

Exploring the relationship between selected leadership styles and flourishing in a milling company

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS / BEDANKINGS	3
CHAPTER 1: THE NATURE AND SCOPE OF THE STUDY.....	15
1.1 INTRODUCTION TO THE STUDY	15
1.2 BACKGROUND TO THE STUDY.....	15
1.3 PURPOSE OF THE STUDY	18
1.3.1 <i>Contribution for the individual</i>	18
1.3.2 <i>Contribution for the organization</i>	19
1.3.3 <i>Contribution to organizational literature</i>	19
1.4 PROBLEM STATEMENT AND MAIN RESEARCH QUESTION	20
1.5 RESEARCH OBJECTIVES AND SPECIFIC RESEARCH QUESTIONS.....	20
1.5.1 <i>Primary research question and objective</i>	20
1.5.2 <i>Secondary research questions and objectives</i>	21
1.6 SCOPE OF THE STUDY	21
1.7 RESEARCH METHODOLOGY	22
1.7.1 <i>Phase 1: Literature review</i>	22
1.7.2 <i>Phase 2: Empirical study</i>	23
1.8 CHAPTER SUMMARY	24
CHAPTER 2: LITERATURE REVIEW	26
2.1 INTRODUCTION TO THE STUDY	26
2.2 LEADERSHIP STYLES.....	29
2.2.1 <i>Laissez-faire leadership</i>	30
2.2.2 <i>Passive-avoidant leadership</i>	30
2.2.3 <i>Transactional leadership</i>	31
2.2.4 <i>Transformational leadership</i>	32
2.2.5 <i>Transactional-transformational leadership</i>	33
2.3 FLOURISHING AND THE COMPONENTS OR DIMENSIONS OF FLOURISHING	33
2.3.1 <i>Emotional well-being</i>	34
2.3.2 <i>Psychological well-being</i>	36
2.3.2.1 <i>Autonomy, Competence and Relatedness satisfaction</i>	36
2.3.2.2 <i>Learning</i>	37
2.3.2.3 <i>Meaning and purpose</i>	37
2.3.3 <i>Social well-being</i>	38

2.3.3.1 Social acceptance	39
2.3.3.2 Social actualization (growth).....	39
2.3.3.3 Social contribution	39
2.3.3.4 Social coherence	39
2.3.3.5 Social integration	39
2.4 LINKS BETWEEN LEADERSHIP AND FLOURISHING	39
2.5 CHAPTER SUMMARY	40
CHAPTER 3: EMPIRICAL RESEARCH	41
3.1 INTRODUCTION	41
3.2 RESEARCH APPROACH.....	41
3.3 RESEARCH DESIGN.....	41
3.4 RESPONDENTS.....	41
3.5 DATA COLLECTION	42
3.6 MEASURING INSTRUMENTS.....	44
3.6.1 <i>Flourishing at Work Scale (FAWS)</i>	45
3.6.1.1 Content of Flourishing at Work Scale (FAWS).....	45
3.6.1.2 Reliability of FAWS.....	45
3.6.1.3 Validity of FAWS.....	46
3.6.2 <i>Multilevel Leadership Questionnaire (MLQ)</i>	46
3.6.2.1 Content of Multilevel Leadership Questionnaire (MLQ)	46
3.6.2.2 Reliability of MLQ	47
3.6.2.3 Validity of MLQ	47
3.6.2.4 Permission.....	48
3.7 MEASURING INSTRUMENT FOR BIOGRAPHICAL INFORMATION	48
3.8 PROCEDURE FOR DATA GATHERING	48
3.8.1 <i>Questionnaires</i>	48
3.8.2 <i>Ethical considerations</i>	49
3.8.3 <i>Preliminary arrangements</i>	49
3.8.4 <i>Data capturing</i>	50
3.9 STATISTICAL ANALYSIS.....	50
3.10 CHAPTER SUMMARY	52
CHAPTER 4: EMPIRICAL RESEARCH RESULTS.....	53
4.1 INTRODUCTION	53

4.2	BIOGRAPHICAL PROFILE.....	53
4.2.1	<i>Gender</i>	53
4.2.2	<i>Age</i>	54
4.2.3	<i>Educational level</i>	54
4.2.4	<i>Race</i>	55
4.2.5	<i>Employment status</i>	55
4.2.6	<i>Occupational level</i>	56
4.2.7	<i>Employment at company and current position</i>	57
		57
4.2.8	<i>Department</i>	58
4.3	DESCRIPTIVE STATISTICS.....	61
4.3.1	<i>Leadership</i>	61
4.3.2	<i>Flourishing</i>	63
4.4	RELIABILITY ANALYSES.....	65
4.4.1	<i>Reliability of leadership</i>	65
4.4.2	<i>Reliability of flourishing</i>	66
4.5	EXPLORATORY ANALYSIS	68
4.5.1	<i>Practical significance versus statistical significance</i>	68
4.5.1.1	Correlations between leadership styles and flourishing	69
4.5.1.2	Correlations between leadership styles and elements of flourishing in total	71
4.5.1.3	Correlation between leadership styles and elements of flourishing per department.....	72
4.5.1.4	Correlation between leadership attributes and components of flourishing related to work in total.....	78
4.5.1.5	Correlation between leadership attributes and components of flourishing per department	80
	CHAPTER 5: CONCLUSION AND RECOMMENDATIONS	89
5.1	INTRODUCTION.....	89
5.2	RESEARCH QUESTIONS ANSWERED	89
5.3	THEORETICAL IMPLICATIONS	91
5.4	RECOMMENDATIONS FOR THE COMPANY	93
5.4.1	<i>Implement a training programme (learning)</i>	94
5.4.2	<i>Engagement</i>	94

5.4.3	<i>Well-being</i>	94
5.4.4	<i>Investigate the Self-determination theory</i>	95
5.4.5	<i>Implement a sustainable flourishing model</i>	95
5.5	LIMITATIONS OF THE STUDY AND RECOMMENDATION FOR FUTURE STUDY.....	96
5.5.1	<i>Small sample</i>	96
5.5.2	<i>Leadership styles</i>	96
5.5.3	<i>Self-determination theory (SDT)</i>	96
5.6	CONCLUSION	96
6	LIST OF REFERENCES	97

LIST OF APPENDICES

APPENDIX A: Data collection instruments.....	104
APPENDIX A1: Letter of introduction and formal consent	105
SECTION A: Biographical information.....	106
SECTION B: Flourishing at work scale – FAWS.....	107
SECTION C: Multilevel Leadership Questionnaire (leader assessment) MLQ.....	109
APPENDIX B: Permission to do study at the mill.....	110
APPENDIX C: Registration of Title of Mini-dissertation.....	111
APPENDIX D: Application for ethical clearance	112
APPENDIX E: List of applicable publications	113

LIST OF FIGURES

FIGURE 1: GRAPHIC REPRESENTATION OF THE STUDY	18
FIGURE 2: PEOPLE FLOURISH WHEN THEY...(ROTHMANN, 2017A:14).....	27
FIGURE 3: DATA COLLECTION PROCESS	44
FIGURE 4: GENDER OF RESPONDENTS	53
FIGURE 5: AGE GROUPS OF RESPONDENTS	54
FIGURE 6: EDUCATIONAL LEVELS OF RESPONDENTS.....	55
FIGURE 7: RACE DISPERSION	55
FIGURE 8: EMPLOYMENT STATUS OF THE RESPONDENTS	56
FIGURE 9: OCCUPATIONAL LEVELS OF RESPONDENTS	56
FIGURE 10: EMPLOYMENT YEARS AT COMPANY.....	57
FIGURE 11: EMPLOYMENT IN CURRENT POSITION	57
FIGURE 13: DEPARTMENTS OF THE RESPONDENTS	58
FIGURE 12: GROUP OF THE DEPARTMENTS	58
FIGURE 14: MEANS OF LEADERSHIP ATTRIBUTES	61
FIGURE 15: MEANS OF RELATIONSHIP TO WORK ELEMENTS OF FLOURISHING.....	63
FIGURE 16: CRONBACH’S ALPHA OF LEADERSHIP ATTRIBUTES	65
FIGURE 17: CRONBACH’S ALPHA OF LEADERSHIP STYLES	66
FIGURE 18: CRONBACH’S ALPHA OF THE RELATIONSHIP TO WORK ELEMENTS OF FLOURISHING.....	67
FIGURE 19: CRONBACH’S ALPHA OF THE ELEMENTS OF FLOURISHING	67
FIGURE 20: GRAPHIC PRESENTATION OF THE OVERALL RESULTS OF THE STUDY	70
FIGURE 21: GRAPHIC PRESENTATION OF THE RESULTS OF THE CORRELATIONS BETWEEN THE LEADERSHIP STYLES AND THE COMPONENTS OF FLOURISHING.....	72

LIST OF TABLES

TABLE 1: ABBREVIATIONS USED IN THIS DOCUMENT.....	11
TABLE 2: FLOURISHING AT WORK (RAUTENBACH, 2015:29).....	28
TABLE 3: FREQUENCY TABLE OF CHARACTERISTICS OF THE SAMPLE	42
TABLE 4: FREQUENCY TABLE OF CHARACTERISTICS OF THE PARTICIPANTS	60
TABLE 5: RESULTS OF LEADERSHIP ATTRIBUTES AND STYLES.....	62
TABLE 6: RESULTS OF FLOURISHING	64
TABLE 7: CORRELATIONS OF LEADERSHIP STYLES WITH FLOURISHING	69
TABLE 8: CORRELATIONS BETWEEN LEADERSHIP STYLES AND FLOURISHING AND AMONG SUB- DIMENSIONS OF THE TWO CONSTRUCTS	71
TABLE 9: RELEVANT INFORMATION OF RESPONDENTS PER DEPARTMENT.....	73
TABLE 10: CORRELATIONS BETWEEN LEADERSHIP STYLES AND FLOURISHING AND AMONG SUB- DIMENSIONS OF THE TWO CONSTRUCTS FOR THE MILL PRODUCTION, MAINTENANCE AND RECEIVING OF MAIZE DEPARTMENT	73
TABLE 11: CORRELATIONS BETWEEN LEADERSHIP STYLES AND FLOURISHING AND AMONG SUB- DIMENSIONS OF THE TWO CONSTRUCTS FOR THE ADMINISTRATION AND SALES DEPARTMENTS	74
TABLE 12: CORRELATIONS BETWEEN LEADERSHIP STYLES AND FLOURISHING AND AMONG SUB- DIMENSIONS OF THE TWO CONSTRUCTS IN THE DISPATCH AND OTHER DEPARTMENT.....	75
TABLE 13: CORRELATIONS BETWEEN LEADERSHIP STYLES AND FLOURISHING AND AMONG SUB- DIMENSIONS OF THE TWO CONSTRUCTS IN THE PACKAGING DEPARTMENT	76
TABLE 14: CORRELATIONS BETWEEN LEADERSHIP ATTRIBUTES AND COMPONENTS OF FLOURISHING RELATED TO WORK.....	78
TABLE 15: CORRELATIONS BETWEEN LEADERSHIP ATTRIBUTES AND COMPONENTS OF FLOURISHING: MILL PRODUCTION, MAINTENANCE AND RECEIVING OF MAIZE DEPARTMENT	81
TABLE 16: CORRELATIONS BETWEEN LEADERSHIP ATTRIBUTES AND COMPONENTS OF FLOURISHING: ADMINISTRATION AND SALES DEPARTMENT.....	83
TABLE 17: CORRELATIONS BETWEEN LEADERSHIP ATTRIBUTES AND COMPONENTS OF FLOURISHING: DISPATCH AND OTHER DEPARTMENTS.....	85
TABLE 18: CORRELATIONS BETWEEN LEADERSHIP ATTRIBUTES AND COMPONENTS OF FLOURISHING: PACKAGING DEPARTMENT.....	87

LIST OF ABBREVIATIONS

All the abbreviations that are used in this document are listed in the table below.

Table 1: Abbreviations used in this document

Abbreviation	Meaning
CR	Contingent reward
EE	Extra effort
EFF	Effectiveness
EmWellBeing	Emotional well-being
FAWS	Flourishing at Work Scale
FMCG	Fast moving consumer goods
IA	Idealized attributes
IB	Idealized behaviours
IC	Individual consideration
IM	Inspires others
IS	Intellectual stimulation
LF	Laissez-faire

MandP	Meaning and purpose
MBE-A	Manage by exception: Active
MLQ	Multilevel Leadership Questionnaire
NWU	North-West University
PsycWellBeing	Psychological well-being
SAT	Satisfaction with leadership
SDT	Self-determination theory
SocAcc	Social acceptance
SocAct	Social actualization
SocCoher	Social coherence
SocContri	Social contribution
SocInt	Social integration
SosWellBeing	Social well-being
TandT	Transactional-transformational

ABSTRACT AND KEYWORDS

Orientation: In today's demanding world of constant performance, organizations are pressured to grow to survive. A good quality product with a recognized brand or trademark and good service delivery is not executable without employees. Flourishing of employees, conceptualized as the emotional, psychological and social well-being of the individual, is important and can be influenced by leadership style.

Research purpose: This study aimed to explore the relationship between selected leadership styles and flourishing of employees in a milling company and to identify the leadership style that promotes employee flourishing the best to enable the employer to promote that leadership style in an effort to improve the flourishing of the employees.

Motivation for the study: The vision of the milling company is to have happy and passionate employees (flourishing employees). This study examined whether this company does have happy employees and what elements of flourishing must get attention to help the employees flourish more.

Research design, approach and method: A quantitative research design with a convenience sample (n=88) was used. The target population was one milling company with 100 employees. Permission was given to conduct the survey on the premises of the company and there was an 88% response rate from the employees. The Multilevel Leadership Questionnaire (MLQ) and Flourishing At Work Scale (FAWS) were administered. Leadership styles were measured from a follower's perspective.

Main findings: It was found that transactional leadership has the strongest relationship to flourishing, with transformational and transactional-transformational leadership following by a small margin. Employee well-being was found to have the most visible practical relationship with transformational leadership.

Practical/managerial implications: The findings indicate that a combination of leadership styles (transactional, transformational and transactional-transformational) will be the most effective to help employees flourish. The findings reveal what elements of flourishing are not being met at present. This information can direct the leaders of the milling company to provide support to improve all the elements of flourishing.

Contribution/value-add: This study adds value by pointing out what element of flourishing must be improved. Without all the elements of flourishing, total flourishing does not exist. Implementing the correct leadership style and improving the lacking elements of flourishing can create flourishing employees and would the vision and mission of the company be achieved. This study contributes to the literature by using the MQL and the FAWS together in the milling industry, interesting results were found.

Keywords: Leadership, leadership style, transformational leadership, transactional leadership, transactional-transformational leadership, laissez-faire leadership, passive avoidant leadership, flourishing, emotional well-being, psychological well-being and social well-being, milling company.

CHAPTER 1: THE NATURE AND SCOPE OF THE STUDY

1.1 INTRODUCTION TO THE STUDY

This study looked at the relationship between selected leadership styles and the components of flourishing at a milling company in the Free State. The aim was to identify the leadership style that promotes employee flourishing the best to enable the employer to promote that leadership style in an effort to improve the flourishing of the employees.

Chapter 1 gives the background to the study, the problem statement and clarifies the research objectives and research methodology. The discussion then moves to the delimitations and assumptions of the study and the definition of key terms.

1.2 BACKGROUND TO THE STUDY

The organization selected for the case study is a maize mill in Bothaville, a small town in the Free State. The company started in 2007 as a six ton per hour maize mill. In 2010, the mill expanded by adding another seven tons per hour maize mill, and in 2015 a 15 tons per hour maize mill was added, which brought the mill to a total capacity of 28 tons of maize per hour. This implies a growth rate of 466% in 8 years.

The milling industry is part of the fast moving consumer goods (FMCG) industry, where volumes make the money. The same applies to the agriculture sector. In a strategic planning session, the management set out the following vision and goals for the mill:

The vision of the milling company:

“To be a respected food manufacturer with a happy and passionate (flourishing) workforce that provides superior service and products to their customers, who fight for the products.”

The company's goal regarding the employees is to have happy, passionate, efficient, skilled employees (flourishing employees) and to be the employer of choice in Bothaville for all work seekers. The management of the company wants to look at their leadership style as they adapt from a small staff to a bigger team of employees. In 2007 when the company started, there was just one leader who organized the production, the packaging, the sales and the distribution of the product, with a work force of less than 20 employees. The workforce has grown to over 100 employees in the last two years, with more

employees per shift, a situation that requires more than just supervision from a single shift leader.

The company must equip shift leaders, whom may lack leadership skills and formal training, to use the correct leadership style, which the company want them to use.

Given this short background of the company, the questions are: How will the mill live their vision and achieve their goals? How must the leaders lead their teams to make sure all the employees can grow with the production capacity of the mill, can be flourishing and efficient, and do not want to leave the milling company? Rothmann (2017a:14) states that, "People flourish when they feel satisfied with their lives, experience positive emotions, are psychologically well and are socially well." If the employees of the milling company flourish, they feel and function well.

Employee engagement is one of the most important elements of flourishing (Rothmann 2017a:18). Engaged employees have the following behaviours: a desire to work, belief in the business, willingness to go the extra mile, they are helpful to colleagues, they stay up-to-date with the industry, and there is a two-way relationship. The employer must work to engage employees and employees the decide to give engagement to the employer (Robinson *et al.* 2004:ix). Any employer would want employees who show these characteristics of engaged employees.

Macey and Schneider (2008:24) find in their study that employee engagement is a critical ingredient for achieving a competitive advantage. Badal and Harter (2014:362) finds that a business that creates an engaging culture for the employees could increase financial benefit for the organization. Support and trust from management, leaders and colleagues could improve work engagement and with that, business performance (Hughes, 2015:49). As such, this study can offer a valuable contribution by determining the impact that leadership styles have on the flourishing of the employee.

Leadership is an action and process where a leader can inspire followers to accomplish goals (Kreitner & Kinicki, 2010:467). Leadership involves social influence as the leader focuses on goal accomplishment at different levels of an organization.

Kreitner and Kinicki (2010:467) define transformational leaders as individuals that can create trust, who looks to develop leadership in others, who are self-sacrificing and who can serve followers by focusing on objectives that transcend the immediate needs.

Transformational leaders can have an important effect on change and results in the organization because they focus on a high level of intrinsic motivation, commitment, trust and loyalty. Transactional leadership is also important for effective leadership, which means that both transactional and transformational leadership are needed in an organization.

Transformational leadership transforms followers' goals, needs, values, beliefs and aspirations (Kreitner & Kinicki, 2010:486). According to Breevaart *et al.* (2014:139), transactional leadership is effective to promote job performance, while transformational leadership is more effective to promote job performance beyond abilities. In essence, transactional and transformational are complementary. If they are both promoted, the balance will create a more effective leader.

Flourishing employees are engaging employees who experience job satisfaction. Claassen (2015:88-89) has found practically significant correlations between the four elements of employee engagement and transformational and transactional leadership styles.

Transformational leadership enhances the involvement, commitment, performance and loyalty of followers. Transactional leadership may induce more stress, while transformational leadership helps followers deal with stress (Bass, 1999:12). This positive factor is a component of well-being, and well-being leads to flourishing.

Bass (1999:11) implies that leaders may have both transactional and transformational leadership attributes. Transformation leaders move their followers beyond self-interest and members teams lead by such a leader intellectually stimulate, inspire, and care for each other. They identify with team goals. Transactional leaders can bring the self-interest of leader and followers together.

According to Janse van Rensburg *et al.* (2017:8), flourishing includes feeling well (emotional well-being) and functional well (psychology and social well-being). If an employee feels well and functions well, the employee flourishes. The correct leadership style can enhance this.

1.3 PURPOSE OF THE STUDY

The purpose of this study is to explore the relationship between selective leadership styles (as classified in the MLQ) and the flourishing of employees. This is done by analysing the attributes of the different leadership styles and the components of flourishing.

The following diagram is a visualization of this study with all the relevant components.

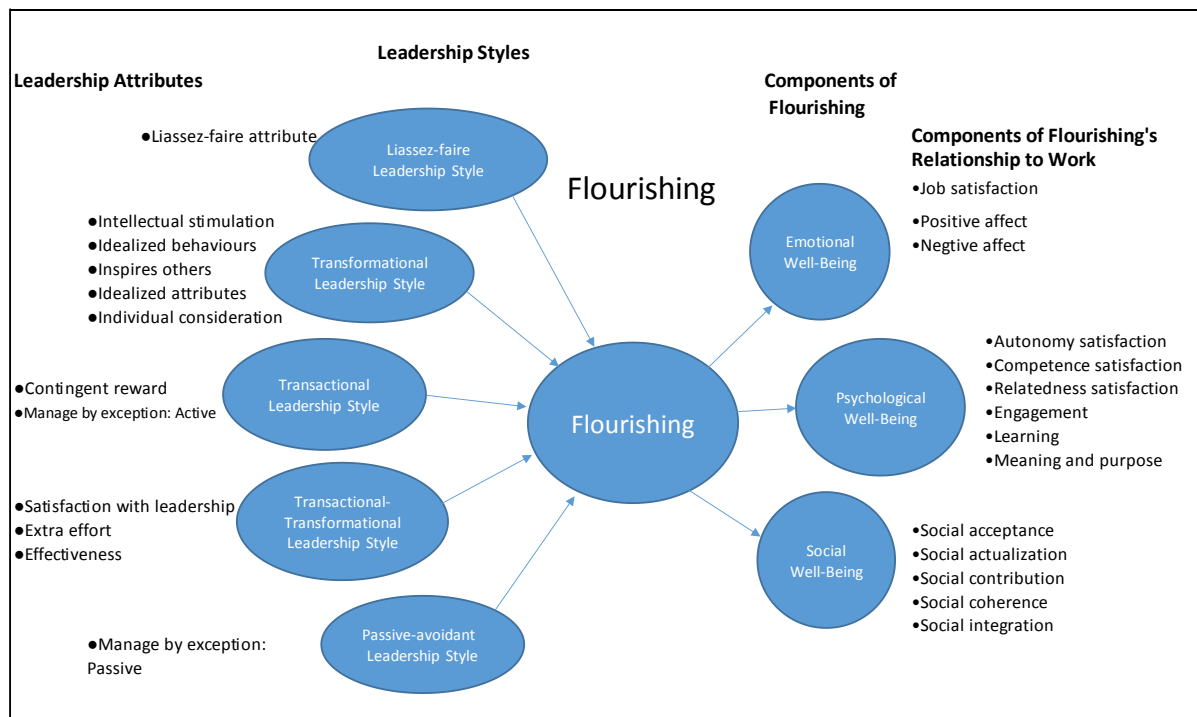


Figure 1: Graphic representation of the study

This study aimed to establish what leadership styles were being used at the selected company and what elements of flourishing were visible in the company at the time of data collection. The researcher subsequently wants to establish what leadership style has the strongest relationship to employee flourishing at the milling company in an effort to help the milling company achieve their goal of improving the flourishing of the employees of the company.

1.3.1 Contribution for the individual

The research outcome could help the employee to flourish or to flourish more if the company adopts the correct leadership style to improve employee flourishing. A

flourishing employee is an employee with significantly levels of well-being (social, psychology and emotional well-being). The results can therefore help the employees improve their emotional well-being (job satisfaction, positive and negative affect), psychological well-being (autonomy satisfaction, competence satisfaction, relatedness satisfaction, engagement, learning and meaning and purpose) and social well-being (social acceptance, social actualization, social contribution, social coherence and social integration).

1.3.2 Contribution for the organization

The research outcome reveals what leadership style is the most prevalent in the company and what relationship this has to the flourishing of the employees. With happy and flourishing employees, the company will prosper, as it will have efficient and productive employees.

Harter *et al.* (as cited by Rautenbach, 2015:128) state that the well-being of employees is in the best interest of employers. “The ultimate results of individual and organizational flourishing will lead to vital individual happiness and organisational success.”

The results will show the company what leadership style it should promote in the future to make sure that the employees flourish in the workplace and at home. The study would provide the leaders of the company with insight into the different attributes of leadership styles and the influence that leadership styles have on the different dimensions of flourishing at work. The correct leadership can create a positive work environment and can help the different departments in the company function optimally. This creates a win-win situation for all – the employees, leaders and the company.

1.3.3 Contribution to organizational literature

This study is the first to use the FAWS and MLQ in combination in the FMCG in the agriculture sector. The research determined the relationship between the five leadership styles and the different components of flourishing, which is to the benefit of the FMCG (milling industry) in the agriculture sector.

According to Andrew (2016:130), South African land reform has been failing for the last 20 years. The efforts to right historical wrongs and to address the struggle for land can

lead to a new system of agriculture. The agriculture sector can change rapidly in the years to come.

The study in the FMCG sector is important and can hold benefits for the sector. It can affect organizational performance, intentions to stay, outcomes and job satisfaction. If good employees are motivated, they will be retained (Rautenbach, 2015:139). If employees feel good and are well, organizations will do well and both the individuals and the organization will flourish and succeed (Rautenbach, 2015:128).

The effects of (un)well-being, low levels of flourishing, and occupational stress can lead to psychological and physical consequences for employees (Rothmann & Cooper, 2015:231) and no organization could carry unhappy employees for a long period of time. It ultimately has an influence on the bottom line.

1.4 PROBLEM STATEMENT AND MAIN RESEARCH QUESTION

The problem being investigated in this study pertains to the most effective leadership style to create happy, efficient employees (flourishing employees) so that the company in question can strive to express their vision and reach their goals.

The management of the milling company do not think that the employees flourish enough or can flourish more, to be more productive.

The main research question that results from this problem statement is: What leadership style has the most powerful influence on employee flourishing in a milling company in the Free State?

1.5 RESEARCH OBJECTIVES AND SPECIFIC RESEARCH QUESTIONS

The research objectives are divided into primary and secondary objectives.

