%	19%		4.74	2.45
F3	I feel every working hour is tiring me		7%	10%	29%	34%	19%		4.87	2.41
Mean Average for Physical WBO		4.66	4.15	5.53	3.60	4.61	5.39	4.56		
Standard deviation for Physical WBO		2.38	2.45	2.43	1.59	2.40	2.23	2.10		
Work Burnout: Social										
F4	I do not have enough energy for family & friends during leisure times		17%	31%	28%	16%	6%		3.94	2.84
Work Burnout: Emotional										
F5	My work is emotionally exhausting		10%	15%	40%	20%	13%		4.39	2.58
F6	My work frustrates me		6%	12%	30%	28%	26%		4.65	2.43
F7	I feel burned out because of my work								4.78	2.43
Mean Average for Emotional WBO		4.48	4.20	5.30	3.63	4.71	5.29	4.46		
Standard deviation for Emotional WBO		2.49	2.40	2.83	2.04	2.69	2.35	2.24		

Table 4-5 indicates that the means of all the dimensions of work burnout range between 3 “often” and 4 “sometimes”. The highest mean averages for both emotional and physical burnout is in the “often” range. The lowest standard deviation is 1.59 and 2.04 and therefore none of the items were considered outliers.

The results therefore indicate that the respondents are experiencing relatively high levels of work burnout.

4.5 RELIABILITY AND VALIDITY

A reliable survey results in consistent information while a valid survey produces accurate results. Content validity has been established to ensure that the items included in the measure adequately represent the universe of questions that could have been asked (Weiner, 2007:22). Therefore, it is important to consider the study’s measurement adequacy.

4.5.1 Validity

Validity is the extent to which the interpretations of the results of a test are warranted, which depends on the particular use the test is intended to serve (Kimberlin & Winterstein, 2006:2276).

4.5.2 Reliability

For the purpose of this study, a Cronbach's alpha of >0.65 was considered acceptable. The Cronbach's alpha values of all measuring instruments are above 0.65, which indicates that these measuring instruments are very reliable.

4.6. Descriptive statistics

4.7. Correlation coefficient

The coefficient of correlation measures the relative strength of a linear relationship between two numerical variables. The values of the coefficient of correlation range from -1 for a perfect negative correlation to +1 for a perfect positive correlation (Levine *et al.*, 2008:167).

Table 4-6: Descriptive statistics: reliability factor

Dimension	Cronbach's Alpha	Mean	Standard deviation
CCL			
Relating	0.96	5.55	2.23
Self-awareness	0.88	5.72	2.09
Authenticity	0.92	5.58	2.27
System awareness	0.93	5.65	2.19
Achieving	0.94	5.61	2.20
RCL			
Complying	0.79	4.87	2.36
Protecting	0.93	4.06	2.89
Controlling	0.92	4.23	2.78
FAWS			
Emotional FAW	0.81	4.91	2.16
Social FAW	0.94	5.57	1.88
Psychological FAW	0.97	5.51	2.02
PSSE			
Employee performance	0.96	4.79	2.42
Motivation	0.96	4.91	2.46
Goals	0.96	4.65	2.59
Training	0.96	4.62	2.64
WBO			
Physical	0.94	4.61	2.29
Social	0.95	3.94	2.83
Emotional	0.93	4.52	2.47

Psychological flourishing in the flourishing at work measuring instrument measured the second highest dimension with a Cronbach's alpha measurement of 0.97.

In the above section the reliability of the all instruments used are considered highly acceptable for the criteria provided. This enables the study to evaluate the results obtained with this survey, comparing the results and exploring any possible relationships between dimensions and constructs.

4.7.1 Spearman's Rank Order Correlation (rho) between the dimensions of creative leadership and flourishing at work.

Spearman's Correlation Coefficient were used to determine the nature and strength of the correlations between the levels of the CCL, RCL, FAWS-SF, PCSS & WBO and the demographical information of the responses. Table 4-7 below summarises the main findings of the correlation analysis.

Table 4-7: Spearman's rank order correlations between creative leadership and flourishing at work

Spearman's rho correlation between the dimensions of creative leadership & flourishing at work	N=253 P=0	Creative leadership	Relating	Self-awareness	Authenticity	System awareness	Achieving	Flourishing	Emotional flourishing	Psycho= logical flourishing	Social flourishing
Creative leadership	Spearman	1	0.88	0.88	0.89	0.90	0.89	0.66	0.63	0.63	0.64
Relating	Spearman		1	0.86	0.67	0.67	0.68	0.71	0.67	0.67	0.69
Self-awareness	Spearman			1	0.69	0.70	0.68	0.70	0.65	0.65	0.70
Authenticity	Spearman				1	0.90	0.88	0.51	0.51	0.50	0.40
System awareness	Spearman					1	0.89	0.52	0.58	0.49	0.49
Achieving	Spearman						1	0.51	0.51	0.49	0.47
Flourishing	Spearman							1	0.80	0.95	0.94
Emotional flourishing	Spearman								1	0.72	0.71
Psychological flourishing	Spearman									1	0.83
Social flourishing	Spearman										1

0.00 to 0.19 "very weak"
 0.20 to 0.39 "weak"
 0.40 to 0.59 "moderate"
 0.60 to 0.79 "strong"
 0.80 to 1.0 "very strong"

As a statistical measure, it indicates the strength of the monotonic relationship between data. The closer this value is to +1 the stronger the monotonic relationship.

Correlation is an effect size and thus can verbally be described as the strength of the correlation using the following guide for the absolute value (Bland, 2000):

- 0.00 to 0.19 "very weak"
- 0.20 to 0.39 "weak"
- 0.40 to 0.59 "moderate"

- 0.60 to 0.79 “strong”
- 0.80 to 1.0 “very strong”

Table 4-7 Is statistical evidence that **creative leadership** is statistically significantly and positively **correlated with flourishing**; hypothesis Ha1 is supported.

- **Very strongly** to all dimensions of creative leadership **relating, self-awareness, authenticity, system awareness and achieving.**
- **Very strongly** to **flourishing.**
- **Strong** to all the dimensions of flourishing, **emotional flourishing, psychological flourishing and social flourishing.**

Relating is statistically, significantly and positively correlated:

- **Very strong** to **self-awareness.**
- **Strong** to **authenticity, system awareness and achieving.**
- **Strong** to **flourishing, emotional flourishing, psychological flourishing and social flourishing.**

Self-awareness is statistically, significantly and positively correlated:

- **Strong** to **authenticity, system awareness and achieving.**
- **Strong** to **flourishing, emotional flourishing, psychological flourishing and social flourishing.**

Authenticity is statistically, significantly and positively correlated:

- **Very strong** to **system awareness and achieving.**
- **Moderate** to **flourishing, emotional flourishing, psychological flourishing and social flourishing.**

System awareness is statistically, significantly and positively correlated:

- **Very strong** to **achieving.**
- **Moderate** to **flourishing, emotional flourishing, psychological flourishing and social flourishing.**

Flourishing is statistically, significantly and positively correlated:

- **Very strong** to **emotional flourishing, psychological flourishing and social flourishing.**

Emotional flourishing is statistically, significantly and positively correlated:

- Strong to psychological flourishing and social flourishing.

Psychological flourishing is statistically, significantly and positively correlated:

- Very strong to social flourishing.

There is a positive and significantly strong relationship between creative leadership and its components. All of the creative leadership components correlate with flourishing at work. **Hypothesis Ha1** is supported. The only two that shows moderate correlation is authenticity and system awareness, but these have little impact on the well-being of an employee. Relating and self-awareness of a leader will significantly impact the well-being of an employee as can be seen above; this indicates that the instruments are reliable and results are logical and explainable.

It can be concluded that there is a statistically, significant and positive strong relationship between the overall perceptions of perceived creative leadership and the measure of flourishing at work in the organisation.

