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Working ourselves to happiness: finding meaning at work through coaching in South Africa

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Working ourselves to happiness: finding meaning at work through coaching in South Africa

Silvia Ana Bailes

A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Management (Business and Executive Coaching)

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ABSTRACT

Happiness and meaning in individual and organisational functioning is addressed, as well as the role of executive and business coaching in supporting this process.

Theories of applied positive psychology, as the conceptual framework underpinning happiness, and philosophies of meaning, are defined and tested within a South African context of trauma and violence. Happiness, the science, is controversial, but is explored as scientific research reports positive affects that could be relevant in alleviating related SA-specific conditions of stress and dysfunction.

The study is qualitative, with data collected via semi-structured one-on-one interviews. An inductive approach is applied to the interpretation of data to arrive at recurring themes.

Happiness is found to be both a concept and an outcome. The outcome is shown to comprise personal needs, intrinsic motivations and balance, the sum of which represents a construct of well-being, that leads to personal growth and performance. Limitations of the intrinsic motivations on personal growth are discussed, and the meaning motivation shown to be 'unlimited' and sustainable. Combining the intrinsic motivations with positive behaviours, with meaning, as a central theme, is demonstrated to result in sustainable positive impacts for individuals and their organisations.

Happiness and meaning, namely, well-being, are found to be important elements of individual and organisational functioning and effectiveness. Differences in frames of reference relative to happiness are relevant in the South African context and socio-economic environment. Individuals overlook potential opportunities of benefit to organisations by ignoring the socio-economic environment when restricting the influence of their roles to their internal environments.

Organisations can help employees to find meaning in their work that leads to workplace happiness and work satisfaction. Organisational threats to well-being are evidenced in negative affects that impact performance and pose a potential governance risk. Reciprocal benefits to employees and employers are evident when employees are supported by effective embedded organisational well-being

programmes that mitigate this risk. Threats to employees in the well-being areas of being treated as human beings, purpose, learning, and balance, are evident. This includes existential angst and loss of hope which is attributed to SA-specific socio-economic problems of significant proportion. In combination with trauma and violence that is endemic to SA society, this results in negative affects that impact on well-being and performance. These are important areas that could benefit from coaching support.

Organisations can implement coaching processes to support employees find meaning in their personal and work lives that are of benefit to organisations. Differing perceptions of coaching needs between individuals and organisations are evident. Organisations do not appear to be aware of employees' need for coaching in the area of purpose and meaning. Specialists express discomfort when dealing with organisations on soft issues of this nature, indicative of mindsets in need of change if coaching is to be given the organisational emphasis it deserves in supporting sustainable well-being.

Findings are synthesised into a conceptual model of meaning for sustainable individual and organisational well-being, with specific reference to the coaching process. The conceptual model outlines the component parts of well-being and their symbiotic and systemic relationships for supporting personal meaning at work.

DECLARATION

I, Silvia Ana Bailes, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management (Business and Executive Coaching) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Silvia Ana Bailes

Signed at ……

On the …….. day of …… 2013

DEDICATION

This research report is dedicated to my son Ryan, and my daughters, Ashleigh and Shayla, who fill my life with meaning.

ACKNOWLEDGEMENTS

A number of very special people deserve enormous gratitude and credit for enabling this report to come to fruition: My husband, Nigel , for transforming my handwritten drawings into electronic masterpieces. Dr Kerrin Myres, my wise supervisor, for challenging me to see it all from different perspectives and turning it on its head when this became necessary, as it often did, and for persevering with me to the end. Susan Kruger, for transcribing hours of interviews superbly and masterfully, and Antoinette Tigar, for professionally proof-reading and editing pages and pages of text. Most specifically, to the 16 executives and coaches who enthusiastically and graciously took part in this project, my greatest appreciation for sharing your valuable insights and wisdom, your precious time and your perspectives on your deepest experiences of personal meaning and happiness , and for making this report possible. I do hope that I have managed to do fair justice to you all and to your incredible collective inputs in the document that follows.

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CHAPTER 1: INTRODUCTION

1.1 Purpose of the study

The purpose of this research is to explore and identify the role of happiness and meaning in individual and organisational functioning, and whether organisations can support employees to find happiness and meaning in their work through a coaching process, within the South African context.

1.2 Context of the study

The rapid rate of change in the economic, social, technological and environmental conditions that has heralded our entry into the 21st century has left much of our world in turmoil. Sadly, almost six years into the global economic crisis that started in 2008, there is as yet no clear line of sight for an immediate solution to the challenges facing the advanced economies of the developed world (World Economic Forum, 2013) or for an upturn in their economies. To date, the sovereign debt crisis in the Euorozone remains unresolved, the slow recovery of the USA poses a further risk of uncertainty as leaders struggle to find acceptable solutions for the reduction of public debt (Landman, 2012). These risks are further exacerbated by an expected slowdown in the Chinese and Indian economies, challenges that will invariably affect global job creation . This poses a further threat of societal stress and instability of global proportions as leaders, worldwide, address the mammoth task of creating jobs for 1.8 billion unemployed people (Clifton, 2011). The degradation of social systems that has followed these problems has precipitated the questioning of the concept of global capitalism as responsible, *inter alia*, for the loss of moral fibre. This has ignited interest groups to demand either more or less regulation in protest against the *ad hoc* measures thrown out to assist failing banks and economies. These groups include the Arab Spring, street revolts in Greece, the Occupy Wall Street protests, the election crisis in Egypt (Bell, 2012) and the Indignados in Spain. For many of these it is not merely a conviction that the capitalist system is flawed, but that the world is facing a crisis of government (Mercier, 2011).

These movements are seen as a plea by human beings for balance between their two basic needs for liberty and security (rules, laws and regulations).

Covey (1999) accurately predicted that more change would take place in industry and the professions early in the new millennium, than in the past century. These changes have altered, and can be expected to continue to alter, the *modus operandi* of most companies, and significant transformation will be required in line with new trends.

The corporate scandals of the past 10 years (Enron, Worldcom, Leisurenet and others) have resulted in strong initiatives to tighten the regulatory environment internationally (changes in Basel capital requirements, The Sarbanes-Oxley Act, global anti-money laundering regulations, Consumer Protection and Markets Authority in the UK, and many others) and to review governance processes in South Africa in terms of King III that address the 3 P's (planet, profit and people) (IODSA, 2009). Albeit well-intentioned, these initiatives come at a significant cost. Organisations have not only been burdened with the sunk costs of implementing regulatory compliance, but also the consequential loss of operational focus as attention is forced from performance to conformance. Organisations have, of choice or necessity, been brainwashed to trade the upside of improvement for the certainty of compliance, and the downside of this choice is now painfully evident in many workplaces where minimum work, poor service, lack of creativity and innovation are rampant (Godin, 2011).

Instances of re-engineering, downsizing and retrenchment have been common in businesses during the global recession. South Africa's unemployment rate at 25,5% for the 3rd quarter of 2012 (Statistics SA, 2012) confirms this. Coupled with the on-going demands of a rapidly changing world, this economic upheaval has resulted in dysfunctional workplaces (Kets de Vries, 2011) evidenced by rising anxiety, stress, insecurity, illness, absenteeism and underperformance, as fear of job losses prevails. Not only have employees lost balance between their personal and working lives, but the cost of this dysfunction imposes a further burden of expense on organisations through decreased productivity and absenteeism. Dysfunction is exacerbated in the South African workplace by the emotional distress caused by

endemic incidents of violence, crime and trauma (Williams, Williams, Stein, Seedat, Jackson & Moomal, 2007).

Unfortunately this has re-surfaced in violent strikes in the mining and farming industries, as seen through the Marikana tragedy and unrest in the Boland region. Not surprisingly, South Africa ranks last out of 144 nations in the 'co-operation in labour-employee relations' sub-section of the labour market efficiency sector, of the 2012/2013 Global Competitiveness Report issued by the World Economic Forum (World Economic Forum, 2013). Negative repercussions of these incidents (Insight, 2013) are found in the country's sovereign risk, with the downgrading of local financial institutions by both rating agencies, Moody's and S&P in 2012, followed by Finch in 2013. This has led to the further tarnishing of South Africa's international financial reputation as foreign investors question what is going on in this country. Furthermore, South Africa faces social, economic and political problems described as 'enormous' (Insight, 2013). This has culminated in consumer confidence dropping to its lowest since the beginning of the global economic crisis in 2008 (Bureau for Economic Research, 2013), with lack of visibility of business leaders blamed for much of the loss of stability in the economy (Reputation Institute, 2012), a factor that affects the general population.

In the light of these problems, this paper addresses the role of coaching in supporting people to become happier by bringing meaning into their working lives. This is based on the premise that people want to be 'human beings', not impersonal parts of a bureaucracy. As such, people want to be respected and appreciated, doing work that counts (Hall, 2009) as an expression of the meaning of their lives (Covey, 1999). If the meaning aspect of work is overlooked, employees will seek to fulfil this need outside of their work, and the neglected capacity for satisfaction will work contrary to the organisation (Covey, 1999).

If meaning is about using our strengths in service of something larger than ourselves (Rock & Page, 2009), and happiness ensues as the by-product of dedication to a greater cause (Frankl, 2008) then diverting attention from ourselves in this manner could reverse some of the dysfunction referred to.

Feeling happy and experiencing a sense of meaning has been proved to have benefits not only at work, but in relationships and for individuals (Biswas-Diener, 2010). Research now provides compelling evidence that positivity leads to better functioning in personal and working lives.

Studies further support the fact that leaders that demonstrate positive emotions enhance the moods of their teams , their job satisfaction and performance (Rath & Clifton, 2005).

Consequently, finding a way of working ourselves to happiness through meaning could assist individuals and organisations to meet the compelling economic, social, political, technological and environmental challenges of the 21st century. This may assist to offset some of the wasted costs and opportunity losses of workplace dysfunction that organisations have and are likely to continue to incur in the process.

Coaching could provide an important role in supporting the change of mindset required for this much needed transformation.

1.3 Problem statement

1.3.1 Main problem

The main problem that the study addresses is the relevance of happiness and meaning to individual and organisational functioning and effectiveness in creating workplace happiness and work satisfaction, with the support of coaching processes, that benefit organisations in South Africa.

1.3.2 Sub-problems

The first sub-problem that the study addresses is whether happiness and meaning are elements relevant to individual and organisational functioning and effectiveness.

The second sub-problem explores whether organisations can help employees to find meaning in their work, that results in workplace happiness and work satisfaction.

The third sub-problem identifies whether organisations can implement coaching processes to support employees find meaning in their personal and work lives, that will be of benefit to organisations.

1.4 Significance of the study

The study fills a gap by enabling the theories applicable to the study of happiness, and of the creation of meaning through the frameworks of existing philosophies, to be tested in South Africa. This is pertinent as the science of positive psychology, of which happiness forms part, is relatively new, having been founded in the USA in 1998 (Seligman, 2002). This will add to the body of knowledge on coaching in South Africa.

The study provides guidance and benefits to business, executive and life coaches. It will inform their practices with new coaching insights, philosophies and processes that may be used for the benefit of their clients.

Coaching students would also benefit. The study will expand students' learning on a potentially new topic that will inform their coaching styles and types into the future.

Business leaders, executives and their organisations could benefit through examination of the literature and research findings by acquiring new insights and perspectives that will inform their businesses and behaviours. These may assist them personally, and their organisations, towards positive transformation.

Finally, all those unfamiliar with the subject could benefit by learning about a new topic.

1.5 Delimitations of the study

This study is limited to the science of happiness and meaning insofar as it relates to coaching. It may refer to certain psychological frameworks and philosophies that ground the discussions, but only in their applied sense. The study will exclude other tenets of positive psychology such as learned optimism, resilience, and emotional intelligence, as well as appreciative inquiry, as these are stand-alone topics that

merit their own, separate studies and fall outside the scope of this paper. The researcher may touch on these topics from time to time, only to the extent that these may be necessary for better understanding in the specific contexts.

1.6 Definition of terms

Autotelic: *"A self-contained activity, one that is done not with the expectation of some future benefit, but simply because the doing itself is the reward"* (Csikszentmihalyi, 1992, p.67).

Eudaimonia: Meaningful living conditioned upon self-truth and self-responsibility (Ryff & Singer, 2008) – quoting David Norton in *Personal Destinies: A Philosophy of Ethical Individualism* (1976).

Flow: *"The state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable, that people will do it even at great cost, for the sheer sake of doing it"* (Csikszentmihalyi, 1992, p.4).

Happiness: Happiness is an emotion or a state found in the pursuit of, or as a by-product of, a dedication to a greater cause or to another , or as a reward for virtue in an autotelic pursuit that requires to be cultivated through controlled experience and hard work or involvement in all aspects of life, towards the finding of purpose and meaning as part of a fulfilled life.