1.5.1 Primary research question and objective

The primary objective of the research was to find an answer for the following question:

What is the relationship between the five selected leadership styles and the components of employee flourishing?

1.5.2 Secondary research questions and objectives

In order to reach the primary objective, the following questions must be answered:

- 1.What element of flourishing is the most visible at the milling company?
- 2.What leadership style has the strongest relationship to flourishing at the milling company?
- 3.What leadership style has the strongest relationship to the sub-components of flourishing at the milling company?
- 4.What is the best leadership style to help the employees to flourish more in the workplace?

1.6 SCOPE OF THE STUDY

The specific delimitations of the proposed study include the fact that the research was conducted in a specific milling company in Bothaville in the Free State. All the employees were requested to participate voluntarily in the study so that the study included the majority of the employees and all the junior, middle and senior managers. The study made use of questionnaires about leadership and flourishing to collect data. Contact with the respondents was limited to the researcher explaining the questionnaire before the respondents completed them with help of an external supervisor and an internal translator.

The company and its management want to determine if the employees are happy or not, how unhappiness can be rectified, and if the employees are happy, what can the company do to help the employees to flourish.

Without this study, the company and its management would not have the knowledge to achieve the company's vision of a happy, passionate and efficient workforce (flourishing employees). This study can provide information and knowledge so that the management can implement the correct leadership styles to improve the flourishing of the employees and to achieve the company's goals.

1.7 RESEARCH METHODOLOGY

According to Welman *et al.* (2001:2), research is a process of obtaining knowledge by applying scientific methods and procedures and by being objective. Welman *et al.* (2010:2) suggest that the research methodology explains and considers the logic behind the research methods and techniques used to do the research.

All the employees of the milling company were asked to participate in this study to determine what the whole company thinks and experiences. The study was conducted on the premises of the company at a single point in time.

The questionnaires that were used have been approved and tested. A total of 88 questionnaires were completed by the employees of the milling company, supervised by the external human resources consultant.

The research consisted of two phases, namely a literature review and an empirical study. The literature review is discussed in more detail in Chapter 2, and the empirical research and the results are discussed in Chapter 3 and 4.

1.7.1 Phase 1: Literature review

The purpose of the literature review was to look at where the field of study started, where it is now and where it can go in the future. The literature review helped the researcher to understand the two constructs involved in the study, the first being the leadership styles with their attributes, and the second being the components of flourishing with their relationship to work.

The literature review examined credible sources, including but not limited to the following:

- Scientific databases, such as EBSCOHost
- The internet: Google Scholar
- Professional journals
- Conference and workshop presentations
- Libraries and organizations

- Scientific books
- Dissertations, mini-dissertations, theses and research reports

1.7.2 Phase 2: Empirical study

The report on the empirical study explains the research design, the measuring instruments, the respondents and the process statistical analysis used to analyse the results.

1.7.2.1 Research design

There are two approaches to research, qualitative and quantitative research (Bryman *et al.*, 2014:30). Qualitative research looks at words and descriptions, the participants' viewpoint. It entails flexible investigations, is involved with participants and makes use of interconnected processes. The aim is to generate rich, deep and thick data to determine the meaning of actions and to offer small-scale explanations (Bryman *et al.*, 2014:51).

Quantitative research looks more at numbers and measurements to test theory and concepts. It entails structured data collection, generalization to the population, hard reliable data and studies the behaviour of people (Bryman *et al.*, 2014:51).

This study made use of a quantitative, cross-sectional design that involved the collection of quantitative data at a single point in time to test multiple variables (Bryman *et al.*, 2014:106). According to Welman *et al.* (2001:93), non-experimental, hypothesis-testing research examines the relationship between two or more variables. This approach is suitable for determining the leadership styles, the level of flourishing and the relationship between the two variables.

1.7.2.2 Respondents

Permission was obtained from the director of the milling company to conduct the study among the employees of the milling company. The maize mill is in the FMCG industry in the Free State province of South Africa. The respondents came from four departments that report to the same manager or leader, namely production, administration and sales, dispatch and the packaging department. All the employees were asked to participate in this study, so the entire population was targeted as a sample. The targeted sample was 100 employees, and 88 took part in the study (n=88).

1.7.2.3 Measuring instrument

Leadership styles and flourishing at work were measured by administering the MQL and the FAWS respectively. The MQL was developed by Bass (1998:117) and aims to measuring the attributes and behaviours of leadership. The instrument consists of 45 items that are scored on a 5-point scale. A typical item is “My manager/supervisor spends time with me, teaching and coaching.” A high or low score indicates a high or low presence of this construct. In previous research by Tavakol and Dennick (2011:53-55), the reliability of this instrument was found to be adequate. Tavakol and Dennick (2011:53-55) found the alpha coefficients for this instrument to range from 0.70 to 0.95.

The FAWS was developed by Rothmann (2013) and aims to measuring the leadership styles as perceived by the follower. The instrument consists of 48 items that are scored on a 6-point scale. A typical item is “During the past month at work, how often did you feel happy?” A high or low score indicates a high or low level of well-being. In previous research by Rautenbach (2015:43-44), the reliability of this instrument was found to be adequate. Rautenbach (2015:43-44) found the alpha coefficients for this instrument to range from 0.77 to 0.95.

1.7.2.4 Statistical analysis

Quantitative statistical analysis was conducted by the NWU Statistical Consulting Services to determine the frequencies, means and standard deviations on the leadership styles and attributes and the elements of flourishing, and the dimensions of flourishing. The analysis process involved descriptive statistics. The relationship between the variables are assessed by using the Spearman’s rho correlation coefficients.

The significance of the research findings was determined by using descriptive statistics and effect sizes. The means and standard deviations were used to report the results and correlations. The Cronbach’s alpha coefficient was used to assess the reliability of the constructor variables.

1.8 CHAPTER SUMMARY

This chapter provided the background and purpose of the research. The problem statement and the primary and secondary research questions were defined. Lastly, the scope of the study was explained.

The next chapter provides a literature review of the five leadership styles and the components of flourishing.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION TO THE STUDY

The vision of the milling company is: “To be a respected food manufacturer with a happy and passionate workforce (flourishing employees) that provides superior service and products to their customers, who fight for the products.” With this vision in mind, how could the company help their workforce to be happy and passionate (flourishing)? What type of leader (leadership style) would help them flourish?

This literature review focuses on the selected leadership styles and components of flourishing as described in the available literature.

2.1.1 What is leadership?

According Wood and West (2014:381), leadership can be seen as both a role that an individual plays and as a process of influence. Yukl (cited by Wood & West, 2014:382) says: “Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.”

Yukl, a leading theorist and researcher in the area of leadership (as cited by Wood & West 2014:388-414) identifies the following core personality traits in effective leaders:

- High energy levels and stress tolerance
- Self-confidence
- Internal locus of control
- Emotional maturity
- Personal integrity
- Socialized power motivation
- Moderately high achievement orientation
- Low need for affiliation

2.1.2 What is flourishing?

Keyes (2005:525) conceptualizes flourishing as the emotional, psychological and social well-being of the individual. Flourishing occurs and is relevant to both the work environment and everyday life, and according to Rothmann (2013:3) these two environments share around 54% of variance.

According to Rautenbach and Rothmann (2017a:303-309), 35.9% of the employees in the food industry (N=779) flourish and 56.1% have a moderate feeling of flourishing. This is lower than the other section that was tested, with 43.1% of the academic sector flourishing (N=339) and 44.19% of teachers flourishing. Rothmann indicates that flourishing is multi-dimensional (see Figure 2).

People flourish when they ...

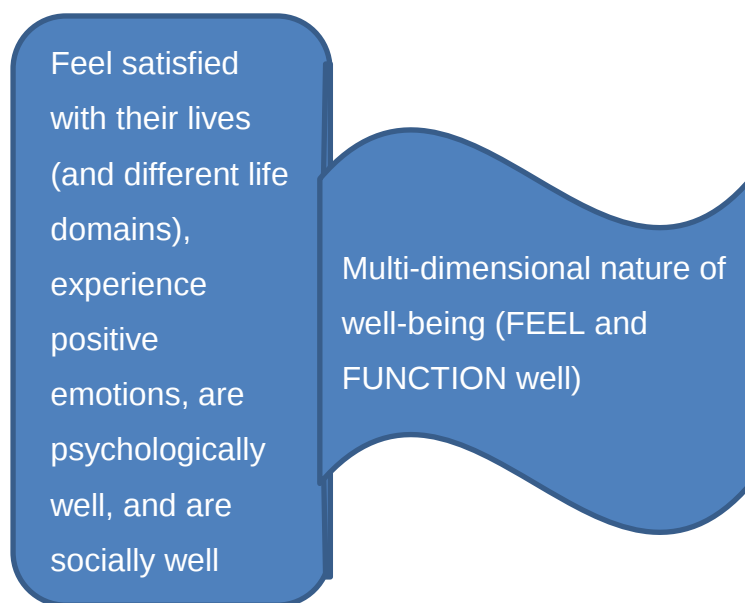


Figure 2: People flourish when they...(Rothmann, 2017a:14)

Well-being goes further than not being ill, it entails proactively achieving mental, physical and emotional well-being (Rothmann & Cooper, 2015:222).

Rautenbach (2015:29) tables all of the components and work factors that contribute to flourishing together in the Table 2, page 28, below.

Table 2: Flourishing at work (Rautenbach, 2015:29)

Flourishing at work (adapted from Rothmann, 2013)		
Component	Work factor	Description
Emotional well-being	Job satisfaction	Like or dislike the job
	Positive affect	Feel happy, cheerful, high-spirited
	Negative affect	Feel depressed, upset, and bored at work
Psychological well-being	Autonomy satisfaction	Satisfaction of the desire to experience freedom and choice when carrying out tasks
	Competence satisfaction	Satisfaction of desire to feel effective in interacting with the environment
	Relatedness satisfaction	Satisfaction of individuals' needs to feel connected to others, to love and care for others, and to be loved and cared for
	Engagement	Individuals express themselves physically, cognitively and emotionally in their job
	Learning	Perceives that one is acquiring and can apply knowledge and skills to one's work

	Meaning and purpose	Experiences work as meaningful, understands how work contributes to life's meaning, and senses what makes a job worthwhile. Feels that the work makes a difference in the world and serves a greater purpose
Social well-being	Social acceptance	Positive attitude towards others and acceptance of diversity in organization
	Social actualization (growth)	Believes in potential of others (individuals, groups and organizations)
	Social contribution	Regards own daily activities as adding value to the organization and to others
	Social coherence	Finds the organization and social life meaningful and comprehensible
	Social integration	Experiences sense of relatedness, comfort and support from the organization

As indicated in Table 2, page 28, above, the well-being of employees is of the utmost importance for flourishing (Grawitch *et al.*, 2006; Juniper, 2011).

2.2 LEADERSHIP STYLES

Fifty-four leadership experts from 38 countries reached consensus that “Leadership is about influencing, motivation, and enabling others to contribute towards the effectiveness and success of the organisations” (McShane, 2010:360).

The following leadership styles and their attributes are discussed in this study: laissez-faire, passive-avoidant, transactional, transformational and transactional-transformational leadership.

2.2.1 Laissez-faire leadership

Laissez-faire leadership is a style where the leader fails to set performance goals; does not take responsibility for leading; does not give performance feedback; is disconnected; and does not inform employees of what is expected of them. This is a leadership style to avoid (Kreitner & Kinicki, 2010:484). However, leaders of this leadership style can be trained to develop another leadership style.

Leaders who have a laissez-faire leadership style avoid the responsibility of making a decision and gives followers the freedom of selecting behaviours and goals. The leader often make inefficient and unprofitable decisions (Nikezić *et al.*, 2012:287). Such a leader provides a goal, but leaves everything involved in achieving the goal up to their employees. They have to use their own skills to motivate and train themselves (Yoruk as cited by Ūnsar, 2014:26).

The disadvantage of the laissez-faire leadership style is that there is no strong leadership, no direction, unhappy employees, employees feel unnoticed and this leads the organization to chaos (Safakli as cited by Ūnsar, 2014;26). Laissez-faire is seen as a leadership that is ineffective and should be avoid (Kreitner & Kinicki, 2010:484).It can be effective if the employee is more experienced than the leader, knows the requirements of the job, and is competent and motivated to do the job (Goodnight, 2004:822). However, Goodnight (2004:822) views the leadership style as mainly negative.

2.2.2 Passive-avoidant leadership

The passive-avoidant leader is passive and does not take the lead, leaving things to the employee.

Some scholars allocate the attribute “manage by exception: passive” to transactional leadership. According to Yahaya *et al.* (2011:9639), a passive leader will follow up on noncompliance of tasks without monitoring it. The passive-avoidant leader will only step in if the employee fails to get the job up to standard and complications are about to follow (Northouse, 2013:195). The leader with the attribute “manage by exception: passive” will

express disapproval and confront employees about their mistakes after it happened, but without having provided direction beforehand (Breevaart *et al.*, 2014:139).

2.2.3 Transactional leadership

Transactional leadership can advance an organization, creating strategic visions for opportunities, encouraging commitment to change and establishing new cultures and strategies within organizations (Dubinsky *et al.*, 1995:22).

As such, transactional leadership is widely used (Yahaya *et al.*, 2011:9639). Bass (1999:10) mentions that transactional leadership is like an exchange between the leader and the employee to meet everyone's needs. The relationship between the employee and leader is economically motivated, and rewards or punishment are used to encourage performance (Reddy, 2011:2).

Bass (1999:11) identifies four dimensions of transactional leadership, namely "contingent reward," "manage by exception: active," and "manage by exception: passive" and "laissez-faire." "Manage by exception: passive" is discussed further as an attitude of the passive-avoidant leadership style and the laissez-faire attribute moves to the laissez-faire leadership style.

McShane *et al.* (2010:371) indicate that the approach of transactional leadership is to reach the company's objectives by improving job performance and job satisfaction with a reward system. The employee is given the correct equipment to achieve the objectives. Basic management functions like planning, leading, controlling, organizing, clear goals, standards, procedures, policies, rules and controls must be in place for transactional leadership to be successful (Nikezic *et al.*, 2012:287). Transactional leaders will praise and give credit for going beyond expectations (Yahaya *et al.*, 2011:9639).

According to Nikezic (2012:287), the primary goal is for the employee to reach the goals that have been communicated. The leader must monitor to see if performance and goals are met.

Attributes for transactional leadership is "contingent reward" and "management-by-exception: active." According to Yahaya *et al.* (2011:9639), rewards and incentives are used to motivate employees. Bass (1999:11) also states that effort is rewarded. A "management-by-exception: active" leader monitors his subordinates to make sure the

employee is still on track and takes corrective action if everything is not on track, without disaster (Northouse, 2013:195).

2.2.4 Transformational leadership

Avolio (1999:37) comments that, “transactions are at the base of transformations,” and according to Bass (1999:11), transformational leadership is required to move the followers to perform beyond expectations and self-interest. This suggests that without the foundation of transactional leadership, the transformational effects may not be possible.

Bass (1999:19-20) identifies four dimensions of transformational leadership, namely “charisma or idealized influence,” “inspirational motivation,” “intellectual stimulation” and “individualized consideration.”

“Idealized influence” is split into “idealized behaviours” (IB) and “idealized attributes” (IA) to make it the five attributes: “intellectual stimulation” (IS) (leader helps followers), “idealized behaviours” (IB), “idealized attributes” (IA) (leader sets a reachable goal, an example to follow, sets standard of performance and shows confidence and determination), “inspires others” (IM) (inspire each other), and “individual consideration” (IC) (pays attention to employee needs to develop) (Bass, 1999:11). These are all attributes that involve caring for each other.

Transactional leadership helps organizations achieve their objectives by linking job performance and making sure employees have the resources to get the job done. Transformational leadership creates creating a vision and inspires employees to strive to reach it (McShane, 2010:371).

In the study of Claassen (2015:77), there was a positive relationship between transformational leadership and job satisfaction, and the findings showed that employee engagement positively influences job satisfaction. The study shows that leadership styles and employee engagement do affect the job satisfaction of employees (Claassen 2015:77). Claassen (2015:77) also indicates that the organization must equip their leaders by using leadership development programmes to ensure that leaders have the means to encourage the people with high levels of job satisfaction.

Manda (2014:2) found that the transformational leadership style dominates with transactional second-in-line. Transformation leadership has a positive relationship to individual job performance (Wang *et al.*, 2011:242).

2.2.5 Transactional-transformational leadership

The full range of leadership as measured by the MLQ shows that every leader has both transactional and transformational factors (Bass, 1999:11). According to Bass (1999:11), transactional-transformational leadership can be applied to teams and the organization. The combined leadership style can be useful for the organization, but the one cannot work without the other.

“Satisfaction with leadership” (SAT), “extra effort” (EE) and “effectiveness” (EFF) are shown as outcomes of the transactional-transformational leadership by the MLQ (Bass *et al.*, 2017:9).

Bass (1999:9) bases his theory of transformational leadership on Burns’s (as cited by Bass, 1999:9) conceptualization of leadership, with modifications and elaborations. Bass (1999:9) does not agree with Burns that transformational and transactional leadership represent opposite ends of a single continuum. Bass (1999:10) feels that transactional and transformational leadership are separate concepts and that best leaders are both transactional and transformational. He elaborates considerably on the behaviours that come forward if both transformational and transactional leadership is present.

2.3 FLOURISHING AND THE COMPONENTS OR DIMENSIONS OF FLOURISHING

Flourishing refers to high levels of well-being (Keyes, 2002:208-210). It can broadly be defined or measured in three dimensions or components, namely “emotional well-being,” “psychological well-being” and “social well-being,” due to the fact that a person can feel positive and satisfied with their work and be psychologically and socially well at work (Rothmann, 2013:128). According to Fredrickson and Losada (2005:678), living or functioning in an optimal condition (best, finest or ideal) can be explained as flourishing.

Rautenbach and Rothmann (2015:126) say that work flourishing refers to the desirable condition or state of well-being, achieving through positive experiences and effective

management and control of work-related factors. If the work environment supports the “feel well” and “function well,” the employee can feel and function well.

If an organization is serious about building a legacy, it must promote a healthy workforce (Rautenbach & Rothmann, 2015:126). Historically, the definition of well-being was the degree to which an individual has an excess of positive over negative affect (Dodge *et al.*, 2012:223). A new definition of well-being is the balance point between an individual’s resource pool and the challenges faced, according to Dodge *et al.* (2012:230).

Flourishing can therefore be described as the presence of mental health, as being filled with positive emotion and being able to function well, psychologically and socially. According to Keyes (2002:208-210), there are six dimensions that are associated with being able to function positively / psychological well-being: “self-acceptance,” “positive relations with others,” “personal growth,” “purpose in life,” “environmental mastery,” and “autonomy.”

According to Fredrickson and Losada (2005:678), flourishing can be explained as living or functioning optimally (i.e. best, finest, ideal). This leads to goodness, growth, resilience and optimism. Indicators of flourishing include fulfilment (being content), meaning and purpose.

2.3.1 Emotional well-being

People experience a range of pleasant and unpleasant emotions and moods in life and they express different positive or negative sentiments or attitudes towards these emotions or sentiments. Affect is used to represent the variety of feelings and attitudes that people experience. Positive affect or being positive represents the pleasant outcome (i.e. being grateful or optimistic). Negative affect and negativity represents unpleasant outcomes (i.e. contempt, scorn) (Fredrickson & Losada, 2005:678).

Emotional well-being and the positive affect are present in people who flourish at work and will display emotions of being satisfied with their work and having a positive affect at work (Rothmann, 2013:130).

Flourishing contrasts with languishing and people not experiencing emotions associated with flourishing will experience feelings described as “hollow” or “empty” (Fredrickson &

Losada, 2005:168). The study looks at job satisfaction as a work factor under emotional well-being.

2.3.1.1 Job satisfaction

Job satisfaction is a person's feelings about their job, the extent to which they feel positive or negative about it (Wood & West, 2014:92). Rojas and Veenhoven (as cited by Rautenbach & Rothmann, 2017:303) state that job satisfaction is an enduring assessment of the job, the results and perceptions about the current job, and about the realization of needs.

Several definitions for job satisfaction have been developed. Buitendach and De Witte (2005) say that the individual's personal perception of his work is shaped by his values, needs and expectations. According to Williams (2004), it is his reaction to his job and his co-workers, pay, job condition, supervision, nature of work and benefits. In the modern world of work, factors such as job satisfaction, work-life balance and career opportunities are all key engagement drivers (Hewitt, 2013).

Mafini and Dlodlo (2014) established that job- and life satisfaction are positively related to each other. High job satisfaction contributes positively to an organization, resulting in among other things increased productivity, lower absenteeism, increased employee motivation, an increase in corporate citizenship and turnover (Bako, 2014; Pushpakumari, 2008). Job satisfaction should be highly important to an organization, as its effects can contribute tangibly to their bottom line.

Job satisfaction provides a powerful tool through which organizations can leverage human capital (De Coning, 2016:ix). How can a leader use his leadership style to improve job satisfaction of the employees? Is it possible? Is there a relationship between the leadership style and job satisfaction?

Voon *et al.* (2011:24) state that leadership and job satisfaction are two crucial factors in the effectiveness of any organization. Job satisfaction can only exist when the interest of the employees and employer are in balance, and it must be an integral part of any organization. Job satisfaction in short is whether the employee dislikes or likes the job (see Table 2, page 28; Rautenbach, 2015:29).

2.3.1.2 Positive and negative affect

The positive affect involved in emotional well-being is about feeling happy, often cheerful, serene and in good spirits (Rautenbach & Rothmann, 2013:29). Rautenbach (2015:30) asserts: "Positive affect refers to pleasant responses in responds to work events, such as joy, gratitude, serenity, hope, pride and amusement." It is linked to the need for gratification (Rautenbach, 2015:31; Rautenbach & Rothmann, 2017:303).

Negative affect is the opposite of positive affect and involves feeling depressed, upset and bored at work (Rautenbach & Rothmann, 2013:29). Rautenbach (2015:30-31) asserts here: "Negative affect refers to unpleasant emotions because of negative responses to events such as anger, sadness, anxiety, boredom, frustration and guilt." It is also link to the need for gratification (Rautenbach, 2015:31; Rautenbach & Rothmann, 2017:303).

2.3.2 Psychological well-being

Psychological well-being contains of six dimensions: "autonomy," "environmental mastery," "personal growth," "positive relations with others," "purpose in life" and "self-acceptance" (Ryff & Singer, 1998). Four of these dimensions, namely "autonomy," "environmental mastery," "personal growth" and "positive relations" describe flourishing people (Rothmann, 2013:133).

In terms of the working environment and the link to flourishing people, psychological well-being leads among other things to work engagement, experiencing meaning and purpose in work, self-determination and harmony. Satisfaction includes autonomy (desire to feel effective when interacting) and competence (mastering of skills and learning and relatedness). Individuals who flourish at work are also dedicated and energetic (Rothmann, 2013:131, 133-134, 143).

The study looks at work engagement under psychological well-being.

2.3.2.1 Autonomy, Competence and Relatedness satisfaction

The term autonomy literally means self-governing, thus regulating by self (Ryan *et al.*, 2008:157). Autonomy, competence and relatedness are the three innate satisfaction psychological needs people have, and satisfying those needs results in self-determination (Rautenbach & Rothmann, 2015:31). These three components satisfy the basic psychological needs (Ryan *et al.*, 2008:163).

Autonomy is to feel in control and take ownership of behaviours. It entails the freedom to decide how to do an activity (see Table 2, page 28; Deci & Ryan, as cited by Rautenbach, 2015:32). In short, autonomy satisfaction is the desire to have freedom and choice when completing tasks (Rautenbach, 2015:29).

Competence is the desire to interact effectively with the environment and to master a task in a complex, changing environment effectively (Deci & Ryan, as cited by Rautenbach, 2015:32).

Relatedness refers to need to feel connected, to care for and love others and to be cared for and loved by others so that is possible to develop intimate relationships (Deci & Ryan, as cited by Rautenbach, 2015:32). The concept of eudemonia is living a complete human life, and it is viewed as pursuing goals and living well (Ryan *et al.*, 2008:163).

2.3.2.2 Learning

Learning is important as it focuses on the development and continuous improvement of a person. Personal growth and development is critical for an individual's positive improvement (Rautenbach, 2015:32). Rautenbach (2015:32) also states that self-development is a result of a learning orientation and leads to growth. Learning in short is getting and applying knowledge and skills (see Table 2, page 28; Rautenbach, 2015:29).

2.3.2.3 Meaning and purpose

Meaning relates to the individual's experience of how significant a task was and purpose is the result of the growth due to a meaningful task (Steger *et al.* as cited by Rautenbach 2015:32). Meaning and purpose in short is get meaning and purpose out of your job, feeling that the job makes a difference and serves a purpose (see Table 2, page 28; Rautenbach, 2015:29).

2.3.2.4 Engagement

Work engagement (employee engagement) does not just mean that the employee is satisfied, it also means that the person is enthusiastic and actively involved in their job (Wood & West, 2014:96). Kreitner and Kinicki (2010:170) define employee engagement as the individual's involvement, satisfaction and enthusiasm to perform work.

A robust definition for employee engagement in the 21st century workplace is presented by the 2012 Global Workforce study where sustainable engagement describes the intensity of an employee's connection to the organization (Imandin *et al.*, 2014:519). It is based on Towerswatson's (2012) three core elements: the extent of employees' effort to achieve work goals (being engaged); an environment that supports productivity in multiple ways (being enabled); and a work experience that promotes well-being (feeling energized).

Employee engagement and employee motivation are closely related (McShane & Von Glinow, 2010:143). An engaged employee "is fully involved in, and enthusiastic about, his or her work." Engagement in short is to express yourself cognitively, physically and emotionally in one's job (see Table 2, page 28, Rautenbach, 2015:29).