Table 4-8: Spearman's rank order correlations between reactive leadership and flourishing at work

Spearman's rho correlation between the dimensions of Reactive leadership & Flourishing at Work		Reactive leadership	Complying	Protecting	Controlling	Flourishing	Emotional flourishing	Psychological flourishing	Social flourishing
Reactive leadership	Spearman	1	0.72	0.95	0.96	0.26	0.23	0.25	0.26
Complying	Spearman		1	0.59	0.61	0.30	0.32	0.30	0.28
Protecting	Spearman			1	0.91	0.21 0.002	0.19 0.002	0.20 0.001	0.23 0.000
Controlling	Spearman				1	0.27 0.000	0.24 0.000	0.26 0.000	0.28 0.000
Flourishing	Spearman					1	0.83	0.95	0.94
Emotional flourishing	Spearman						1	0.72	0.70
Psychological flourishing	Spearman							1	0.83
Social flourishing	Spearman								1

- 0.00 to 0.19 "very weak"
- 0.20 to 0.39 "weak"
- 0.40 to 0.59 "moderate"
- 0.60 to 0.79 "strong"
- 0.80 to 1.0 "very strong"

Table 4-8 is statistical evidence that **reactive leadership** is statistically significantly weakly correlated with flourishing

Complying is statistically, significantly and positively correlated:

- Weak to flourishing, emotional well-being, psychological well-being and social well-being.

Protecting is statistically, significantly and positively correlated:

- Weak to flourishing, emotional well-being, psychological well-being and social well-being.

Controlling is statistically, significantly and positively correlated:

- Weak to flourishing, emotional well-being, psychological well-being and social well-being.

It can be concluded that there is a statistically, significant weak relationship between the overall perceptions of perceived reactive leadership and the measure of flourishing at work in the organisation. Therefore, Hypothesis Hb1 is supported.

Table 4-9: Spearman's rank order correlations between creative leadership and perceived supervisor support

Spearman's rho correlation between the dimensions of creative leadership & perceived supervisor support		Creative leadership	Relating	Self-awareness	Authenticity	System awareness	Achieving	Perceived supervisor support	Perceived supervisor support (employee performance)	Perceived supervisor support (motivation)	Perceived supervisor support (goals)	Perceived supervisor support (training)
Creative leadership	Spearman	1	0.88	0.88	0.89	0.90	0.89	0.17 0.004	0.12 0.56	0.19 0.002	0.12 0.014	0.17 0.005
Relating	Spearman		1	0.86	0.67	0.67	0.68	0.14 0.024	0.07 0.246	0.16 0.246	0.16 0.010	0.14 0.260
Self-awareness	Spearman			1	0.69	0.70	0.68	0.11 0.065	0.05 0.405	0.13 0.030	0.07 0.246	0.11 0.062
Authenticity	Spearman				1	0.90	0.88	0.17 0.006	0.10 0.093	0.19 0.002	0.14 0.26	0.16 0.008
System awareness	Spearman					1	0.89	0.15 0.012	0.10 0.101	0.17 0.005	0.11 0.077	0.15 0.014
Achieving	Spearman						1	0.17 0.005	0.14 0.020	0.18 0.003	0.12 0.040	0.16 0.008
Perceived supervisor support	Spearman							1	0.81	0.79	0.75	0.89
Perceived supervisor support (employee performance)	Spearman								1	0.86	0.83	0.75
Perceived supervisor support (motivation)	Spearman									1	0.80	0.83
Perceived supervisor support (goals)	Spearman										1	0.80
Perceived supervisor support (training)	Spearman											1

0.19 "very weak"
0.20 to 0.39 "weak"
0.60 to 0.59 "moderate"
0.60 to 0.79 "strong"
0.80 to 1.0 "very strong"

Table 4-9 is statistical evidence that **perceived supervisor support** is significantly and positively correlated with its **dimensions**:

- **Very strong** to **perceived supervisor support: employee performance, self-awareness** and **perceived supervisor support: training**.
- **Strong** to **perceived supervisor support: motivation** and **perceived supervisor support: goals**.
- **Very weak** to **creative leadership, relating, self-awareness, authenticity, system awareness** and **achieving**.

Table 4-9 Is Statistical evidence that **perceived creative leadership** do not positively correlate with **perceived supervisor support**.

There is a positive and significant relationship between perceived supervisor support and its components. None of the creative leadership components correlate with perceived supervisor support. Therefore, Hypothesis *Hd1* is not supported.

Table 4-10: Spearman's rank order correlations between creative leadership and work burnout

Spearman's rho correlation between the dimensions of creative leadership & work burnout		Creative leadership	Relating	Self-awareness	Authenticity	System awareness	Achieving	Work burnout	Work burnout (physical)	Work burnout (emotional)
Creative leadership	Spearman	1	0.88	0.88	0.89	0.90	0.89	0.23	0.19	0.25
Relating	Spearman		1	0.86	0.67	0.67	0.68	0.21	0.16	0.28
Self-awareness	Spearman			1	0.69	0.70	0.68	0.20	0.15	0.28
Authenticity	Spearman				1	0.90	0.88	0.21	0.17	0.28
System Awareness	Spearman					1	0.89	0.20	0.18	0.17
Achieving	Spearman						1	0.19	0.16	0.17
Work burnout	Spearman							1	0.96	0.82
Work burnout (physical)	Spearman								1	0.72
Work burnout (emotional)	Spearman									1

0.19 "very weak"
0.20 to 0.39 "weak"
0.61 to 0.59 "moderate"
0.60 to 0.79 "strong"
0.80 to 1.0 "very strong"

Table 4-10 is statistical evidence that **creative leadership** is statistically significantly weakly correlated with **work burnout**.

- **Weak** to **work burnout, physical burnout** and **emotional burnout**.

Relating is statistically, significantly and weakly correlated:

- **Very weak** to **physical burnout**.

- Weak to work burnout and emotional burnout.

Self-awareness is statistically, significantly and weakly correlated:

- Very weak to physical burnout.
- Weak to work burnout and emotional burnout.

Authenticity is statistically, significantly and weakly correlated:

- Very weak to physical burnout.
- Weak to work burnout and emotional burnout.

System awareness is statistically, significantly and weakly correlated:

- Very weak to physical burnout.
- Weak to work burnout and emotional burnout.

Achieving is statistically, significantly and very weakly correlated:

- Very weak to physical burnout and emotional burnout.
- Weak to work burnout.

There is a significantly weak relationship between creative leadership and work burnout. *Hypothesis Hd1* is contradicted.

It can be concluded that there is a statistically, significant weak relationship between the overall perceptions of perceived creative leadership and the measure of burnout at work in the organisation. Therefore *Hypothesis Hd1* is not supported.

4.8. EFFECT SIZES

4.8.1 Gender comparison

From the 253 participants, 122 were females and 131 were males. Table 4-14 summarises the main findings.

Table 4-11 Effect size gender comparison

Dimension	Gender	Mean	Standard deviation	Effect size	p-value
Creative leadership	Female	5.7596	1.94848	0.13	0.292
	Male	5.4962	2.02018		
Relating	Female	5.7204	2.04676	0.08	0.508
	Male	5.5445	2.17422		
Self-awareness	Female	5.6590	2.15417	0.09	0.589
	Male	5.4565	2.31334		
Authenticity	Female	5.7971	2.03795	0.07	0.160
	Male	5.6546	2.15560		
System awareness	Female	5.7869	2.18363	0.17	0.131
	Male	5.3855	2.34567		
Achieving	Female	5.8689	2.06130	0.18	0.319
	Male	5.4529	2.30350		
Reactive leadership	Female	5.7520	2.11241	0.12	0.656
	Male	5.4752	2.29692		
Complying	Female	4.4492	2.50828	0.05	0.304
	Male	4.3053	2.61864		
Protecting	Female	5.0328	2.23644	0.12	0.910
	Male	4.7277	2.46923		
Controlling	Female	4.0847	2.87370	0.01	0.776
	Male	4.0433	2.92481		
Flourishing	Female	4.2848	2.78820	0.04	0.690
	Male	4.1851	2.78950		
Emotional flourishing	Female	5.4889	1.92975	0.05	0.709
	Male	5.3920	1.92276		
Psychological flourishing	Female	4.9672	2.17693	0.05	0.668
	Male	4.8651	2.16609		
Social flourishing	Female	5.6248	1.89632	0.05	0.742
	Male	5.5225	1.88631		
Turnover intension	Female	5.5574	2.05209	0.04	0.671
	Male	5.4733	2.00249		

Cohen's Effect Sizes (1988)

- Small effect: $w = 0.1$
- Medium effect: $w = 0.3$
- Large effect: $w = 0.5$

There is a small effect between gender groups in terms of any of the following constructs: Creative leadership; system awareness; achieving; reactive leadership and protecting. Therefore, hypothesis *He1* is supported.