Meaning: *"The primary motivational force in man* (Frankl, 2008, p.104), *the force that makes humans aspire to higher things and dream of better tomorrows"* (Zohar & Marshall, 2004, p.102).

Peak experience: Transcendent, ecstatic and illuminated states of being and interconnectedness that are intensely happy and joyous experiences that give meaning to life (Maslow, 1964).

1.7 Assumptions

The following assumptions could influence the outcome of the research:

- That the body of research relative to this topic in South Africa needs to be expanded for local application, in addition to the existing body of research evident elsewhere;
- That respondents are familiar with, and have sufficient understanding and expertise in the research topic to enable them to provide and elucidate effective responses to questions.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The literature review examines various writings on the topic of happiness and meaning. These are examined in the context of the individual and his working life, within a rapidly changing world.

Definitions of happiness in the literature vary according to philosophy or theory. Effort is made to synthesise these and to relate definitions to meaning, as part of achieving a fulfilled life.

The science of happiness has been criticised in various respects. The main arguments are that it is a Pollyanna science, based on fallacious arguments.

Scientific research carried out in the past ten years finds benefits in behaviours that are positive, that lead to happiness and create meaning for the individual and his working life. These findings point the way for initiatives that can be carried out by organisations to foster workplace happiness and meaningful cultures, that are inexpensive to implement.

Despite the criticisms, the positive findings of the scientific research on happiness may be particularly relevant in stress alleviation in the South African context of trauma and violence (Williams et al., 2007) and therefore cannot be ignored.

The findings open the way for coaching possibilities, processes and interventions that could expand and expedite the coaching process, and assist with the measurement of coaching outcomes.

2.2 Definition of topic and background discussion

The conceptual framework underpinning this research is positive psychology. The ‘science of happiness’ forms part of the field of positive psychology.

Seligman (2002) explains that while the role of mainstream psychology is to diagnose and treat mental illness, positive psychology examines positive emotion, enhances strength and virtue in the spirit of Aristotle's 'good life'... does not emphasise the correction of weaknesses … and recognises that people desire to live meaningful lives.

The science of happiness in positive psychology has come under criticism in several respects. Some of this could stem from the different and confusing views of happiness or the perception that it is only positive thinking or optimism (Miller, 2008); that it is a Pollyanna science; a fad that buries its head in positive affirmation; that it promotes positive illusion (Flanagan, 2009), or that the focus on strengths ignores weaknesses (Biswas-Diener, 2010).

In defence of the science, Seligman (2002) points out that positive psychology is not a substitute for negative psychology but supplements it. He adds that positive psychology seeks to improve the balance between positive and negative thinking.

A number of 'anti-happiness' arguments have nevertheless emerged, including those by Ehrenreich (2010), Miller (2008) and Flanagan (2009). Ehrenreich (2010) criticises America's obsessive pre-occupation with positive thinking as delusional. She attacks the positive psychology movement as responsible for the failure of critical evaluation that has undermined the country's preparedness for the disasters that have befallen it in the 21st century, including 9/11 and the economic meltdown.

More specifically, Miller (2008) elegantly argues that positive psychology is based on *"a whole series of fallacious arguments; these involve circular reasoning, tautology, failure to clearly define or properly apply terms, the identification of causal relations where none exist, and unjustified generalisation. Instead of demonstrating that positive attitudes explain achievement, success, well-being and happiness, positive psychology merely associates mental health with a particular personality type: a cheerful, outgoing, goal-driven, status-seeking extravert."* (p.591)

Miller (2008) retorts that people are at liberty to search for their own purpose and meaning, and to decide what to them is a 'good life'. In so doing, they become free to find and define their own happiness, without having to refer to the models contrived by positive psychology.

With regard to weaknesses, both Biswas-Diener (2010) and Buckingham and Clifton (2002) point out that although focusing on developing strengths results in a better outcome, weaknesses should not be ignored. Weaknesses need to be managed because ignoring them could result in their spiralling out of control.

Moreover, Flanagan (2009) warns of the potential dangers of positive illusions disguised in the form of false personal positive beliefs. Flanagan argues that this becomes relevant when used to create subjective happiness as a process of well-being in place of harmonious living based on virtue, goodness and beauty, that risks spiralling to society.

The criticisms of positive psychology need to be carefully considered against a wealth of research findings on the subject of happiness. Rath and Clifton (2005) have interviewed over four million employees internationally, in more than 10,000 organisations in 30 industries, on whether positivity could have a stronger impact than negativity. Their findings on the research on happiness are summarised in **Table 1**.

Table 1: Summary of research findings on happiness (Rath & Clifton, 2005)

Research subject	Research finding
Lack of appreciation.	The primary cause for leaving jobs is lack of appreciation (US Dept. of Labour).
Bad managers can contribute to the risk of strokes .	Boss-induced hypertension can contribute to increases in heart disease by 16.5% and stroke by 33%.

Employee disengagement is expensive to organisations.	The cost of employee disengagement (excluding workplace injury, illness, turnover, absenteeism and fraud costs) in the US economy is US$250 to US$300 billion annually in lost productivity. These costs are not specific to the USA, and exist to different extents in all the countries, industries and organisations that Rath and Clifton (2005) have researched.
Negative employees can permanently scare off customers.	Employees that actively listen to customers' problems, respond promptly to queries and show a caring attitude retain every customer they engage.
Lack of recognition in the workplace.	65% of Americans received no recognition for good work done in their previous year of work, adding to their disengagement.
Peoples' productivity improves when surrounded by positive people.	Ninety per cent of people prefer to be surrounded positive people and say their productivity improves in such situations. Meaningful praise has positive impact. Negative bias orientation that focuses on grade weaknesses, as opposed to strengths, starts at schools and is carried over to working life, resulting in jobs that are unmatched to talents and consequent competency problems. Performance of students who are praised improves by 71%, those who are criticised by 19% and those who are ignored by 5% (Hurlock, 1925).
People experience 20,000 individual moments daily.	These are either positive or negative and can be life changing.
Ratio of positive to negative interactions.	A ratio of five positive ito one negative interaction is the key to the success of marriages (Gottman & Silver, 1999), is also beneficial in the workplace. Workgroups that achieve a greater than three to one positive-to-negative interaction are more productive (Fredrickson & Losada, 2005).
False optimism.	In excess of 13 positive to one negative interaction affects productivity. This is indicative of false optimism, demonstrating that positivity should remain grounded in reality.
Positive emotions: extending longevity and protection from illness, stress and depression.	Practising positive emotions could expand longevity by ten years (numerous studies). Positive emotions may protect against health problems, stress, depression and the damage of anger and hostility on the body. They also expedite recuperation from pain, trauma and illness.

Positive emotions: improving physical and mental well-being.	Positive emotions can enhance physical and mental well-being. The way in which negative events are processed can predict physical health outcomes later in life (study of young Harvard graduates). Optimists average less annual visits to the doctor than pessimists (less than 1 visit to 3.5 visits, respectively).
Positive emotions: other benefits.	Positive emotions improve coping that produces well-being, not only in the present, but also long-term and can protect against and reduce the outcomes of negative emotions. They promote resilience and personal transformation; expand thinking and encourage new lines of thought or action necessary for individual growth and optimal functioning; break down racial barriers; build sustainable, intellectual, social and psychological resources that are usable in trying times; produce optimal functioning in organisations and individuals, and improve the overall performance of groups when leaders show more positive emotions. Positive emotions and broadened thinking influence one another reciprocally, leading to increased well-being over time, with more lasting consequences (Fredrickson, 2001; Fredrickson, 2009).

The research findings in **Table 1** (Rath & Clifton, 2005) provide scientific evidence that promoting happiness in the workplace, and increasing positive emotions in our personal and working lives, has numerous benefits to both individuals and organisations. People are more productive around positive people and want to be around them. Increasing positive emotions can extend longevity, protect us from illness, stress and depression, and improve short and long term physical and mental well-being. Positive emotions can dissipate the effects of negative emotions, transform individuals and make them more creative, thereby promoting optimal functioning in organisations and individuals. This can also break down racial barriers and strengthen psychological resources in trying times. Lack of appreciation and recognition, bad management and negative employees impact negatively on the well-being of individuals and organisations, leading to employee disengagement in the workplace and loss of customers, both of which are expensive to organisations.

While much of the credibility of positive psychology relies on the wealth of research that supports it, Miller (2008) points out that the research evidence is only a by-product of the underlying assumptions it purports to test.

The benefits of positive emotions as indicated in **Table 1** and particularly the impact in alleviating stress, depression, damage of anger and hostility to the body, as sustainable resources in trying times, and in the breaking down of racial barriers are particularly relevant in the South African context and cannot be ignored. This is relevant as "*trauma is deeply rooted in South African society"* (Williams et al., 2007, p.845), and as *"violence is viewed as a first line of defence for dealing with problems"* (p.846).

The research by Williams et al. (2007) validates that violent, criminal and traumatic experiences have resulted in a cumulative negative emotional effect of high distress that is taking its toll on the psychological health of South Africans. Almost 75% of South Africans experienced one traumatic event and 55.6% experienced multiple traumas. 43% of the sample reported trauma of a loved one (mainly unexpected death), the witnessing of trauma (27.9%), criminal victimisation (25.1%), partner violence victimisation (24.3%), threat to life (24.9%) and perpetration of trauma (18.0%).

In addition, bodily and mental torture experienced during the apartheid years has had further effects. A study by Williams, Herman, Kessler, Sonnega, Seedat, Stein, Moomal and Wilson in 2004 indicates that these effects include depression, aggression and post-traumatic stress disorder that can remain high for years after exposure, and extend to family members, children and the community. It is further argued that exposure to intra-community street battles and township raids is associated with psychological distress in children, with symptoms of fear and anxiety. Racism is a further social factor that impacts negatively on the psychological well-being of minorities.

Ryff and Singer (1998) have drawn linkages between the study of meaning, purpose, personal growth and health. Their findings indicate that perceptions of meaning, significant life pursuits, self-realisation and growth are components of positive mental health that come into play via various physiological mechanisms. Meaningful achievement thus depends on elevating the personal line of sight into the horizon (Pink, 2011).

Goals are also important in providing meaning and structure. Persons involved in trauma intensify their efforts towards goal achievement (commitment, focus, purpose) rather than changing life goals, while self-transcendent goals facilitate recovery (Emmons, Colby & Kaiser, 1998).

In this context, the study of 'happiness' and 'meaning' takes on important implications for the health of South African society as a whole.

2.2.1 Definitions of theoretical concepts of happiness and meaning applicable to the individual

2.2.1.1 Definition of happiness

Almost 2300 years ago Aristotle determined that human beings sought happiness above all else (Csikszentmihalyi, 1992). Aristotle's philosophy of happiness appears in his seminal *'Nichomachian Ethics'* (350 BC) as the starting point for the concept of eudaimonia.

The concept of happiness has been studied by many theorists and philosophers over the centuries, and many different interpretations have been given to what constitutes happiness. This is evidenced in the concepts and definitions that are dealt with below.

Aristotle describes eudaimonia as the *highest of all goods* achievable by human action (Ryff & Singer, 2008), a concept often interpreted as meaning happiness, and a life representing human excellence as part of a complete human life (Ryan, Huta & Deci, 2008). Ryff and Singer (2008) explore the meaning intended by Aristotle's *highest of all goods*, and deduce it is not to define well-being, but to offer a doctrine on how to live ethically, that excludes satisfaction of the appetites (money-making, political power, amusement and relaxation) and that the *highest of all goods* is found in highest virtue (excellence) that include goal directed activities with purpose. Ryff and Singer (2008) conclude that Aristotle's eudaimonia was not concerned with the subjective states of feeling happy, but that the *highest of all goods* was in the state of the individual's self-realisation (the realisation of one's highest potential), to the best of his ability and skill, at the same time taking cognisance of his external needs as man is not self-sufficient.