2.3.3 Social well-being

There are five dimensions associated with positive social well-being: "social acceptance" (having a positive attitude towards people and embracing diversity), "social actualization" (believing people have potential), "social coherence" (experiencing life as meaningful), "social contribution" (adding value to society and other people) and "social integration" (sense of relatedness). It is therefore easy to see how these equate to emotions or feelings experienced by people who flourish at work: acceptance, growth, contribution, social coherence and social integration (see Table 2, page 28, Rothmann, 2013:134).

Rothmann (2013:143) lists the following as some requirements that organizations should meet to have flourishing employees: work roles matched to employees; adequate supporting structures (physical, cognitive and emotional) to perform tasks; relations with supervisors that are supportive and built on trust; good relations with colleagues; tasks that are interesting and challenging; clearly defined roles; opportunities for growth (skills and promotion); job security; belief that organization is fair with regard to distributive and procedural justice when it comes to decision making.

Rothmann (2013) identifies the following outcomes that flourishing employees will have for an organization: low staff turnover and staff with low intention of finding alternative work, high organizational commitment and high organizational citizenship behaviour.

2.3.3.1 Social acceptance

Social acceptance entails trust and feeling comfortable with other individuals (Rautenbach, 2015:34). It also includes acceptance of diversity and positive attitude to others (see Table 2, page 28, Rautenbach, 2015:29).

2.3.3.2 Social actualization (growth)

Social actualization indicates that society has potential and believes in the society's evolution, in other words a belief in others (see Table 2, page 28, Rautenbach, 2015:34).

2.3.3.3 Social contribution

Social contribution looks at social value, being a member of the community and helping and contributing to the community (Rautenbach, 2015:34). Social contribution in short is adding value to work and others (see Table 2, page 28, Rautenbach, 2015:29).

2.3.3.4 Social coherence

Social coherence is the perception of the social world, caring for and understanding the world we live in (Rautenbach, 2015:34). Social coherence in short is finding work and social life comprehensible and meaningful (see Table 2, page 28, Rautenbach, 2015:29).

2.3.3.5 Social integration

Social integration is the quality of the relationship with the community (what people feel they have in common and whether they belong to the community) (Durkheim, 1991, as cited by Rautenbach, 2015:34). Social integration in short is relatedness, support and comfort from work (see Table 2, page 28, Rautenbach, 2015:29).

These four elements must relate to the organization too, so that the employees can feel that the organization cares about them and their community (Rothmann, 2013).

2.4 LINKS BETWEEN LEADERSHIP AND FLOURISHING

Extensive research has been done using the MLQ (2 710 publications were found). The MLQ scale was developed in 1995 by Bass and Avolio (2017:3). When flourishing and leadership was searched together, 379 research papers could be found, and flourishing alone resulted in 1 005 research papers.

Eleven of the 379 papers on the two concepts combined were about authentic leadership, 14 about transformational leadership, 9 about servant leadership and 70 about positive leadership, and the other addressed components of leadership and flourishing. Forty-four studies were found that used the MLQ, but not all related to flourishing. No study was found that used the MLQ scale and flourishing (FAWS) together.

2.5 CHAPTER SUMMARY

This chapter presented a literature review on the five leadership styles and the components of flourishing.

The next chapter discusses the research methodology, including the data collection techniques and the measuring instruments. It also looks at and the statistical analysis tools that were used.

CHAPTER 3: EMPIRICAL RESEARCH

3.1 INTRODUCTION

The real world is continuously changing, so business and management must keep up with the change. This is why empirical research is important. According to Rousseau (as cited by Bryman *et al.*, 2014:5), managers must look at the best available scientific evidence to make professional decisions instead of basing decisions on personal preference.

This chapter discusses the approach and design of this empirical study, the measuring instruments, the data gathering procedures and statistical analysis. The respondents used and the ethical consideration are noted and taken into account.

3.2 RESEARCH APPROACH

The research question is: “What is the relationship between leadership style and flourishing among the employees in a milling company in the Free State?”

3.3 RESEARCH DESIGN

A research design is a pre-planned sketch to explain a problem (Farooq, 2013). Miller (as cited by Farooq, 2013) explains that a “[r]esearcher design is a planned sequence of the entire process involved in the conduction of a research study.” Quantitative research is objective by nature, measurable and has replicable results (Bryman *et al.*, 2014:53).

In this study, data were collected to determine if there is a relationship between the different constructs of leadership and flourishing, and to establish the frequency of the correlations. The research is therefore descriptive in nature.

The study followed a survey design, where respondents were requested to complete a single questionnaire that was compiled from two pre-designed and tested questionnaires. The respondents were asked to give their basic biographical data so that the respondents could be grouped accordantly.

3.4 RESPONDENTS

The purpose of this study was to look at the leadership styles present in this specific mill in Bothaville and the influence these leadership styles have on the flourishing of the

employees of the mill. The total number of employees was 100, of which 88 took part in the research voluntarily. This included employees of all levels. In this study the entire population (N=100) was invited to participate. This resulted in a sample that included 88% of the employees (n=88). Bryman *et al.* (2014:170) explains the population as the universe of people from which the sample is selected. The biographical information is discussed in detail in Section 4.2.

The Table 3, page 42, below provides a summary of the characteristics of the respondents that completed the questionnaires.

Table 3: Frequency table of characteristics of the sample

Frequency table: Characteristics of the Sample (Workers at milling Company) (n=100)

Item	Category	Frequency	Percentage %	Cumulative %
Gender	Male	87	87.0%	87.0%
	Female	13	13.0%	100.0%
Age	Below 25 years	16	16.0%	16.0%
	25-34 years	49	49.0%	65.0%
	35-44 years	20	20.0%	85.0%
	45-54 years	10	10.0%	95.0%
	Over 55 years	5	5.0%	100.0%
Race	Black	75	75.0%	75.0%
	Coloured	1	1.0%	76.0%
	Indian	0	0.0%	76.0%
	White	24	24.0%	100.0%
Employment status	Permanent	100	100.0%	100.0%
	Temporary	0	0.0%	100.0%
Occupational level	General Workers	50	50.0%	50.0%
	Assistant Workers	15	15.0%	65.0%
	Shift leaders/Millers	25	25.0%	90.0%
	Middle Management/Head of Dep	6	6.0%	96.0%
	Senior Management/Executive	4	4.0%	100.0%
Department	Mill/Production	30	30.0%	100.0%
	Admin	10	10.0%	
	Dispatch	11	11.0%	
	Maintenance	6	6.0%	
	Packaging	34	34.0%	
	Sales	5	5.0%	
	Receiving maize	4	4.0%	
Group Departments together	Mill/Production, Maintenance & Receiving	40	40.0%	100.0%
	Admin & Sales	15	15.0%	
	Dispatch & Other	11	11.0%	
	Packaging	34	34.0%	

3.5 DATA COLLECTION

Permission was obtained from the NWU to do this study (EMSPBS16/06/03-01/20) (see Appendix C). Data were collected from the employees of the milling company on the leadership styles and components of flourishing.

Some golden rules were applied during the data collection process. This included not expecting from the respondents what one would not want to do oneself, thanking them at the beginning, being sensitive to their needs, doing what one promised them (if you promised something), thanking them again at the end of the survey and being alert for signs of respondent feeling uncomfortable.

Voluntary participation was highlighted and explained in the cover letter of the questionnaire and again before the completion of the questionnaire. Confidentiality was highlighted before the administration of the questionnaire.

The HR department of the mill, an outside company, was asked to help explain the purpose of the questionnaires and to administer the questionnaire during each shift. The questionnaires had detailed instructions on how to complete it, and a translator, Mr. Andrew Maditso, a co-worker, was asked to translate if needed. The questionnaire was discussed in detail with Mr. Andrew Maditso (on two occasions) to make sure that he understood the questions of the questionnaire. Relevant words were written down so that he would be able explain them to respondents. It was highlighted that the leadership questionnaire related to the employee's direct supervisor.

The completed questionnaire and the attendance register were collected directly after completion of the questionnaire. The cover page was separated from the questionnaire after the permission section had been signed. The cover pages were e-mailed to Dr M.M. Heyns, the supervisor, for safe-keeping. After all the questionnaire had been completed in weekly intervals over three weeks, they were delivered to NWU Statistical Consulting Services for statistical analysis. Dr Erica Fourie did the statistical analysis.

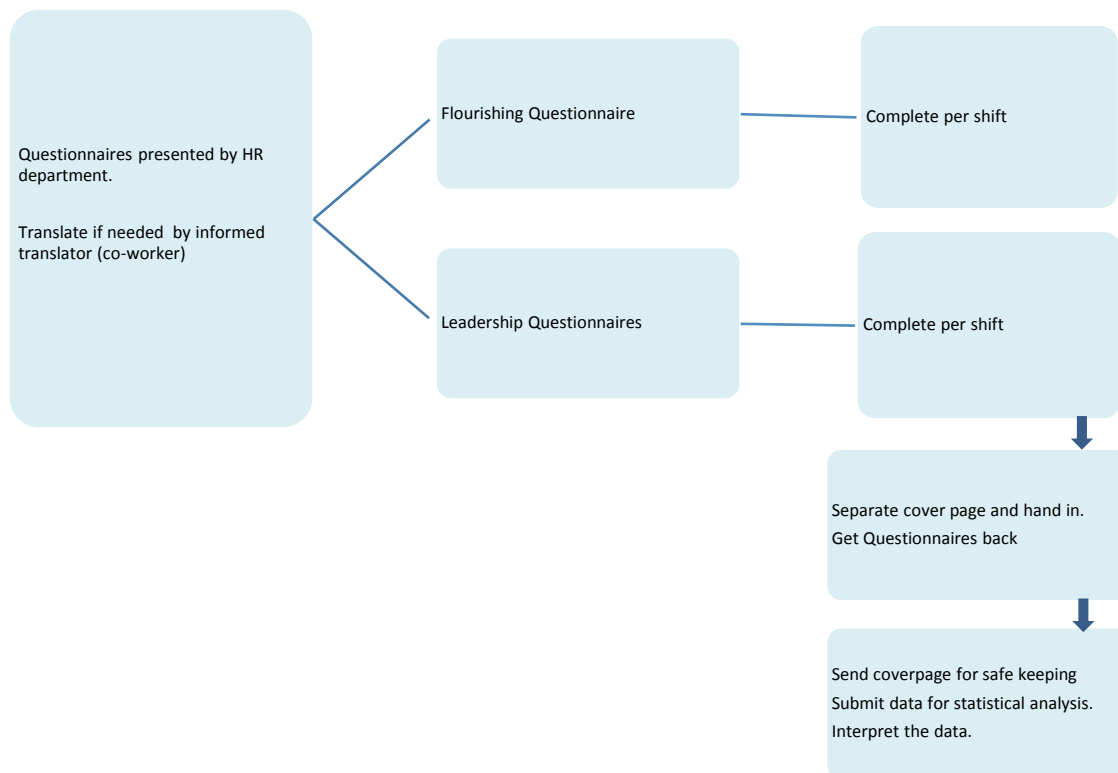


Figure 3: Data collection process

The managing director of the milling company granted permission because he understood that the outcome of the study would give an indication of which leadership style is being used by the leaders, and what leadership style would have the best correlation with employee flourishing in the workplace. This could help the company achieve their vision.

3.6 MEASURING INSTRUMENTS

Pre-approved questionnaires were used to measure the leadership styles and attributes and the elements of flourishing.

Questionnaires that were used included (see Appendix A):

1. Flourishing at Work Scale – FAWS (adapted from Rothmann, 2013). This scale consists of 48 items measuring emotional, psychological and social well-being, and the three dimensions of flourishing. This was validated by Janse van Rensburg *et al.* (2017:8) and Rautenbach (2015:43-44) (see Appendix A, Section B).
2. Multilevel Leadership Questionnaire (leader assessment) MLQ (Appendix A, Section C).

According to Bass (1998:117), the Multilevel Leadership Questionnaire has been tested as a reliable instrument. The scale consists of 45 items measuring attributes and behaviours of leadership.

3.6.1 Flourishing at Work Scale (FAWS)

3.6.1.1 Content of Flourishing at Work Scale (FAWS)

The FAWS was developed by Rautenbach (2015:12). It consists of 48 questions measuring the three dimensions of flourishing (emotional, psychological and social well-being) at work.

Emotional well-being consists of three dimensions, namely positive affect; negative affect and job satisfaction. The three items of the questionnaire were included for each dimension of emotional well-being. See Table 6, page 64, for the entire questionnaire and the grouping of all the questions (Rautenbach, 2015:12).

Psychological well-being consists of six dimensions, namely autonomy satisfaction; competence satisfaction; relatedness satisfaction; learning; meaningful work and engagement. Three items of the questionnaire were included for autonomy satisfaction, competence satisfaction, relatedness satisfaction and learning. Four items were included for meaningful work and six items of the questionnaire were included for engagement. Five items were allocated to social well-being with the different social relationship (Rautenbach, 2015:12). Table 6, page 64, shows the questions as grouped into the different dimensions of flourishing with the different relationships.

The questionnaire responses were measured by a six-point scale (Never (1), Once or twice (2), Once a week (3), About two or three times per week (4), Almost every day (5) and Every day (6))

3.6.1.2 Reliability of FAWS

Rautenbach's research (2015:128) shows satisfying results for FAWS as a valid and reliable measure of work flourishing. Janse van Rensburg *et al.* (2017:8) did find that the results of their study support the construct validity of the FAWS.

3.6.1.3 Validity of FAWS

Rautenbach found in her study (2015:47) configure, metric and scalar invariance of the FAWS in a calibration sample. She explains (2015:47) that configure invariance means that the same number of factors existed across two samples and the metric invariance means that the factor loadings on the ten scales were equal across the two samples. Rautenbach explains (2015:47) that the FAWS showed scalar invariance, which means that factor loadings and item intercepts were invariant across the two samples. Janse van Rensburg *et al.* (2017:8) found that the reliabilities of the dimensions of flourishing scales were acceptable in their study.

3.6.2 Multilevel Leadership Questionnaire (MLQ)

3.6.2.1 Content of Multilevel Leadership Questionnaire (MLQ)

The Multilevel Leadership Questionnaire (MLQ) was developed by Bass and Avolio in 1995 (2014). It consists of 45 questions measuring the attributes of five leadership styles, (transactional, transformational, passive avoidant, laissez-faire and transactional-transformational leadership styles).

The MLQ is there to identify a leader's leadership style as more of the one and less of the other leadership style and not to stick a label to the leader (Bass & Avolio, 2017:8). Bass and Avolio (2017:9) indicate that the outcome of the MLQ is the result of leadership behaviour and not a leadership style.

Transactional leadership style consists of two attributes, namely "contingent reward" (CR) and "management-by-exception: active" (MBE: A). Four items of the questionnaire were included for each attribute of the transactional leadership style. See Table 5, page 62, for the entire questionnaire and the grouping of all the questions.

Transformational leadership style consists of five attributes, namely "idealized attributes" (IS), "idealized behaviours" (IB), "individual consideration" (IC), "inspires others" (IM) and "intellectual stimulation" (IS). Four items of the questionnaire were included for each attribute of the transformational leadership style. See Table 5, page 62, for the entire questionnaire and the grouping of all the questions.

The laissez-faire leadership style consists of one attribute, namely "laissez-faire" (LF). Four items of the questionnaire were included for each attribute of the laissez-faire

leadership style. See Table 5, page 62, for the entire questionnaire and the grouping of all the questions.

The passive-avoidant leadership style consists of one attribute, namely “management-by-exception: passive” (MBE: P). Four items of the questionnaire were included for each attribute of the passive-avoidant leadership style. See Table 5, page 62, for the entire questionnaire and the grouping of all the questions.

The transactional-transformational leadership style consists of three attributes: “effectiveness” (EFF), “extra effort” (EE) and “satisfaction with leadership” (SAT). Four items of the questionnaire were included for EFF, three items for EE and two items for the SAT attribute of the transactional-transformational leadership style. See Table 5, page 62, for the entire questionnaire and the grouping of all the questions.

Bass and Avolio (2017:6) indicate that all the leadership attributes have four items, extra effort three items, effectiveness four items and satisfaction has two items. The questionnaire responses are measured with a five-point scale (Not at all (0), Once in a while (1), Sometimes (2), Fairly often (3), Frequently, if not always (5))

3.6.2.2 Reliability of MLQ

The Multi-Leadership Questionnaire is an established instrument and has been researched extensively (Anon, 2017:1). The instrument was developed by Avolio and Bass and evaluates transactional, transformational and passive-avoidant leadership styles, the reliability scores for the MLQ range from moderate to good according to Statistics Solution (Anon, 2017:1).

3.6.2.3 Validity of MLQ

Extensive research and validations were done on the MLQ, according to statistics solution (Anon, 2017:1). Avolio and Bass’s MLQ has been used in thousands of research papers, master’s dissertations and doctoral theses (Fiery, 2008; Long, 2004; Ohman, 1997; Hahn, 2004; Omer, 2005; King, 1994). They registered *Full Range Leadership* in 1995 as a trademark, as indicated on the Mind Garden website (Anon, 2017:1).

3.6.2.4 Permission

A Multifactor Leadership Questionnaire (MLQ) license to reproduce was obtained from Mind Garden for a 100 questionnaires at a price of \$175.

MQL License accessible at:

<https://transform.mindgarden.com/document/doc.php?date=October+24%2C+2017&quantity=100&inst=mlq-b&id=547867&sig=1d29fdbf>

3.7 MEASURING INSTRUMENT FOR BIOGRAPHICAL INFORMATION

The following biographical information was included in the questionnaire: the year of birth, gender, educational qualifications, demographical group, employment status, occupational level, years of work at company, years of work in current position, department working in. A reference code was created in case some information was not enough to link the questionnaire (see Appendix A, Section A).

The department selection was very important as it that was used by the researcher to group the leaders and followers in die departments that were analysed.

3.8 PROCEDURE FOR DATA GATHERING

3.8.1 Questionnaires

The HR department of the mill helped to explain the purpose of the questionnaires and to administer the questionnaire per shift. An internal translator, Mr. Andrew Maditso, a co-worker, helped with translation if necessary. A hard copy of the questionnaire was handed out and completed. The respondents were given approximately one hour to complete the two questionnaires.

The completed questionnaire and the attendance register were collected directly after completion of the questionnaire. The cover page was separated from the questionnaire after the respondents had signed the permission section. The cover pages were e-mailed to Dr M.M. Heyns, MBA dissertation supervisor, for safe-keeping. After all the questionnaires had been completed in the weekly intervals over three weeks, it was delivered to the NWU Statistical Consulting Services for the statistical analysis. Dr Erica Fourie did the statistical analysis.

3.8.2 Ethical considerations

Diener and Crandall (as cited by Bryman *et al.*, 2014:120) classify business research ethics principles into four areas:

- harm to respondents
- lack of informed consent
- invasion of privacy
- deception involved

The above ethical principles were considered during the research for this study. The study was conducted at the researcher's place of work. The researcher is the general manager of the milling company and the main objective of this study (to find out what leadership style is the best to improve flourishing under the employees in a milling company) was explained to the respondents. The involvement of the manager was also be clearly highlighted to the respondents. An external consultant was used to collect the data.

The researcher did make sure that no harm came to respondents. The respondents received enough time to fill in the forms stress-free and they were reassured that there were no prospects of harm to their future careers.

It was clearly communicated to all respondents that the participation is voluntary and that there is no pressure to participate in the study. This is why an external consultant was used to help will the completion of the questionnaires.

The questionnaires were kept confidential and no names were recorded on the completed forms. The consent forms were handed in separately.

The results will be shared to the director and managers of the milling company.

3.8.3 Preliminary arrangements

Permission was obtained from the director of the milling company to conduct the survey. The external HR company was requested beforehand to help with the data gathering. The employees at the mill work shifts, some work a three-shift cycle 06:00-14:00, 14:00-22:00 and 22:00-06:00, some just a two-shift cycle 06:00-14:00 and 14:00-21:00, and

then a day shift 07:00-17:00 with a lunch hour between 13:00-14:00. A timetable was compiled to get the respondents just after their shift every Tuesday for three weeks, or in their lunch hour. During those three weeks, two sessions were conducted on the day, one between 13:00-14:00 and one from 14:00-15:00.

The managers and shift leaders were informed about the study and arrangements were made with the employees to be available. The study was conducted on Tuesday 7 March 2017, Tuesday 14 March, and Wednesday 22 March 2017 (due to the public holiday). Two hotdogs and a cold drink were provided for each respondent after completion of the questionnaire as some were completing the questionnaire during their lunch break.

3.8.4 Data capturing

The completed questionnaires were delivered to the NWU Statistical Consulting Services. They captured the data before doing the statistical analysis. The NWU Statistical Consulting Services used the following program to analyse the data: SPSS Inc. (2017). IBM SPSS Statistics Version 24, Release 23.0.0, Copyright© IBM Corporation and its licensors. <http://www-01.ibm.com/software/analytics/spss/>.

Descriptive statistics like means, standard deviations and frequency distributions are used to describe the data. The reliability and the validity of the measuring instruments was determined using Cronbach's alpha coefficient and confirmatory factor analysis.

3.9 STATISTICAL ANALYSIS

The NWU Statistical Consulting Services reported on the following by using descriptive statistics: the frequencies, means and standard deviations on the leadership styles and attributes, and the elements of flourishing and the dimensions of flourishing. The relationship between the variables was assessed by using the Spearman's rho correlation coefficients.

The average that we use every day is called the arithmetic mean (Bryman *et al.*, 2014:319). The mean (arithmetic mean) denoted by $\bar{X}$, is used to measure of central tendency (Levine *et al.*, 2011:114).

$\bar{X}$ formula is: $\bar{X} = (X_1 + X_2 + \dots + X_n)/n$

Where n = the sample size (excluding non-responses)

$\bar{X}$ = sample mean

X_1 = sample value 1

X_2 = sample value 2

$\bar{X}$ is calculated by dividing the sum of all the values in the sample by the sample size. The standard deviation (S) indicates how a range of data is distributed around the mean. Levine *et al.* (2011:121) explain that the greater the concentration around the mean, the smaller the standard deviation is.

S formula is:
$$S = \frac{\sum(x - \bar{x})^2}{n-1}$$

Where n = the sample size

S = standard deviation

x = sample value

$\bar{x}$ = sample mean

Normally a large quantity of the data concentrates around the mean, producing a bell-shaped distribution. According to Levine *et al.* (2011:139), the empirical rule states that around 68% of all data would be within a distance of ± 1 standard deviation of the mean, 95% of the data would be in distance of ± 2 standard deviation of the mean and approximately 99.7% of all data would be within a distance of ± 3 standard deviations of the mean if the data are normally distributed.

If the data are symmetrically distributed around the mean, it is a normal distribution (Levine *et al.*, 2011:222). The further the deviations are from the mean, the flatter the bell-shape becomes, and the nearer the deviation, the higher the bell-shape become. If the standard deviation of the mean distance becomes more than ± 3 , these are considered outliers (Levine *et al.*, 2011:139).

Cronbach's alpha coefficient (α) is a widely used measure of the reliability of a scale. It measures how well an item correlates with the sum of the remaining items. A high value indicates internal consistency, but does not guarantee it. A value of above 0.3 is acceptable, above 0.7 is good and above 0.8 is very good according to Streiner (2003:103). If the Cronbach's alpha coefficient is above 0.9, it may indicate redundant items in the questionnaire.

The measure of statistical significance can be done using the p-value. If the p-value is equal to or smaller than 0.05, the effect is statistical significance (Field, 2009:678).

Spearman's rho correlation coefficient (r) is used to analyse the relationship between two variables and a test of statistical significance was done to estimate how confident we can be that the results are generalizable to the population from the sample (Bryman, 2015:325). This is just for confidence in the findings.

The Spearman's rho correlation coefficient (r) examines the strength of the linear relationship between two ratio variables (Bryman *et al.*, 2015:322). The coefficient will be between 0 (no relationship) and 1 (perfect relationship).

3.10 CHAPTER SUMMARY

This chapter dealt with the research approach, the research design, the data collection and measuring instruments. It subsequently looked at the statistical analysis tools that were used.

The next chapter presents the empirical research results and findings. The biographical profile of the respondents is discussed before the descriptive statistics on leadership and flourishing is presented. The chapter also considers the reliability of leadership and flourishing in this study. Lastly, the correction in the different departments is probed for interesting facts.

CHAPTER 4: EMPIRICAL RESEARCH RESULTS

4.1 INTRODUCTION

The results of the empirical research are presented in this chapter. The data were captured and analysed by the Statistical Consultation Services of the NWU.

The biographical profile of the respondents is provided and discussed, and thereafter descriptive statistics on the concept of leadership and flourishing are presented. The relationship between leadership and flourishing is assessed by looking at correlation coefficients.

4.2 BIOGRAPHICAL PROFILE

The biographical information revealed that the response rate was 88%, so 88 of the 100 employees filled in the questionnaires. The biographical information is summarized in Table 4, page 60.

4.2.1 Gender

Eighty-six respondents indicate their gender, 73 male and 13 female. The population consisted of 87 males and 13 females. The response rate was 84% for the male sample and 100% for the female sample. The gender dispersion was thus 85% male and 15% female, which is acceptable for a factory where the majority of the employees are male.