4.8. DISCUSSION

The primary research objective was to conceptualise the relationship between the dimension of perceived creative leadership and flourishing at work.

Empirically, a strong statistically significant relationship exists between perceived creative leadership and flourishing at work.

Where high levels of creative leadership exist in a company it would lead to a supportive organisational culture; an ideal environment in which to effectively operate and a firm foundation for building an engaged and productive workforce (Worral & Cooper, 2014:15). Considering the high levels of flourishing measured in this sample, the current empirical results confirm that a flourishing workforce is an engaged workforce (Diedericks, 2012:140). This study also confirmed that creative (innovative) leadership is a predictor of flourishing at work (Rautenbach & Rothmann, In press).

Innovation, meaningfulness and transparency in the business at all levels of infrastructure are linked to high levels of creative leadership (Apostolidou, 2012:2). Creative Leadership ensuring the survival and thriving of the company in times of rampant change (Puccio *et al.*, 2013:2). Considering the South African news of the last year with all the problems and challenges faced by the agricultural and mining industry, we can with confidence say that creative leadership ensures that companies survive and even flourish in these challenging times, for your employees are the heart of the company and they exhibit high levels of flourishing at work.

Creative leadership stimulates a sustainable future (Robinson, 2011:305) and sustainable business (IBM, 2015:26). There will be less outdated approaches and stagnation (IBM, 2010:3); an ideal environment for even generation Y to flourish in. This future generation desires an organisational culture where they can constantly learn and be challenged (Brown *et al.*, 2014:18). Results from the empirical research showed equal flourishing in all age categories. High levels of creative leadership ensure that the company can be competitive on global front (Apostolidou, 2012:16).

A company where creative leadership dominates will constantly re-innovate, based on internal and external feedback and it will therefore have no need for radical change (Pinnow, 2011:233).

High levels of flourishing at work will lead to employees showing adaptive characteristics (Lyubomirsky *et al.*, 2005). The empirical results showed that the strong positive relationship between creative leadership dimensions, namely relating and achieving, correspond with both social and psychological flourishing. Therefore, the results confirm that the sample that has been tested, flourishes in changing circumstances.

Organisational commitment and citizenship are related to flourishing employees (Fisher, as cited in Swart & Rothmann, 2012:494). This would be the case as the sample measured very

high in social flourishing; further research can be done on turnover intention and organisational commitment.

Creative leadership promotes outcomes such as thriving at work, interpersonal flourishing, virtuous behaviour, positive emotions and energising networks. Especially in trying times, this kind of leadership is essential if organisations are to flourish (Cameron, 2010: 51).

No correlation was found between perceived creative leadership and perceived supervisor support. This can be attributed to managers having a straight approach of making demands, negotiating and arriving at an agreement; not playing games of psychological seduction (Pinnow, 2011:148). Creative leaders encourage everyone to use their creative energy that yearns to be developed and implement their own high potential action.

Motivation is essentially a form of external support (Sprenger, 1999:24). It is intended to combat the spectre of inner resignation that haunts companies. External effort to motivate can often hinder employees' inner drive, as they signal mistrust and a lack of respect (Pinnow, 2011:142). Considering the fact that employees are psychologically flourishing at work we can assume that there is no need for supervisor motivation.

Employees are most creative when they are intrinsically motivated, as extrinsic motivation cannot propel a person to be passionate about their work, in fact, it can lead them to feel bribed and controlled (Apostolidou, 2012:14).

There is a weak correlation between perceived creative leadership and burnout. This was a highly unexpected empirical result. Literature confirmed this relationship as Schaufeli *et al.* (1996) found empirical evidence of a connection. Many factors influence creative leadership and burnout, but the correlation between the two is yet under-researched. Commitment and productivity of companies are determined by employee engagement. Employee engagement can lead to employee burnout (Schwartz, 2015).

Task demand and innovation, both good and relevant, are difficult and effort-intensive (Eckert *et al.*, 1999:24). The hard work from innovation and employee engagement can have a physiological impact on people forcing them towards work addiction. Competitive environment, unfavourable home environment and perfectionism can all increase this workaholic culture (Liang & Chu, as cited in Burke *et al.*, 2015:175).

High levels of flourishing were another unexpected empirical result. Previous research done by Rothmann (2011) found that only 12.2% of the general population of South Africa is flourishing.

Contribution to the body of knowledge on the relationship between perceived creative leadership and flourishing:

- From the results above there is a strong and positive relationship between perceived creative leadership and flourishing at work as was indicated. This is an important finding of the study. As far as my knowledge goes, no previous research has been done on this relationship. This is an ideal basis for future studies to investigate the nature of this relationship.
- Respondents experienced their leaders as creative and not reactive, and tested high on the Flourishing at Work Scale; this strengthens the above-mentioned relationship findings between the two constructs.
- There is a lack of perceived supervisor support and respondents experience relatively high levels of work burnout.

During the information age, an organisation capable of transforming itself is the best strategic weapon on the market (Kanter, as cited in Pinnow, 2011:34).

4.9. SUMMARY

The results of the research performed, with reference to the set research objectives and methodology followed in obtaining the data, including the interpretation thereof, were presented in this chapter. For this study 410 questionnaires were distributed and within the allocated time frame 253 were submitted online.

The measuring instruments were divided into biographical and empirical sections. The analysis of the biographical and background data instruments covered variables namely gender, age group, race, organisational level and organisational department. The participants consisted of 52% males and 48% females.

Cronbach's alpha was set at 0.6, but all measurement of the instruments ranged above it. Therefore, it can be said that all the instruments used measured high internal consistency and can be deemed reliable.

The next and final chapter contains the conclusion and recommendations.

CHAPTER 5

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

Chapter 4 provided deductions from the theoretical objectives; empirical research with interpretation and discussions regarding all the variables.

The last chapter considers the rejection or acceptance of the predicted hypotheses; limitations of the study are listed and recommendations for future research and management are proposed.

5.2. BACKGROUND TO RESEARCH

Most organisations have been subject to new and increasing global competition, with low cost; internet based business models making it imperative for organisations to become more competitive, differentiated and add extra value (Insync surveys, 2015:3). Creativity is the result of a complex cognitive equation and a permanent divergent / convergent questioning. Organisations have to focus on the importance of creativity of leaders and the organisation evolving in a permanent changing world (Vetillart, 2014:52).

Organisational leadership is the most important aspect of organisational creativity and innovation dynamics of their greatest asset, namely human capital. Organisations need to find ways to unleash the productivity and innovation within – tap into their brilliance, creativity and potential. No organisation can transform and renew itself unless the creative leader puts the process in motion and sustain it (Agbor, 2008:43). The employees will flourish and become more creative if they feel supported and see the creative leadership example of their managers. Corporate culture, working climate and trustworthy leadership are essential to welcome creative collaborative experiences (Vetillart, 2014:52).

Organisations need to pay attention to the support given to their employees, as supervisor support and organisational support strongly correlate with increased job satisfaction, positive mood, reduced stress, employee commitment, retention and performance – all which contribute to the company's bottom line (CCL, 2011:10). Initiating creative internal experiences strengthen relationships between individuals and the organisation to which they belong (Vetillart, 2014:53).