A number of more definitive quotes appears below:

John Stuart Mill (1893/1989): *"Those only are happy, I thought, who have their minds fixed on objects other than their own happiness, on the happiness of others, on the improvement of mankind, even on some art or pursuit, followed not as a means, but as itself an ideal end. Aiming thus at something else, they find happiness by the way."* (Ryff & Singer, 2008, p.19)

Bertrand Russell (1930/1958): Who, in *The Conquest of Happiness*, emphasises that *"Happiness is not something that happens to us, but is something for which one must strive and work hard, with zest that requires an active interest and engagement in life and by affection, through meaningful bonds with others".* (Ryff & Singer, 2008, p.19)

Victor E. Frankl (1905/1997): *"Don't aim at success – the more you aim at it and make it a target, the more you are going to miss it; for success, like happiness, cannot be pursued; it must ensue and it only does so as the unintended side-effect of one's dedication to a cause greater than oneself or as the by-product of one's surrender to a person other than oneself".* (Frankl, 2008, p.12)

Abraham H. Maslow (1908/1970): *"Happiness is an epiphenomenon, a by-product, something not to be sought directly, but an indirect reward for virtue. The only happy people I know are the ones who are working well at something they consider important".* (Hall, 2009, p.145)

Mihaly Csikszentmihalyi: "*Happiness is a condition that must be prepared for, cultivated, and defended privately by each person. People who learn to control inner experience will be able to determine the quality of their lives, which is as close as any one of us can come to being happy. It is by being fully involved with every aspect of our lives, whether good or bad, that we find happiness, not trying to look for it directly".* (Csikszentmihalyi, 1992, p. 2)

Ed Diener and Robert Biswas-Diener: *"Happiness is a subjective well-being in scientific parlance, because it is about how people evaluate their lives and what is important to them* (p.4)*...happiness is the name we put on thinking and feeling positively about one's life* (p.4)*…happiness is an on-going process that requires a*

way of experiencing life and the world that includes positive attitudes, meaning and spirituality ". (p.9). (Diener & Biswas-Diener, 2008)

Martin Seligman: *"Happiness comes by many routes. Looked at it this way, it becomes our life task to deploy our signature strengths and virtues in the major realms of living, work, love, parenting, and finding purpose"*. Seligman uses the concepts 'happiness' and 'well-being' interchangeably. (Seligman, 2002, p.263)

A synthesis by the researcher of the above definitions or concepts of happiness reveals that the theorists considered happiness as:

Something that one could find from the pursuit of or as a by-product of a dedication to a greater cause or to another, or as a reward for virtue in an autotelic pursuit that requires to be cultivated through controlled experience and hard work or involvement in all aspects of one's life, towards the finding of purpose and meaning as part of a fulfilled life.

This combined definition will be used for purposes of this study.

Interestingly, none of the definitions equate happiness to meaning, but treat happiness either as a derivation of meaning or as an addition thereto, or as part of the search for a fulfilling life. The views of Maslow and Frankl relating to the finding of meaning and purpose in life extend the concept of eudaimonia into the realm of existentiality, a concept that was not addressed by Aristotle (Ryff & Singer, 2008).

It can be deduced that happiness and meaning are separate concepts, and that happiness plus meaning equals a fulfilled life or as is referred to by Seligman (2002), a full life. While Seligman (2011) explains that happiness will not be sustainable unless rooted by depth of meaning, he fails in both his 2002 and 2011 publications to support his concept of meaning with any scientific rigor, save to the extent that he considers meaning and purpose as essential to a full life.

It is further noted that the current theorists and advocates of positive psychology, Csikszentmihalyi (1992), Seligman (2002), and Diener and Biswas-Diener (2008) expand happiness beyond Aristotle's eudaimonia to include and recognise in their definitions the part played by 'subjective happiness' or 'hedonistic pleasure', as well as 'meaning' in the role of happiness as part of a full life.

This warrants further examination of the role of happiness in the context of the new science of positive psychology, as the intended destination of positive psychology (Seligman, 2002). It is not surprising to the researcher, given the level of criticism aimed at this topic and the confusion surrounding the concept of happiness, that Seligman has, since his 2002 publication, found it necessary to "change his mind" about what the elements of positive psychology are and what its goals should be (Seligman, 2011). Accordingly, Seligman now chooses to change the topic of positive psychology from 'happiness' to 'well-being', and their respective goals from increasing 'life satisfaction' to 'flourishing'. While this change would appear somewhat semantic, Seligman points out three deficiencies in his theory, namely, that his earlier concept of happiness is relative to cheerful mood, that life satisfaction is merely a measure of cheerful mood (to the exclusion of meaning and engagement) and that the element of personal choice is excluded.

The five main approaches of positive psychology are learned optimism; the science of happiness, engagement and meaning; resilience; emotional intelligence; and accentuating the positive as a pillar of coaching (Rock & Page, 2009).

In addition, positive psychology comprises three elements, namely, the exploration of positive emotion; the understanding of positive traits, strengths, virtues and abilities; and the consideration of positive organisations (Seligman, 2002) that seek to enhance strength and virtue in the spirit of Aristotle's 'good life' (eudaimonia) .

Happiness according to Seligman (2002) embraces both positive feelings (pleasures) and positive activities (gratification and engagement). This comprises the pleasant life (hedonic happiness - the pleasures) and the good life (Aristotle's eudaimonia - gratification, engagement and flow), plus meaning.

For ease of understanding, the researcher has analysed and extracted the positive emotions comprising happiness and depicts these diagrammatically as her own interpretation of Seligman's 2002 rendition in **Figure 1**.

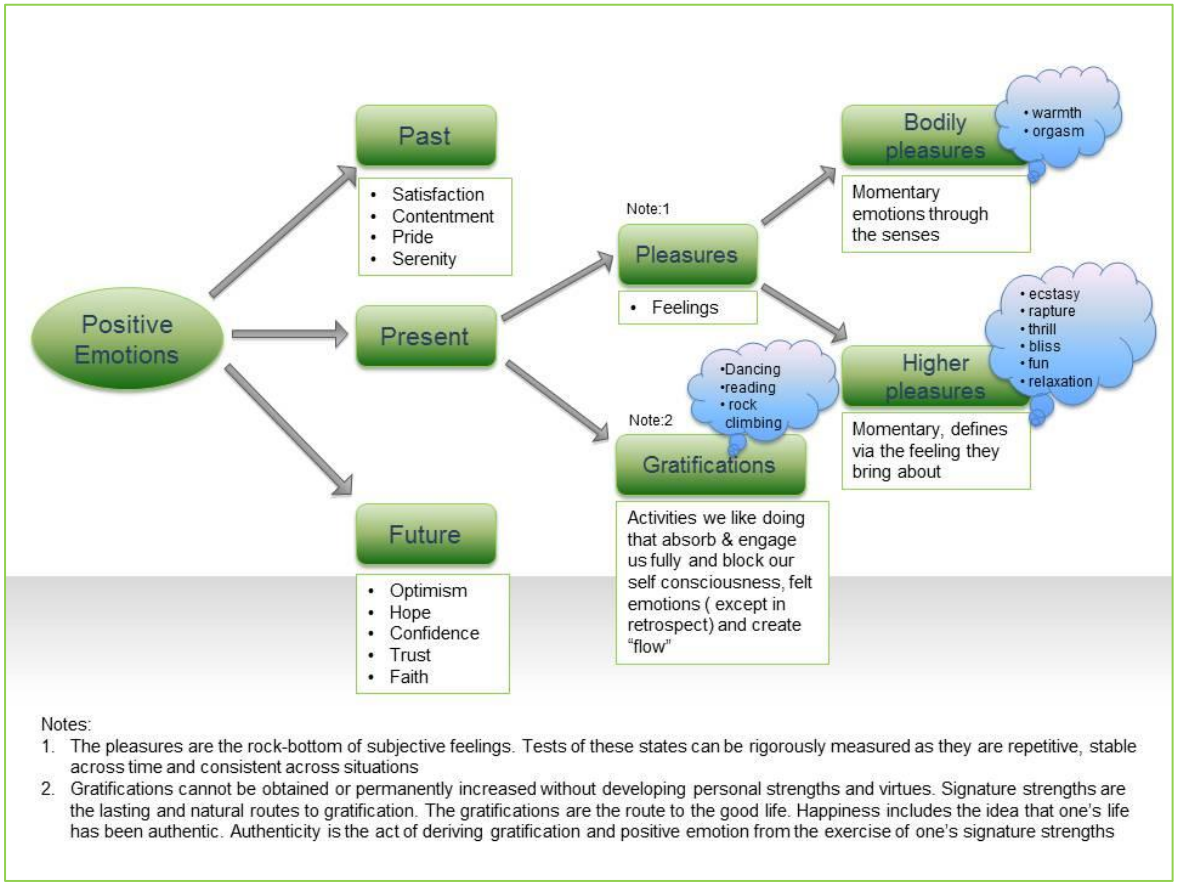

Figure 1: Researcher's interpretation of Seligman's representative model of positive emotions (researcher's diagrammatical interpretation, extracted from Seligman (2002) (Bailes, 2013)

Figure 1 represents positive psychology's theory relative to positive emotions (Seligman, 2002). Positive emotions relate to the past, the present and the future as ways of enhancing these differs. Emotions relating to the past, and the future are described in the diagram. Present positive emotions comprise pleasures and gratifications. Pleasures are made up of bodily and higher pleasures. Bodily pleasures are temporary, and are felt through the senses. Higher pleasures are also temporary, but are initiated by the feelings they generate. All pleasures are the lowest of the subjective feelings and can be measured scientifically.

A pleasant life successfully pursues the pleasures. Gratifications, which comprise the other type of present positive emotions, are not feelings, but activities that engage us fully and create flow; they can be increased by developing strengths and virtue. Gratifications comprise the good life. Pleasures and gratifications both contribute to happiness in life.

A strength is simplistically defined here as *"consistent near perfect performance in an activity"* (Buckingham & Clifton, 2002, p. 25). The authors add that this implies predictability of performance, that one derives intrinsic satisfaction from the activity, that one will excel by maximising one's strengths and that intentionally playing to one's strength will lead to success and fulfilment.

Seligman (2002) adds that the good life (an aspect of happiness) requires the use of signature strengths to derive gratification in the important areas of life. Beyond happiness comes the meaningful life, which devotes strengths and virtues for the benefit of greater causes (Frankl, 2008).

Finally, follows the full life, as a manifestation of past and future positive emotions ; the enjoyment of the positive feelings from pleasures, and deriving of gratification from strengths towards a greater cause , to obtain meaning (Seligman, 2002).

Alternatively, a full life (of happiness) can be described in the broader aspect of *'psychological wealth'* as termed by Diener and Biswas-Diener (2008, p.6) as comprising a balance of *" life satisfaction and happiness, spirituality and meaning in life, positive attitudes and emotions, loving social relationships, engaging activities at work, values and life goals to achieve them, physical and mental health and material sufficiency to meet our needs "* (p.6). Finding balance in this manner enables the different aspects of personal and professional life to be addressed through consistent and authentic roles (Hudson, 1999), enabling effective functioning in both, and with others (Rock & Page, 2009). Successfully living such a full life infers the need to make a choice between living *'a whole life or a deferred life'* (Kets de Vries, 2009, p. 142) through what is personally important, that finds contentment in the present as a foundation for well-being.

This is a choice that could incur some tension in order to remain grounded in reality. Maintaining tension is a necessity for mental and psychological well- being (Frankl, 2008).

Figure 1 depicts gratifications as the route to the 'good life'. Further examination of **Figure 1** reflects one of the activating factors for gratification as flow. The concept of flow is a mental state (Rock & Page, 2009) derived from Csikszentmihalyi's (1992) many years of study of how and why people felt happy during active participation in a preferred activity. From this study emanated Csikszentmihalyi's (1992) theory of optimal experience, which he developed from his concept of flow, using the 'Experience Sampling Method'.

Csikszentmihalyi (1992) explains that flow explores how happiness is achieved by exercising control over one's inner life, though the concept described as the ordering of consciousness. This is referred to as *'psychic energy'* (p.30) (namely, attention) focused on achievable goals. Pursuing a goal results in an ordering in awareness, through the concentration of attention on the action being undertaken, temporarily forgetting all else. The theory also shows that overcoming challenges is what people enjoy, provided their level of skill (strength) matches the activity at hand. Crucial to an optimal experience is that it becomes intrinsically rewarding as an autotelic experience.

Csikszentmihalyi (1992) states that the reasons for optimal experiences of flow are enjoyable and satisfying to persons regardless of age, culture, stage of modernisation or gender. He attributes this to the fact that the psychological conditions that make flow possible are the same for all. The conditions that contribute to enjoyment in flow are summarised in **Table 2**.

Table 2: Summary of conditions of enjoyable experiences of flow (Csikszentmihalyi, 2003)

Conditions of Flow	
Clear goals	To be deeply involved in an activity requires knowledge of what must be accomplished throughout the activity.
Immediate feedback	People have difficulty in staying absorbed in any activity unless they receive immediate feedback on their good progress. Generally it is the activity itself that provides the feedback, but this may also be from colleagues or supervisors.
Balance between opportunity and capacity	Involvement in a task is easier when it is considered possible to do. If the task is beyond personal capacity, doing the task results in anxiety; if too easy, it becomes boring. In both cases attention shifts from the task to distraction from the outcome.
Concentration deepens	An activity that has clear goals and immediate feedback results in involvement, even if the activity itself is not important. After a certain threshold of intensity, there is a depth of involvement where acting becomes spontaneous and automatic, even though the pursuit may be dangerous.
The present is what matters	In flow, the task demands complete attention, and everyday problems do not register. It is for this reason that enjoyable experiences produce ecstatic states.
Control is no problem	During flow, there is a strong sense of being in control, for the sake of the task at hand, with confidence that the best course of action will prevail.
The sense of time is altered	Time is experienced differently in a state of flow, and time is perceived as flying by.
There is a loss of ego	While immersed in the experience of flow, not only are problems forgotten and time passes by, but one's very self is forgotten as the intense focus of attention on the activity at hand takes everything not related thereto out of consciousness.