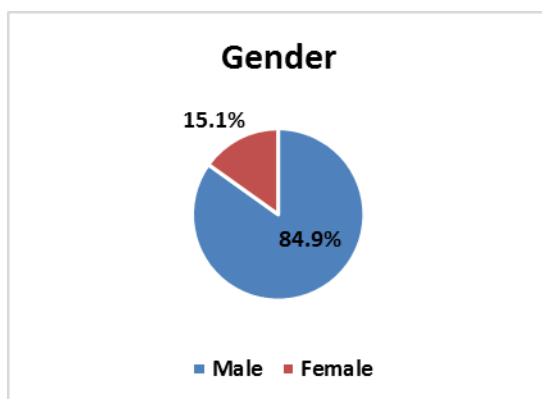


Figure 4: Gender of respondents

4.2.2 Age

The majority of the respondents were in the age group 25-34 years (49%). The second largest age group was 35-44 years (21%), thus 70% were between 25-44 years. A total of 12.8% were younger than 25 years and 17.4% were older than 45 years, including the 5.8% older than 55 years (5 respondents). Eighty-six respondents indicated their year of birth.

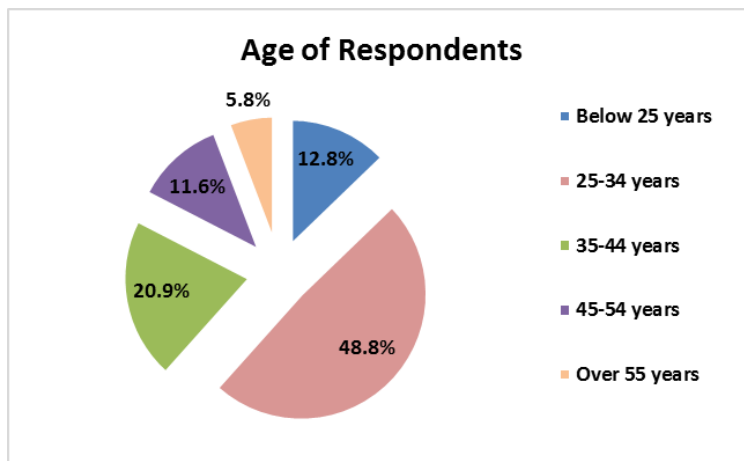


Figure 5: Age groups of respondents

4.2.3 Educational level

There is one respondent with a master's degree (1.2%), two respondents with a B-degree (2.4%) and nine respondents with a diploma (10.6%), 28 respondents had passed Grade 12 (32.9%), 16 respondents had passed Grade 11 (18.8%) and 34.1% of the respondents had Grade 10 or lower. The majority (52.9%) of the respondents have not a matric qualification and 32.9% had only a matric qualification, in other words 85.8% had no training beyond matric. This could be expected in a factory.

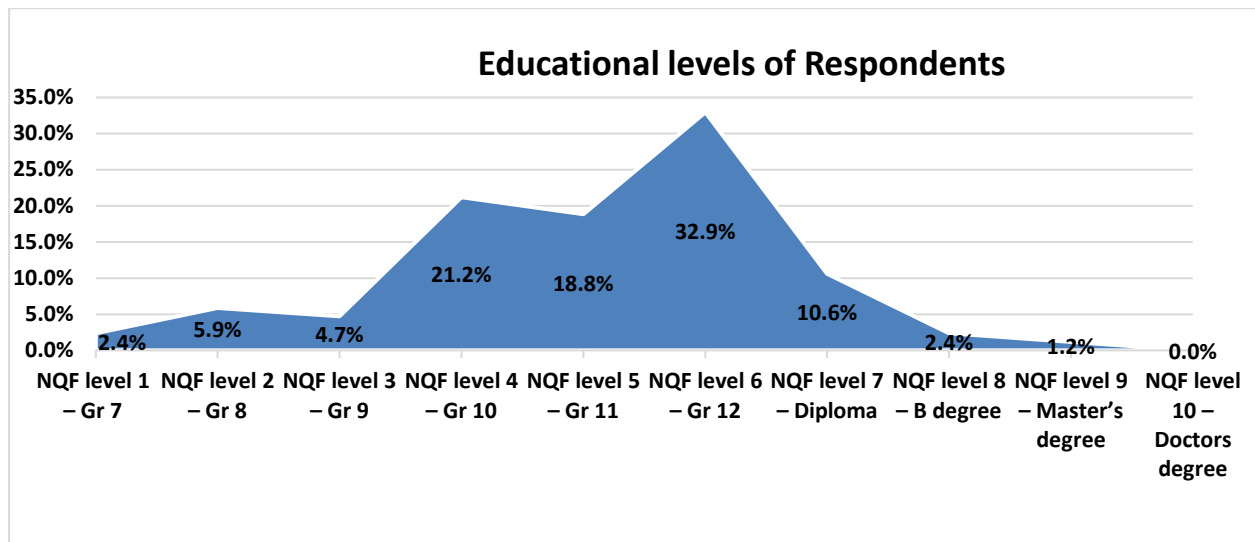


Figure 6: Educational levels of respondents

4.2.4 Race

A great majority (70.9%) of the respondents were Black (61) and 27.9% White (24), with just one respondent being Coloured. The majority were Black, male respondents.

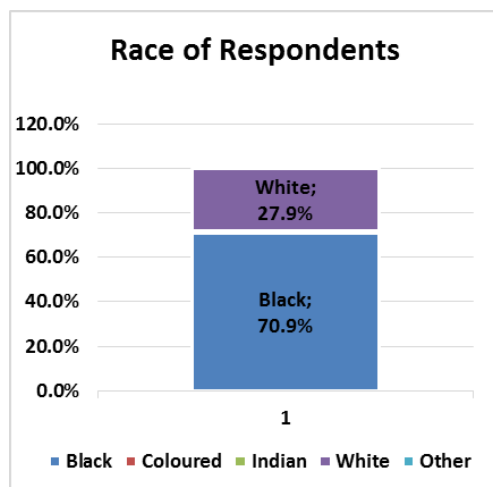


Figure 7: Race dispersion

4.2.5 Employment status

The majority of the respondents (98.8%) are permanent employees of the milling company where the study took place.

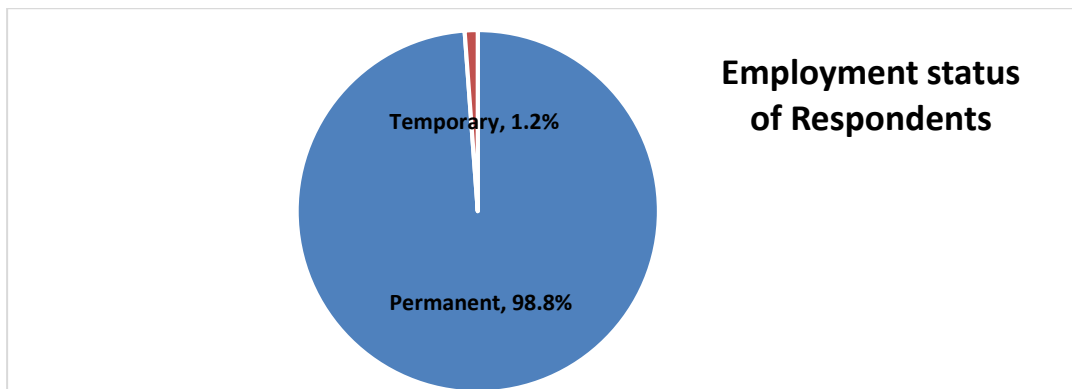


Figure 8: Employment status of the respondents

4.2.6 Occupational level

The spread of the respondents' occupational levels shows that 55.8% are general employees, 19.5% are assistant employees. Together this makes 75.3% of the respondents, so the majority of the respondents were in the lower occupational levels. Of the remaining respondents, 11.7% were shift leaders, 7.8% middle management and 5.2% senior management.

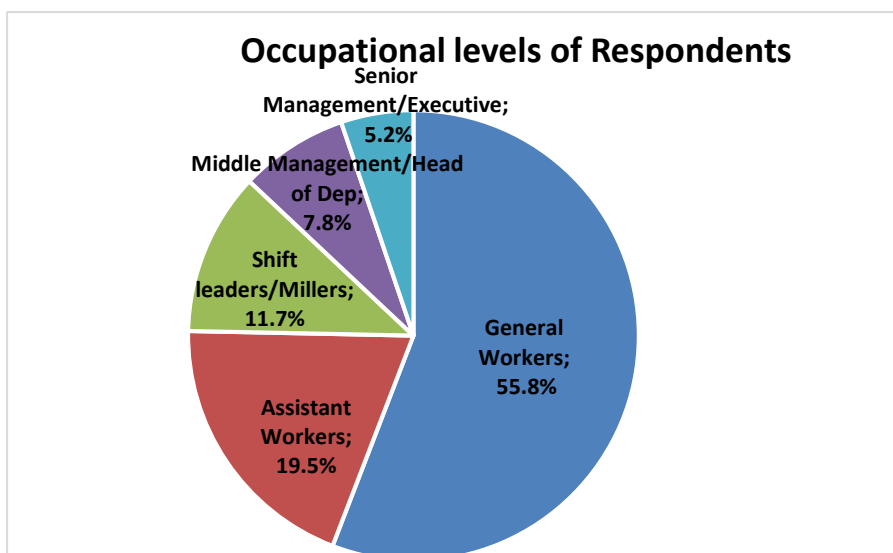


Figure 9: Occupational levels of respondents

4.2.7 Employment at company and current position

The company is ten years old this year, and 33% indicated that had been with the company for more than 5 years, and 67% less than 5 years.

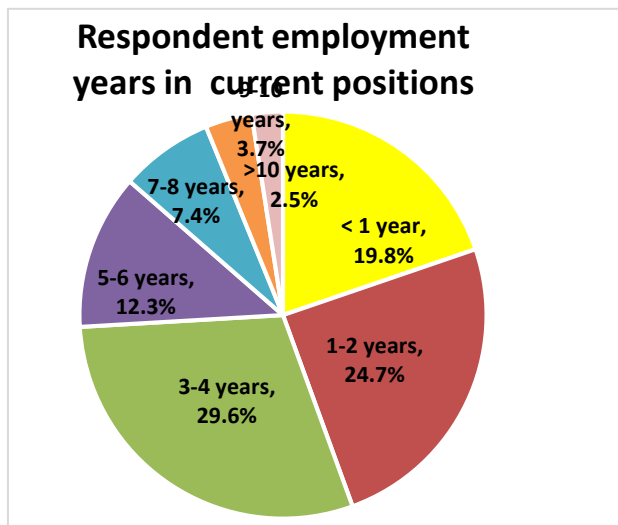


Figure 10: Employment years at company

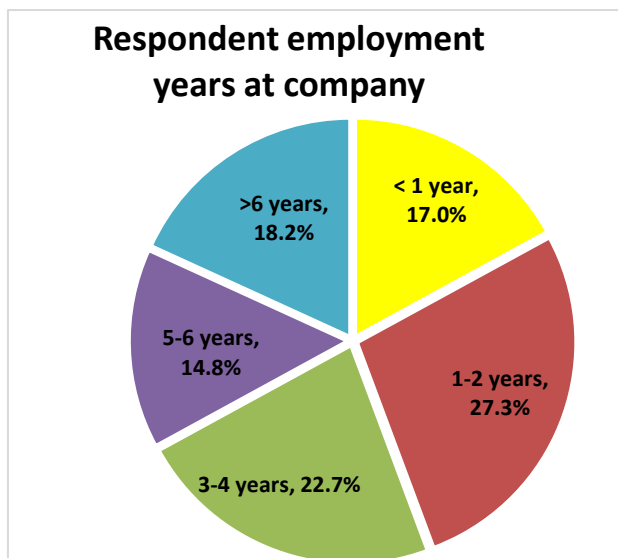


Figure 11: Employment in current position

The greatest majority (74.1%) of the respondents have been in their current position for less than 5 years and 25.9% have been in their current position at the company for more than 5 years.

A total of 67% employees have been in service of the company for less than 5 years and 74.1% have been in their current position for less than 5 years, so 7.1% have been moved to different position in the company. Another 14.8% indicated they have been in service 5-6 years and 12.3% have been in their current position for 5-6 years, so 2.5% have been moved to different position and in the category of more than 6 years at the company. 13.6% of the 18.2% were still in same position, thus 4.6% were in different positions.

4.2.8 Department

Eighty-one of the respondents indicated in what department they are working, of which 59 work in the factory (22 in the mill, 19 at the packaging of the maize meal, 9 at the dispatch of the maize and chop, three receive maize and 6 at the maintenance of the mill). Eight indicated other positions and 14 are support staff (9 admin and 5 sales). The majority are directly involved in the production of the maize meal in the factory. The departments are grouped together to make the data more comparable because of the small sample.

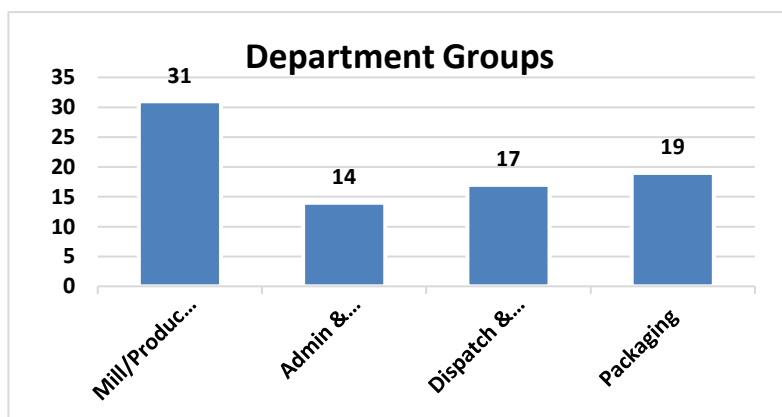


Figure 13: Grouping of the departments

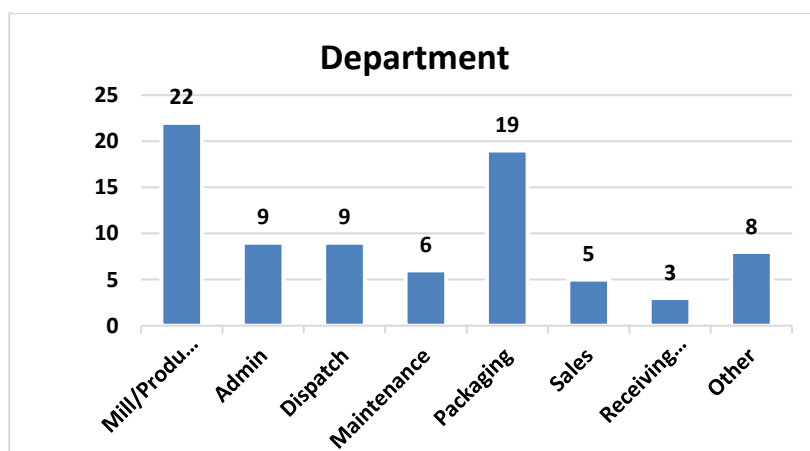


Figure 12: Departments of the respondents

Among the above permanent employees of the milling company, the majority of the sample is Black (70.9%), male (73%), has no matric (52.9%), between the age of 25-34 years (49%), general employees (55.8%) and 59% are directly involved in the production department, with 67% employed at the company for less than 5 years.

Table 4: Frequency table of characteristics of the participants

Frequency table: Characteristics of the participants (n=88)

Item	Category	Response	Frequency	Percentage %	Cumulative %
Gender	Male	1	73	83.0%	83.0%
	Female	2	13	14.8%	97.7%
	No indication		2	2.3%	100.0%
Age	Below 25 years		11	12.5%	12.5%
	25-34 years		42	47.7%	60.2%
	35-44 years		18	20.5%	80.7%
	45-54 years		10	11.4%	92.0%
	Over 55 years		5	5.7%	97.7%
	No indication		2	2.3%	100.0%
Educational level	NQF level 1 – Gr 7	3.1	2	2.3%	2.3%
	NQF level 2 – Gr 8	3.2	5	5.7%	8.0%
	NQF level 3 – Gr 9	3.3	4	4.5%	12.5%
	NQF level 4 – Gr 10	3.4	18	20.5%	33.0%
	NQF level 5 – Gr 11	3.5	16	18.2%	51.1%
	NQF level 6 – Gr 12	3.6	28	31.8%	83.0%
	NQF level 7 – Diploma	3.7	9	10.2%	93.2%
	NQF level 8 – B degree	3.8	2	2.3%	95.5%
	NQF level 9 – Master's degree	3.9	1	1.1%	96.6%
	NQF level 10 – Doctors degree	3.10	0	0.0%	96.6%
	No indication		3	3.4%	100.0%
Race	Black	4.1	61	69.3%	69.3%
	Coloured	4.2	1	1.1%	70.5%
	Indian	4.3	0	0.0%	70.5%
	White	4.4	24	27.3%	97.7%
	Other	4.5	0	0.0%	97.7%
	No indication		2	2.3%	100.0%
Employment status	Permanent	5.1	85	96.6%	96.6%
	Temporary	5.2	1	1.1%	97.7%
	No indication		2	2.3%	100.0%
Occupational level	General Workers	6.5	43	48.9%	48.9%
	Assistant Workers	6.4	15	17.0%	65.9%
	Shift leaders/Millers	6.3	9	10.2%	76.1%
	Middle Management/Head of Dep	6.2	6	6.8%	83.0%
	Senior Management/Executive	6.1	4	4.5%	87.5%
	No indication		11	12.5%	100.0%
Employment at Company	< 1 year		15	17.0%	17.0%
	1-2 years		24	27.3%	44.3%
	3-4 years		20	22.7%	67.0%
	5-6 years		13	14.8%	81.8%
	>6 years		16	18.2%	100.0%
Employment in current position	< 1 year		16	18.2%	18.2%
	1-2 years		20	22.7%	40.9%
	3-4 years		24	27.3%	68.2%
	5-6 years		10	11.4%	79.5%
	7-8 years		6	6.8%	86.4%
	9-10 years		3	3.4%	89.8%
	>10 years		2	2.3%	92.0%
	No indication		7	8.0%	100.0%
Department	Mill/Production	8.1	22	25.0%	100.0%
	Admin	8.2	9	10.2%	
	Dispatch	8.3	9	10.2%	
	Maintenance	8.4	6	6.8%	
	Packaging	8.5	19	21.6%	
	Sales	8.6	5	5.7%	
	Receiving maize	8.7	3	3.4%	
	Other	8.8	8	9.1%	
	No indication		7	8.0%	
Group Departments together	Mill/Production, Maintenance & Receiving		31	35.2%	100.0%
	Admin & Sales		14	15.9%	
	Dispatch & Other		17	19.3%	
	Packaging		19	21.6%	
	No indication		7	8.0%	

4.3 DESCRIPTIVE STATISTICS

Means and standard deviations were obtained from the data analysis to describe the data.

4.3.1 Leadership

The leadership attribute was measured on a five-point scale, so the mean is 2.5.

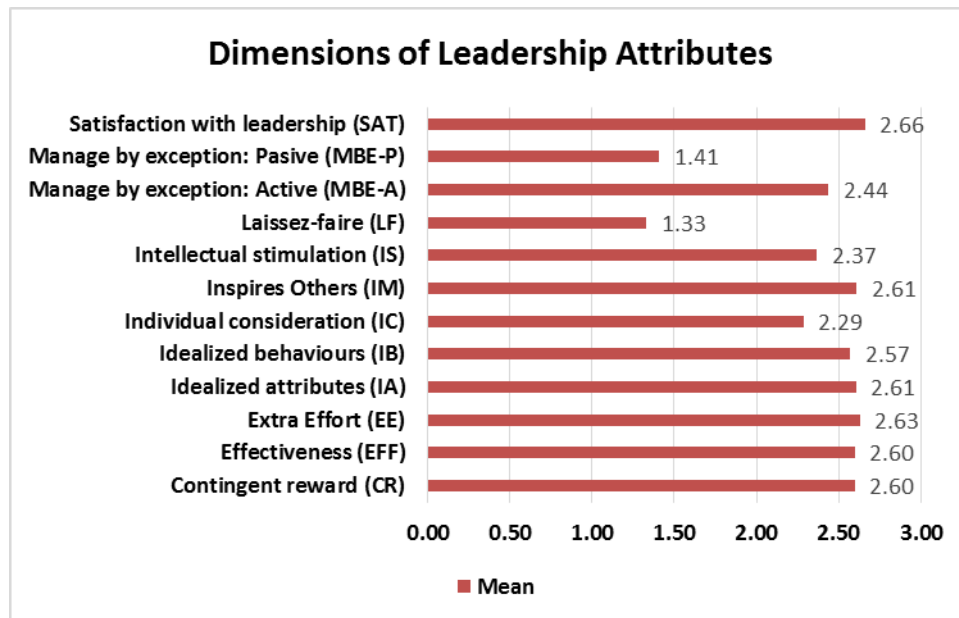


Figure 14: Means of leadership attributes

All of the leadership attributes scored around the mean of the scale, so the employees of the milling company do not have a problem with it. Laissez-faire and passive-avoidant were expected to be lower because these styles are not normally used in a manufacturing environment, but rather with professional careers.

Table 5: Results of leadership attributes and styles

Item	Possible answers	Frequency				Total	Not answer	Mean (x)	Standard deviation (S)	Leadership Attribute	Mean (x)	Standard deviation (S)	Leadership styles	Mean (x)	Standard deviation (S)	
		Not at all (0)	Once in a while (1)	Sometimes (2)	Fairly often (3)											Frequently, if not always (4)
My Manager/Supervisor.....																
C5	Avoids getting involved when important issues arise	40	8	14	12	10	84	4	1.33	1.484	Laissez-faire (LF)	1.33	1.12	Laissez-faire	1.33	1.11
C7	Is absent when needed	42	6	16	12	9	85	3	1.29	1.462						
C28	Avoids making decisions	40	9	17	9	8	83	5	1.23	1.400						
C33	Delays responding to urgent questions	36	11	16	11	12	86	2	1.44	1.484	Intellectual stimulation (IS)	2.37	0.94	Transformational	2.48	0.83
C2	Re-examines critical assumptions to question whether they are appropriate	7	9	25	22	17	80	8	2.41	1.198						
C8	Seeks differing perspectives when solving problems	18	9	21	18	18	84	4	2.11	1.431						
C30	Gets me to look at problems from many different angles	12	6	14	25	28	85	3	2.60	1.382						
C32	Suggests new ways of looking at how to complete assignments	12	10	14	25	23	84	4	2.44	1.383						
C6	Talks about their most important values and beliefs	13	5	24	20	22	84	4	2.39	1.353						
C14	Specifies the importance of having a strong sense of purpose	11	9	14	25	27	86	2	2.56	1.369						
C23	Considers the moral and ethical consequences of decisions	8	6	21	27	24	86	2	2.62	1.229						
C34	Emphasizes the importance of having a collective sense of mission	7	1	26	26	25	85	3	2.72	1.151						
C9	Talks optimistically about the future	8	11	21	22	22	84	4	2.46	1.275						
C13	Talks enthusiastically about what needs to be accomplished	6	9	21	25	25	86	2	2.63	1.208						
C26	Articulates a compelling vision of the future	10	5	15	21	29	80	8	2.68	1.357						
C36	Expresses confidence that goals will be achieved	8	5	20	25	27	85	3	2.68	1.246						
C10	Instills pride in me for being associated with him/her	17	10	17	20	20	84	4	2.19	1.452						
C18	Goes beyond self-interest for the good of the group	9	6	16	25	28	84	4	2.68	1.300						
C21	Acts in ways that builds my respect	8	3	16	21	38	86	2	2.91	1.271						
C25	Displays a sense of power and confidence	7	7	16	25	29	84	4	2.74	1.253						
C15	Spends time teaching and coaching	8	8	21	15	29	81	7	2.60	1.329						
C19	Treats me as an individual rather than just as a member of a group	25	8	14	15	20	82	6	1.96	1.583						
C29	Considers me as having different needs, abilities, and aspirations from others	26	5	18	19	19	87	1	2.00	1.540						
C31	Helps me to develop my strengths	10	5	18	19	29	81	7	2.64	1.354						
C1	Provides me with assistance in exchange for my efforts	9	5	19	21	33	87	1	2.74	1.307						
C11	Discusses in specific terms who is responsible for achieving performance targets	8	2	28	20	28	86	2	2.67	1.222						
C16	Makes clear what one can expect to receive when performance goals are achieved	7	6	17	23	30	83	5	2.76	1.255						
C35	Expresses satisfaction when I meet expectations	13	9	19	25	20	86	2	2.35	1.353						
C4	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards	11	3	27	20	22	83	5	2.47	1.291						
C22	Concentrates his/her full attention on dealing with mistakes, complaints, and failures	11	8	18	23	28	88	0	2.56	1.355						
C24	Keeps track of all mistakes	16	7	22	19	21	85	3	2.26	1.416						
C27	Directs my attention toward failures to meet standards	13	4	20	26	23	86	2	2.49	1.344						
C3	Fails to interfere until problems become serious	42	11	14	11	8	86	2	1.21	1.407						
C12	Waits for things to go wrong before acting	53	7	6	8	10	84	4	0.99	1.477						
C17	Shows that he/she is a firm believer in "If it isn't broke, don't fix it"	24	9	18	17	18	86	2	1.95	1.510						
C20	Demonstrates that problems must become chronic before taking actions.	37	8	16	10	14	85	3	1.48	1.540						
C38	Uses methods of leadership that are satisfying	10	4	21	19	32	86	2	2.69	1.331						
C41	Works with me in a satisfactory way	11	8	12	25	30	86	2	2.64	1.380						
C39	Gets me to do more than I expected to do	8	4	20	25	28	85	3	2.72	1.240						
C42	Heightens my desire to succeed	10	9	17	20	28	84	4	2.56	1.365						
C44	Increases my willingness to try harder	10	7	17	23	29	86	2	2.63	1.338						
C37	Is effective in meeting my job-related needs	7	4	20	26	27	84	4	2.74	1.201						
C40	Is effective in representing me to higher authority	13	9	16	22	25	85	3	2.44	1.410						
C43	Is effective in meeting organizational requirements	9	10	18	26	24	87	1	2.53	1.293						
C45	Leads a group effectively	6	9	17	26	27	85	3	2.69	1.225						

The table is a summary of the statistical outcomes of the MLQ scale.