From Chapter 4 it can be concluded that most of the employees in managing roles exhibit creative leadership competencies, but reactive leadership competencies still measure very strong. Generally, the employees are flourishing at work and are committed to their organisation, and are planning to stay in their current positions. They experience their supervisors as supportive and do not exhibit unusually high levels of burnout.

In the research done by CCL (2011), although employees' responses were positive concerning supervisor support, they did identify issues to be addressed for the benefit of maintaining these results. Role overload, asking too much, office politics and strength of the economic position of the organisation were emphasised. It's true that people can be happy, but still feel overloaded often leading to family conflict (CCL, 2011).

Often downsizing, restructuring and affirmative action are seen as the only option for companies in South Africa to survive the economical and global challenging times. The aim is to improve employees' level of flourishing, and increase the supervisor support given, as well as allow leaders not to follow a specific leadership style but to become creative in their own unique approach during these challenging times. This will lower burnout and turnover intention. All of this will, on the long run, benefit the company to become competitive, innovative and to flourish.

The agricultural industry, as with all other industries, are under enormous pressure for quite some time, particularly with remaining competitive in a global market.

Creative leadership requires leaders to reduce the level of disconnection between themselves and employees. It measures how you achieve results, bring out the best in others, lead with vision, enhance your own development, act with integrity and courage and improve organisational systems (creative leadership competencies & The reactive leadership style). There are 5 dimensions:

- Relating
- Self-awareness
- Authenticity
- System awareness
- Achieving

Organisations have to rely on the unique intellectual and personal strength of their employees to remain competitive. It is important to get employees to do good work whilst work-life balance and burnout is at the order of the day. Employees who flourish at work, are 7 times more engaged at work (Rothmann, 2015).

5.3. CONCLUSIONS MADE FROM FINDINGS

The primary, broad objective of this research was to examine the relationship between creative leadership competencies and flourishing at work in a corporate environment. The empirical results showed that perceived creative leadership, with all its dimensions, have a very strong relationship with employees' level of flourishing at work.

5.4. HYPOTHESIS ACCEPTANCE OR REJECTION

Ha1: *There is a statistically significant strong positive relationship between perceived creative leadership and employees' level of flourishing at work.* There is a positive and significantly strong relationship between creative leadership and its components. All of the creative leadership components correlate with flourishing at work. Hypothesis Ha1 is supported and can be accepted.

Hb1: *Reactive leadership is weakly associated with flourishing.* It can be concluded that there is a statistically, significant weak relationship between the overall perceptions of perceived reactive leadership and the measure of flourishing at work in the organisation.

Hc1: *Perceived creative leadership is strongly and positively associated with perceived supervisor support.* There is no correlation between perceived creative leadership components and perceived supervisor support, therefore Hc1 is not supported.

Hd1: *There is a statistically significant inverse relationship between perceived creative leadership and burnout.* It can be concluded that there is a statistically, significant positive weak relationship between the overall perceptions of perceived creative leadership and the measure of burnout at work in the organisation. Therefore, Hypothesis Hd1 is not supported.

He1: *There is a difference between gender groups in terms of the measured constructs.* There is a small difference between gender groups in terms of some of the measured constructs. Therefore, hypothesis He1 is supported.

5.4.1. Main findings

Employees in the sample perceived their leaders as exhibiting a creative leadership style. Employees in this sample are flourishing at that point in time and that there is a correlation between the two concepts. A concern for this researcher is the high levels of work burnout that the sample experienced at that point in time.

The relationship between perceived creative leadership and work burnout was unexpected. This is of some concern as a creative leadership style is innovative and the environment people live in is constantly changing; there is no opportunity for employees to settle in and stagnate, but this constant unexpected change can also lead to work burnout.

High levels of perceived creative leadership as mentioned in Chapter 2 ensure the following:

- Human & social capital development
- Supportive environment
- Promote individual initiative
- Promotes integration (teamwork)
- Invite disruptive innovation
- Nurtures a healthy, evolving environment
- Adaptable to change

High levels of flourishing at work, as mentioned in Chapter 2, is a form of “human capital” that can provide a competitive edge for organisations. Contributes positively to the functioning and outcomes of organisation (Ryde & Sofainer. 2014). Employees with high levels of flourishing are less likely to resign from their jobs, resulting in lower turnover for the organisation (Swart. 2012). These employees also experience higher levels of mental health and positive functioning in life (Keyes. 2007). As they function well both psychologically and socially (Keyes & Annas. 2009), family or friend events are not cancelled due to work. Feeling and functioning well at work also ensure for more adaptive behaviour.

From the above, the relationship between perceived creative leadership and flourishing at work can be detected. The findings also emphasise the importance of having both present in an organisation.

5.4.2. Interpretations from descriptive study:

Gender has been identified from the study as not having any influence regarding the correlation between creative leadership and high levels of flourishing at work.

5.5. LIMITATIONS

- As this is a cross-sectional study: longitudinal and experimental the causality could not be proved.
- As a convenience sample was used from two organisations, generalisability of the results is not the aim of the research.
- The sample was not representative of all races, as participants were mainly white Afrikaans speaking people.
- The questionnaire on flourishing and work burnout is self-report questionnaires and therefore the results depend on the opinion of the respondent and may not be factually correct.

5.6. FUTURE RESEARCH

The following future research is suggested:

- A need exists for future research to identify the direction of the relationship between perceived creative leadership and flourishing. Creative leadership is a developmental challenge. The greatest challenge is the pace of change and complexity of the challenges faced and ensuring team members of different nationalities, different cultural values flourish at work.
- Utilizing creative leadership and generation Y new skills like adaptability, self-awareness, boundary spanning, collaborative and network thinking, in a way to lower turnover intention. Ensuring effective attraction and engagement of generation Y workforce in order not to hamper organisational competitiveness.
- Information technology and the environment have shaped the way generation Y views the world and their expectations of the workplace, a creative leader must be able to comprehend this and use it effectively to ensure they flourish at work.
- The relationship between creative leadership and burnout and possible variables on this relationship should be investigated.
- To determine if the significance difference between leaders' creative leadership ability can be linked to each department's financial performance in each industry.
- To determine whether agricultural and mining companies in South Africa insist on their leaders becoming more creative in their interaction with each employee, as subordinates perceived them.
- To determine what the impact of burnout and perceived psychological safety are on flourishing of the businesses holistically.

- To do a comparison between private, public, family and corporate level of flourishing at work and creative leadership.

5.7. RECOMMENDATION

It is evident that creative leadership will ensure higher levels of employees flourishing at work, but at the same time the high work burnout levels are of great concern.

- Training in creative leadership: for leaders' ability to leverage creativity and innovation, it depends largely on leaders' ability to inspire. Improving your inspirational ability ultimately starts with inspiring oneself. Attend a leadership creativity seminar (The Leadership Circle) as the above questionnaire only measured the category perceived as dominant.
- Boundaries of the optimum level of creative leadership to ensure flourishing and curb work burnout must be identified.
- Management can counteract turnover intentions through creative leadership by providing the ideal opportunities for development of each employee.
- Accommodate generation Y: Leaders must have a mind shift change, generation Y is very innovative, constantly exposed to new opportunities and enjoy change. Leaders will have to ensure this new generation flourishes through creative leadership and that turnover intention is managed and focus more on employees' flourishing and curb turnover or manage it better.
- Allow others to evaluate your dimensions of flourishing, therefore behaviours associated with flourishing must be identified.

5.8. SUMMARY

This study added new empirical and literature value to the research and management fields, as perceived creative leadership and its relationship to levels of flourishing at work have never before been researched. The positive results ensure that further research are encouraged.