Any one or more of the eight conditions of flow, namely clear goals, immediate feedback, opportunity balanced to capacity, deepened concentration, attention in the present, control, an altered state of time, and loss of ego are present in enjoyable experiences (Csikszentmihalyi, 2003) as summarised in **Table 2.** Supporting employees to find a state of flow in their work contributes to happiness at work.

The researcher proposes that this commonality of enjoyable experiences could alternatively be explained by the fact that the sense of accomplishment (i.e. satisfaction) that emerges from the completion of a challenging task arises from the brain. Neuroscience indicates that the brain likes novel, challenging experiences and that dopamine is released in anticipation of activities, so that satisfaction results not so much from the attainment of a goal i.e. motivation and the 'will to pleasure', but from its anticipation. Novel events that challenge one to act stimulate the brain to release dopamine and make one feel better. The sense of satisfaction that results from tackling unexpected tasks or unfamiliar, physically and emotionally demanding activities is the brain's signal that one is doing what nature intended (Berns, 2005). However, seeking enjoyment through delightful feelings can become problematic when excessively demanded in a constant search for satisfaction (Pink, 2011) as dopamine can become addictive and impair decision making.

A synergistic relationship is inferred between pleasure and meaning as well as between present and future benefit (Ben-Shahar, 2008). The experience of pleasure is intensified when a sense of purpose attaches to what we do, while taking pleasure in an activity makes it more meaningful.

Various definitions of happiness have been explored and synthesised in this section. Happiness has been interpreted differently over the years, originally comprising Aristotle's eudaimonia and then expanded in the 21st century by positive psychology to recognise the temporary benefits of pleasures (hedonic happiness), as well as the more permanent but separate component of happiness that is achieved through meaning, towards living a life of fulfilment.

2.2.1.2 Definition of meaning

As with happiness, 'life meaning' is difficult to define as it relates to the particular meaning given by a person to his or her life at a moment in time, and cannot be sought in an abstract sense (Frankl, 2008). Each person has a personal vocation or mission which can only be individually fulfilled. By answering to his own life man becomes responsible for it. Responsibility to self and others becomes the very essence of human existence and a path to meaning (Frankl, 2008).

Frankl (2008) describes the human search for meaning as *" the primary motivational force in man"* (p.104), as a 'will to meaning'. Frankl highlights this to differ from the Freudian pleasure principle, or ' will to pleasure', and the Adlerian 'will to power' that focuses on superiority. Meaning is unique to the individual because it can only be satisfied by him ; only then can it gain the significance to satisfy his own 'will to meaning'.

Frankl's 'logotherapy' (Logos being the Greek word for meaning) , otherwise known as 'The Third Viennese School of Psychotherapy', explores the meaning of existence and man's search for meaning (Frankl, 2008). In terms of the theory of logotherapy, the meaning of life can be discovered in three ways (Frankl, 2008): *" by creating a work or doing a deed* " (p. 115) accompanied by achievement or accomplishment; or, through *"experiencing something such as goodness, truth and beauty, nature and culture, or by encountering or experiencing another human being in his very uniqueness, by loving him"* (p.115) and *"becoming aware of the innermost core of his personality"* (p.116) , and *"seeing the potential in him that is yet to be actualised"* (p.116). The last is through the attitude to unavoidable suffering: meaning is found when faced with a hopeless situation , bearing witness to the unique human potential to transform *"a personal tragedy into a triumph"* (p.147). Suffering ceases the moment it finds a meaning, such as the meaning of a sacrifice. The attitude toward an unalterable fate can be changed if one can see the meaning in the suffering.

Zohar and Marshall (2004) report scientific evidence of a third intelligence (in addition to IQ and EQ), spiritual intelligence, that uses values, meaning and purpose. They explain that the need for meaning has been pivotal to the evolution of mankind, and its survival. The search for meaning was responsible for the creation of

language and the development of the forebrain. Whereas Frankl's (2008) work has demonstrated the psychological importance of meaning, this concept is now supported by the discovery by neuroscientists during the 1990's of a 'God Spot' in the brain, that, according to Zohar and Marshall (2004), is responsible for making people question and search for answers regarding the meaning of existence, *"aspire to higher things and dream of better tomorrows"* (p.102) . "*It is also active in spiritual experiences – a profound sense of love, a deep sense of peace, a sense of the unity of existence and profound beauty"* (p. 102), that would seem to support Maslow's concept of peak experience (Maslow, 1964).

For purposes of this study the concepts presented above are synthesised by the researcher to define meaning as:

The primary motivational force in man (Frankl, 2008, p.104), the force that makes humans aspire to higher things and dream of better tomorrows (Zohar & Marshall, 2004, p.102).

Theoretical and philosophical concepts of happiness and meaning, as these apply to the individual, have been defined as separate but related concepts that lead to a life of fulfilment.

2.3 Exploring the role of happiness and meaning in individual and organisational functioning

The study of happiness has found that daily positive and negative interactions influence feelings and behaviour, and that negative experiences can detrimentally affect well-being and productivity. In addition, negative emotions are harmful to health, while positive emotions are essential for survival and can provide a buffer against depression and illness. Optimism experienced in early years, can result in favourable health in later years. Positive emotions are therefore important features of optimal functioning (Rath & Clifton, 2005).

Meaningful interactions by managers that genuinely spread positive emotions give rise to immediate differences – this can be inexpensive and implemented with a little initiative (Rath & Clifton, 2005).

Meaningful work is desirable for the good life, but even more so, workers high in meaning appear to be cost effective. They are less likely to give up, resign or get sick and report less hostility and depression. This alleviates productivity costs associated with hostile or dysfunctional work environments (Biswas-Diener, 2010), encouraging for organisations in terms of cost effectiveness.

Working to strengths improves self- confidence, objectives, outlook and consideration for others (Rath, 2007). In addition, Rath (2007) indicates that employees working to strengths are six times more likely to be engaged in work and three times more likely to enjoy a better quality of life. On the contrary, employees working out of strengths report negative effects. These include not looking forward to work, poor relations with co-workers and customers, criticising their organisations and lowered achievement and creativity (Rath, 2007). Biswas-Diener, Kashdan and Minhas (2011) report that in the organisational context, strengths are associated with work satisfaction (Peterson, Stephens, Park, Lee & Seligman, 2009), and provide a number of additional sources that may be referred to in this regard: repeated use of strengths improves work engagement (Harter, Schmidt & Hayes, 2002); managers that emphasise strengths increase performance by 36.4%, and those that emphasise weaknesses decreases performance by 26.8% (Corporate Leadership Council, 2002); staff turnover reduces when strengths are used (Stefanysyn, 2007). Strengths generate favourable psychological and behavioural affects: individuals experience increased subjective and psychological well-being (Govindji & Lindley, 2007) and (Proctor, Maltby & Linley, 2009). Use of strengths lessens stress (Wood, Linley, Maltby, Kashdan, & Hurling, 2011), contributes to goal achievement (Linley, Nielsen, Wood, Gillett & Biswas-Diener, 2010), lowers levels of depression, and boosts happiness (Seligman, Steen, Park & Peterson, 2005).

Csikszentmihalyi (1992) reports three important reasons of employee discontent in the experience of the American workplace. These are repetitive tasks, lack of challenge, inter-personal conflicts, and burnout. He refers to these as objective conditions that can be changed with a subjective shift in consciousness.

New work on meaning carried out by Michael Steger indicates that organisations should look to employing high meaning workers (Biswas-Diener, 2010). High meaning workers are more committed to their organisations, are more motivated at

work and more satisfied with their jobs. Steger has developed a theoretical model of individual and organisational initiatives that tips the scales in favour of fostering meaning at work. This is supported by Hall (2009) to the effect that when work is performed with rich and robust meaning as part of a peak experience, a synthesis of meaning and performance results in a gestalt that gives rise to 'something that is more than the sum of the parts'.

The way in which an individual constructs his work opens up new possibilities for the meaning of work. Wrzesniewski and Dutton's (2001) research finds that despite the type of work done, employees or professionals have one of three mindsets about the work they do: people who see their work as a 'job', work because they have to, salary being the sole reward; those who view their work as a 'career' , do so, not only in terms of earnings, but also to advance and succeed; and, those who see their work as a 'calling', do so as a means in itself, find it fulfilling, feel it contributes to the greater good and gives them a greater sense of meaning and purpose (Achor, 2010).

Unhappy employees can therefore find ways of improving their work and life experience by changing the mindset towards their work. This is achieved by addressing the meaning and pleasure in their current work, and the positive impact it has on others. The changed mindset effectively refocuses work satisfaction, fulfilment and work performance (Achor, 2010). This process is referred to as 'job crafting'.

When meaningful work is performed for a greater cause as part of a creative organisation, motivation justifies the additional energy spent on performance, even in the face of less attractive rewards (Csikszentmihalyi, 2003).

Applying Maslow's (1943) hierarchy of needs and peak experience theories, Hall (2009) adds that people who actualise at peak performances work with quality and elegance that can feed into and elevate an organisation's own performance. He suggests that leaders need to be able to tap into and actualise the potential of their people so that they can have peak experiences in their work.

The spates of corporate scandals referred to earlier in this report have highlighted the decline in corporate values and ethics, resulting in employees re-evaluating their

own purpose and meaning (Whitmore, 2002). Employees now want their work to count, to mean something, they want to contribute and make a difference, and to express their unique contributions (Hall, 2009). Whereas organisational growth encompasses the dimension of wealth creation, this should not be seen as a means in itself, to the exclusion of the development of human beings (Lenhardt, 2004). Favouring institutions over the needs of people can be dehumanising and lead to exploitation or activities that are contrary to the interests of humankind. According to Lenhardt (2004) this includes the disintegration of employees through work overload and stress that can lead to heart attacks, addiction and workaholism.

Work is one of the important avenues in the search for meaning (Kets de Vries, 2011), and, in this context, Whitmore (2002) advocates bringing purpose and meaning into the business world from within, as imposing this from the outside would be ineffective.

People who are involved in meaningful work do so by engaging in activities in which they can employ their strengths (Diener & Biswas-Diener, 2008). To make organisations attractive and enable employees to continuously engage in meaningful activity, it is important to understand what makes a well-functioning individual (Kets de Vries, 2011). The characteristics of the well-functioning individual in the workplace appear in **Table 3**.

Table 3: Summary of characteristics of the well-functioning individual (Kets de Vries, 2011)

Characteristics of a well-functioning individual	
Stable sense of identity	
Capacity for reality testing	
Maturity	Mature defence mechanism, responsible for actions, refuses to blame others.
Self-efficacy	Strong sense of self-efficacy, belief in ability to control life.
Experiences affects	Experiences the full range of affects, and is not blind to own feelings.
Manages anxiety	Able to manage anxiety and does not lose control or act impulsively.

Relationships	Cultivates relationships, maintains a support network and is able to use help and advice.
Connectedness	Sense of belonging and connectedness; obtains satisfaction from social context.
Mental strength	Accesses mental strength to handle life's inevitable setbacks and disappointments.
Ambivalence	Able to handle ambivalence and see others in a balanced manner.
Positivity	Positive outlook on the world and ability to reframe experiences positively.
Capacity for self-observation	Capacity for self-observation, self-analysis and motivated to spend time on self-reflection.

Table 3 indicates that well-functioning individuals have a stable sense of identity, are grounded in reality, have self-control, understand their own feelings, manage their anxiety, cultivate relationships, access their mental strength, can manage ambivalence, have a positive outlook and a capacity for self-observation (Kets de Vries, 2011).

Meaningful organisations create collective systems of meaning that provide motivational systems and the meta-values to support the actualisation of well-functioning individuals as a responsibility of leaders (Kets de Vries, 2011). Supporting well-functioning employees to find intrinsic or self-motivation therefore becomes an important aspect of organisational performance (Whitmore, 2002).

Motivation provides security through predictability (Berns, 2005) and from the external environment (Covey,1999) as people are energised by pursuits that are interesting, challenging and captivating that generate creativy (Pink, 2011). Motivations impact on behaviour, work and personal life, affecting and influencing employee effectiveness (Spreier, Fontaine & Malloy, 2006) through actions and decisions they find intrinsically satisfying and energising. Meeting needs results in a sense of satisfaction when goals are achieved, and this is repeated to regain satisfaction.