4.3.2 Flourishing

A six-point scale was used to test the scale, so the mean of this scale is three.

All of the means of the element of flourishing as it relates to work was above average, so the employees have a flourishing component.

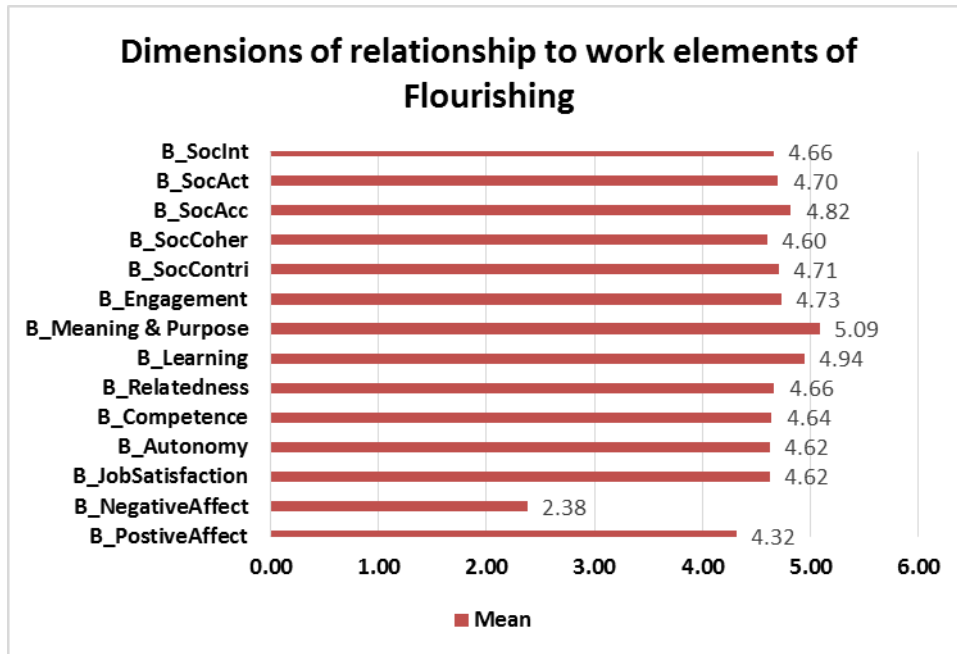


Figure 15: Means of relationship to work elements of flourishing

Table 6: Results of flourishing

Item	Possible answers	Frequency												Standard deviation (S)	Mean (x̄)	Relationship to work	Standard deviation (S)	Mean (x̄)	Well-being (Component of Flourishing)	Standard deviation (S)	Mean (x̄)
		Never (1)	Once or twice (2)	Once a week (3)	About two or three times per week (4)	Almost every day (5)	Every day (6)		Total	Not answer	Mean (x̄)	Standard deviation (S)									
During the past month at work, how often did you.....																					
B1	feel happy?	12	7	5	17	24	20	85	3	4.11	1.71		Positive affect	4.31	1.35	Emotional	4.51	0.93			
B2	feel particularly interested in something?	6	6	8	15	25	22	82	6	4.38	1.52			4.31	1.35						
B3	feel grateful?	6	7	6	8	22	35	84	4	4.64	1.61			2.38	1.15						
B4	feel upset?	18	19	18	14	7	6	82	6	2.89	1.52		Negative affect			Emotional	4.51	0.93			
B5	feel depressed?	30	21	16	5	5	1	78	10	2.19	1.27			2.38	1.15						
B6	feel bored?	47	15	6	5	4	4	81	7	1.96	1.47			2.38	1.15						
B7	experience satisfaction with your job?	4	4	5	10	27	33	83	5	4.82	1.40		Job satisfaction	4.62	1.15	Emotional	4.51	0.93			
B8	experience real enjoyment in your work?	2	6	7	12	22	34	83	5	4.78	1.38			4.62	1.15						
B9	feel that your job is close to your ideal job?	11	3	11	13	18	25	81	7	4.22	1.72			4.62	1.15						
B10	feel you can be yourself at your job?	7	3	6	5	22	41	84	4	4.85	1.58		Autonomy	4.62	1.38	Emotional	4.51	0.93			
B11	feel you can do your job the way you think is the best?	8	7	3	3	21	43	85	3	4.78	1.71			4.62	1.38						
B12	feel confident to think or express your own ideas?	10	7	7	10	26	26	86	2	4.31	1.70			4.62	1.38						
B13	feel good at managing the responsibilities or your job?	6	3	3	4	26	42	84	4	4.99	1.48		Competence	4.64	1.15	Psychological	4.81	0.93			
B14	feel that you really master your tasks at your job?	6	3	2	12	30	31	84	4	4.79	1.43			4.64	1.15						
B15	feel you can even accomplish the most difficult tasks?	7	8	13	14	19	25	86	2	4.22	1.62			4.64	1.15						
B16	feel really connected with other people at your job?	3	3	5	7	21	48	87	1	5.11	1.32		Relatedness	4.66	1.22	Psychological	4.81	0.93			
B17	feel that you experienced warm and trusting relationships with others at work?	4	3	5	10	26	37	85	3	4.91	1.37			4.66	1.22						
B18	feel that people involve you in social activities at work?	12	7	9	15	21	20	84	4	4.02	1.72		Learning	4.94	1.17						
B19	find yourself learning often?	4	5	7	12	24	34	86	2	4.73	1.44			4.94	1.17	Psychological	4.81	0.93			
B20	find that you continue to learn more as time goes by?	2	1	5	10	28	41	87	1	5.11	1.14			4.94	1.17						
B21	feel that you understand how your work contributes to your life's meaning?	2	2	7	8	21	47	87	1	5.13	1.24		Meaning and purpose	5.09	0.95						
B22	feel that your work makes a difference to the world?	1	4	4	5	22	50	86	2	5.24	1.18			5.09	0.95	Psychological	4.81	0.93			
B23	feel that the work you do serves a greater purpose?	4	1	1	12	25	42	85	3	5.11	1.24			5.09	0.95						
B24	feel your work helps you make sense of the world?	2	5	4	14	26	36	87	1	4.90	1.29			5.09	0.95						
B25	focus a great deal of attention on your work?	4	1	0	9	31	40	85	3	5.14	1.20		Engagement	4.73	0.95	Social	4.10	1.10			
B26	get so into your job that you lose track of time?	18	8	14	12	21	13	86	2	3.57	1.77			4.73	0.95						
B27	feel passionate about your job?	4	2	7	8	26	39	86	2	4.94	1.36			4.73	0.95						
B28	get excited when you performed well on your job?	2	1	5	9	27	43	87	1	5.15	1.14			4.73	0.95	Social	4.10	1.10			
B29	devote a lot of energy to your job?	3	2	4	28	46	85	3	5.24	1.19				4.73	0.95						
B30	feel energised when you work?	3	1	7	15	21	39	86	2	4.94	1.28			4.73	0.95						
B31	feel you had something important to contribute to this organisation?	6	4	5	11	23	33	82	6	4.71	1.53		Social Contribution	4.71	1.53	Social	4.10	1.10			
B32	feel that you really belong to this organisation?	10	4	2	8	31	30	85	3	4.60	1.65		Social Coherence	4.60	1.65						
B33	feel the organisation is becoming a better place for people like you?	5	4	3	12	29	34	87	1	4.82	1.41		Social Acceptance	4.82	1.41						
B34	feel that people in your organisation are basically good?	4	5	7	11	30	30	87	1	4.70	1.41		Social Actualisation	4.70	1.41	Social	4.10	1.10			
B35	feel that the way your organisation works, makes sense to you?	6	5	5	13	27	32	88	0	4.66	1.50		Social Integration	4.66	1.50						

Table 6 above gives the results of the total FAWS outcomes.

Question 28 was left out of the study. The contribution of a reliable measurement of this item to the scale was too low, measured by the Cronbach's alpha coefficient.

4.4 RELIABILITY ANALYSES

The reliability of the measuring instruments was determined by using Cronbach's alpha coefficient. Cronbach's alpha coefficient (α) is a widely used measure of the reliability of a scale. It measures how well an item correlates with the sum of the remaining items. A high value indicates internal consistency, but does not guarantee it.

A value of above 0.3 is acceptable, above 0.7 is good and above 0.8 is very good according to Streiner (2003:103). If the Cronbach's alpha coefficient is above 0.9, it may indicate redundant items in the questionnaire.

According to Walker and Almond (2010:81), a value of greater than 0.8 is good, between 0.7 and 0.79 is fairly good, between 0.6 and 0.69 is just acceptable and smaller than 0.6 is unacceptable.

4.4.1 Reliability of leadership

The Cronbach's alphas of the leadership attributes were all above 0.6 thus acceptable, with Laissez-faire and Satisfaction with leadership and Effectiveness with a 0.8, which is good to very good. Inspires others was 0.77, which is fairly good.

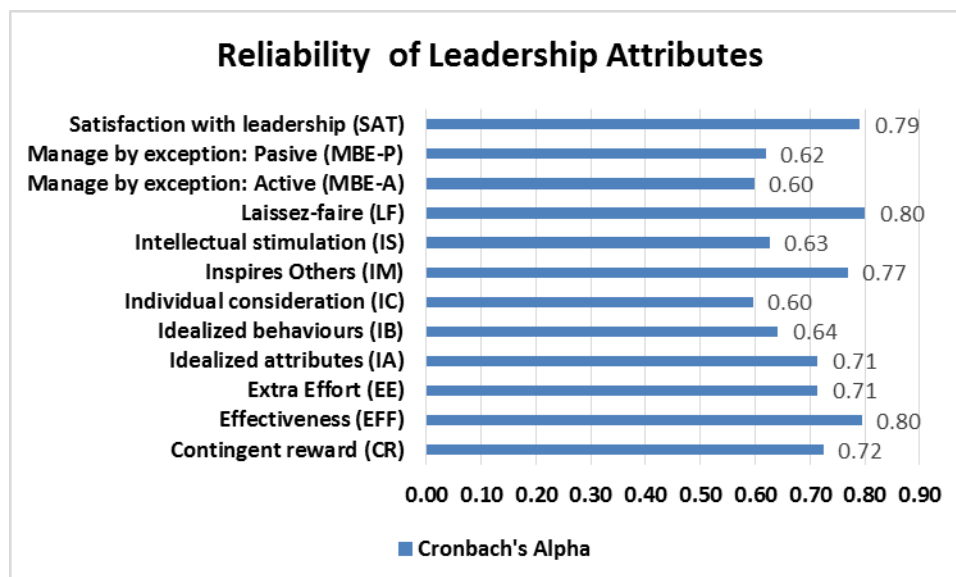


Figure 16: Cronbach's alpha of leadership attributes

The Cronbach's alphas of the leadership styles were also all above 0.6, which is acceptable, with transactional-transformational and transformational above 0.9, which is very good.

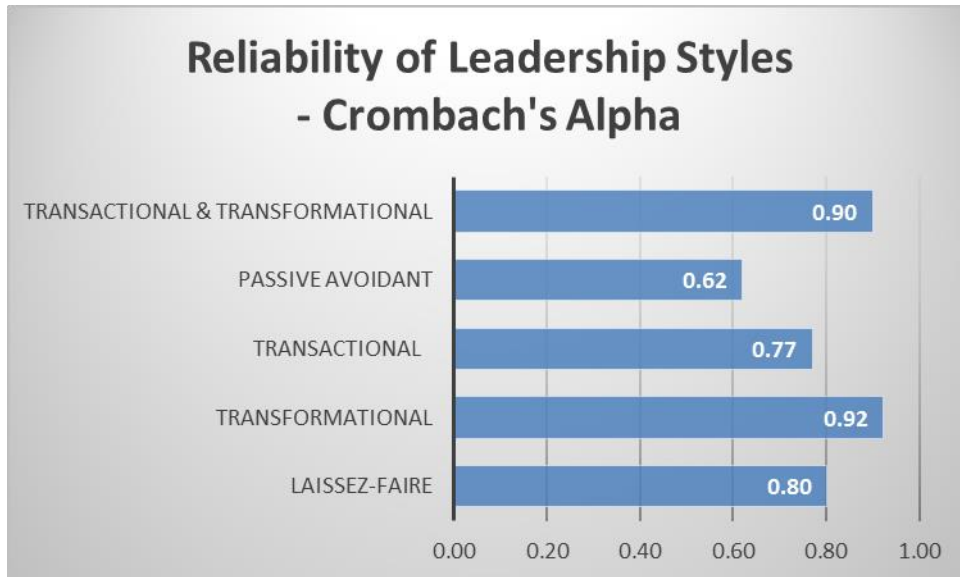


Figure 17: Cronbach's alpha of leadership styles

The Cronbach's alpha values indicated that the measure of reliability of the scale was good. It showed that the item correlated well with the sum of the remaining items. The high value indicates an internal consistency. The MLQ is reliable for this study.

4.4.2 Reliability of flourishing

The Cronbach's alphas of the relationship between work and the components of flourishing were not all above 0.6, but none were below 0.5 and therefore, according to Streiner's guideline as described in Chapter 3, the scales could still be regarded as acceptable. However, the interpretation should be treated with caution, just three components, namely Engagement, Competence and Negative affect, had a Cronbach's alpha between 0.5 and 0.6. Relatedness and Job satisfaction were between 0.6 and 0.7, which is fairly good. Learning, autonomy and positive affect were between 0.7 and 0.8, which is good.

B28, a question in the group of six questions that test Engagement, was rejected. The inter-item correlation matrix showed negative correlations with three of the other five questions. The Cronbach's alpha of the group was 0.498 with this question included and without the question, the Cronbach's alpha was 0.546, which is acceptable. The inter-item correlation matrix showed no negative correlations between the questions.

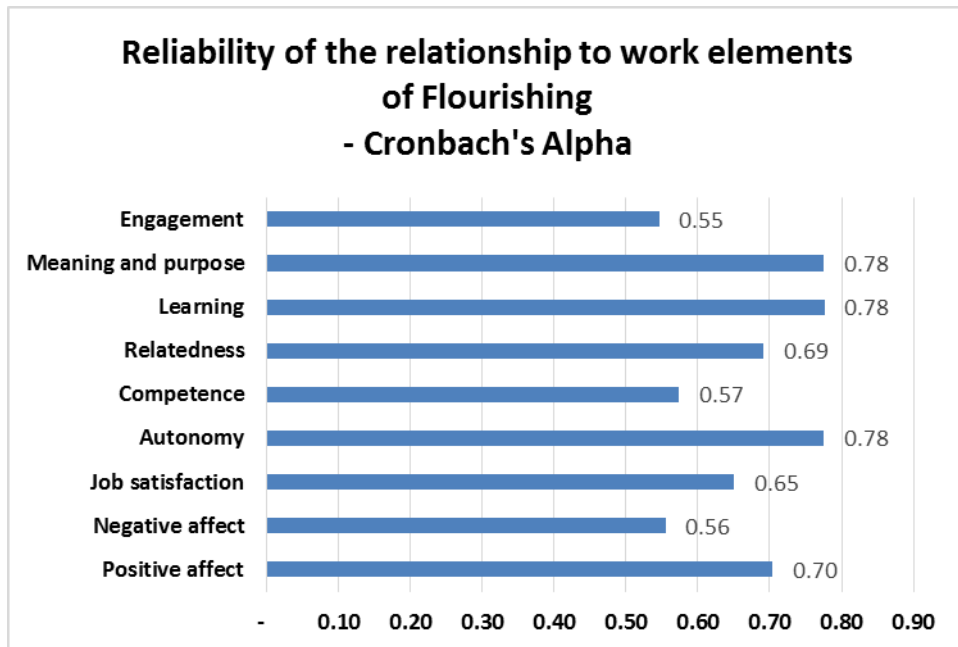


Figure 18: Cronbach's alpha of the relationship to work elements of flourishing

The Cronbach's alphas of the elements of flourishing were all above 0.6, which is acceptable, with social well-being above 0.8 being very good.

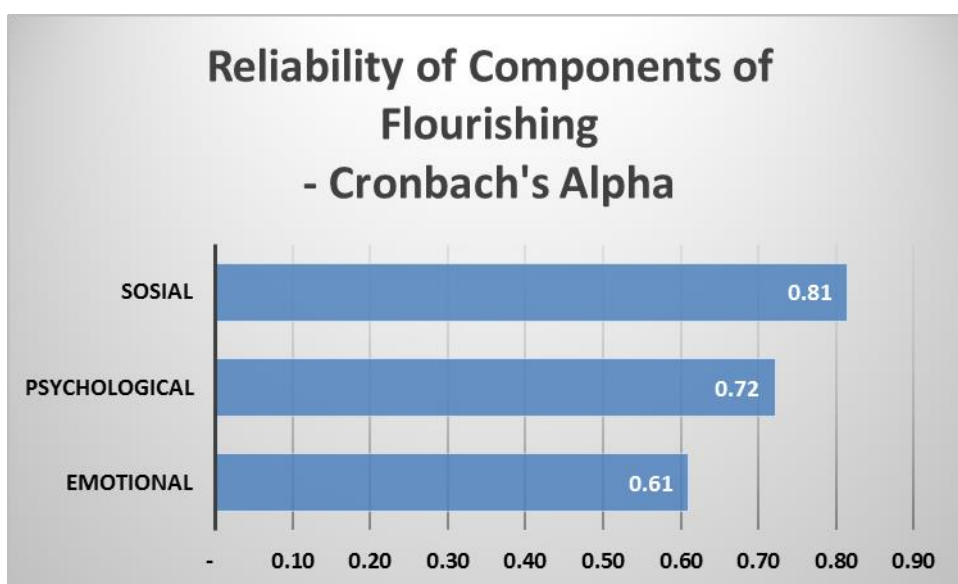


Figure 19: Cronbach's alpha of the elements of flourishing

The Cronbach's alpha values indicate that the measure of reliability of the scale was good. It shows that the items correlate well with the sum of the remaining items. The high value indicates an internal consistency. The FAWS is reliable for is study.

4.5EXPLORATORY ANALYSIS

4.5.1 Practical significance versus statistical significance

The correlation coefficient is an indication of the magnitude of the relationship between components. The p-value is the indicator of the level of statistical significance between the components.

The correlation coefficient (r) is used to determine the linear relationship between two variables. The aspects of r need to be considered.

1. The sign, which indicates the direction of the relationship
 - “+” indicates a positive linear relationship
 - “-” indicates a negative linear relationship

2. The size, which indicates the significance of the linear relationship (Field, 2009:170)
 - $r \approx \pm 0.1$ - Small correlation; not practically significant
 - $r \approx \pm 0.3$ - Medium correlation; practically visible
 - $r \approx \pm 0.5$ - Large correlation; practically significant

If the correlation coefficient is equal to 0.1, the correlation is small and not practically significance. There is a small to medium correlation if the correlation coefficient is between 0.1 and 0.3, and if the correlation coefficient is equal to 0.3, the correlation is medium and is there a visible practically significant relationship. There is a medium to large correlation if the correlation coefficient is between 0.3 and 0.5 and if the correlation

coefficient is equal to 0.5, there is a large practically significant relationship (Field, 2009:170).

The p-value supports or rejects the null hypotheses. If there is evidence against a null hypothesis, the smaller the p-value, the stronger the acceptance of the null hypotheses. If the p-value is greater than 0.1, there is no significant relationship. If the p-value is smaller than 0.1, there is a marginally significant relationship. If the p-value is smaller than 0.05, there is a significant relationship, and if the p-value is smaller than 0.01, there is highly significant relationship (Bryman *et al.*, 2015:325).

4.5.1.1 Correlations between leadership styles and flourishing

Table 7 shows the correlations between the five leadership styles and flourishing.

Table 7: Correlations of leadership styles with flourishing

Correlations of leadership styles with flourishing			
Spearman's rho			Flourishing
Leadership styles	C_LaissezFaire	Correlation Coefficient	-0.15
		Sig. (2-tailed)	0.18
		N	87
	C_PassiveAvoidant	Correlation Coefficient	-0.03
		Sig. (2-tailed)	0.76
		N	87
	C_TandT	Correlation Coefficient	0.43
		Sig. (2-tailed)	0.00
		N	87
	C_Transactional	Correlation Coefficient	0.47
		Sig. (2-tailed)	0.00
		N	88
	C_Transformational	Correlation Coefficient	0.45
		Sig. (2-tailed)	0.00
		N	88
Correlation Coefficient is indicator of practical significance of relationship: 0.1 = small no practical significant relationship 0.3 = medium practical visible relationship and 0.5 = large practical significant relationship			
P-value is highly significant at the 0.01 level and smaller (Sig. (2-tailed)).			
P-value is significant at the 0.05 level (Sig. (2-tailed)).			

The results of the overall relationship of the selected leadership styles with flourishing are captured in the above table. The correlation coefficient indicates a positive and medium to high magnitude of the relationship with three of the five leadership styles and flourishing. The correlation is a medium to large correlation, practically significant with the

following leadership styles: transactional ($r=0.47$), transformational ($r=0.45$) and transactional-transformational leadership style ($r=0.43$).

The p-value is smaller than 0.01, which indicates that the relationship is highly statistically significant between transactional ($p<0.00$), transformational ($p<0.00$) and transactional-transformational leadership style ($p<0.00$), with flourishing, more that 99% sure that the positive relationship indeed exists.

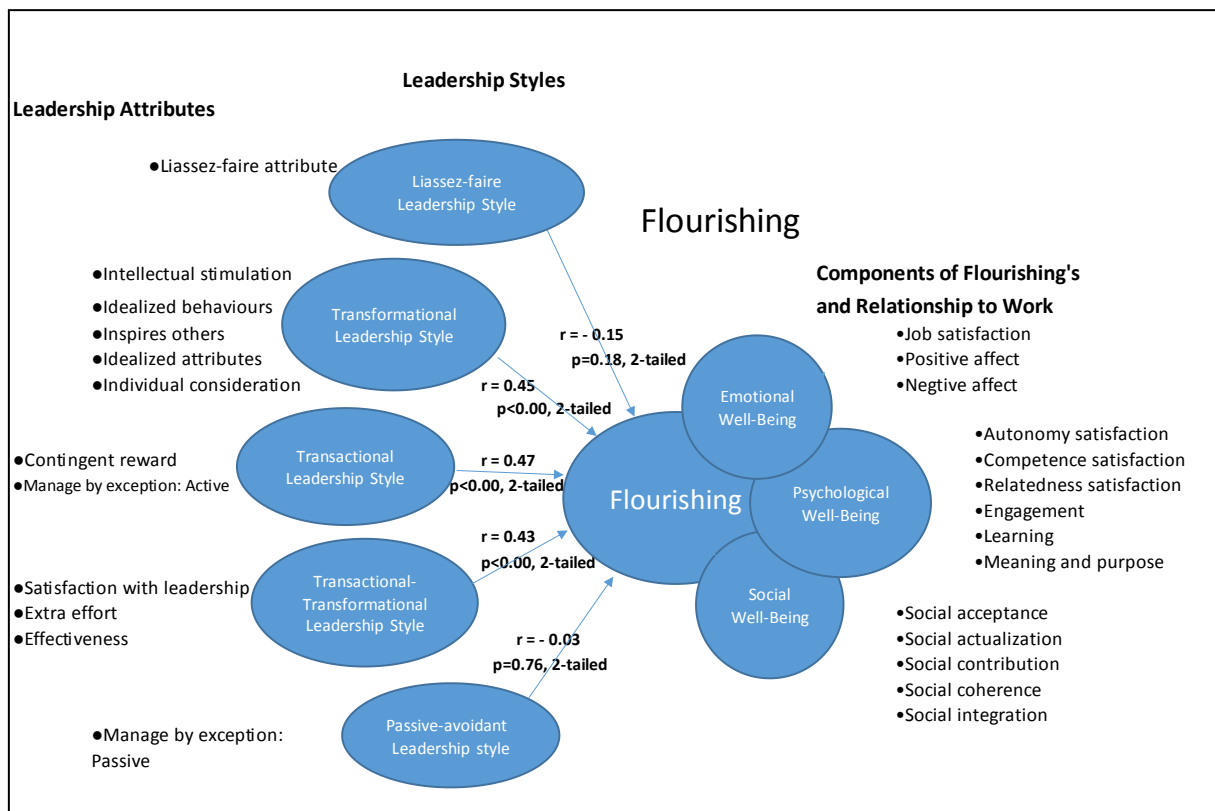


Figure 20: Graphic presentation of the overall results of the study

4.5.1.2 Correlations between leadership styles and elements of flourishing in total

Table 8: Correlations between leadership styles and flourishing and among sub-dimensions of the two constructs

Correlations between Components of Flourishing and Leadership styles										
Spearman's rho			Components of Flourishing			Leadership styles				
			B_EmWellBeing	B_PsycWellBeing	B_SosWellBeing	C_LaissezFaire	C_PassiveAvoidant	C_TandT	C_Transactional	C_Transformational
Components of Flourishing	B_EmWellBeing	Correlation Coefficient	1.000							
		N	88							
	B_PsycWellBeing	Correlation Coefficient	.691**	1.000						
		N	88	88						
Components of Flourishing	B_SosWellBeing	Correlation Coefficient	.648**	.655**	1.000					
		N	88	88	88					
	C_LaissezFaire	Correlation Coefficient	-.212*	-0.075	-0.151	1.000				
		N	87	87	87	87				
Leadership styles	C_PassiveAvoidant	Correlation Coefficient	-0.130	0.035	-0.099	.630**	1.000			
		N	87	87	87	87	87			
	C_TandT	Correlation Coefficient	.465**	.373**	.331**	-0.176	0.030	1.000		
		N	87	87	87	87	87	87		
Leadership styles	C_Transactional	Correlation Coefficient	.435**	.431**	.345**	-0.098	0.132	.788**	1.000	
		N	88	88	88	87	87	87	88	
	C_Transformational	Correlation Coefficient	.468**	.391**	.340**	-0.088	0.170	.858**	.842**	1.000
		N	88	88	88	87	87	87	88	88
Correlation Coefficient is indicator of practical signicance of relationship: 0.1 = small no practical significant relationship 0.3 = medium practional visible relationship and 0.5 = large practical significant relationship										
** Correlation is significant at the 0.01 level (2-tailed).										
* Correlation is significant at the 0.05 level (2-tailed).										