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ADDENDUM A: DECLARATION FROM LANGUAGE EDITOR

RENTIA MYNHARDT

BCom (UNISA)



SA Translators' Institute (SATI)

Membership number: 1002605

PO Box 6986, FLAMWOOD 2572

*Cellphone: 082 7717 566 *E-mail: rmynhardt@vodamail.co.za*

Reference number: CR1
Date: 2016/11/18

To whom it may concern,

LANGUAGE EDITING

This letter serves as proof that the following document was submitted for language editing in November 2016:

Author: Charlene Roos
Document type: Mini-Dissertation: MBA (NWU)
Title: EXPLORING THE RELATIONSHIP BETWEEN CREATIVE LEADERSHIP AND FLOURISHING EMPLOYEES

I applied all reasonable effort to identify errors and made recommendations about spelling, grammar, style and punctuation.

I attempted to be consistent regarding language usage and presentation.

The bibliography was also checked and corrections were made where necessary.

I confirmed the content as far as possible, but cannot be held responsible for this as all facts could not be confirmed. This remains the responsibility of the author.

Thank you very much.

Kind regards.

Rentia Mynhardt

ADDENDUM B: ETHICAL APPROVAL CERTIFICATE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Higher Degree Administration
Tel: 018-299 2626
Email: 21711542@nwu.ac.za

28 July 2016

Dear Ms Roos

REGISTRATION OF TITLE

At the recent Faculty Board meeting, the faculty of Economic and Management Sciences approved your title as follows:

Exploring the relationship between creative leadership and flourishing employees

The abovementioned title may under no circumstances be changed without consulting your supervisor/promoter and obtaining the approval from the Faculty Board.

Should you wish to submit for examination, please inform your supervisor. Upon approval of your supervisor

Dates of submission of copies for examination:

- 1 April to 30 April 2016 to qualify for the September/October 2016 graduation ceremony
- 17 October to 18 November for the May 2017 graduation ceremony

Should you neglect to submit by 18 November 2016, the possibility exists that you will not qualify to graduate in May 2017. You will then be required to register again for 2017 to qualify for the next graduation ceremony in September/October 2017.

Your attention is drawn to the following publications / web addresses:

1. A Rules: http://www.nwu.ac.za/webfm_send/60147
2. Manual for Postgraduate Studies:
<http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/library/documents/manualpostgrad.pdf>

We wish you a pleasant and successful period of study.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'N Pretorius'.

Ms N Pretorius
FOR CAMPUS REGISTRAR

Original details: (1051217) C:\Users\10512167\Desktop\Title registration.docx
9 March 2015

File reference: 7.1.15.1

ADDENDUM C: COVER LETTER OF QUESTIONNAIRE

Dear Participant

You are hereby invited to participate in a research study which is in partial fulfilment of the requirements for my Master's Degree in Business Administration and Governance at the Northwest University. It is an internationally accredited degree that requires adherence to strict ethical standards as a prerequisite to conduct this research. Participation is voluntary at all times. Your inputs are anonymous; it is not possible for the researcher to trace any inputs back to a particular respondent. All information will be treated as strictly confidential and will be used for academic purposes only.

Your participation in this study will help me to understand the influence of leadership creativity on employees flourishing level at work. It will take not more than approximately 15 minutes to complete the questionnaire. Your input is of great value to this research and I appreciate your help in providing this information. If you have any queries regarding this study you are welcome to contact me, Charlene Roos, by using the following email address: artzrosece@gmail.com.

GENERAL INSTRUCTIONS

1. Please answer all questions by selecting ONE option per question. Please mark the applicable option with a cross (X)
2. There are no right or wrong answers; I am only interested in what you think about the question at this particular moment.

Turn to the next page please.

ADDENDUM D: PERMISSION FOR THE STUDY

LETTER OF APPROVAL TO CONDUCT AN ACADEMIC RESEARCH

STRICTLY CONFIDENTIAL

Dear Sir / Madam

24 August 2016

Re: REQUEST TO CONDUCT AN ACADEMIC RESEARCH WITH EMPLOYEES OF YOUR ORGANISATION

My name is Charlene Roos and I am currently a registered final year MBA student at the Potchefstroom Business School at the North-West University. As partial fulfilment of my MBA degree I am conducting a research project for my dissertation. The title of my research dissertation is "Exploring the relationship between Creative Leadership and Flourishing Employee."

The purpose of this research is to ascertain the influence of leadership creativity on employee's flourishing levels. The value of this research will be advantageous to all companies – management will be able to determine if there are employee's who are not flourishing and how leadership creativity can influence productivity.

I hereby request permission to conduct the research by approaching your firm's employees. The research will be done using the attached questionnaire. Please take note that confidentiality and anonymity will be ensured, and that the research will be conducted purely for academic purposes. It will take roughly 15 minutes to complete the questionnaire, with your kind approval. I would appreciate it if your department arranging the distribution of the attached questionnaires to all your employees. The complete questionnaires, with the signed permission letter must be returned to me at artzrosece@gmail.com on or before 30 August 2016.

Permission is granted (please tick appropriate box)



Signature: Banard Designation: Talent Manager Date: 2016-08-30

I thank you for your time and effort to conduct this research.

Yours faithfully

Charlene Roos

Email: artzrosece@gmail.com

Mobile: + (27)72-343-1984

ADDENDUM E: QUESTIONNAIRE IN ENGLISH

SECTION A

A1: Please state the year in which you were **born**

Please mark the applicable block with a cross (X).

A2	Gender	Male	1	Female	2
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A3	Race:	Black	1	White	2	Asian	3	Coloured	4	Other	5
-----------	--------------	--------------	----------	--------------	----------	--------------	----------	-----------------	----------	--------------	----------

A4	ORGANISATIONAL LEVEL	Upper-middle management	1
		Executive	2
		Middle management	3
		Top management	4
		Professional (Individual Contributor)	5
		First line manager	6
		Unsure	7

SECTION B:

	1 (Strongly disagree)	2	3	4	5	6	7 (Strongly agree)
B1. My manager shows interest in and ability to form warm, caring relationships.	1	2	3	4	5	6	7
B2. My manager has the ability to foster high-performance teamwork among team members who report to him/her, across the organization, and within teams in which s/he participates.	1	2	3	4	5	6	7
B3. My manager engages with other in a manner that allows the parties involved to discover common ground	1	2	3	4	5	6	7
B4. My manager has the ability to develop others through mentoring, and maintaining growth-enhancing relationships.	1	2	3	4	5	6	7
B5. My manager listens, engages in conflict and controversy, deals with the feelings of others, and manages his/her feelings.	1	2	3	4	5	6	7
B6. My manager pursues service over self-interest, where the need for credit and personal ambition is far less important than creating results – which serve a common goal.	1	2	3	4	5	6	7

B7: My manager has the ability to keep a healthy balance between business and family, activity and reflection, work and leisure – the tendency to be self-renewing, and handle the stress of life without losing the self.	1	2	3	4	5	6	7
B8: My manager's ability, in the midst of conflict and high-tension situations, is to remain composed and centred, and to maintain a calm, focused perspective.	1	2	3	4	5	6	7
B9: My manager demonstrates a strong and active interest in learning and personal and professional growth. S/he actively and reflectively pursues growing in self-awareness, wisdom, knowledge and insight.	1	2	3	4	5	6	7
B10: My manager adheres to the set values and principles that s/he espouses; that is, how well s/he can be trusted to "walk his/her talk."	1	2	3	4	5	6	7
B11: My manager is willing to take a tough stand, bring up the "undiscussable" (risky issues the group avoids discussing), and openly deals with difficult relationship problems.	1	2	3	4	5	6	7
B12: My manager is service orientated; links his/her legacy to service of community and global welfare.	1	2	3	4	5	6	7
B13: My manager has the ability to achieve results in a way that maintains or enhances the overall long-term effectiveness of the organisation. It measures how well s/he balances human/technical resources to sustain long-term high performance.	1	2	3	4	5	6	7
B14: My manager thinks and acts from a whole system perspective as well as the extent to which s/he makes decisions in light of the long-term health of the whole system.	1	2	3	4	5	6	7
B15: My manager thinks and plans rigorously and strategically to ensure that the organisation will thrive in the near and long-term.	1	2	3	4	5	6	7
B16: My manager clearly communicates and models commitment to personal purpose and vision.	1	2	3	4	5	6	7
B17: My manager is goal directed and has a track record of goal achievement and high performance.	1	2	3	4	5	6	7
B18: My manager's ability to make decisions on time, and the extent to which s/he is comfortable moving forward in uncertainty.	1	2	3	4	5	6	7