Everything in life is done in the expectation of reward (Covey, 1999). Reward can be tangible or extrinsic in terms of money or material gain, or intrinsic, for the satisfaction of doing it, as in an autotelic pursuit (Csikszentmihalyi, 1992). Where work provides limited interest, organisations tend to offer the extrinsic motivators of

money via threat and reward or carrot and stick mechanisms (Whitmore, 2002) that often generate unethical behaviour. These punishments may exacerbate bad behaviour, and are no longer compatible with the needs of business performance of the 21st century (Pink, 2011; Whitmore, 2002). This is evident from the corporate scandals that have riddled the world in the past decade as dealt with earlier in this paper. According to Pink (2011) behaviour that is sparked by intrinsic motivation, where the reward is autotelic (such as in deepening learning, serving customers, giving one's best) does not give rise to short-cuts because doing so would be tantamount to disadvantaging oneself. As extrinsic monetary rewards can become counter-productive, and stifle altruistic endeavour, care should be taken with short-term goals or motivations that carry extrinsic reward, as this can narrow focus, affect behaviour and lead to short cuts (Pink, 2011).

Performance is described as the expression of personal potential (Whitmore, 2002), to the highest standards and beyond expectation, as a function or task demanding responsibility and ownership.

Organisations generally provide a choice of opportunities for the achievement of personal goals that can optimise individual growth (Whitmore, 2002), resulting in self-development and improved performance. Whitmore (2002) attributes a combination of learning and enjoyment motivations as necessary for sustainable optimum performance that provides rewards in the form of excellence and peak experiences (Maslow, 1964).

Spreier et al. (2006) refer to achievement, affiliation and power as motivations that generate needs, lead to aspirations and drive behaviour, either positively or negatively. The achievement motivation strives for excellence in performance but is task and goal orientated and therefore controlling. The affiliation motive establishes and maintains close personal relationships through group activities, seeking acceptance, but is non-confrontational, favouring people over performance. The power motive can be either personalised or socialised. Personalised power focuses on self, drawing strength by controlling others that can be coercive and ruthless. Socialised power, on the other hand, draws strength from empowering others, with positive impact through support, involvement and coaching endeavours. Effectively,

exercising power on others through beneficial influence is a way in which individuals can find meaning (Lenhardt, 2004).

Well-functioning individuals find meaning in their personal and working lives and contribute positively to the functioning of their organisations by elevating their own and their organisations' effectiveness.

2.3.1 Proposition 1

Happiness and meaning are important elements of individual and organisational functioning and effectiveness.

2.4 How organisations can support employee happiness through the creation of meaning

It is proposed (Kets de Vries, 2011) that in order to become meaningful, an organisation needs to create a sense of purpose in its people that is consistent with its fundamental purpose and culture, its values and beliefs.

Organisational purpose effectively partners profit growth when profit goals are motivated by purpose outside of self-interest, and when procedures permit employees to follow their own purpose (Pink, 2011). Pink considers the marriage of optimisation of profit with maximisation of purpose as capable of reviving business and shifting the world.

When organisational sense of purpose is consistent with the purpose of its people (Kets de Vries, 2011), this brings the individual and the organisation into an aligned, systemic relationship (Kahn, 2011) through congruent goals that match organisational needs and deliverables. In this state, personal values and existential objectives are consistent with those of the organisation (Lenhardt, 2004), harmonising the self and freeing personal energies to work without inner contradiction. Kets de Vries (2009) describes this as living in an integrated fashion with one's own values, exercising meaning through the acceptance of the authentic self, trusting one's strengths and facing weaknesses, with courage to speak, an ability to set boundaries, that sees others as individuals deserving of respect.

Kets de Vries (2011) advocates that the shared (aligned) sense of purpose further addresses employees' attachment/ affiliation motivational need system. According to Baumeister and Leary (1995) human beings are fundamentally motivated by an evolutionary need to belong that is innately programmed. People therefore seek positive interactions in long-term or sustainable caring relationships that are meaningful (Baumeister & Leary, 1995; Kets de Vries, 2009) that manifest in positive emotional patterns, behaviour, health and well-being.

In addition, meaningful organisations provide working conditions that foster a sense of competence though on-going learning that addresses employees' exploration/assertion motivational needs, thereby avoiding the frustration that diminishes creativity (Kets de Vries, 2011). Whitmore (2002) advocates learning as an important motivation for growth and performance through an input-feedback loop that creates awareness, non-judgementally, of how employees are performing and improving.

Furthermore, Kets de Vries (2011) proposes that by creating a greater sense of self-determination among employees, organisations promote a feeling of control where each employee is convinced that his actions make a difference and contribute to performance. Believing that each member of the organisation has a voice is what true employee empowerment is about and this can be achieved through job crafting. In personal circumstances this is achieved through autonomy, a systemic phenomenon found in relationships as a complex, on-going growth process (Lenhardt, 2004) that can find individuals to find or create meaning in difficult personal situations.

Autonomy means different things to different people. It encompasses human beings' universal search for freedom, the concept of self-direction and self-determination, that respects the authentic nature of another, curbs the desire to control, allowing individual choice and recognising others' search to improve their lives. Pink (2011) adds that autonomy leads to greater well-being and job satisfaction and presupposes that people want to be accountable for and in control of their work, their time and performance. In the organisational environment delegation is the culmination of the development of autonomy (Lenhardt, 2004). Conversely, the fun of work can be lost when employees are controlled and forced to forfeit autonomy as is often the case

when offered short term rewards that are extrinsic, that can have long-term negative impacts on behaviour and performance (Pink, 2011).

In order to echo the afore-mentioned motivational systems, meaningful companies possess a set of meta-values (Kets de Vries, 2011) that promote a sense of belonging in attachment/affiliation as an underlying motive in the search for meaning. This engenders trust, mutual respect and support, facilitates goal-directedness, and creates a culture with cohesive leadership that is spread throughout the organisation and not concentrated on top.

By providing a sense of enjoyment, Kets de Vries (2011) explains that such organisations enable employees to have fun and enjoy what they do, led by leaders that are contagiously alive and realise they are leading their employees on an exciting journey that gratifies and fulfils the exploration/assertion motivational need.

Enjoyment, that is experienced through the senses in conjunction with learning expands potential and is an important part of performance that motivates employees (Whitmore, 2002). In organisations that promote learning, people put their imagination and creativity to work.

By creating a sense of meaning in what employees do, organisations can create an environment that transcends employees' own personal needs through tasks that contribute to society and the well-being of others (Kets de Vries, 2011).

Finally, authentically creating a connection to employees in terms of vision, mission, culture and structure, communicates convincingly not only the 'how' but also the 'why' of every job, thus revealing the meaning in each person's task, invigorating work with a sense of balance and completeness. The sense of need for exploration closely connected with cognition and learning is met. It allows for self-assertion, a sense of effectiveness and competence, autonomy, initiative, entrepreneurship and industry (Kets de Vries, 2011). The needs of the 21st century therefore indicate a need for human motivation that is driven by self-direction, learning and creativity within the realm of what is better for ourselves and the world through purpose. Neglecting ingredients of motivation such as autonomy, mastery and purpose would limit personal achievement (Pink, 2011).

When organisations have provided the meaning and meta-value frameworks that echo motivational needs, they become ready to support this with positive behaviours to complete the experience of happiness that meaningful work can provide (Kets de Vries, 2011).

To this end, Rath and Clifton (2005) provide five practical strategies for increasing positive emotions at work, based on their analysis of the database of 4,000 open ended interviews. A summary is provided under **Table 4**.

Table 4: Strategies for increasing positive emotions in the workplace (Rath & Clifton, 2005)

Strategies for increasing positive emotions in the workplace	
Eliminate negative comments	Eliminating negative comments made at the expense of others, encouraging others to avoid negativity, steering away from negative people, and applying the five to one positive to negative appreciation ratio.
Focus on the positive	Focusing on what is right and accepting others' positive comments.
Encourage relationships	Encouraging a close friendship at work, strengthening existing relationships for their importance, learn what builds these, build trust, create relationships and positive interactions with acquaintances and strangers, and learn people's preferred names.
Give unexpectedly	The element of surprise is energising. Gifts can be tangible, or intangible: a gift of trust or responsibility, a smile, a cup of coffee, a positive story, article or book. Impromptu giving creates good feelings.
Individualise praise, gifts and recognition	Giving recognition supports the development of personal identity and enhances the accomplishment of others. Praise specific endeavours in writing and thank regularly. Recognition is only appreciated and effective when it is individualised, specific, genuine, meant and deserved. Generic, 'one size fits all' praise does not work. Take time to know what is meaningful and special to each individual. This builds sustainable relationships and can be life-changing.

Table 4 summarises research by Rath and Clifton (2005) that provides evidence that eliminating negative emotions, focusing on the positive, encouraging relationships,

giving unexpectedly and individualising praise and recognition in the workplace increases positive emotions, with beneficial outcomes.

Meaning frameworks produce organisations that engender working environments that promote happiness and the creation of meaning by reducing the negative elements of organisational stress. These provide a healthier existence, increase imagination and contribute to a more fulfilling and balanced personal and working life (Kets de Vries, 2011).

Furthermore, the outcomes of positive behaviours are likely to result in productive workplaces that are more fun, with more friends, more satisfied and engaged colleagues and customers, stronger marriages, closer relationships, health, happiness, and a longer life (Rath & Clifton, 2005).

2.4.1 Proposition 2

Organisations can help employees to find meaning in their work that leads to workplace happiness and work satisfaction.

2.5 Applying concepts of happiness and meaning as a coaching process to support individuals in the workplace

Coaches work in various specialisations. Notwithstanding this, the ultimate function of a coach is to support persons or organisations to find their purpose for the immediate future (Hudson, 1999). Purpose provides positive energy, a reason for living, an ontological pull, a calling and a deep source of meaning. Meaning is germane to coaching as it is a fundamental need of all (Biswas-Diener, 2010). Reconstruction of meaning is therefore an important level at which coaches operate (Stout Rostron, 2009).

The theoretical and psychological models of happiness and meaning provide a wealth of subject matter for areas to be addressed by coaches with clients. The field also offers some existing aids and assessments that may assist coaches through the coaching process.

2.5.1 Possibilities for coaching highlighted by the literature

Seligman (2007) states that *"Coaching is a practice in search of a backbone, two backbones actually: a scientific, evidence-based backbone and a theoretical backbone."* (p.1)

As the founder of positive psychology, he posits that this new discipline *"can provide coaching with a delimited scope of practice, with interventions and measurements that work, and with a view of adequate qualifications to be a coach."* (p.1)

While not all coaches may choose to practice exclusively as positive psychology coaches, the researcher is of the view that many of the principles advocated (well-being, values and happiness) may be used successfully in the course of coaching interventions. These principles lift coaching beyond 'disease orientation', and are premised on the coaching paradigm that people want to live meaningful lives that are fulfilling (Rock & Page, 2009).

A coach choosing to practice strengths-based or positive psychology coaching is, however, advised to be appropriately trained in the measurement of positive states, traits and interventions comprising the theories of positive psychology (Seligman, 2007). In this connection, Biswas-Diener et al. (2011) alerts us to possible psychological risks attaching to the application strengths interventions, particularly by practitioners who work with applied knowledge. He explains that while many practitioners create their own interventions when working with strengths, their approach may be rudimentary or disengaged from the scientific delimitations of positive psychology and coaches should "*bear the extra burden of responsibility to translate research and theory into responsible practice."* (p.10)

Nor are all the theories of positive psychology exclusive to it. Indeed, humanistic psychology, established in the 1960's by Frankl, Maslow and Rogers, stressed many of the tenets of positive psychology (Seligman, 2002).

Flow, for example, may be a requirement for gratification in strengths, but the science of flow can help coaches identify situations and encourage conversation in clients to find flow in both leisure time and work activities (Rock & Page, 2009). An understanding of flow is relevant, say, where a client may prefer to choose 'pleasure'

over the states that produce flow. A gratification may be avoided as it entails constraints that offer possibilities of failure, such as skill, effort and discipline, produces change, can arouse anxiety and incur opportunity costs, in favour of pleasures that offer minimal risk (Seligman, 2002).

Finding flow in personal and work life can improve the quality of the individual's life (Csikszentmihalyi, 1992). Theoretically, jobs can become more enjoyable by adopting the flow model. Effectively, as time is spent in flow, so the general condition of experience and feelings of strength, activity, creativity, concentration and motivation will improve.

As individuals seek more meaning and purpose in their activities, their personal and working lives , so will there be an enhanced need for coaching in this area (Whitmore, 2002). Coaches could consider the theories surrounding meaning orientation (Frankl, 2008) and Maslow's (1943) self-actualisation as a means of informing themselves further on this topic to better understand clients' needs.