The correlation between components of flourishing and leadership styles shows that there is a positive and visible practical relationship between the components of flourishing and transformational, transactional and transactional-transformational leadership styles. The values were above 0.3, which means the relationship would be practically visible on the factory floor (r=0.468 EmWellBeing with Transformational, r=0.435 EmWellBeing with Transactional and r=0.465 EmWellBeing with TandT and r=0.391 PsycWellBeing with transformational, r=0.431 PsycWellBeing with Transactional, r=0.373 PsycWellBeing with TandT and r=0.340 SosWellBeing with transformational, r=0.345 SosWellBeing with Transactional, r=0.331 SosWellBeing with TandT with p<0.01, 2-tailed all of the correlations).

Transformational leadership style had the highest practical significance of 0.468 with emotional well-being (r=0.468, p<0.01, 2-tailed), second was transactional-

transformational leadership style with a correlation of 0.465 with emotional well-being ($r=0.465$, $p<0.01$, 2-tailed). The ** indicate that there is a p-value of smaller than 0.01 with these three leadership styles and all the components of flourishing, which means that the statistical significance is high ($p<0.01$ highly significant).

There is a medium negative practically significant relationship between laissez-faire leadership style and emotional well-being ($r= -0.212$, $p<0.05$, 2-tailed).

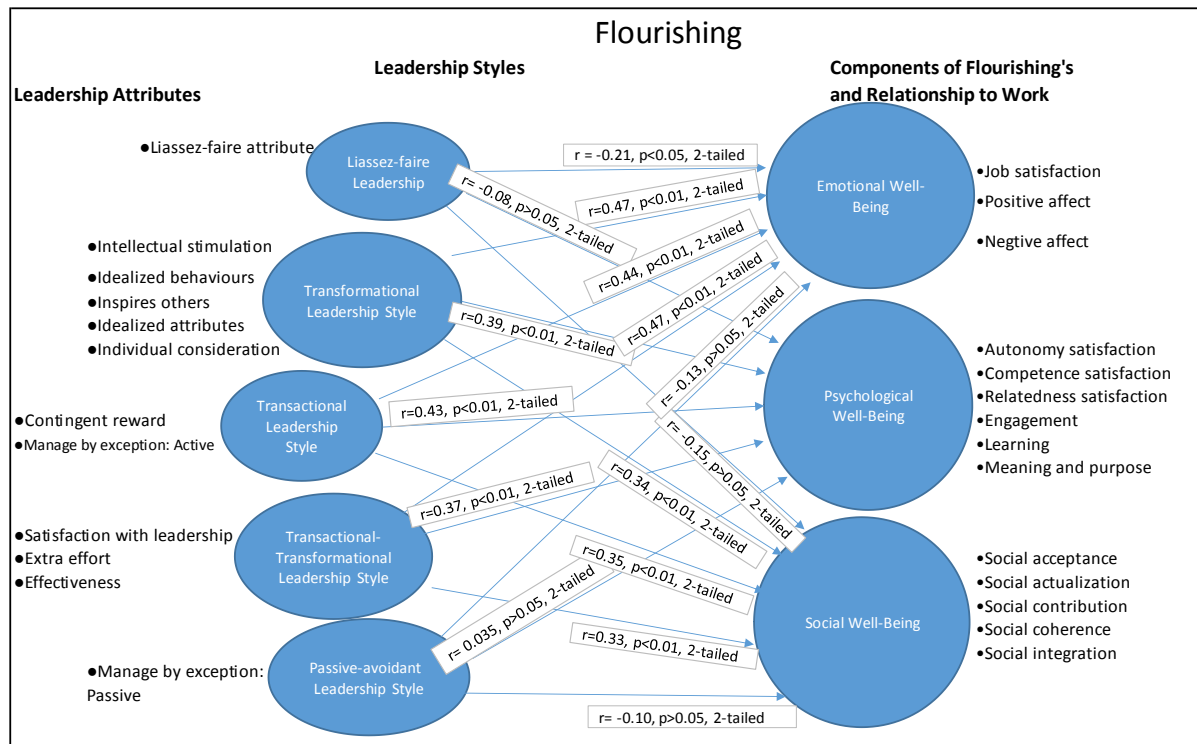


Figure 21: Graphic presentation of the results of the correlations between the leadership styles and the components of flourishing

4.5.1.3 Correlation between leadership styles and elements of flourishing per department

Table 9, page 73, provides some of the respondents' information per department. The mill, maintenance and receiving of maize departments account for 74% general employees and assistants, 23% shift leaders and 3% management.

The administration and sales department have 64% clerk level employees and 28% leaders. Dispatch and other departments have 89% general employees and assistants. The packaging department also has 89% general employees and assistants.

Table 9: Relevant information of respondents per department

Some relevant information about the department's participants	Total participants	Occupation levels					Race			Gender	
		General workers	Assistant to Shift leader	Shift leaders	Middle management	Senior management	Black	Coloured	White	Male	Female
Mill/production, Maintenance & Receiving of maize	31	15	8	7	1	0	26	1	4	30	1
		48%	26%	23%	3%	0%	84%	3%	13%	97%	3%
Administration & Sales	14	1		9	2	2	2		12	5	9
		7%	0%	64%	14%	14%	14%	0%	86%	36%	64%
Dispatch & Other	17	11	4	1	1		15		2	16	1
		65%	24%	6%	6%	0%	88%	0%	12%	94%	6%
Packaging	19	16	1	1	1		18		1	18	1
		84%	5%	5%	5%	0%	95%	0%	5%	95%	5%

Table 10: Correlations between leadership styles and flourishing and among sub-dimensions of the two constructs for the Mill production, Maintenance and Receiving of maize department

Department : Mill Production, Maintenance, Receiving maize										
Correlations between Components of Flourishing and Leadership styles										
Spearman's rho			Components of Flourishing			Leadership styles				
			B_EmWellBeing	B_PsycWellBeing	B_SosWellBeing	C_LaissezFaire	C_PassiveAvoidant	C_TandT	C_Transactional	C_Transformational
Components of Flourishing	B_EmWellBeing	Correlation Coefficient	1.000							
		N	31							
	B_PsycWellBeing	Correlation Coefficient	.655**	1.000						
		N	31	31						
	B_SosWellBeing	Correlation Coefficient	.668**	.748**	1.000					
		N	31	31	31					
Leadership styles	C_LaissezFaire	Correlation Coefficient	-0.012	0.069	-0.003	1.000				
		N	31	31	31	31				
	C_PassiveAvoidant	Correlation Coefficient	0.009	0.289	0.133	.753**	1.000			
		N	31	31	31	31	31			
	C_TandT	Correlation Coefficient	.451*	0.209	0.327	-0.062	0.048	1.000		
		N	31	31	31	31	31	31		
	C_Transactional	Correlation Coefficient	.452*	0.348	0.322	0.163	0.266	.829**	1.000	
		N	31	31	31	31	31	31	31	
	C_Transformational	Correlation Coefficient	.356*	0.266	0.193	0.150	0.278	.791**	.820**	1.000
		N	31	31	31	31	31	31	31	31
Correlation Coefficient is indicator of practical significance of relationship: 0.1 = small no practical significant relationship 0.3 = medium practical visible relationship and 0.5 = large practical significant relationship										
** Correlation is significant at the 0.01 level (2-tailed).										
* Correlation is significant at the 0.05 level (2-tailed).										

The correlation between components of flourishing and leadership styles in the production department shows that there is a positive and visible practical relationship

between emotional well-being and three leadership styles, transactional, transformational and transactional-transformational leadership style. EmWellBeing with Transformational shows a correlation coefficient of 0.356 ($r=0.356$, $p<0.05$, 2-tailed), EmWellBeing with Transactional shows a correlation coefficient of 0.452 ($r=0.452$, $p<0.05$, 2-tailed) and EmWellBeing with TandT shows a correlations coefficient of 0.451 ($r=0.451$, $p<0.05$, 2-tailed). The p-value of smaller than 0.05 is present with these three leadership styles and emotional well-being, which means that the statistical significance is 95%.

Seventy-four per cent of the respondents are general employees in a production environment, they receive rewards as a team. Strict rules apply.

Table 11: Correlations between leadership styles and flourishing and among sub-dimensions of the two constructs for the administration and sales departments

Department : Administration and Sales											
Correlations between Components of Flourishing and Leadership styles											
Spearman's rho			Components of Flourishing			Leadership styles					
			B_EmWellBeing	B_PsycWellBeing	B_SosWellBeing	C_LaissezFaire	C_PassiveAvoidant	C_TandT	C_Transactional	C_Transformational	
Components of Flourishing	B_EmWellBeing	Correlation Coefficient	1.000								
		N	16								
	B_PsycWellBeing	Correlation Coefficient	.537*	1.000							
		N	16	16							
	B_SosWellBeing	Correlation Coefficient	.767**	.595*	1.000						
		N	16	16	16						
Leadership styles	C_LaissezFaire	Correlation Coefficient	-.612*	-0.062	-.578*	1.000					
		N	16	16	16	16					
	C_PassiveAvoidant	Correlation Coefficient	-0.227	0.059	-.585*	0.389	1.000				
		N	16	16	16	16	16				
	C_TandT	Correlation Coefficient	0.336	0.174	0.203	-.588*	0.148	1.000			
		N	16	16	16	16	16	16			
	C_Transactional	Correlation Coefficient	0.197	0.020	0.004	-0.428	0.066	.840**	1.000		
		N	16	16	16	16	16	16	16		
	C_Transformational	Correlation Coefficient	0.298	0.054	0.143	-.581*	0.126	.943**	.868**	1.000	
		N	16	16	16	16	16	16	16	16	
	Correlation Coefficient is indicator of practical signicance of relationship: 0.1 = small no practical significant relationship 0.3 = medium practial visible relationship and 0.5 = large practical significant relationship										
	**. Correlation is significant at the 0.01 level (2-tailed).										
	*. Correlation is significant at the 0.05 level (2-tailed).										

The correlations between the components of flourishing and leadership styles in the administration and sales department show that there is a large negative practical relationship between emotional well-being and laissez-faire leadership style ($r=-0.612$, $p<0.05$, 2-tailed). Social well-being correlates largely, but also negatively with the laissez-

faire ($r=-0.578$, $p<0.05$, 2-tailed) and the passive-avoidant leadership styles ($r=-0.585$, $p<0.05$, 2-tailed).

A p-value of smaller than 0.05 is found to support the correlation that is found between laissez-faire leadership style and emotional well-being and social well-being. A p-value of smaller than 0.05 was also found and the supports the correlation between the passive-avoidant leadership style and social well-being.

The administration and sales departments employ more professional people, but it looks like the laissez-faire leadership and passive-avoidant leadership that is detected in the department have a negative relationship to emotional and social well-being.

Table 12: Correlations between leadership styles and flourishing and among sub-dimensions of the two constructs in the dispatch and other department

Department : Dispatch and Other										
Correlations between Components of Flourishing and Leadership styles										
Spearman's rho			Components of Flourishing			Leadership styles				
			B_EmWellBeing	B_PsycWellBeing	B_SosWellBeing	C_LaissezFaire	C_PassiveAvoidant	C_TandT	C_Transactional	C_Transformational
Components of Flourishing	B_EmWellBeing	Correlation Coefficient	1.000							
		N	17							
	B_PsycWellBeing	Correlation Coefficient	.846**	1.000						
		N	17	17						
	B_SosWellBeing	Correlation Coefficient	.562*	.603*	1.000					
		N	17	17	17					
Leadership styles	C_LaissezFaire	Correlation Coefficient	-0.098	0.080	-0.132	1.000				
		N	17	17	17	17				
	C_PassiveAvoidant	Correlation Coefficient	-0.401	-0.304	-0.233	.510*	1.000			
		N	17	17	17	17	17			
	C_TandT	Correlation Coefficient	0.264	.562*	0.068	0.371	0.014	1.000		
		N	17	17	17	17	17	17		
	C_Transactional	Correlation Coefficient	0.027	0.232	0.164	0.116	0.250	0.433	1.000	
		N	17	17	17	17	17	17	17	
	C_Transformational	Correlation Coefficient	0.213	.496*	0.357	0.150	0.159	.787**	.700**	1.000
		N	17	17	17	17	17	17	17	17
Correlation Coefficient is indicator of practical significance of relationship: 0.1 = small no practical significant relationship 0.3 = medium practical visible relationship and 0.5 = large practical significant relationship										
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										

The correlations between components of flourishing and leadership styles in the dispatch department shows that there is a positive and large practical relationship between psychological well-being and transactional-transformational leadership style ($r=0.562$,

$p < 0.05$, 2-tailed) and transformational leadership style ($r = 0.496$, $p < 0.05$, 2-tailed) of near and above 0.5. Transactional-transformational leadership style has the highest practical significance (0.562) with psychological well-being ($r = 0.562$, $p < 0.05$, 2-tailed). Second is the transformational leadership style, with a correlation of 0.496 with psychological well-being ($r = 0.496$, $p < 0.05$, 2-tailed). A p-value of smaller than 0.05 is found, which supports the correlation that is found.

This department has 89% general employees and is the service department of the mill.

Table 13: Correlations between leadership styles and flourishing and among sub-dimensions of the two constructs in the packaging department

Department : Packaging										
Correlations between Components of Flourishing and Leadership styles										
Spearman's rho			Components of Flourishing			Leadership styles				
			B_EmWellBeing	B_PsycWellBeing	B_SosWellBeing	C_LaissezFaire	C_PassiveAvoidant	C_TandT	C_Transactional	C_Transformational
Components of Flourishing	B_EmWellBeing	Correlation Coefficient	1.000							
		N	19							
	B_PsycWellBeing	Correlation Coefficient	.606**	1.000						
		N	19	19						
	B_SosWellBeing	Correlation Coefficient	.504*	0.384	1.000					
		N	19	19	19					
Leadership styles	C_LaissezFaire	Correlation Coefficient	-0.023	-0.101	0.076	1.000				
		N	18	18	18	18				
	C_PassiveAvoidant	Correlation Coefficient	0.169	0.182	0.248	0.163	1.000			
		N	18	18	18	18	18			
	C_TandT	Correlation Coefficient	.584*	0.196	.525*	0.031	.526*	1.000		
		N	18	18	18	18	18	18		
	C_Transactional	Correlation Coefficient	.653**	0.454	.463*	-0.005	.470*	.829**	1.000	
		N	19	19	19	18	18	18	19	
	C_Transformational	Correlation Coefficient	.728**	0.401	.668**	0.100	0.374	.845**	.849**	1.000
		N	19	19	19	18	18	18	19	19
Correlation Coefficient is indicator of practical significance of relationship: 0.1 = small no practical significant relationship 0.3 = medium practical visible relationship and 0.5 = large practical significant relationship										
** . Correlation is significant at the 0.01 level (2-tailed).										
* . Correlation is significant at the 0.05 level (2-tailed).										

The correlations between components of flourishing and leadership styles in the packaging department shows that there is a large practically significant relationship between emotional well-being and social well-being and three leadership styles (transactional, transformational and transactional-transformational leadership styles) of near and above 0.5. The EmWellBeing and TandT correlation coefficient was 0.584 ($r = 0.584$, $p < 0.05$, 2-tailed) and the EmWellBeing and Transactional correlation coefficient

was 0.653 ($r=0.653$, $p<0.01$, 2-tailed) and the EmWellBeing and transformational correlation coefficient was 0.728 ($r=0.728$, $p<0.01$, 2-tailed). The SosWellBeing and TandT correlation coefficient was 0.525 ($r=0.525$, $p<0.05$, 2-tailed) and the SosWellBeing and transactional correlation coefficient was 0.463 ($r=0.463$, $p<0.05$, 2-tailed) and SosWellBeing and transformational correlation coefficient was 0.668 ($r=0.668$, $p<0.01$, 2-tailed). The correlation coefficient of transactional and transformational with PyscWellBeing were respectively 0.454 and 0.401, but with a p-value of > 0.05 , the relationship between the components is there, but the statistical significance is smaller.

The p-value is less than 0.05 with transactional transformation leadership style and emotional well-being and social well-being, and transactional leadership style and social well-being. A p-value of smaller than 0.01 was detected between transactional leadership style and emotional well-being, and also between transformational leadership style and emotional well-being and social well-being.

The packaging department also has 89% general employees and works hard packing the products. Strict rules apply to them. Rewards apply, but also for the team.

4.5.1.4 Correlation between leadership attributes and components of flourishing related to work in total

Table 14: Correlations between leadership attributes and components of flourishing related to work

Correlations between leadership attributes and components of flourishing													
Spearman's rho			Components of flourishing										
			B_PositiveAffect	B_NegativeAffect	B_NegativeAffect_R	B_JobSatisfaction	B_Autonomy	B_Competence	B_Relatedness	B_Learning	B_MandP	B_Engagement	B_SocContri
Leadership attributes	C_CR	Correlation Coefficient	0.49	-0.21	0.21	0.30	0.46	0.37	0.30	0.20	0.02	0.40	0.19
		Sig. (2-tailed)	0.00	0.05	0.05	0.00	0.00	0.00	0.00	0.07	0.89	0.00	0.09
		N	87	86	86	86	87	88	88	88	88	88	82
	C_EFF	Correlation Coefficient	0.48	-0.08	0.08	0.36	0.29	0.30	0.26	0.12	0.04	0.35	0.12
		Sig. (2-tailed)	0.00	0.49	0.49	0.00	0.01	0.00	0.02	0.25	0.70	0.00	0.28
		N	86	85	85	85	86	87	87	87	87	87	82
	C_EE	Correlation Coefficient	0.40	-0.05	0.05	0.22	0.29	0.18	0.18	0.07	0.11	0.32	0.13
		Sig. (2-tailed)	0.00	0.65	0.65	0.04	0.01	0.10	0.09	0.51	0.33	0.00	0.24
		N	86	85	85	85	86	87	87	87	87	87	82
	C_IA	Correlation Coefficient	0.42	-0.16	0.16	0.32	0.29	0.40	0.23	0.19	0.00	0.44	0.17
		Sig. (2-tailed)	0.00	0.14	0.14	0.00	0.01	0.00	0.03	0.07	0.98	0.00	0.12
		N	86	85	85	85	86	87	87	87	87	87	82
	C_IB	Correlation Coefficient	0.40	-0.08	0.08	0.20	0.29	0.37	0.12	0.00	0.03	0.39	0.07
		Sig. (2-tailed)	0.00	0.44	0.44	0.06	0.01	0.00	0.26	1.00	0.81	0.00	0.55
		N	86	85	85	85	86	87	87	87	87	87	82
	C_IC	Correlation Coefficient	0.41	0.03	-0.03	0.31	0.28	0.31	0.15	0.09	-0.03	0.37	0.06
		Sig. (2-tailed)	0.00	0.82	0.82	0.00	0.01	0.00	0.17	0.43	0.77	0.00	0.58
		N	86	85	85	85	86	87	87	87	87	87	82
	C_Im	Correlation Coefficient	0.31	-0.15	0.15	0.22	0.36	0.30	0.14	0.12	0.08	0.32	0.09
		Sig. (2-tailed)	0.00	0.16	0.16	0.04	0.00	0.00	0.19	0.25	0.44	0.00	0.40
		N	86	85	85	85	86	87	87	87	87	87	82
	C_IS	Correlation Coefficient	0.44	0.02	-0.02	0.24	0.26	0.30	0.16	0.05	0.03	0.36	0.06
		Sig. (2-tailed)	0.00	0.85	0.85	0.02	0.01	0.00	0.14	0.63	0.78	0.00	0.61
		N	87	86	86	86	87	88	88	88	88	88	82
	C_LF	Correlation Coefficient	-0.11	0.34	-0.34	0.01	-0.07	-0.14	-0.01	-0.03	-0.03	-0.07	-0.22
		Sig. (2-tailed)	0.29	0.00	0.00	0.91	0.50	0.20	0.94	0.77	0.79	0.54	0.05
		N	86	85	85	85	86	87	87	87	87	87	82
	C_MBE_Active	Correlation Coefficient	0.33	-0.09	0.09	0.12	0.20	0.41	0.10	0.06	0.11	0.42	0.19
		Sig. (2-tailed)	0.00	0.40	0.40	0.25	0.07	0.00	0.36	0.59	0.29	0.00	0.09
		N	87	86	86	86	87	88	88	88	88	88	82
	C_MBE_Passive	Correlation Coefficient	-0.07	0.21	-0.21	0.03	0.03	0.00	0.05	-0.05	-0.04	0.08	-0.12
		Sig. (2-tailed)	0.51	0.05	0.05	0.78	0.77	0.99	0.64	0.64	0.69	0.48	0.27
		N	86	85	85	85	86	87	87	87	87	87	82
	C_SAT	Correlation Coefficient	0.43	-0.10	0.10	0.30	0.30	0.27	0.25	0.15	0.05	0.29	0.14
		Sig. (2-tailed)	0.00	0.39	0.39	0.01	0.01	0.01	0.02	0.16	0.66	0.01	0.20
		N	85	84	84	84	85	86	86	86	86	86	81

Correlation Coefficient is indicator of practical significance of relationship: 0.1 = small no practical significant relationship
0.3 = medium practical visible relationship and 0.5 = large practical significant relationship
P-value is highly significant at the 0.01 level and smaller (Sig. (2-tailed)).
P-value is significant at the 0.05 level (Sig. (2-tailed)).

The correlation between components of flourishing relate to work and leadership attributes shows that there is a high practically significant relationship between positive affect and all the leadership attributes (above 0.4 just C_IM was 0.311) except laissez-faire and manage by exception: passive. There was a p-value of smaller than 0.01, which indicates the statistically high significance.

Negative affect correlates with the laissez-faire attribute with a p-value of smaller than 0.01. Job satisfaction correlates with CR, EFF, IA, IC and SAT with a correlation coefficient of above 0.3, which is a visible relationship. The p-value supports the finding with a value smaller than 0.01 on these components. Job satisfaction has a smaller correlation with EE, IM, IS (correlation coefficient < 0.3 and p-value > 0.1 but < 0.05) and no correlation with IB, LF and MBA:P.

Autonomy correlates with CR, EFF, EE, IA, IB, IC, IM and SAT with a correlation coefficient of above 0.28, which is a visible relationship, the p-value supports the finding with a value of smaller than 0.01 on these components. Autonomy has a smaller correlation with IS (correlation coefficient < 0.27 and p-value > 0.1 but < 0.05) and no correlation with LF and MBA:P.

Competence correlates with CR, EFF, IA, IB, IC, IS and IM, with a correlation coefficient of above 0.3, which is a visible relationship. The p-value supports the finding with a value of smaller than 0.01 on these components. Competence has a smaller correlation with MBA:P and SAT (correlation coefficient < 0.275 and p-value > 0.1 but < 0.05) and no correlation with EE and LF.

Relatedness correlates with CR with a correlation coefficient of above 0.3, which is a visible relationship. The p-value supports the finding with a value of smaller than 0.01 on these components. Relatedness has a smaller correlation with EFF and IA (correlation coefficient < 0.26 and p-value > 0.1 but < 0.05) and no correlation with EE, IB, IC, IM, IS, LF, MBA:P and SAT.

No correlation between learning and meaning and purpose were picked up between the leadership attributes.

Engagement correlated with all of the leadership attributes (except LF no correlation found) with a correlation coefficient of above 0.3 (just SAT has a correlation coefficient

of 0.289). This is a visible relationship. The p-value supports the finding with value of smaller than 0.01 on these components.

No correlation was indicated for social contribution to the leadership attributes, except for LF 0.218 correlation coefficient. It is small, but with a p-value <0.05 but >0.01 .

Social coherence correlates with all of the leadership attributes (except LF and MBA: P – no correlation found), with a correlation coefficient of above 0.3 (just EFF have a correlation coefficient of 0.289). This is a visible relationship, and the p-value supports the finding with value of smaller than 0.01 on these components.

Small correlations (all <0.3) with some of the leadership attributes was indicated for social acceptance, social actualization (growth) and social integration. Social acceptance has a p-value of <0.05 but >0.01 with CR, EFF, IC, IM and IS. Social actualization has a correlation of 0.276 and a p-value of <0.01 with just CR, no other correlation. Social integration has a p-value of $p<0.05$ but $p>0.01$ with EFF and IM.

The following correlation of all the leadership attributes and the components of flourishing per department were captured for interest sake.

4.5.1.5 *Correlation between leadership attributes and components of flourishing per department*

Table 9, page 73, gives some information of the respondents per department. The mill, maintenance and receiving of maize department have 74% general employees and assistants, 23% shift leaders and 3% management.

The administration and sales department have 64% clerk level employees and 28% leaders. Dispatch and other departments have 89% general employees and assistants. The packaging department also has 89% general employees and assistants.