B19: My manager thinks and acts conservatively, follows procedure, and lives within the prescribed rules of the organization which s/he is associated with.	1	2	3	4	5	6	7
B20: My manager's need to seek others' support and approval in order to feel secure and worthwhile as a person.	1	2	3	4	5	6	7
B21: My manager gives away his/her power to others and to circumstances outside his/her controls.	1	2	3	4	5	6	7
B22: My manager's tendency to project a large ego – behaviour that is experienced as superior, egotistical, and self-centred.	1	2	3	4	5	6	7
B23: My manager has a tendency to take a critical, questioning, and somewhat cynical attitude	1	2	3	4	5	6	7
B24: My manager has a tendency to establish a sense of personal worth and security through withdrawal, being superior and remaining aloof, emotionally distant and above it all.	1	2	3	4	5	6	7
B25: My manager's need to attain flawless results and perform to extremely high standards in order to feel secure and worthwhile as a person.	1	2	3	4	5	6	7
B26: My manager is in overdrive. It is a measure of his/her belief that worth and security is tied to accomplishing a great deal through hard work.	1	2	3	4	5	6	7
B27: My manager needs to get ahead, move up in the organisation, and be better than others. Overly self-centred and competitive.	1	2	3	4	5	6	7
B28: My manager has a tendency to be forceful, aggressive and controlling. Worth is measured through comparison, that is, having more income, achieving a higher position, being seen as a most/more valuable contributor, gaining credit, or being promoted.	1	2	3	4	5	6	7

SECTION C

	NEVER					EVERY DAY
<i>During the past month at work, how often did you feel.....</i>	1	2	3	4	5	6
C1. feel happy?	1	2	3	4	5	6
C2. feel upset?	1	2	3	4	5	6
C3. experience satisfaction with your job?	1	2	3	4	5	6
C4. you can do your job the way you think it could best be done?	1	2	3	4	5	6
C5. good at managing the responsibilities of your job?	1	2	3	4	5	6
C6. that you experienced warm and trusting relationships with others at work?	1	2	3	4	5	6
C7. find yourself learning often?	1	2	3	4	5	6
C8. that your work makes a difference to the world?	1	2	3	4	5	6
C9. that the work you do serves a greater purpose?	1	2	3	4	5	6
C10. focus a great deal of attention on your work?	1	2	3	4	5	6
C11. become enthusiastic about your job?	1	2	3	4	5	6
C12. feel energised when you work?	1	2	3	4	5	6
C13. feel you had something important to contribute to this organisation?	1	2	3	4	5	6
C14. feel you really belong to this organisation?	1	2	3	4	5	6
C15. feel this organisation is becoming a better place for people like you?	1	2	3	4	5	6
C16. feel that people in your organisation are basically good?	1	2	3	4	5	6
C17. feel that the way your organisation works, makes sense to you?	1	2	3	4	5	6

SECTION D

	Strongly disagree				Strongly agree
D1. I am actively looking for other jobs	1	2	3	4	5
D2. I feel that I could leave this job	1	2	3	4	5
D3. If I was completely free to choose I would leave this job	1	2	3	4	5

SECTION E

	Strongly disagree				Strongly agree
E1. My manager takes pride in accomplishments.	1	2	3	4	5

E2. My manager really cares about my well-being.	1	2	3	4	5
E3. My manager strongly considers my goals and values.	1	2	3	4	5
E4. My manager is willing to help me if I need help.	1	2	3	4	5

SECTION F

F1. Do you feel worn out at the end of the working day?	Always	Often	Sometimes	Seldom	Never
F2. Are you exhausted in the morning at the thought of another day at work?	Always	Often	Sometimes	Seldom	Never
F3. Do you feel every working hour is tiring you?	Always	Often	Sometimes	Seldom	Never
F4. Do you have enough energy for family & friends during leisure times?	Always	Often	Sometimes	Seldom	Never
F5. Is your work emotionally exhausting?	Always	Often	Sometimes	Seldom	Never
F6. Does your work frustrate you?	Always	Often	Sometimes	Seldom	Never
F7. Do you feel burn out because of your work?	Always	Often	Sometimes	Seldom	Never

ANNEXURES F: QUESTIONNAIRE (AFRIKAANS)

Liewe deelnemer

Hiermee word u uitgenooi om deel te neem aan 'n navorsingstudie vir die gedeeltelike nakoming van die vereistes vir my Meestersgraad in Bedryfsadministrasie (MBA) aan die Noordwes-Universiteit. Dit is 'n internasionaal geakkrediteerde graad wat die nakoming vereis van streng etiese standaarde as 'n voorvereiste om hierdie navorsing te beheer. Deelname is te alle tye vrywillig. U insette sal anoniem bly; dit is geensins vir die navorser moontlik om enige terugvoering terug te spoor na 'n spesifieke deelnemer nie. Alle inligting sal as streng vertroulik hanteer word en sal slegs vir akademiese doeleindes gebruik word.

U deelname aan hierdie studie sal my help om die invloed wat leierskapskreatiwiteit op werknemers se vermoë het om by die werk te floreer, te verstaan. Dit sal nagenoeg 15 minute neem om die vraelys te voltooi. U insette is waardevol vir hierdie navorsing en ek waardeer regtig u hulp met die verskaffing van die inligting. Indien daar enige vrae rakende hierdie studie is, is u welkom om my, Charlene Roos, te kontak by die volgende e-posadres: artzrosece@gmail.com

ALGEMENE INSTRUKSIES

1. Beantwoord asseblief alle vrae deur EEN opsie per vraag te kies. Merk die betrokke antwoord met 'n kruisie (X).
2. Daar is geen regte of verkeerde antwoorde nie; ek stel slegs belang in dit wat u dink oor die vraag op daardie spesifieke oomblik.

Blaai asseblief om na die volgende bladsy.

AFDELING A

A1: Dui asb. die jaar aan waarin u **gebore** is

Merk asb. die toepaslike blokkie met 'n kruisie (X)

A2	Geslag	Manlik	1	Vroulik	2
-----------	---------------	---------------	----------	----------------	----------

A3	Ras	Swart	1	Wit	2	Indiër	3	Kleurling	4	Ander	5
-----------	------------	--------------	----------	------------	----------	---------------	----------	------------------	----------	--------------	----------

A4	ORGANISASIEVLAK	Hoër middelvlakbestuur	1
		Uitvoerend	2
		Middelvlakbestuur	3
		Topbestuur	4
		Professioneel (Individuele bydraer)	5
		Eerstelynbestuurder	6
		Onseker	7

AFDELING B:

	Stem glad nie saam nie	2	3	4	5	6	Stem beslis saam
B1. My bestuurder stel daarin belang en het die vermoë om hartlike, deernisvolle verhoudings te kweek.	1	2	3	4	5	6	7
B2. My bestuurder het die vermoë om hoëprestasie spanwerk aan te moedig onder spanlede wat aan hom / haar rapporteer; regdeur die organisasie asook binne die spanne waaraan hy / sy deel het.	1	2	3	4	5	6	7
B3. My bestuurder skakel met ander op 'n manier wat die betrokke partye toelaat om gemeenskaplike gronde te ontdek.	1	2	3	4	5	6	7
B4. My bestuurder het die vermoë om mense te ontwikkel deur mentorskap en die bevordering van verhoudings.	1	2	3	4	5	6	7
B5. My bestuurder luister, is betrokke by konflik en geskille, handel met ander se gevoelens en bestuur sy / haar gevoelens.	1	2	3	4	5	6	7
B6. My bestuurder volg 'n uitkyk van "diens bo selfbelang" waar die behoefte aan krediet en persoonlike ambisie by verre minder belangrik is as om resultate te lewer – dien dieselfde doel.	1	2	3	4	5	6	7
B7. My bestuurder het die vermoë om 'n gesonde balans te handhaaf tussen besigheid en familie, aktiwiteite en besinning, werk en ontspanning – die neiging om selfvernuwend te wees en om stres te hanteer sonder om die self te verloor.	1	2	3	4	5	6	7
B8: My bestuurder kan bedaard en toegespits bly en het die vermoë om kalm en gefokus te bly te midde van konflik en situasies wat hoë spanning tot gevolg het.	1	2	3	4	5	6	7