Coaches are able to support their clients to define and understand their goals and motivations, identify, explore and apply their strengths and manage their weaknesses, and prevent them from self-damaging behaviour (Kets de Vries, 2011). This will enable free choice, rather than being led by forces outside of their awareness. Cohesive leadership is found in companies that provide a sense of meaning where executive management supports successors through coaching.

Coaching can also help people to change jobs and careers to 'callings' by finding new meaning in their work (Biswas-Diener, 2010) through job crafting. This is important in that "*while people are built to work, most jobs are not built for people"* (Csikszentmihalyi, 2003, p.85).

2.5.2 Coaching process and aids

A number of coaching aids and assessments have been scientifically developed for positive psychology coaching that could be incorporated in general coaching interventions. Biswas-Diener lists these and provides practical samples in his 2010

publication. These are summarised in **Table 5**.

Table 5: Summary of coaching aids and assessments (Biswas-Diener, 2010)

Coaching aids and assessments	Application of aid or assessment
Adult Hope Scale	Based on hope theory: measures doubts or hopes for future success and is a useful predictor of success in coaching interventions.
Authenticity Scale	Assesses authenticity of behaviour to identity.
Curiosity and Exploration Inventory	Rates openness to experience and level of curiosity as a way of opening conversations in areas of risk taking, knowledge and comfort zones.
Domain Satisfaction Scales	Measures satisfaction in specific areas of life and can assist in setting up coaching agendas.
Meaning in Life Questionnaire	Identifies the extent of presence of meaning, and the search for meaning in a person's life.
Psychological Well-being Scale	Assumes persons are flourishing by achieving the basic psychological needs to provide a view of overall well-being.
Purposeful Work Scale	Measures purposeful engagement at work and highlights areas that can be modified to produce more meaning.
Satisfaction with Life Scale	Measures life satisfaction and well-being and can be tracked to show improvement over a period of time.
Savouring Beliefs Inventory	Assesses how one savours a past experience for happiness in the present to identify the savouring to which a person is naturally drawn.
Scale of Positive and Negative Experience	Used to gauge emotional states and leanings and can be repeated to measure progress.
Strengths Use Scale	Measures people's ability to use their strengths in general and creates awareness of potential opportunities and resources.
Subjective Happiness Scale	Assesses personal happiness and can be used to track progress over time.
VIA Assessment of Strengths	Measures strengths as a preliminary step to positive diagnosis.
Work-Life Questionnaire	Identifies work orientation between job, career and calling. Valuable in job crafting, that makes work more meaningful and recreates passion in work.
Work-Style Scale	Distinguishes between four motivational approaches to work, in order to understand best work states and how work style affects others. Facilitates in planning for projects.

Table 5 sets out 15 coaching aids and assessments that may be useful in coaching interventions to quickly gauge aspects relative to clients' coaching agendas (Biswas-Diener, 2010). These questionnaires expedite and assist with the measurement of the potential success of coaching interventions, as well as: authenticity of behaviour, risk propensity, satisfaction in specific areas of life, meaning in life, overall well-being, level of purpose and meaning at work, life satisfaction, natural life savouring experiences, emotional states, ability to use strengths, subjective happiness, measurement of strengths, diagnosis for strengths, work orientation (job-career-calling) and motivational approaches to work.

A practical criticism of the use of these measures could be that an abstract concept such as happiness cannot be measured (Biswas-Diener, 2010) or that measurement is subjective to mood at the time of their completion (Seligman, 2011). The researcher offers the opinion that the same results could be achieved from a coaching conversation that uses incisive questioning, but that these aids could expedite the speed of the coaching process, with measurable and comparative outcomes.

2.5.1 Proposition 3

Coaching is a useful process that organisations can implement to support employees to find meaning in their personal and work lives that will benefit organisations.

2.6 Conclusion of literature review

The new science of happiness in positive psychology is controversial. The science has come under criticism for various reasons, one of which could be confusion regarding its very definition, and the contention that it is based on fallacious arguments.

The rapid rate of change has left much of our world in turmoil. Corporate scandals have necessitated regulatory measures that are expensive and take the focus off performance. Coupled with economic insecurities, this has seen workplace disengagement and dysfunction, necessitating change in workplace mindsets if

innovation and creativity are to be restored. Coaching could play a part in this process.

Concepts and definitions of happiness are examined. These commence with an overview of Aristotle's eudaimonia (350 BC) as forming the basis for later definitions of happiness. This concept was subsequently expanded to include the realm of existentiality (meaning) and later combined with hedonic happiness (pleasures) that lead to a fulfilling life. Happiness and meaning are found to be different concepts.

Research on happiness finds that positive and negative interactions influence feelings, behaviours and productivity. Furthermore, negative emotions can be harmful to health, while meaningful work is desirable for happiness. Workers high in meaning are more cost effective. Research on happiness also shows what makes workers disengaged and unproductive, or motivated and creative, and the benefit of positive emotions on well-being. Working with strengths increases subjective and psychological well-being and reduces stress. The findings from this research can be used by organisations to model initiatives in the workplace that support or encourage the happiness of their employees, through the creation of meaning.

Notwithstanding the criticisms of the science of happiness, the benefits demonstrated by research on positive emotions warrant further examination. These benefits may be particularly relevant in the South African context in the alleviation of certain of the stress related symptoms of trauma and violence.

Coaches support persons or organisations to find purpose and a sense of meaning. The literature indicates that theoretical and psychological models of happiness and meaning can provide a wealth of direction for areas to be addressed with clients, as well as aids and assessments that may assist coaches through the coaching process.

It would appear that we can work ourselves to happiness, and can be supported to do so through a process of meaning. Coaching interventions can support such a process, with potential benefit to both individuals and organisations.

2.6.1 Proposition 1:

Happiness and meaning are important elements of individual and organisational functioning and effectiveness**.**

2.6.2 Proposition 2:

Organisations can help employees to find meaning in their work that leads to workplace happiness and work satisfaction.

2.6.3 Proposition 3:

Coaching is a useful process that organisations can implement to support employees to find meaning in their personal and work lives that will benefit organisations.

Given the outcomes demonstrated by the literature review, it is clear that propositions 1, 2 and 3 put forward in this report are relevant and these have been researched in accordance with the methodology described under chapter 3.

CHAPTER 3: RESEARCH METHODOLOGY

This section describes the methodology that was used to address the propositions put forward as possible solutions to the sub-problems in the literature review. The paradigm informing the researcher's worldview and approach to the research (Creswell, 2007) is dealt with. This is followed by an outline of the research design; population and sampling methods; procedures for data collection, analysis and interpretation; limitations of the study, and considerations regarding validity and reliability.

3.1 Research paradigm

The paradigm underpinning this research is interpretive and aims to understand meaningful social and human interaction, as the foundation for an interpretive study. This is based on the assumption that human beings create meaning, make sense of their worlds and have freedom of choice. Common sense plays a valid role in the making of theories that are used by ordinary people. Evidence is embedded and knowledge is used empathetically by the researcher to engage with the respondents' own experiences. Values are an integral part of the process, and although they may differ, are not considered wrong (Neuman, 2005). The interpretive lens calls for action or transformation in people, with distinct steps for change and growth (Creswell, 2007). This is considered compatible with the coaching paradigm of change that underlies this study.

3.2 Research design

The research design is interpretive in nature. The qualitative study has sought answers to questions through the experience of people in the understanding of their inner concepts of happiness and meaning. The information is aimed at extracting the understanding, perception and perspectives (Leedy & Ormond, 2010) of the interviewees regarding the situation, and to draw insights for coaching practice based on the findings.

The methodology applied is qualitative, in line with the characteristics of qualitative research described by Bogdan and Biklen (1992). The approach was field based, with the researcher as the key instrument of data collection. Data was collected as text and outcomes were process based. Data analysis was carried out inductively with attention to particulars, focusing on respondents' perspectives and meanings (Creswell, 1998). The qualitative study is congruent with the research propositions that examine the 'how' and 'why' of the problems, in respect of a topic that needs to be explored, as a detailed view that studies individuals in their natural setting, and is reported in a literary style (Creswell, 1998).

Research was based on one-to-one semi-structured in-depth interpretive interviews, because they were considered the most appropriate to find answers to the research topic. This form of interview gave direct access to the respondents, enabled the researcher to observe the respondents' behaviour and emotions, and was found ideal in enabling information to be extracted of their inner lives.

This perspective facilitated understanding of the problem through the examination of a broader perspective of experiences, and enabled these to be interpreted through the senses, without prejudice or prejudgement by the researcher. The process enabled the meanings of others to be reported in statements that capture their essence (Creswell, 1998).

3.3 Population and sample

3.3.1 Population

The population for this study comprised individuals who are employed as senior executives in private sector organisations based in Gauteng, South Africa, with the exception of one who is based in Melbourne, Australia. All respondents are engaged in service industries providing different products of an intangible nature, where the quality of service is a desired outcome or differentiator. This population is delineated on the basis that it is located conveniently, within reach of the researcher. The individual based in Australia was interviewed on a visit to Gauteng.

They are typical of a group, and can also represent diverse aspects of that group (Leedy & Ormond, 2010). They can therefore provide the most information about the problem being explored.

1.3.2 Sample and sampling method

A profile of respondents who participated in the study is provided in **Table 6.**

Table 6: Profile of respondents

Note: The abbreviation **'SABE'** denotes individuals employed by organisations listed and certified as 'South Africa's Best Employers' for 2012/3 by CRF South Africa (CRF Institute, 2013).

Description of respondent	**Number sampled**
Sub-group 1: Human Resources (HR) specialists	
HR directors: private sector organisations (one coached, one not)	2
HR directors: (SABE) (one coached, one not)	2
Sub-group 2: Executive and business coaches	
Specialising in positive psychology	2
Generalists	2
Sub-group 3: Senior executives	
Chairman: enterprise owner (coached)	1
Chief executive: private sector organisation (coached)	1
Chief executives: (SABE) (one coached, one not)	2
Chief executive: enterprise owner (not coached)	1
Senior executive: private sector organisation (coached)	1
Senior executives: private sector organisations (SABE) (not coached)	2
TOTAL	16

Table 6 sets out the composition of the sample for the semi-structured interviews, indicating this to comprise 16 persons, divided into three sub-groups:

Sub-group 1: four HR specialists;

Sub-group 2: four executive and business coaches; and

Sub-group 3: eight senior executives.

The four HR specialists and the eight senior executives were split equally into two groups, one coached and the other not. All respondents were employed at the time of the interviews.

The sub-groups were specifically selected to provide data from different functional perspectives. This was found useful in exploring the topics of happiness and meaning within the working environment.

The HR specialists provided a perspective of 'how' the problem is perceived and dealt with in organisations. The coaches did so from the perspective of the application of positive psychology or other generalisation, in supporting persons in the workplace, and the senior executives in terms of 'why' the problem needs to be addressed operationally and strategically, both personally and within the work context.

Within the three sub-groups, two of the four HR specialists and four of the eight senior executives were sourced from the list of 'South Africa's Best Employers' for 2012/3, in view of the positive workplaces these organisations provide by meeting set standards of excellence in their employer/employee practices (CRF Institute, 2013). Two of the four executive and business coaches were sourced from practices that specialise in positive psychology. The balance of the sample was sourced from organisations that fall outside the 'South Africa's Best Employers' list and from more generalist executive and business coaching practices.

The ratio of eight specialists (HR and coaching) to eight senior executives and their selected backgrounds, balanced the sample in terms of arriving at the 'how' and 'why' of the research.

This sample engaged the respective experiences of happiness and meaning from multiple organisational perspectives and from different areas of expertise. The outcome was a collection of specific experiences and findings that will be useful to coaching practice.

As this is an interpretive study, it was important that all respondents had experienced the phenomenon under consideration. The researcher has adopted a purposive sampling strategy. This approach was pertinent to, and useful for, quality assurance (triangulation) purposes (Creswell, 1998).

3.4 The research instrument

The questions posed in the semi-structured interviews and used to collect data appear on the interview protocol as **Appendix A**. The questions were informed by the literature review. The form of letter addressed to respondents motivating their participation in the study is annexed as **Appendix B**.

3.5 Procedure for data collection

All interviews, with the exception of two, took place at the respondents' business premises. This enabled the respondents to be at ease, in the comfort of their own surroundings, ensuring the integrity of interviews in the context of their working environments. Meetings were held in private, quiet environments, which enabled respondents to give thought to the questions and responses. Interviewing two of the respondents out of their business premises was not deemed to affect the integrity of the findings, as this was done at their request for practical and logistic reasons, and as they comprise a minority of the sample. All interviews were recorded and transcribed, and the confidentiality of each respondent was safeguarded by way of pseudonyms that do not identify them or their organisations by name. Sensory information regarding the respondents' gestures, tone of voice, reactions, and body language was observed, as well as artefacts and the ambience of their business premises, and annotated in field notes.