Table 15: Correlations between leadership attributes and components of flourishing: Mill production, Maintenance and receiving of maize Department

Department: Mill, Production, Maintenance and Maize receiving														
Correlations between leadership attributes and components of flourishing														
Spearman's rho			Components of flourishing											
			B_PositiveAffect	B_NegativeAffect	B_NegativeAffect_R	B_JobSatisfaction	B_Autonomy	B_Competence	B_Relatedness	B_Learning	B_MandP	B_Engagement	B_SocContri	B_SocCoher
Leadership attributes	C_CR	Correlation Coefficient	0.42	-0.46	0.46	0.44	0.33	0.10	0.22	0.07	0.24	0.21	0.12	0.47
		Sig. (2-tailed)	0.02	0.01	0.01	0.01	0.07	0.60	0.24	0.71	0.20	0.25	0.53	0.01
		N	30	29	29	31	31	31	31	31	31	31	30	31
	C_EFF	Correlation Coefficient	0.33	-0.31	0.31	0.38	0.04	-0.07	0.12	-0.06	0.27	0.05	0.02	0.36
		Sig. (2-tailed)	0.07	0.11	0.11	0.03	0.83	0.69	0.53	0.75	0.15	0.80	0.91	0.04
		N	30	29	29	31	31	31	31	31	31	31	30	31
	C_EE	Correlation Coefficient	0.31	-0.12	0.12	0.36	0.06	0.01	0.16	-0.08	0.25	0.21	0.16	0.46
		Sig. (2-tailed)	0.10	0.55	0.55	0.04	0.76	0.96	0.40	0.65	0.18	0.25	0.38	0.01
		N	30	29	29	31	31	31	31	31	31	31	30	31
	C_IA	Correlation Coefficient	0.21	-0.26	0.26	0.28	0.21	0.04	0.23	0.07	0.09	0.46	-0.02	0.35
		Sig. (2-tailed)	0.25	0.17	0.17	0.12	0.27	0.85	0.21	0.71	0.63	0.01	0.91	0.05
		N	30	29	29	31	31	31	31	31	31	31	30	31
	C_IB	Correlation Coefficient	0.23	-0.21	0.21	0.27	0.14	0.08	0.23	-0.18	0.24	0.24	0.04	0.45
		Sig. (2-tailed)	0.22	0.28	0.28	0.15	0.44	0.66	0.21	0.34	0.20	0.19	0.83	0.01
		N	30	29	29	31	31	31	31	31	31	31	30	31
	C_IC	Correlation Coefficient	0.26	0.08	-0.08	0.36	0.06	0.10	0.13	0.05	0.12	0.31	-0.05	0.38
		Sig. (2-tailed)	0.17	0.70	0.70	0.04	0.76	0.60	0.50	0.78	0.53	0.09	0.79	0.03
		N	30	29	29	31	31	31	31	31	31	31	30	31
	C_Im	Correlation Coefficient	0.17	-0.26	0.26	0.27	0.21	-0.06	0.21	-0.03	0.23	0.31	-0.02	0.33
		Sig. (2-tailed)	0.38	0.17	0.17	0.14	0.26	0.76	0.25	0.87	0.21	0.09	0.91	0.07
		N	30	29	29	31	31	31	31	31	31	31	30	31
	C_IS	Correlation Coefficient	0.24	-0.02	0.02	0.19	-0.01	-0.01	0.01	-0.12	0.16	0.34	-0.04	0.28
		Sig. (2-tailed)	0.20	0.93	0.93	0.29	0.97	0.94	0.95	0.52	0.39	0.06	0.84	0.13
		N	30	29	29	31	31	31	31	31	31	31	30	31
	C_LF	Correlation Coefficient	0.13	0.32	-0.32	0.21	-0.07	-0.03	-0.06	-0.02	-0.01	0.04	-0.30	-0.10
		Sig. (2-tailed)	0.49	0.09	0.09	0.25	0.70	0.89	0.75	0.92	0.95	0.83	0.11	0.61
		N	30	29	29	31	31	31	31	31	31	31	30	31
	C_MBE_Active	Correlation Coefficient	0.23	-0.09	0.09	0.27	0.11	0.21	0.15	-0.13	0.17	0.41	0.17	0.38
		Sig. (2-tailed)	0.21	0.63	0.63	0.14	0.54	0.26	0.43	0.48	0.36	0.02	0.38	0.04
		N	30	29	29	31	31	31	31	31	31	31	30	31
	C_MBE_Passive	Correlation Coefficient	0.18	0.24	-0.24	0.14	0.03	0.21	0.06	-0.07	-0.05	0.30	-0.21	0.04
		Sig. (2-tailed)	0.34	0.21	0.21	0.45	0.85	0.27	0.75	0.71	0.77	0.10	0.26	0.83
		N	30	29	29	31	31	31	31	31	31	31	30	31
	C_SAT	Correlation Coefficient	0.40	-0.39	0.39	0.29	0.18	0.06	0.22	0.18	0.17	0.37	0.32	0.26
		Sig. (2-tailed)	0.03	0.03	0.03	0.11	0.33	0.74	0.23	0.34	0.35	0.04	0.08	0.17
		N	30	29	29	31	31	31	31	31	31	31	30	31
Correlation Coefficient is indicator of practical significance of relationship: 0.1 = small no practical significant relationship														
0.3 = medium practical visible relationship and 0.5 = large practical significant relationship														
P-value is highly significant at the 0.01 level and smaller (Sig. (2-tailed)).														
P-value is significant at the 0.05 level (Sig. (2-tailed)).														

The correlation between leadership attributes and components of flourishing related to work in the production department shows that there is a visible practical relationship between contingent reward (CR) and positive affect, job satisfaction, social coherence, social actualization and social acceptance. The correlation coefficient is > 0.399, with a

p-value for social coherence and social acceptance <0.01 . The the other components <0.05 but > 0.01 .

Effectiveness (EFF), extra effort (EE) and individual consideration (IC) leadership attribute show a visible practical relationship to job satisfaction and social coherence with the p-value <0.05 but > 0.01 .

Idealized attributes (IA) as a leadership attribute shows a visible practical relationship to engagement, with a correlation coefficient of 0.462 and a p-value of < 0.01 to support it.

Idealized behaviours (IB) as a leadership attribute shows a visible practical relationship to social coherence, with a correlation coefficient of 0.449 and with the p-value of < 0.05 but > 0.01 to support it.

Inspires others (IM) as a leadership attribute shows a visible practical relationship to social acceptance, with a correlation coefficient of 0.432 and a p-value of < 0.05 but > 0.01 to support it.

Satisfaction with leadership (SAT) leadership attribute shows a visible practical relationship with positive affect, engagement and social acceptance, with a correlation coefficient of 0.365 and a the p-value of < 0.05 but > 0.01 to support it.

Table 16: Correlations between leadership attributes and components of flourishing: Administration and sales department

Department: Administration and Sales																	
Correlations between leadership attributes and components of flourishing																	
Spearman's rho			Components of flourishing														
			B_PositiveAffect	B_NegativeAffect	B_NegativeAffect_R	B_JobSatisfaction	B_Autonomy	B_Competence	B_Relatedness	B_Learning	B_MandP	B_Engagement	B_SocContri	B_SocCoher	B_SocAcc	B_SocAct	B_SocInt
Leadership attributes	C_CR	Correlation Coefficient	0.31	-0.23	0.23	0.27	0.52	0.03	0.25	0.16	0.10	0.37	-0.14	0.30	0.13	0.14	0.19
		Sig. (2-tailed)	0.25	0.39	0.39	0.32	0.04	0.92	0.35	0.54	0.73	0.16	0.61	0.25	0.62	0.60	0.49
		N	16	16	16	16	16	16	16	16	16	16	16	15	16	16	16
	C_EFF	Correlation Coefficient	0.20	-0.10	0.10	0.14	0.40	0.03	0.11	0.03	0.02	0.38	-0.15	0.30	0.15	0.02	0.04
		Sig. (2-tailed)	0.47	0.70	0.70	0.61	0.13	0.92	0.68	0.91	0.93	0.14	0.59	0.25	0.58	0.93	0.87
		N	16	16	16	16	16	16	16	16	16	16	15	16	16	16	16
	C_EE	Correlation Coefficient	0.20	-0.18	0.18	0.25	0.42	-0.08	0.22	0.12	0.02	0.38	-0.16	0.25	0.09	0.09	0.14
		Sig. (2-tailed)	0.45	0.50	0.50	0.35	0.10	0.77	0.42	0.67	0.93	0.14	0.57	0.35	0.75	0.73	0.60
		N	16	16	16	16	16	16	16	16	16	16	15	16	16	16	16
	C_IA	Correlation Coefficient	0.31	-0.37	0.37	0.19	0.54	0.14	0.05	0.13	0.07	0.32	-0.19	0.29	0.08	0.00	0.09
		Sig. (2-tailed)	0.24	0.15	0.15	0.48	0.03	0.61	0.87	0.62	0.81	0.22	0.49	0.28	0.77	0.99	0.73
		N	16	16	16	16	16	16	16	16	16	16	15	16	16	16	16
	C_IB	Correlation Coefficient	0.21	-0.24	0.24	-0.03	0.36	0.10	-0.08	0.03	-0.06	0.23	-0.11	0.14	-0.15	-0.08	-0.06
		Sig. (2-tailed)	0.45	0.38	0.38	0.90	0.18	0.72	0.76	0.90	0.83	0.39	0.69	0.60	0.58	0.77	0.82
		N	16	16	16	16	16	16	16	16	16	16	15	16	16	16	16
	C_IC	Correlation Coefficient	0.38	-0.23	0.23	0.29	0.42	0.00	0.12	0.07	0.00	0.36	-0.03	0.43	0.13	0.19	0.10
		Sig. (2-tailed)	0.15	0.38	0.38	0.28	0.11	0.99	0.65	0.79	0.99	0.17	0.92	0.10	0.63	0.47	0.72
		N	16	16	16	16	16	16	16	16	16	16	15	16	16	16	16
	C_Im	Correlation Coefficient	0.34	-0.18	0.18	0.03	0.37	0.25	0.08	0.14	0.08	0.36	0.01	0.36	-0.01	0.00	-0.04
		Sig. (2-tailed)	0.19	0.49	0.49	0.92	0.16	0.36	0.78	0.61	0.76	0.17	0.97	0.17	0.98	1.00	0.88
		N	16	16	16	16	16	16	16	16	16	16	15	16	16	16	16
	C_IS	Correlation Coefficient	0.21	0.14	-0.14	0.06	0.45	0.16	0.16	0.04	0.07	0.38	-0.19	0.30	0.21	0.08	0.06
		Sig. (2-tailed)	0.43	0.62	0.62	0.82	0.08	0.54	0.55	0.89	0.80	0.14	0.51	0.25	0.44	0.76	0.82
		N	16	16	16	16	16	16	16	16	16	16	15	16	16	16	16
	C_LF	Correlation Coefficient	-0.52	0.34	-0.34	-0.46	-0.32	0.01	-0.14	0.12	-0.22	0.15	-0.05	-0.67	-0.28	-0.35	-0.37
		Sig. (2-tailed)	0.04	0.20	0.20	0.07	0.23	0.98	0.61	0.67	0.41	0.59	0.85	0.00	0.29	0.18	0.16
		N	16	16	16	16	16	16	16	16	16	16	15	16	16	16	16
C_MBE_Active	Correlation Coefficient	0.04	0.00	0.00	-0.17	0.25	0.04	-0.16	-0.16	-0.17	0.02	-0.37	-0.01	-0.28	-0.29	-0.11	
	Sig. (2-tailed)	0.87	1.00	1.00	0.53	0.36	0.87	0.54	0.55	0.52	0.95	0.17	0.97	0.30	0.27	0.69	
	N	16	16	16	16	16	16	16	16	16	16	15	16	16	16	16	
C_MBE_Passive	Correlation Coefficient	-0.55	-0.09	0.09	-0.13	0.00	0.01	0.09	0.08	-0.13	0.00	-0.40	-0.53	-0.35	-0.44	-0.25	
	Sig. (2-tailed)	0.03	0.73	0.73	0.63	0.99	0.96	0.74	0.76	0.63	0.99	0.14	0.03	0.18	0.09	0.35	
	N	16	16	16	16	16	16	16	16	16	16	15	16	16	16	16	
C_SAT	Correlation Coefficient	0.43	-0.18	0.18	0.51	0.54	-0.07	0.50	0.28	0.30	0.27	-0.04	0.42	0.31	0.28	0.49	
	Sig. (2-tailed)	0.10	0.52	0.52	0.04	0.03	0.78	0.05	0.29	0.26	0.32	0.88	0.11	0.25	0.30	0.05	
	N	16	16	16	16	16	16	16	16	16	16	15	16	16	16	16	
Correlation Coefficient is indicator of practical signigance of relationship: 0.1 = small no practical significant relationship																	
0.3 = medium practial visible relationship and 0.5 = large practical significant relationship																	
P-value is highly significant at the 0.01 level and smaller (Sig. (2-tailed)).																	
P-value is significant at the 0.05 level (Sig. (2-tailed)).																	

The correlation between leadership attributes to components of flourishing as it relates to work in the administration and sales department shows that there is a large practically significant relationship between contingent reward (CR), idealized attributes (IA) and satisfaction with leadership (SAT) and autonomy, with a correlation coefficient of > 0.5 with the p-value <0.05 but > 0.01.

Laissez-faire as a leadership attribute (LF) has a negative and large practically significant relationship to positive affect and social coherence, with a correlation coefficient of > 0.05 . The relationship with social coherence has a p-value of <0.01 and positive affect a p-value of <0.05 but > 0.01 . With the laissez-faire leadership style, the people feel a negative feeling of togetherness and positive emotions, which means that the more the leader use this style, the less togetherness the employees experience.

Table 17: Correlations between leadership attributes and components of flourishing: Dispatch and other departments

Department: Dispatch and other																	
Correlations between leadership attributes and components of flourishing																	
Spearman's rho			Components of flourishing														
			B_PosiveAffect	B_NegativeAffect	B_NegativeAffect_R	B_JobSatisfaction	B_Autonomy	B_Competence	B_Relatedness	B_Learning	B_MandP	B_Engagement	B_SocContri	B_SocCoher	B_SocAcc	B_SocAct	B_SocInt
Leadership attributes	C_CR	Correlation Coefficient	0.24	-0.18	0.18	0.18	0.46	0.60	0.34	0.40	-0.20	-0.02	-0.01	0.36	0.13	0.02	0.33
		Sig. (2-tailed)	0.36	0.48	0.48	0.51	0.06	0.01	0.19	0.12	0.45	0.95	0.96	0.16	0.62	0.93	0.20
		N	17	17	17	16	17	17	17	17	17	17	16	17	17	17	17
	C_EFF	Correlation Coefficient	0.35	-0.04	0.04	0.31	0.53	0.50	0.47	0.47	0.01	0.33	-0.09	0.24	0.27	-0.08	0.21
		Sig. (2-tailed)	0.17	0.88	0.88	0.25	0.03	0.04	0.06	0.06	0.96	0.19	0.73	0.36	0.30	0.75	0.41
		N	17	17	17	16	17	17	17	17	17	17	16	17	17	17	17
	C_EE	Correlation Coefficient	0.30	-0.16	0.16	0.05	0.53	0.32	0.58	0.42	0.10	0.37	0.03	0.27	0.20	0.07	0.19
		Sig. (2-tailed)	0.24	0.53	0.53	0.87	0.03	0.20	0.01	0.09	0.70	0.15	0.92	0.30	0.44	0.79	0.47
		N	17	17	17	16	17	17	17	17	17	17	16	17	17	17	17
	C_IA	Correlation Coefficient	-0.03	-0.20	0.20	0.31	0.12	0.77	0.12	0.44	-0.18	-0.06	0.06	0.52	0.26	0.00	0.31
		Sig. (2-tailed)	0.91	0.44	0.44	0.24	0.64	0.00	0.66	0.08	0.50	0.81	0.84	0.03	0.31	1.00	0.23
		N	17	17	17	16	17	17	17	17	17	17	16	17	17	17	17
	C_IB	Correlation Coefficient	0.16	-0.12	0.12	0.02	0.32	0.67	0.16	0.37	-0.11	0.35	0.10	0.27	0.13	-0.09	0.26
		Sig. (2-tailed)	0.53	0.64	0.64	0.93	0.21	0.00	0.53	0.14	0.67	0.16	0.72	0.29	0.63	0.72	0.31
		N	17	17	17	16	17	17	17	17	17	17	16	17	17	17	17
	C_IC	Correlation Coefficient	0.20	-0.31	0.31	0.20	0.32	0.51	0.45	0.33	0.02	-0.05	0.17	-0.01	0.26	0.34	0.50
		Sig. (2-tailed)	0.43	0.23	0.23	0.45	0.22	0.04	0.07	0.19	0.93	0.85	0.53	0.96	0.32	0.18	0.04
		N	17	17	17	16	17	17	17	17	17	17	16	17	17	17	17
	C_Im	Correlation Coefficient	-0.02	-0.03	0.03	0.23	0.20	0.76	0.16	0.30	-0.11	0.05	0.10	0.36	0.23	-0.03	0.31
		Sig. (2-tailed)	0.94	0.92	0.92	0.39	0.45	0.00	0.53	0.25	0.68	0.86	0.72	0.16	0.39	0.90	0.22
		N	17	17	17	16	17	17	17	17	17	17	16	17	17	17	17
	C_IS	Correlation Coefficient	0.22	-0.11	0.11	0.32	0.28	0.63	0.28	0.28	-0.01	0.01	0.09	0.28	0.28	-0.06	0.32
		Sig. (2-tailed)	0.39	0.67	0.67	0.23	0.27	0.01	0.28	0.27	0.97	0.98	0.74	0.28	0.27	0.81	0.21
		N	17	17	17	16	17	17	17	17	17	17	16	17	17	17	17
	C_LF	Correlation Coefficient	-0.03	0.07	-0.07	-0.05	0.29	-0.04	0.22	0.21	-0.39	-0.03	-0.36	-0.20	-0.17	0.13	-0.05
		Sig. (2-tailed)	0.91	0.77	0.77	0.84	0.25	0.88	0.39	0.42	0.12	0.92	0.17	0.43	0.51	0.63	0.86
		N	17	17	17	16	17	17	17	17	17	17	16	17	17	17	17
	C_MBE_Active	Correlation Coefficient	-0.09	-0.05	0.05	0.07	-0.11	0.31	-0.13	0.32	-0.23	0.08	-0.14	0.15	0.17	-0.13	0.09
Sig. (2-tailed)		0.72	0.85	0.85	0.80	0.66	0.22	0.62	0.21	0.36	0.76	0.60	0.57	0.52	0.62	0.72	
N		17	17	17	16	17	17	17	17	17	17	16	17	17	17	17	
C_MBE_Passive	Correlation Coefficient	-0.56	0.27	-0.27	0.01	-0.06	-0.05	-0.14	-0.17	-0.44	-0.15	-0.16	-0.42	-0.32	0.04	-0.07	
	Sig. (2-tailed)	0.02	0.29	0.29	0.96	0.82	0.86	0.60	0.51	0.08	0.56	0.56	0.10	0.20	0.89	0.80	
	N	17	17	17	16	17	17	17	17	17	17	16	17	17	17	17	
C_SAT	Correlation Coefficient	-0.01	0.02	-0.02	0.17	0.25	0.50	0.35	0.32	-0.11	-0.01	0.08	0.23	-0.09	-0.33	0.04	
	Sig. (2-tailed)	0.96	0.93	0.93	0.52	0.34	0.04	0.17	0.20	0.68	0.98	0.76	0.38	0.73	0.20	0.88	
	N	17	17	17	16	17	17	17	17	17	17	16	17	17	17	17	
Correlation Coefficient is indicator of practical significance of relationship: 0.1 = small no practical significant relationship																	
0.3 = medium practical visible relationship and 0.5 = large practical significant relationship																	
P-value is highly significant at the 0.01 level and smaller (Sig. (2-tailed)).																	
P-value is significant at the 0.05 level (Sig. (2-tailed)).																	

The correlation between leadership attributes and components of flourishing as related to work in the dispatch department shows a large positive, practical relationship between competence and nearly all the leadership attributes, except laissez-faire and manage by exception: passive. The correlation coefficient is > 0.5 with the p-value <0.01 for the relationship with idealized attributes (IA), idealized behaviours (IB), inspires others (IM)

and intellectual stimulation (IS) and the other components (CR, EFF, IC, SAT) p-value <0.05 but > 0.01 .

Leadership attribute effectiveness (EFF) has positive correlations with autonomy with a correlation coefficient of >0.5 . The p-value was just <0.05 but > 0.01 .

Extra effort (EE) as a leadership attribute shows a high practically positive relationship to autonomy and relatedness, the correlation coefficient was >0.5 and the p-value <0.05 but > 0.01 .

Idealized attributes (IA) as a leadership attribute shows a high practically positive relationship to social coherence. The correlation coefficient was >0.5 and the p-value <0.05 but > 0.01 .

Individual consideration (IC) as a leadership attribute shows a high practically possible relationship to social integration. The correlation coefficient was >0.5 and the p-value <0.05 but > 0.01 .

Table 18: Correlations between leadership attributes and components of flourishing: Packaging department.

Department: Packaging																	
Correlations between leadership attributes and components of flourishing																	
Spearman's rho			Components of flourishing														
			B_PositiveAffect	B_NegativeAffect	B_NegativeAffect_R	B_JobSatisfaction	B_Autonomy	B_Competence	B_Relatedness	B_Learning	B_MandP	B_Engagement	B_SocContri	B_SocCoher	B_SocAcc	B_SocAct	B_SocInt
Leadership attributes	C_CR	Correlation Coefficient	0.62	0.06	-0.06	0.22	0.25	0.24	0.28	0.21	0.10	0.44	0.50	0.41	0.33	0.17	0.30
		Sig. (2-tailed)	0.00	0.82	0.82	0.39	0.32	0.33	0.24	0.39	0.69	0.06	0.04	0.10	0.19	0.50	0.22
		N	19	19	19	18	18	19	19	19	19	19	17	17	18	18	19
	C_EFF	Correlation Coefficient	0.61	0.13	-0.13	0.26	0.06	0.31	0.29	0.22	0.12	0.23	0.43	0.23	0.32	0.12	0.34
		Sig. (2-tailed)	0.01	0.59	0.59	0.32	0.82	0.21	0.24	0.38	0.64	0.36	0.08	0.37	0.22	0.63	0.17
		N	18	18	18	17	17	18	18	18	18	18	17	17	17	18	18
	C_EE	Correlation Coefficient	0.73	0.02	-0.02	-0.06	0.19	0.23	0.01	-0.16	0.36	0.11	0.32	0.72	0.18	0.26	0.51
		Sig. (2-tailed)	0.00	0.95	0.95	0.83	0.46	0.36	0.96	0.52	0.15	0.65	0.20	0.00	0.49	0.29	0.03
		N	18	18	18	17	17	18	18	18	18	18	17	17	17	18	18
	C_IA	Correlation Coefficient	0.64	0.00	0.00	0.18	0.18	0.39	0.36	0.35	0.14	0.32	0.66	0.31	0.11	0.04	0.25
		Sig. (2-tailed)	0.00	1.00	1.00	0.49	0.49	0.11	0.15	0.15	0.57	0.19	0.00	0.23	0.68	0.89	0.31
		N	18	18	18	17	17	18	18	18	18	18	17	17	17	18	18
	C_IB	Correlation Coefficient	0.78	0.11	-0.11	0.27	0.19	0.35	-0.04	-0.11	0.25	0.33	0.16	0.56	0.48	0.64	0.49
		Sig. (2-tailed)	0.00	0.67	0.67	0.29	0.46	0.15	0.88	0.68	0.33	0.19	0.55	0.02	0.05	0.00	0.04
		N	18	18	18	17	17	18	18	18	18	18	17	17	17	18	18
	C_IC	Correlation Coefficient	0.67	0.08	-0.08	0.30	0.18	0.39	-0.15	0.08	0.05	0.33	0.12	0.53	0.38	0.22	0.25
		Sig. (2-tailed)	0.00	0.74	0.74	0.25	0.50	0.11	0.54	0.76	0.84	0.18	0.63	0.03	0.13	0.39	0.31
		N	18	18	18	17	17	18	18	18	18	18	17	17	17	18	18
	C_Im	Correlation Coefficient	0.59	-0.30	0.30	0.09	0.53	0.38	0.08	0.27	0.41	0.26	0.28	0.54	0.41	0.45	0.47
		Sig. (2-tailed)	0.01	0.22	0.22	0.73	0.03	0.12	0.76	0.29	0.09	0.29	0.28	0.03	0.10	0.06	0.05
		N	18	18	18	17	17	18	18	18	18	18	17	17	17	18	18
	C_IS	Correlation Coefficient	0.74	0.13	-0.13	0.22	0.19	0.24	0.24	0.05	0.20	0.32	0.30	0.56	0.34	0.31	0.30
		Sig. (2-tailed)	0.00	0.61	0.61	0.37	0.44	0.33	0.32	0.83	0.41	0.18	0.24	0.02	0.17	0.21	0.22
		N	19	19	19	18	18	19	19	19	19	19	19	17	18	18	19
	C_LF	Correlation Coefficient	0.12	0.60	-0.60	0.28	-0.30	-0.53	0.05	-0.21	-0.05	0.01	-0.15	0.05	0.27	-0.09	0.04
		Sig. (2-tailed)	0.64	0.01	0.01	0.28	0.24	0.02	0.84	0.40	0.83	0.98	0.57	0.83	0.30	0.71	0.87
		N	18	18	18	17	17	18	18	18	18	18	17	17	17	18	18
C_MBE_Active	Correlation Coefficient	0.69	-0.36	0.36	0.03	0.23	0.55	0.18	0.01	0.39	0.48	0.40	0.63	0.22	0.29	0.00	
	Sig. (2-tailed)	0.00	0.13	0.13	0.89	0.36	0.02	0.47	0.95	0.10	0.04	0.11	0.01	0.38	0.25	0.99	
	N	19	19	19	18	18	19	19	19	19	19	17	17	18	18	19	
C_MBE_Passive	Correlation Coefficient	0.33	0.22	-0.22	-0.07	0.09	0.00	0.11	-0.06	0.20	0.11	0.49	0.17	-0.11	-0.39	0.41	
	Sig. (2-tailed)	0.18	0.39	0.39	0.80	0.73	1.00	0.66	0.82	0.43	0.66	0.04	0.52	0.67	0.11	0.09	
	N	18	18	18	17	17	18	18	18	18	18	17	17	17	18	18	
C_SAT	Correlation Coefficient	0.58	0.18	-0.18	0.08	-0.05	0.23	-0.03	-0.28	0.29	0.17	0.25	0.39	0.12	0.31	0.27	
	Sig. (2-tailed)	0.01	0.48	0.48	0.77	0.87	0.38	0.92	0.29	0.26	0.51	0.35	0.13	0.66	0.23	0.29	
	N	17	17	17	16	16	17	17	17	17	17	16	16	16	17	17	
Correlation Coefficient is indicator of practical signigance of relationship: 0.1 = small no practical significant relationship																	
0.3 = medium practial visible relationship and 0.5 = large practical significant relationship																	
P-value is highly significant at the 0.01 level and smaller (Sig. (2-tailed)).																	
P-value is significant at the 0.05 level (Sig. (2-tailed)).																	