B9: My bestuurder demonstreer 'n sterk en aktiewe belangstelling in kennis en persoonlike en professionele groei. Hy / sy streef aktief en nadenkend na die groei in selfbewustheid, wysheid, kennis en insig.	1	2	3	4	5	6	7
B10: My bestuurder beoefen die stel waardes en beginsels wat hy ondersteun, m.a.w. hoeveel hy / sy vertrou kan word om die “daad by die woord” te voeg.	1	2	3	4	5	6	7
B11: My bestuurder is bereid om standpunt in te neem, om die “onbespreekbare” aan te roer (kwessies wat vermy word vir bespreking deur die groep) en om openlik moeilike verhoudingsprobleme te hanteer.	1	2	3	4	5	6	7
B12: My bestuurder is diensgeoriënteerd; koppel sy / haar nalatenskap aan diens aan die gemeenskap en globale welsyn.	1	2	3	4	5	6	7
B13: My bestuurder het die vermoë om resultate te behaal op 'n manier wat die algemene langtermyn doeltreffendheid van die organisasie onderhou of verbeter. Dit bepaal hoe goed hy / sy menslike en tegniese hulpbronne balansseer om hoogstaande langtermyn prestasie aan te moedig.	1	2	3	4	5	6	7
B14: My bestuurder dink en tree op uit 'n totale stelselperspektief en neem besluite na aanleiding van die langtermyn gesondheid van die hele stelsel.	1	2	3	4	5	6	7
B15: My bestuurder dink en beplan streng en strategies om te verseker dat die organisasie op kort- en langtermyn sal floreer.	1	2	3	4	5	6	7
B16: My bestuurder kommunikeer en stel 'n duidelike voorbeeld van sy / haar verbintenis met persoonlike doelwitte en visie.	1	2	3	4	5	6	7
B17: My bestuurder is doelgerig en het 'n verwysingsrekord van die bereiking van doelwitte en goeie prestasies.	1	2	3	4	5	6	7
B18: My bestuurder het die vermoë om tydige besluite te neem is gemaklik om vorentoe te beweeg te midde van onsekerheid.	1	2	3	4	5	6	7

	Stem glad nie saam nie	2	3	4	5	6	Stem beslis saam
B19: My bestuurder dink en tree konserwatief op, volg prosedure en leef binne die voorgeskrewe reëls van die organisasie waarmee hy / sy geassosieer word.	1	2	3	4	5	6	7
B20: My bestuurder het ander se ondersteuning en goedkeuring nodig alvorens hy / sy veilig kan voel en waardig as mens.	1	2	3	4	5	6	7
B21: My bestuurder gee van sy / haar mag weg aan ander en aan omstandighede buite sy / haar beheer.	1	2	3	4	5	6	7
B22: My bestuurder is geneig tot 'n groot ego – optrede wat gesien word as verwaand, egosentries en selfgesentreerd.	1	2	3	4	5	6	7
B23: My bestuurder is geneig tot 'n kritiese, agterdogtige en ietwat siniese houding.	1	2	3	4	5	6	7
B24: My bestuurder het die geneigdheid om 'n persoonlike waarde en sekuriteit daar te stel deur onttrekking, 'n meerderwaardige houding, teruggetrokkenheid, emosionele afsydigheid en om verhewe te wees bo alles.	1	2	3	4	5	6	7
B25: My bestuurder moet foutlose resultate bereik en volgens geweldige hoë standaarde presteer om veilig te voel en waardig as mens.	1	2	3	4	5	6	7
B26: My bestuurder is in die vinnigste rat. Dit is 'n maatstaf van sy / haar geloof dat waardigheid en sekuriteit gekoppel word aan die bereiking van groot hoogtes deur harde werk.	1	2	3	4	5	6	7
B27: My bestuurder moet altyd een stappie voor wees, vordering maak in die organisasie en beter wees as ander. Hy / sy is oor-selfgesentreerd en kompetend.	1	2	3	4	5	6	7
B28: My bestuurder is geneig om kragtig en aggressief te wees en om alles te wil beheer. Waarde word gemeet deur middel van vergelyking – dit is om 'n hoër inkomste te hê, 'n beter posisie te beklee, die beste en mees waardevolle bydraer te wees, krediet te kry of om bevorder te word.	1	2	3	4	5	6	7

AFDELING C

	Nooit	2	3	4	5	Daaglik
<i>In ag genome die afgelope maand by die werk, hoe gereeld ...</i>	1	2	3	4	5	6
C1. Het u gelukkig gevoel?	1	2	3	4	5	6
C2. Was u ontsteld?	1	2	3	4	5	6
C3. Het u bevrediging ervaar in u werk?	1	2	3	4	5	6
C4. Het u gevoel dat u u werk doen op die beste manier wat dit gedoen kan word?	1	2	3	4	5	6
C5. Het u gevoel dat u goed is in die bestuur van die verantwoordelikhede rondom u werk?	1	2	3	4	5	6
C6. Het u gevoel dat u hartlike en betroubare verhoudings met persone by die werk ervaar?	1	2	3	4	5	6
C7. Het u gevoel dat u nuwe dinge leer?	1	2	3	4	5	6
C8. Het u gevoel dat u werk 'n verskil in die wêreld maak?	1	2	3	4	5	6
C9. Het u gevoel dat die werk wat u doen bydra tot 'n groter doel?	1	2	3	4	5	6
C10. Het u in 'n groot mate aandag aan u werk spandeer en daarop gefokus?	1	2	3	4	5	6
C11. Was u geesdriftig / entoesiasies oor u werk?	1	2	3	4	5	6
C12. Het u vol energie gevoel wanneer u werk?	1	2	3	4	5	6
C13. Het u gevoel dat u iets belangriks het om by te dra tot hierdie organisasie?	1	2	3	4	5	6
C14. Het u gevoel dat u werklik by hierdie organisasie hoort?	1	2	3	4	5	6
C15. Het u gevoel dat hierdie organisasie 'n beter plek word vir mense soos u?	1	2	3	4	5	6
C16. Het u gevoel dat mense in u organisasie basies goeie mense is?	1	2	3	4	5	6
C17. Het u gevoel dat die wyse waarop u organisasie werk, sinvol is?	1	2	3	4	5	6

AFDELING D

	Stem glad nie saam nie	2	3	4	Stem beslis saam
D1. Ek soek aktief na ander werk	1	2	3	4	5
D2. Ek voel asof ek hierdie werk kan verlaat	1	2	3	4	5
D3. As ek totaal vry kan wees om te kies, sal ek kies om hierdie werk te verlaat	1	2	3	4	5

AFDELING E

	Stem glad nie saam nie	2	3	4	Stem beslis saam
E1. My bestuurder is trots op prestasies	1	2	3	4	5
E2. My bestuurder gee regtig om vir my welsyn	1	2	3	4	5
E3. My bestuurder oorweeg my doelwitte en waardes ten sterkste	1	2	3	4	5
E4. My bestuurder is gewillig om te help wanneer ek hulp nodig het	1	2	3	4	5