The 16 respondents were each interviewed once, face-to-face, for 60 to 90 minutes per interview. Invitations to participate in the interviews were made by email or

telephone, followed by email confirmations. Respondents were chosen for their propensity to share information and were not hesitant to do so.

The researcher endeavoured to remain impartial though the interview process, by listening and asking open-ended questions, and did not lead respondents with questions indicating one answer as more preferable to another (Shank, 2002).

The questions were aimed at extracting respondents' experiences of the phenomenon. This enabled the identification of common themes in the descriptions of their experiences, notwithstanding the diversity of their personal situations.

3.6 Data analysis and interpretation

Transcripts of the interviews were stored electronically, with back–ups and hard copies filed separately. Observation notes were retained in manuscript form, and filed with the respective respondent's transcripts.

Information relevant to the topic was extracted electronically from the transcripts . The transcripts were read and re-read and codes extracted line by line as meaning emerged. In the process of analysis , notes were made of triggers that came out of the data, including data that was incongruent or divergent , or matters that were 'not said' , to create new constructs. Codes were analysed for recurring topics into families of codes, until coding saturation was reached that was applicable across all interviews. Families of codes (categories) were then sorted into themes . The emerging data was critically evaluated and challenged from the emerging pattern of information (De Vos et al., 2005) at all stages of the process of analysis. This process of analysis as it applies to the major finding or conclusion of this research, namely to the concept of happiness and its outcome, well-being, appears in **Appendix C** for illustrative purposes. A similar process was applied to arrive at all other themes.

An inductive approach was applied in the interpretation of the data collected in line with that described by Thomas (2003). This approach entails the summarising of diverse data into succinct concepts and the creation of links between research problems and findings, deriving main categories of findings from experiences found in the text, that are demonstrable and justifiable. The analysis required various

readings of the transcripts: first to identify codes and categories, and then to enable coding to be reframed, as meaning developed and changed. Concepts were labelled into categories, creating descriptive categories (families of codes) and themes. Text or data associated with the category, and links to other categories, were then constructed into a conceptual model.

3.7 Limitations of the study

Potential limitations of the study are as follows:

- Genuineness of responses, captured through observation and descriptions annotated;
- The limited amount of time for the research;
- The potential bias of the researcher in circumstances where respondent and researcher experiences were similar;
- The subjectivity inherent in a qualitative study, where meaning could be restricted by the researcher's own frames of reference or worldviews;
- The fact that the trustworthiness of the findings may only become evident from feedback sometime after its presentation.

3.8 Validity and reliability

Validation is *"a judgement of the trustworthiness or goodness of a piece of research"* (Creswell, 2007, p.205, quoting Angen, 2000). There are two types of validations, namely ethical and substantive. The ethical validation is that which equitably hears all the voices of the respondents, provides practical answers to questions and generates new ones.

3.8.1 External validity

As the research is interpretive and qualitative, and the researcher interprets information to gain understanding through meaning, the researcher cannot be entirely objective. Potential bias in the data source has been triangulated by way of the selection of the research population sample (respondent triangulation). This

enabled the "*corroborating evidence"* (Creswell, 2007, p.208) from the different respondents to inform the particular theme.

3.8.2 Internal validity

As the research intends to add *"transformative value leading to action and change"* (Creswell, 2007, p.206) the process included an on-going level of substantive validation by way of self-reflection on the part of the researcher. This included the meta-understanding of the topic, a process of self-reflection throughout the interpretive chain that supports the trustworthiness of the resulting meanings (Creswell, 2007). This comprised the suspending of the researcher's potential bias through her own experience of the topic (Leedy & Ormond, 2010), her personal notion thereof and points of reference relating thereto. This is important to this research as concepts of happiness and meaning are diverse and intensely personal.

3.8.3 Reliability

Reliability, in qualitative research, focuses on the constancy of responses to varied codes of sets of data . The process provides some flexibility and depends on the approach dictated by the researcher's resources and time devoted to the coding. This was done by way of agreed code words to passages and through the use of a codebook of codes (Creswell, 2007). Consideration was given to the use of a software package to capture this process. It was decided not to do so in order to exclude any potential influence of quantitative data into what is presented as pure qualitative thought , as this could have impeded the interpretation of the meaning thereof (Remenyi & Bannister, 2012).

CHAPTER 4: PRESENTATION OF RESULTS

4.1 Introduction

Results in this chapter are presented by proposition, under thematic sub-headings. Findings are tabulated and supported by respondents' conceptual or experiential descriptions, enabling these to be presented in respondents' own words. Findings are chronologically enumerated at the end of each Table. This is offered to readers for ease of reference when matching results to literature and are therefore repeated in their chronological order in the subsequent chapter 5, where results are explained and interpreted by the researcher in the context of the literature review.

4.2 Demographic profile of respondents

The respondent sample comprises 16 persons, namely, six women and 10 men. Eleven (two women and nine men) are employed as senior executives in private sector organisations and the remaining five are self-employed, two (both women) as entrepreneurs and three (one woman and two men) as executive coaches, all heading own enterprises. Save for one respondent, all are based in Gauteng.

The respondent sample was divided into three groups, namely four human resources specialists, four coaches and eight senior executives/entrepreneurs. Two human resources managers and four senior executives work for organisations listed and certified as one of 'South Africa's Best Employers' for 2012/3 by CRF South Africa (CRF South Africa, 2013).

The eight senior executives/entrepreneurs and human resources specialists were split equally into two groups, one coached and the other not. In the same manner, the four coaches were divided equally into positive psychology and generalist specialisations.

All respondents operate in service industries: one in catering and events, four in executive and business coaching, one in graphic design and production, four in hospitality, gaming and leisure, one in law, two in short term insurance, one in telecommunications and two in wealth planning.

4.3 Results pertaining to Proposition 1: Happiness and meaning are important elements of individual and organisational functioning and effectiveness

This section presents the results relative to Proposition 1. Findings are reported from individual and organisational perspectives under headings dealing with:

a) Individuals' concepts of happiness;
b) Individuals' descriptions of contributors to personal and professional happiness;
c) Individuals' concepts of meaning;
d) Individuals' descriptions of contributors to personal meaning;
e) Organisational functioning and effectiveness through individuals' perspectives of happiness and meaning;
f) Potential organisational risks; and
g) Organisational impact of work roles.

The reporting sequence has evolved as a consequence of the process of analysis.

4.3.1 Individuals' concepts of happiness

Respondents were requested to describe what happiness was to them. Their answers have informed this section, as well as section 4.3.2. Respondents differed in their perspectives of the concept of happiness, and these are described in **Tables 7, 8 and 9.**

A number of respondents described happiness as a concept comprising different components, as follows:

Table 7: Individuals' perspectives of the concept of happiness by component

Concept of happiness	Respondents' descriptions
An abstract quality, a state of being, living fully in a way that fulfils the moment.	*"This is a pretty abstract quality, but I do think I am blessed with a significant level of personal happiness."* (Aidos)*...* "*Happiness is a state of being."* (Aiolos)*…* "*Life is tough and the best that we can hope for is to live life in a way that fulfils the moment, whatever that moment might be, it might be sorrow, but it's living fully and I think that is happiness."* (Metis)
A concept that changes according to life circumstances.	*"I believe as circumstances in your life change so does my interpretation of happiness."* (Hermes)
Continuous	*"It's like airports, continuously under construction, so it's continuous. So it's not something that you see as static, it's dynamic, growing, going through various phases with various different challenges and so forth."* (Morpheus)
Intrinsically motivated, in control of own destiny.	*"So I've never understood this concept that you've got to be externally focused, so that's very much my style, is to focus internally and focus on the people."* (Nomos*)... "It starts with saying 'I've got to put the past behind me and I've got to take control of my own destiny'."* (Nepsis)
Aspiring to excellence, being better or the best, driven to high performance as an achievement.	*"You've got to maintain aspirations of excellence I think that's great, so you don't tolerate, or you certainly don't accept, or you're not happy with a lack of excellence."* (Aidos)…*"What I've always done...my passion is to...when something is wrong, to make it look better and fix it… and we just want to get better and better every year and please our clients."* (Calleis)… "*High performance. I'm driven and I believe in high performance and I believe that can be achieved in a high performance culture and organisation."* (Nepsis)
Body and mind in tune with the flow, a state of joy.	*"It's our body and our mind in tune with the flow, it's absolutely about being in the flow, everything being interconnected … it's absolutely about a state of joy."* (Aidos)
Inner peace, stillness, calmness, serenity, at peace with self.	*"Inner peace, happiness is many things, but if I had to pick it would be inner peace. Stillness inside, to me I'm always running, I'm always chasing, chasing, chasing, chasing, I'm like a clown who bends down to pick up his hat, and each time he bends down he kicks his hat forward, and has to step forward again and bend again. You know the clown? I am that clown. So to me happiness is when you stop trying to pick up the hat, you just look around and you see where you are, you really take a breath. To me that is happiness, you know: moments of happiness... which is different from joy, to me."* (Prometheus)

A number of respondents described the concept of happiness from a different perspective, highlighting its negative components:

Table 8: Individuals' descriptions of the negative components of the concept of happiness

Concept of happiness	Respondents' descriptions
Not a right and out of the frame of reference.	*"So I certainly have a view that happiness is not something that comes to us in life as in the American sense of happiness. So like you hear the American coaches talking and they say: 'you have a right to be happy'. I've had that said to me by the organisation that I did some training with. I don't believe that that exists… people are often not dealing with small things, they are dealing with huge life or death things and terrible choices that people have to make. So they didn't say anything, because it's not in their frame of reference."* (Metis)
A shallow word, elusive desires.	*"Happiness is sometimes a very shallow word, because I think people search their whole life for happiness which is sometimes an elusive thing that we want."* (Morpheus)… *"You live your life trying to fulfil one desire or another, only to have another desire replace it the moment you fulfil it...you can have a lot of fun trying to pick the hat up, you can laugh at how you kicked it forward, and joy, fun, chase, adrenaline, thrills, satisfaction, all that stuff can be seen as a form of happiness. But it's not real happiness to me because when are you happiest? Are you happiest when you have finished eating a wonderful meal and you enjoyed the experience of having eaten it or are you happier just in the moment before you start eating it or are you happy whilst you are eating it. I would say you are all three, but the one that I like most is when you are not hungry."* (Prometheus)
A fleeting emotion not worth striving for.	*"I'd have to say to you that I do not think that a fleeting emotion like happiness is something to strive for."* (Metis)

Other respondents described the concept of happiness from the perspective of what it has evolved to, as follows:

Table 9: Individuals' descriptions of the concept of happiness by evolution

Concept of happiness	Respondents' descriptions
A happiness industry	*"I think what's developed is a happiness industry. I try not to think of the word 'happiness' but to me a happiness industry has developed and people jump on the band wagon and it's 'how to be happy in two days' type of thing. I don't have a very positive view on it, I think it's just sort of commercial expediency. And some people are very good at doing it. They are very entrepreneurial and very successful in attracting people to it. I'm dubious about the long term lasting value. I'm not saying it can't be useful for people but if happiness is the 'buzz' word then that's my view on it; happiness has become a 'buzz' word."* (Soter)
A Disney dream to be sold	*"It's like if you look at Disney, what do they sell? They believe they sell some kind of dream or happiness.*" (Morpheus)…. "*It should be banned, it's like Walt Disney messed up the world."* (Metis)

Tables 7 to 9 describe respondents' different perspectives of the concept of happiness, analysis of which offers the following findings:

Finding 1: Happiness is a 'concept' described as an abstract quality, a state of being, a fleeting emotion, that is lived fully 'in the moment', that changes as a continuous process according to life circumstances, and is therefore temporary.

Finding 2: The 'temporary' state of happiness is intrinsically motivated by 'temporary' intrinsic motivations to achieve (*challenging tasks*) and to enjoy (*body and mind in tune with the flow, in joy*) as a form of happiness that is elusive *(joy, fun, chase, adrenaline, thrills, satisfaction)* that results in improved personal and professional performance (*better and better, towards excellence*).

Finding 3: The intrinsic motivations attaching to achievement and enjoyment are counteracted with opposite energies (i.e. *moments of inner peace*) that balance the experience.

Finding 4: Happiness is not a right, but a *'buzz'* word that has evolved into a happiness industry with commercial expediency through entrepreneurial exploitation of dubious lasting value to people attracted to it.