The correlation between leadership attributes and components of flourishing as related to work in the packaging department shows that there is a positive high practical relationship between positive affect and all the leadership attributes except laissez-faire attributes. The correlation coefficient is > 0.58, with the p-value for all except IM and SAT of <0.01, and IM and SAT p-value at <0.05 but > 0.01.

Extra effort (EE) as a leadership attribute shows a high practically significant positive relationship to social coherence and social integration. There is a correlation coefficient of >0.5 and a p-value of <0.01 and <0.05 but > 0.01 respectively.

Idealized attributes (IA) as a leadership attribute shows a high practically significant positive relationship to social contribution, with a correlation coefficient of 0.664 and with a p-value of < 0.01 to support it.

Idealized behaviours (IB) as a leadership attribute shows a high practically significant positive relationship to social coherence, with a correlation coefficient of 0.449 and with the p-value of < 0.05 but > 0.01 to support it.

Inspires others (IM) as a leadership attribute shows a visibly practical positive relationship to social acceptance, with a correlation coefficient of 0.432 and with the p-value of < 0.05 but > 0.01 to support it.

Satisfaction with leadership (SAT) as a leadership attribute shows a visible practically positive relationship to positive affect, engagement and social acceptance, with a correlation coefficient of 0.365 and a p-value of < 0.05 but > 0.01 to support it.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter answers the research questions, makes recommendations for company-specific implementations, discusses limitations and possibilities for future study, and ends with a conclusion.

5.2 RESEARCH QUESTIONS ANSWERED

The secondary research questions are answered first:

1. What is the element of flourishing that is the most visible at the milling company?

Emotional well-being has the most visible practical relationship (see Table 8, page 71).

If we look at every department, emotional well-being is the most visible in the production and packaging department, and psychological well-being is most visible in the dispatch department (see Table 10, page 73, Table 12, page 75 and Table 13, page 76).

In the administration and sales departments, emotional well-being is the most visible aspect, but it reflects negative relationship with laissez-faire leadership (see Table 11, page 74).

Rothmann (2017a:1-10) looks at mental health in the workplace, and according the World Federation of Mental health (2017), 10% of employees take time off from work for depression, 35 workdays are lost to depression, and poor decision making and lack of concentration are present. This can be linked to laissez-faire and passive avoidant leaderships.

2. What leadership style has the strongest relationship to flourishing at the milling company?

In Table 7, page 69, transactional leadership has the strongest relationship to flourishing, with transformational leadership second and transactional-transformational third, the difference in magnitude is very small. All have an equally strong relationship, just a difference in the second decimal point.

Transactional and transactional-transformational leadership are nearly equally visible in the production department.

In the administration and sales departments, the laissez-faire leadership is the strongest, but it has a negative relationship with aspects of employee flourishing (see Table 11, page 74).

In the dispatch department, transactional-transformational leadership is highly visible and it has a relationship with psychology well-being (see Table 12, page 75). In the packaging department, the transformational leadership has the strongest relationship, with emotional well-being (see Table 13, page 76).

What leadership style has the strongest relationship to the sub-components of flourishing at the milling company at the moment? In Table 8, page 71, transformational leadership has the strongest relationship with emotional well-being.

In the production department, transactional leadership has a strong relationship with emotional well-being, with transactional-transformational leadership closely behind (see Table 10, page 73).

In the administration and sales departments, laissez-faire leadership has the strongest negative relationship with emotional well-being (see Table 11, page 74).

In the dispatch department, transactional-transformational leadership has the strongest relationship with psychological well-being (see Table 12, page 75).

In the packaging department, transformational leadership has the strongest relationship with emotional well-being and social well-being comes second (see Table 13, page 76).

3. What is the best leadership style of the five leadership styles to help the employees at all levels to flourish more in the workplace?

Transactional and transformational leadership stand out as the perceived leadership style in the company at the moment (it correlates with the theory discussed in Sections 2.2.3 and 2.2.4), and laissez-faire and passive-avoidant leadership are the least desirable leadership styles at the moment at the milling company.

Finally, the answer to the primary objective question of the research:

What leadership style has the most powerful influence on employee flourishing in a milling company in the Free State?

The evidence points to a combination of the styles, namely transformational, transactional and transactional-transformational as the most effective at the milling company.

5.3 THEORETICAL IMPLICATIONS

Leadership

Transformational leadership has a positive influence on the job outcome of subordinates and an employee that sees his leader as a transformational will tend to be more committed to the company and will take part in their jobs actively (Pradhan & Pradhan, 2015:233).

Transformational leadership as a positive leadership style and its relationship to employee well-being are confirmed by Liu *et al.* (2009:454), Densten (2005:106) and Arnold *et al.* (2007:193).

McShane and Von Glinow (2010:371) indicate that the approach of transactional leadership is to reach the company's objectives by improving job performance and job satisfaction with a reward system. The employee will have the correct support to achieve the objectives. Bass (1999:10) agrees that transactional and transformational leadership are separate concepts and that the best leaders are both transactional and transformational.

Flourishing elements

According to Stone *et al.* (2008:23), achieving employees' important **psychological needs** and improving business productivity can be a managerial legacy to be proud of.

A study by Janse van Rensburg *et al.* (2017:9) indicates that there is a negative relationship between flourishing at work and intention to leave. The study suggests that organizations focus on improve P-O and P-G fit to increase the flourishing of employees because of the high relationship between flourishing and retaining employees.

A Harvard Business Review puts **employee engagement** as one of the top three business priorities in this economic crisis time. It results in a higher customer service level, effective communication and a high level of employment engagement. The other

two that follow were efficient executive leadership and efficient productivity (Markey, 2013:3).

Markey (2013:11) indicates that a net prompting system (NPS) is a tool that inspires action and drives growth, and NPS is directly link to revenue growth. Engagement initiatives can be linked to business performance by using the NPS and service-profit chain. Businesses with strong level of employee engagement do these three things (Markey, 2013:11). A leader should first let employees exercise judgement and let them learn over time. Secondly, they should link performance back to goals continuously, and lastly, on the cultural side, let the mission offer autonomy, sense of affiliation and purpose and on the structural side, give power to individual teams with decision-making authority.

Ryan *et al.* (2008:146) mention that leaders should focus to stimulate intrinsic motivation, the role of rewards, the importance of competence and the role of autonomy in motivation. These are conditions for reaching flourishing according to the Self-determination theory (SDT).

Kovjanic *et al.* (2012:1046) propose that transformational leadership and the SDT (desirable outcome of employees for themselves) should link to the fulfilment of the need of autonomy, relatedness and competence.

Stone *et al.* (2008:3-4) warn that the core principles of autonomous and sustainable motivation must be keep in mind. If a business is working towards a restructuring of the compensation and reward program, this can be important. According to SDT, people have three core psychological needs, namely relatedness (having satisfaction and support), competence (believe you have ability to influence outcome) and autonomy (action with choice and self-determination). Intrinsic motivation is another form of autonomous motivation and it has positive relationship with engagement in work (Stone *et al.*, 2008:7).

Rothmann (2017a:30-35) indicates five pathways to sustainable flourishing. First manage energy (health, de-stress), second ensure a person-environmental fit, meaning and purpose, promoting relationships; and third, care about psychological needs like autonomy (encourage decision-making and speak), competence satisfaction (give performance feedback, care and help achieve goals), relatedness satisfaction (treat all fairly, protect employees interests), care and presence (caring mindset and be there for them). Fourth, ensure work engagement, and lastly build positive businesses.

Job demand and self-efficacy predicts satisfaction in life, and with job resources, it predicts positive affect. It also predicts also dedication, thus predicts self-efficacy with psychological outcomes (Williams *et al.*, 2010:46).

According to Mortier *et al.* (2016:362-363) authentic leaders show empathy with their subordinates and this might be the reason why they rate their leader high and why the subordinates offer their support to their leader. A positive association was confirmed between authentic leadership and thriving of employees, so it can enhance thriving in the workplace.

High levels of empowerment and authentic leadership have a positive relationship to professionalism in the workplace (Regan *et al.*, 2016:E54).

5.4 RECOMMENDATIONS FOR THE COMPANY

All the components of flourishing must be present to have flourishing employees, namely emotional well-being, psychologically well-being and social well-being, and the more each of these are visible in relation to work elements, the more certain a company can be that the employees flourish.

Table 14, page 78, looks at all the correlations between all of the leadership attributes and all of the relationships between work components of flourishing. The following components of flourishing related to work must receive attention so that employees can flourish more.

1. Learning
2. Meaning and purpose
3. Relatedness
4. Social contribution, social acceptance, social actualization and social integration

High levels of flourishing at work motivate employees to stay (Janse van Rensburg *et al.*, 2017:9).

5.4.1 Implement a training programme (learning)

The mill should focus on implementing a training programme to develop personal growth (link to meaning and purpose) and development. This should include focused training and opportunities for counselling (psychology needs) to promote social relationship. The selection and recruitment practice should receive some attention so that the mill appoints the right person in the right job. In addition, they should develop an effective coaching programme (relatedness).

5.4.2 Engagement

The findings reveal that most employees are engaged, but there is a lack of engagement in some departments. The theory shows that engagement is very important to the company and its bottom line.

According to Janse van Rensburg *et al.* (2017:9), support to new staff will create a sense of belonging and the engagement. Engagement is an important factor for employees to flourish.

Improve employee engagement by communicating the business objectives and strategies clearly via different channels. Performance goals must be linked to business goals; there should be benchmarking with inside and outside companies. Employees must solve problems and must take responsibility. Formal recognition programmes should reward performance and there should be a fair amount of autonomy at a team level (Markey, 2013:15).

A highly engaged workforce improves productivity. Interest in human capital can reduce cost that will have a direct influence on the bottom line (Markey, 2013:3). An engaged employee is a happy employee (York, 2017:1). Business can engage employees by focussing on employee recognition and growth. Managers should be responsible for engagement and they should provide employees with engagement tools, like the company vision, mission and objectives, guidelines for employees, and all relevant personnel information (training, benefits updates and vacant job) (York, 2017:1).

5.4.3 Well-being

The mill should invest in well-being by putting strategies in place at the individual level and at a system level to enhancing well-being. This will be prosperous for the company.

Howell *et al.* (2016:9-10) give seven reasons to invest in well-being: first, well-being is a motivator; second, well-being improves physical health; third, well-being is good for the economy; fourth, well-being gives positive relationships; fifth, well-being can be improved in easy and inexpensive ways; sixth, well-being improves creativity, which can improve business; and last, well-being has a positive effect on mental health.

5.4.4 Investigate the Self-determination theory

The company can look to investigate the SDT and how to implement it at the company to improve flourishing. The company should look at sustainable motivation. Changing the work climate can support the three needs of acting creatively, proactive and volitionally. There should be supportive dialogue, active listening, offering choices, providing positive sincere feedback and non-judgemental feedback about problems. SDT should ensure fair wages and benefits and a small but motivational strategy. The company should develop talent and share knowledge, accountability and short-term rewards.

SDT underlies the creation of long-term motivation in a business. Stone *et al.* (2008:22) state that “learning the SDT walk requires unlearning existing motivational strategies.” SDT principles and practices can build long-term business value.

5.4.5 Implement a sustainable flourishing model

Look to implement the five pathways to sustainable flourishing:

1. Manage energy (health, de-stress),
2. Person-environmental fit, meaning and purpose, promoting relationships,
3. Care about psychological needs like autonomy (encourage decision-making and speak), competence satisfaction (give performance feedback, care and help achieve goals), relatedness satisfaction (treat all fairly, protect employee's interests), care and presence (caring mindset and be there for them),
4. Ensure work engagement; and
5. Build positive businesses.

5.5 LIMITATIONS OF THE STUDY AND RECOMMENDATION FOR FUTURE STUDY

5.5.1 Small sample

The sample was very small as only 88 questionnaires were completed. It is understandable because it was just one company with 100 employees that took part in this study. In the future, more companies in the agriculture manufacturing sector can join together and invest in a study about flourishing in the FMCG agriculture manufacturing sector.

5.5.2 Leadership styles

Only the Multifactor Leadership Questionnaire was used, and this scale tests only five leadership styles, namely transactional, transformational, laissez-faire, passive-avoidant and transactional-transformational). In the future, more leadership styles that have a positive outcome, like authentic and servant leadership, can be used to determine the relationship between leadership styles and flourishing in this milling company and in the FMCG agriculture-manufacturing sector in general.

5.5.3 Self-determination theory (SDT)

The company can also look at the Self-determination theory (SDT) to see what the influence of the SDT is on the flourishing of the employees in the milling company.

5.6 CONCLUSION

Some questions remain: How will the mill live their vision and achieve their goals? How must the leaders lead their teams to make sure all the employees can grow with the production capacity of the mill, that they are happy and efficient (flourishing) and do not want to leave the milling company?

The above question can perhaps not be answered in full, but strengthening the factors that can promote employee flourishing is a good start.

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APPENDIX A

- Data collection instrument(-s) -

Section A: BIOGRAPHICAL INFORMATION

Section B: Flourishing at work scale - FAWS (adopted from Rothmann, 2013 and used by Rautenbach, 2015)

Section C: Multifactor leadership questionnaire – MLQ (Bruce Avolio and Bernard Bass: 1995)

APPENDIX A1

5 March 2017

Dear Respondent,

SURVEY ABOUT THE FLOURISHING (WELL-BEING) OF THE EMPLOYEES OF MILL.

The Researcher is currently enrolled for a management course (MBA) at the NWU School of Business & Governance. As part of the requirement for successful completion of this course, she is required to do research on a subject. She chooses to **“Exploring the relationship between selected leadership styles and flourishing in a Milling company”** because part of the mill’s vision is to have happy employees. The result of this assignment will help the researcher to determine if there is a relationship between leadership and the well-being of the employees at this milling company. By completing this questionnaire, you will assist her in achieving this goal.

Your participation is completely voluntary and anonymous. The information gathered during this project is for study purposes only and will always remain confidential. Should you feel uncomfortable to answer any questions in this survey, you are welcome to withdraw consent and discontinue participation at any given moment in time without penalty. Because participation is anonymous, the questionnaire that you will be asked to complete does not require any personally identifying. However, to obtain your permission to participate in an ethical manner, the “agreement” section below requires our signature as evidence of your informed consent to participate willingly.

This cover page should then immediately be separated from the actual questionnaire which follows on page two. This is done to obtain your consent to participate while protecting your anonymity at the same time. Both the signed consent form on the cover page as well as the completed questionnaire must be returned to the researcher, these may be returned separately from each other so that the researcher cannot connect any specific person to a questionnaire.

The agreement section implies that you have read the explanation given above. Your signature below indicates that you understand the parameters of your participation and agree to take part in this research study. Your participation is much appreciated.

The Researcher wants to thank MBA Human Resources Management (Pty) Ltd for their help with conducting this survey. A special thanks to Mr Andrew Mabitso for his help to explain the questions to you in your own language.

Signature of respondent: _____ Date _____

Respondent name _____ Date _____

Section A: Biographical information

Please mark the empty box next to the option that is correct, with an X or fill in the information needed in the space provided:

1. Year of birth _____

2. Gender

1	MALE		2	FEMALE	
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3. Educational qualifications (Please only indicate your highest qualification with X)

3.1	NQF level 1 – Gr 7		3.6	NQF level 6 – Gr 12	
3.2	NQF level 2 – Gr 8		3.7	NQF level 7 – Diploma	
3.3	NQF level 3 – Gr 9		3.8	NQF level 8 – B degree	
3.4	NQF level 4 – Gr 10		3.9	NQF level 9 – Master's degree	
3.5	NQF level 5 – Gr 11		3.10	NQF level 10 – Doctors degree	

4. Please select your demographic group:

4.1	Black		4.4	White	
4.2	Coloured		4.5	Other	
4.3	Indian				

5. Which of the following best describes your employment status?

5.1	Permanent		5.2	Temporary	
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6. What is your occupational level?

6.1	Senior Management/Executive		6.4	Assistant Workers	
6.2	Middle Management/Head of Dep		6.5	General Workers	
6.3	Shift leaders/Millers				

7.1 How many years do you work at the company? _____

7.2 How many years do you work in die current position? _____

8. In which department are you working?

8.1	Mill/Production		8.2	Admin	
8.3	Dispatch		8.4	Maintenance	
8.5	Packaging		8.6	Sales	
8.7	Receiving maize		8.8	Other	

9. In order to assign a reference code to your data inputs please assist me with the following information (This make sure it cannot trace back to you as individual):

Code information:	Example:	Your unique code
The initial of your Mothers first name	D	
The initial of your Fathers first name	R	
The last letter of your surname	S	
The last two numbers of your birth year	54	
The Reference code is:	DRS54	

Section B: Flourishing at work scale - FAWS (adopted from Rothmann, 2013 and used by Rautenbach, 2015)

The scale consists of 48 items measuring Emotional, Psychological and Social well-being the three dimensions of flourishing.

Please read the each question below carefully before answering.

By using the 6 point scale below, please indicate your answer with an X over the number you choose.

1 Never	2 Once or twice	3 Once a week	4 About two or three times per week	5 Almost every day	6 Every day
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During the past month at work, how often did you.....

No	Question Type *	Questions	Components of flourishing	Relationship to work
B1	N	feel happy?	Emotional well-being	Positive affect
B2	N	feel particularly interested in something?		
B3	N	feel grateful?		
B4	R	feel upset?		Negative affect
B5	R	feel depressed?		
B6	R	feel bored?		
B7	N	experience satisfaction with your job?		Job satisfaction
B8	N	experience real enjoyment in your work?		
B9	N	feel that your job is close to your ideal job?		
B10	N	feel you can be yourself at your job?	Psychological well-being	Autonomy
B11	N	feel you can do your job the way you think is the best?		
B12	N	feel confident to think or express your own ideas?		
B13	N	feel good at managing the responsibilities or your job?		Competence
B14	N	feel that you really master your tasks at your job?		
B15	N	feel you can even accomplish the most difficult tasks?		
B16	N	feel really connected with other people at your job?		Relatedness
B17	N	feel that you experienced warm and trusting relationships with others at work?		
B18	N	feel that people involve you in social activities at work?		
B19	N	find yourself learning often?		Learning
B20	N	find that you continue to learn more as time goes by?		
B21	N	feel that you understand how your work contributes to your life's meaning?		

B22	N	feel that your work makes a difference to the world?		Engagement	
B23	N	feel that the work you do serves a greater purpose?			
B24	N	feel your work helps you make sense of the world?			
B25	N	focus a great deal of attention on your work?			
B26	N	get so into your job that you lose track of time?			
B27	N	feel passionate about your job?			
B28	N	get excited when you performed well on your job?			
B29	N	devote a lot of energy to your job?			
B30	N	feel energised when you work?			
B31	N	feel you had something important to contribute to this organisation?	Social well-being	Social contribution	
B32	N	feel that you really belong to this organisation?		Social coherence	
B33	N	feel the organisation is becoming a better place for people like you?		Social acceptance	
B34	N	feel that people in your organisation are basically good?		Social actualisation	
B35	N	feel that the way your organisation works, makes sense to you?		Social integration	

***N=Normal phrase question**

***R=Reversed phrase question**

Section C: Multifactor leadership questionnaire – MLQ (Bruce Avolio and Bernard Bass: 1995)

This section cannot be published

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according to
Mind Garden

APPENDIX B

-Permission to do the study at the mill

Hannalie Hayes
MBA student at NWU
Student no 11047976

27 February 2017

Dear Sir

RE: REQUEST TO CONDUCT AN ACADEMIC RESEARCH WITH THE EMPLOYEES OF EENDAG MEULE

I am currently a registered final year MBA student at the North-West University School of Business and Governance. As partial fulfilment of my MBA degree, I must conduct a research project to deliver a dissertation at the end of the year and have decided to do it in something that could add value to Eendag Meule's vision statement. My dissertation title is **"Exploring the relationship between selected leadership styles and flourishing (well-being of the employees) in a Milling company."**

The purpose of the research is to find out what level of flourishing (well-being) is there at the moment at Eendag Meule under the employees and what leadership style has an influence on flourishing. I hope to get information out of the research that could help Management to see how they can improve the well-being levels of the employees, if needed, to achieve one of the components of the Vision of the Company – to have happy employees. Happy people are more effective people.

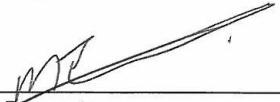
I hereby request permission to conduct the research by approaching the employees of Eendag Meule to voluntarily complete the attached questionnaire. I will compensate the participants with something to eat because they will be filling in the questionnaire in their own time.

Your permission will be appreciated

Regards

Hannalie Hayes

Permission is granted on 27 February 2017

Signature 
Martin van Deventer
Director of Eendag Meule Bothaville (Pty) Ltd

APPENDIX C

- Registration of Title of Mini-dissertation



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

02 June 2017

Dear Mrs Hayes

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 selected leadership styles and flourishing in a milling company

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. If you intend on not submitting, please submit the Notice of not submitting form. The form is available at the M & D department or the administrative manager of the faculty.

Dates of submission of copies for examination:

- 1 April 2017 to 30 April 2017 to qualify for the September/October 2017 graduation ceremony
- 1 October 2017 to 31 October 2017 for the May 2018 graduation ceremony

Should you neglect to submit by 30 October 2017, the possibility exists that you will not qualify to graduate in May 2018. You will then be required to register again for 2018 to qualify for the next graduation ceremony in September/October 2018.

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

- A Rules:
http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-Arules2015_e_1.pdf
- Manual for Postgraduate Studies:
<http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-research-support/Manuals/ICRI/2016-04-06%20ICRI%20Manual%20for%20M%20and%20D%20students.pdf>

We wish you a pleasant and successful period of study.

Yours sincerely

Pretorius

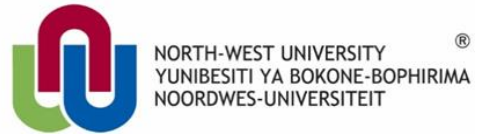
Ms N Pretorius
FOR CAMPUS REGISTRAR

Original details: (1051217) C:\Users\10512187\Desktop\Title registration.docm
9 March 2015

File reference: 7.1.11.1

APPENDIX D

- Application for ethical clearance –



NWU School of Business & Governance

North-West University
Private Bag X6001, Potchefstroom
South Africa 2520

Prof CJ Botha

Tel: (018) 299 1672

Email: christoff.botha@nwu.ac.za

25 April 2017

11047976

HAYES H

ETHICAL CLEARANCE

This letter serves to confirm that the research project of **HAYES H** has undergone ethical review. The proposal was presented at a Faculty Research Meeting and accepted. The Faculty Research Meeting assigned the project number **EMSPBS16/06/03-01/20**. This acceptance deems the proposed research as being of minimal risk, granted that all requirements of anonymity, confidentiality and informed consent are met. This letter should form part of your dissertation manuscript submitted for examination purposes.

Yours sincerely

A handwritten signature in black ink, appearing to read 'CJ Botha'.

Prof CJ Botha

Manager: Research - NWU Potchefstroom Business School

Original details: Wilma Pretorius(12090298) C:\Documents and Settings\Administrator\My Documents\Briewe MBA\2017\

APPENDIX E

- List of applicable publications –

List of some of the studies / publications that could be related in some way is the following:

- The relationship between leadership style and locus of control by Grobler, J.H. 2004
- The relationship between leadership styles and sense of coherence, self-efficacy and locus of control in a utility organisation by Hobkirk, A.B. 2003.
- Investigate the influence of leadership on organisational development at a gas energy power plant by Kaudani, S. 2016.
- Die invloed van leierskapvertroue op 'n landboubesigheid deur Mouton, C.A. 2011.
- Transformational leadership model for nursing education leaders in nursing education institutions by Mkhiza, S. 2009.
- A comparative leadership analyses in an agricultural business by Mynhardt, J.S. 2011.
- A comparative study of leadership style fostering commitment to product quality in the manufacturing industry by Manda, B. 2014.
- Leadership mindset: the existence or absence of leadership styles that encourage talent management and its practices and how this affects both career orientation and burnout by Tladi, K.A. 2016.
- Analysing the impact of leadership styles and employee engagement on job satisfaction of salespeople in the speciality chemical industry by Claassen, P.S. 2015.
- Exploring the relationship between leadership and organisational culture by Kolisang, L.O. 2011.
- The relationship between servant leadership and an ethical work climate in an agri-business by Van Heerden, L.D. 2015.
- Transformational leadership: exploratory study within research and development groups by Joorst, G. 2009.