AFDELING F

F1. Voel u uitgeput aan die einde van die werksdag?	Altyd	Gereeld	Soms	Selde	Nooit
F2. Voel u al uitgeput in die oggende slegs by die gedagte aan nog 'n dag by die werk?	Altyd	Gereeld	Soms	Selde	Nooit
F3. Voel u dat elke werksuur u uitput?	Altyd	Gereeld	Soms	Selde	Nooit
F4. Het u genoeg energie tydens ontspanningstye saam met vriende en familie?	Altyd	Gereeld	Soms	Selde	Nooit
F5. Is u werk emosioneel uitputtend?	Altyd	Gereeld	Soms	Selde	Nooit
F6. Frustreer u werk u?	Altyd	Gereeld	Soms	Selde	Nooit
F7. Voel u uitgebrand as gevolg van u werk?	Altyd	Gereeld	Soms	Selde	Nooit

ANNEXURES G: QUESTIONNAIRE EXPLANATION

No	Question Type	Question	Creative Leadership	Relating	Self Awareness	Authenticity	Systems Awareness	Achieving
B		SECTION B: CREATIVE LEADERSHIP COMPETENCIES						
ReLc1	N	My manager show interest in & ability to form warm, caring relationships.	X	X				
ReLc2	N	My manager has the ability to foster high-performance teamwork among team members who report him/her, across the organisation, and within teams in which s/he participates.	X	X				
ReLc3	N	My manager engages with other in a manner that allows the parties involved to discover common ground.	X	X				
ReLc4	N	My manager has the ability to develop others through mentoring, and maintaining growth-enhancing relationships.	X	X				
ReLc5	N	My manager listens, engages in conflict and controversy, deals with the feelings of others, and manages his/her feelings.	X	X				
SaLc6	N	My manager pusues service over self-interest, where the need for credit & personal ambition is far less important than creating results- which serve a common goal.	X	X				
SaLc7	N	My manager has the ability to keep a healthy balance between business & family, activity & reflection, work & leisure - the tendency to be self-renewing, & handle the stress of life without losing the self.	X	X				
SaLc8	N	My manager's ability, in the midst of conflict & high-tension situations, is to remain composed & centred, & to maintain a calm, focused perspective.	X	X				
SaLc9	N	My manager demonstrates a stong & active interest in learning & personal & professional growth. S/he actively & reflectively pursues growing in self-awareness, wisdom, knowledge & insight.	X	X				
AuLc10	N	My manager adheres to the set values & principles that s/he espouses; that is, how well s/he can be trusted to "walk his/her talk."	X		X			
AuLc11	N	My manager is willing to take a tough stand, bring up the "undiscussable"(risky issues the group avoids discussing), & openly deals with difficult relationship problems.	X		X			
SwLc12	N	My manager is service oreintated; links his/her legacy to service of community & global welfare.	X			X		
SwLc13	N	My manager has the ability to achieve results in a way that maintains or enhances the overall long-term effectiveness of the organisation. It measures how well s/he balances human/technical resources to sustain long-term high performance.	X			X		
SwLc14	N	My manager things & acts from a whole system perspective as well as the extent to which s/he makes decisions in light of the long-term health of the whole system.	X			X		
AcLc15	N	My manager thinks & plans rigorously & strategically to ensure that the organisation will thrive in the near & long-term.	X				X	
AcLc16	N	My manager clearly communicates & models commitment to personal purpose & vision.	X				X	
AcLc17	N	My manger is goal directed & has a track record of goal achievement & high performance.	X				X	
AcLc18	N	My manager's ability to make decisions on time, & the extent to which s/he is comfortable moving forward in uncertainty.	X				X	

No	Question Type	Question	Reactive Leadership	Complying	Protecting	Controlling
B		SECTION B: THE REACTIVE LEADERSHIP STYLE				
CoLc19	N	My manager thinks & acts conservatively, follows procedures & lives within the prescribed rules of the organisation which s/he is associated with	X	X		
CoLc20	N	My manager's need to seek others's support & approval in order to feel secure & worthwhile as a person.	X	X		
CoLc21	N	My manager gives away his/her power to others & to circumstances outside his/her control.	X	X		
ProLc22	N	My manager's tendency to project a large ego - behaviour that is experienced as superior, egotistical, & self-centred.	X		X	
ProLc23	N	My manager's tendency to take a critical, questioning, & somewhat cynical attitude.	X		X	
ProLc24	N	My manager has a tendency to establish a sense of personal worth & security through withdrawal, being superior & remaining aloof, emotionally distant & above it all.	X		X	
Ctrlc25	N	My manager's need to attain flawless results & perform to extremely high standards in order to feel secure & worthwhile as a person.	X			X
Ctrlc26	N	My manager in in overdrive. It is a measure of his/her belief that worth and security is tied to accomplishing a great deal through hard work.	X			X
Ctrlc27	N	My manager needs to get ahead, move up in the organisation, & be better than others. Overly self-centred & competitive.	X			X
Ctrlc28	N	My manager has a tendency to be forceful, aggressive & controlling. Worth is measured through comparison, that is, having more income, achieving a higher position, being seen as a most valuable contributor, gaining credit, or being promoted.	X			X

No	Question Type	Question	FLOURISHING	EMOTIONAL	PSYCHOLOGICAL	SOCIAL
C		SECTION C: FLOURISHING AT WORK SCALE				
EmFAWS1	N	How often did you feel happy?	X	X		
EmFAWS2	R	How often did you feel upset?	X	X		
EmFAWS3	N	How often did you experience satisfaction with our job?	X	X		
PsyFAWS4	N	How often did you feel you can do your job the way you think it could best be done?	X		X	
PsyFAWS5	N	How often did you feel you are good at managing the responsibilities of your job?	X		X	
PsyFAWS6	N	How often did you feel that you experienced warm & trusting relationships with others at work?	X		X	
PsyFAWS7	N	How often did you find yourself learning?	X		X	
PsyFAWS8	N	How often did you feel that your work makes a difference to the world?	X		X	
PsyFAWS9	N	How often did you feel that the work you do serves a greater purpose?	X		X	
PsyFAWS10	N	How often did you focus a great deal of attention on your work?	X		X	
PsyFAWS11	N	How often did you become enthusiastic about your job?	X		X	
PsyFAWS12	N	How often did you feel energised when you work?	X		X	
SoFAWS13	N	How often did you feel you had something important to contribute to this organisation?	X			X
SoFAWS14	N	How often did you feel you belong to this organisation?	X			X
SoFAWS15	N	How often did you feel this organisation is becoming a better place for people like you?	X			X
SoFAWS16	N	How often did you feel that people in your organisation are basically good?	X			X
SoFAWS17	N	How often did you feel that the way your organisation works, makes sense to you?	X			X

No	Question Type	Question	PERCEIVED SUPERVISOR SUPPORT	EMPLOYEE PERFORMANCE	GOALS	MOTIVATION	TRAINING
E		SECTION E: PERCEIVED SUPERVISOR SUPPORT					
PSSE1	N	E1. My manager takes pride in accomplishments.	X	X			
PSSE2	N	E2. My manager really cares about my well-being.	X			X	
PSSE3	N	E3. My manager strongly considers my goals and values.	X		X		
PSSE4	N	E4. My manager is willing to help me if I need help.	X				X

No	Question Type	Question	WORK-RELATED BURNOUT	PHYSICAL EXHAUSTION	EMOTIONAL EXHAUSTION	SOCIAL EXHAUSTION
F		SECTION F: WORK-RELATED BURNOUT				
WBO/F1	N	Do you feel worn out at the end of the working day?	X	X		
WRB/F2	N	Are you exhausted in the morning at the thought of another day at work?	X	X		
WRB/F3	N	Do you feel worn out at the end of the working day?	X	X		
WRB/F4	R	Do you have enough energy for family & friends during leisure times?	X			X
WRB/F5	N	Is your work emotionally exhausting?	X		X	
WRB/F6	N	Does your work frustrate you?	X		X	
WRB/F7	N	Do you feel burn out because of your work?	X	X		