4.3.2 Individuals' descriptions of contributors to personal and professional happiness

Individuals were generous and expansive in describing what they considered to contribute to their personal and professional happiness and offered insights through the narrative of their own experiences. These are described in **Table 10.**

Table 10: Individuals' descriptions of contributors to personal and professional happiness

Contributors to personal and professional happiness	Respondents' descriptions
Freedom in personal and professional life (autonomy)	"*Happiness is freedom of choice, to be able to just love everything you do every minute of every day... make choices that affect you and people around you and it pleases you and brings great happiness."* (Calleis)
Belonging	*"There are different places where we belong. You belong to your family, that's a place of belonging, your home and your family life. But I think in your career you also need a sense of belonging because that's a lot of where your self-actualisation takes place.*" (Nomos)… *"So the work is incredibly isolated and actually quite lonely. I come from a corporate background, I was in business and I had lots of people around me, and I think being in business fulfils the need to belong and our need for community."* (Metis)
Alignment	*"I believe your personal and your work values can't be different, it won't gel. You can't be one person who has some values here and some values there and I just believe that the people in the group, their values are also quite unique. We are in the people business. The person I am at home is very much the person I am at work."* (Hermes)
Being treated as human beings	*"You need to give recognition to the head, the heart and the hands. So I think just by giving employees that opportunity. Gone are the days where we can say you can come in here and we don't want you to think, we don't want you to feel anything, gone are those days...employees are much more...if you don't accept them as full individuals, human beings with feelings. It's not frowned on upon anymore that people come with those feelings and those aspirations and those backgrounds and things that are important to them. It's*

	about how to mould it to be part of a bigger team so that at the end of the day everybody buys into it, because the agreement is 'diversity is good'." (Morpheus)
Intrinsic motivations:	
- **Achievement**	*"A life with deep meaning and fulfilment in a personal and a professional sense. So that would be challenging and enjoying what I do and finding it stimulating, in the work sense."* (Soter)
- **Enjoyment**	*"The interesting thing is when I am at my happiest is when I'm dealing with a client and I lose track of time, for me then time means nothing. So if I'm sitting with somebody for two hours or when time becomes irrelevant in my process it means 'I am real', it means 'I am with a client', it means' I am taking on'....and be with them and understand what I am dealing with and understand what their issues are, and tap them on and have a solution for them."* (Eupraxia)
- **Meaning**	*"I'm happy when I'm fulfilled, and I suppose the next question is, what is fulfilment? And I can say that's self-actualisation. And what is self-actualisation? It really is, if you do the things in life that make you happy."* (Nomos)
- **People**	*"If you focus on how you help other people, you get satisfaction that is beyond... and you realise how much sadness and how much struggle people go through. So we get a good sense of what's happening and where people need support."* (Morpheus)
- **Power and impact**	*"I've gone into businesses where the culture of the place has been stuffed. And it's about how you fix that... that is what I enjoy, that is the kick. When you start to see the impact you have immediately."* (Xenia)
- **Personal learning**	*"That's the other thing for me, is continual lifelong learning, it's an absolute essential."* (Aiolos)
Balance	*"It's being stress free, not worrying about things, feeling comfortable that my relationships with my wife, with my kids, with my colleagues and with my friends are all stress free and well considered. I think about these things and I almost manage the relationships, and that I'm comfortable being me. That things are in balance, that I'm healthy, that I'm managing my wealth sufficiently and that I'm balancing my reading. So, 20 years ago reading would be leadership material only, now I make sure I've got novels in there as well and that I have time to watch a bit of TV."* (Nepsis)

Finding 5: The descriptions in **Table 10** indicate there to be six contributors to personal and professional happiness, namely: 'freedom in personal and professional life (autonomy)'; 'belonging'; 'alignment'; 'being treated as human beings'; 'intrinsic motivations', and 'balance'.

Finding 6: Happiness is both

a) a concept; and

b) an outcome.

The outcome is reached through a process that addresses four personal needs, namely: freedom in personal and professional life (autonomy); belonging; alignment, and being treated as human beings. The process also addresses six intrinsic motivations, namely: achievement; enjoyment; meaning; people; power/impact and personal learning. Two of these (achievement and enjoyment) have been identified as temporary, as a process that seeks balance.

4.3.3 Individuals' concepts of meaning

Respondents were requested to describe what to them is an ideal meaningful life. Findings arising have informed this section, as well as section 4.3.4. Respondents were generally thoughtful and judicious over their descriptions of 'meaning', a concept that was considered 'deep'. The individual perspectives of the concept of meaning are described in **Table 11.**

Table 11: Individuals' perspectives of the concept of meaning

Meaning concept	Respondents' descriptions
Self-understanding	*"That's how you internalise some of the deeper questions in life: your spiritual beliefs, your understanding of the human condition, your understanding of yourself. Making sense, and understanding what works for people, and what works for yourself and what works for relationships...understanding helps me with meaning because then it actually makes sense of things."* (Aiolos)
Self-created	"*Different people find different things give them meaning in life and they need to analyse that for themselves, and some people just do it because they can do it on their own, other people get help for it, but that's a personal thing, and I think that's very important that that remains personal."* (Nomos)
Purpose and energy	*"Realising why we are here, fully embracing it, stepping into it and absolutely living it… I have seen when people are operating from that deeper spiritual level, they are functioning in a different place, they treat and deal with everything that they deal with on a deeper level. The work that they do, they*

	enthuse a different energy." (Aidos)
Goals	*"My belief is that if we know fully who we are and what our values are and what means the most to us and how we rate meaning in our lives, then where we want to be... if it's connected in a line to that, it's actually much easier to get to, the how is just something that happens."* (Metis)
Self-actualisation through purpose	*"They still find that it fulfils so much of who they are and what they want to be, because it's their career. Why did they go and study law...so all those things inside them, help fulfil them, they find it at work."* (Nomos)
Impact	*"Meaning is about impact, I think impact is relevant. You want to feel that you have a meaningful existence, so impacting relevance is important."* (Aiolos)
For a greater cause	*"It's this notion that you are engaged in this cause that is bigger than you. So if you can leave a mark on the planet where you have been able to contribute to people and improve their lot in life and they're improving the lot of others, then that I think is fantastic."* (Soter)
Makes people happy	*"To be happy you have to have meaning in life."* (Eupraxia)

Finding 7: Individual meaning is considered an intrinsic *(self-created*) concept, that commences with an understanding of self and of personal values and beliefs through which individuals become aware of the purpose of their lives, that is lived, as an energy that connects them to their goals, that results in self-actualisation, that has impact on others or on a greater cause, that makes them happy.

4.3.4 Individuals' descriptions of contributors to personal **meaning**

Respondents offered insights into what they considered to contribute to their personal meaning through the narrative of their own experiences. The findings have been tabulated under headings in **Table 12.**

a) Self-understanding: 'Who I am';
b) Purpose: 'Why I am here';
c) Goals: 'How I get to my purpose'; and
d) Influence: 'Recognising my impact'.

Table 12: Contributors to personal meaning

Contributors to personal meaning	Respondents' descriptions
Self-understanding: Who I am	*"I've gone through some really, really tough times in my life, faced some major, major calamities and what have you. And I believe very firmly that these journeys...and you know that...these journeys happen for a reason and they've helped me have a deeper understanding of life, who I am, of purpose, why we are here, my purpose and as a consequence of those journeys and those discoveries, and that growth, I'm just naturally the way I am."* (Aidos)
- ***Values and beliefs***	*"Lawyers, they have such a strong sense of what's right and what's wrong and what's fair and what's unfair. And if they see things that are wrong or things that are unfair, they don't shut up, they stand up and that's the way they are, they fight for what is just."* (Nomos)
Purpose: Why I am here	*"Meaning for me would be whereby I live my purpose, such that on a daily basis, whatever I do contributes to my purpose and why I am here. My purpose is to assist others achieve their dreams, as much as I am doing for you now. So when I provide coaching support, guidance, assistance in my job here as a group HR director for this business and ensuring that I put the people agenda on top of mind of the business and assist people achieve their career aspirations, assist my family to achieve their aspirations, that's my purpose."* (Helios)
Goals: How I get to my purpose	*"By creating work, and a good working environment and by creating a much saner world for people to come to work every day, a much more saner space, if that's the only thing I can do I will feel better about it. People leave their homes, people are freaked out, they get into traffic, the only thing on your mind is you've got to earn money, you've got kids, you've got medical aid, you've got issues. If you can come to a bit of sanity everyday of your life where there is wisdom, kindness, growth, honesty, respect, you've got to leave a much saner person when you go home in the afternoon."* (Calleis)
Influence: Recognising my impact	*"When you get into leadership positions you have the ability to influence, positively and negatively. So meaningfulness for me is 'how do I use the position that I am in to positively influence others?' And that for me creates a lot of meaning, because it means I am doing justice to my role to be able to enable and influence. And that's the role that leaders play whether it be the president of a country or the leader of an organisation, that's our role."* (Xenia)
- ***Personal***	*"It's been a framework of meaning that you can just research and get deeper and deeper into and get more and more learning and more personal satisfaction and more self-understanding and then it becomes like a virtuous cycle. So I don't think anybody gets into a passion unless it gives them joy."* (Soter)

- ***On others***	*"If you can make other people fulfilled that gives even more meaning to life. Because the way we are, we are social animals, it's the way we've been wired, genetically, we feel good if we make other people happy."* (Nomos)

Table 12 summarises descriptions relative to individual contributors to personal meaning as described through individuals' personal experiences. Meaning is created through a deep personal understanding of self and others as well as personal beliefs and values that finds clarity of personal purpose through actions and deeds that impact on others or for a greater cause, that makes them happy.

Finding 8: Meaning is both:

a) a concept; and
b) an intrinsic motivation;
c) that impacts on the personal and / or the performance of others;
d) that makes people happy.

Finding 9: The four 'non-temporary' intrinsic motivations referred to in the contributors to personal and professional happiness, namely: meaning; people; impact/power and personal learning are deemed to be 'sustainable meaning' motivations in that these relate directly to respondents' descriptions of 'how' they get to their purpose as part of meaning.

4.3.5 Organisational functioning and effectiveness through individuals' perspectives of happiness and meaning

Respondents were requested to describe:

a) In what respect their current work met or did not meet their concept of happiness; and
b) In what respect their current work met their descriptions of an ideal meaningful life, and in which respects it failed to do so.

The descriptions relative thereto are tabulated in **Table 13** as 'Organisational threats to individuals' perspectives of happiness and meaning'**.** The findings are reported

under categories consistent with section 4.3.2 'Individuals' descriptions of contributors to personal and professional happiness' and section 4.3.4 'Individuals' descriptions of contributors to personal meaning'.

Table 13: Organisational threats to individuals' perspectives of happiness and meaning

Organisational threats to personal happiness and meaning	Respondents' descriptions
Freedom **Restricting the performance of the personal responsibility requirements of one's role within organisations, including being questioned about the execution of one's duties (being micro-managed) and working under dictatorial management (will do as told).**	*"It's my responsibility as part of the executive committee and as part of operations to do these things but in my opinion I'm not filling that requirement. It's part of the executive...there are ten of us on the executive committee within the organisation and of course the Board, but the future of this company lies with us and possibly the younger guys. I do believe it is our responsibility to move this organisation forward to the next level. I don't think we've changed much since the firm was started."* (Hermes) *"If we agree on a strategy or on a plan let me execute it, don't come and question how I am executing.*" (Xenia) *"Because we realised that we come from a history of a dictatorial managerial style, whereby when everybody assumed the position of power it was like 'you shall do this!'."* (Helios)
Belonging **Tension between freedom and belonging through potential organisational manipulation – where the organisation poses as family, but does not have employees' best interests at heart.**	*"But at the end of the day I guess there is a big brother that is watching over you…I think that is where I have that disconnect thing, I think that in many ways because we operate so autonomously within the organisation, my business is very much about what I want it to be in many respects. Yes, there is a big brother so it is always there, is it a close family? Yes I would guess so. Does he always have my back? Maybe not. For me I like to know everything that is going on with my children, so whether they came first or last in the swimming thing, so I want to know everything about what's happening, what's going on in their head? Are they happy, are they not? Does my employer know everything about me in a family situation? No."* (Eupraxia)
Alignment **Ignoring the disconnect between employee roles and strengths, perpetuating**	*" I don't think I understood what any of this meant when I was in that role and I wasn't happy as the financial director, I was not a good fit for that kind of work."* (Metis)…. *"What I don't enjoy is environments where there is inconsistency of leadership and direction."* (Xenia)

inconsistencies between leadership roles and direction, and being something you are not that results in unhappiness by making bargains with life.	*"Well, it goes to that thing about being something you are not, because you get some kind of secondary gain. Like a bargain with life. Bargains with life seldom have happiness."* (Prometheus)
Being treated as human beings **Creating negativity through unrealistic performance expectations, such as demanding brutal performance and success at all costs, expecting one person to do the work of many to save costs, not listening to employees (making them feel unimportant) and treating them unfairly.**	*"Very brutal performance expectations, you perform before you're a human being, type of thing. Well I don't subscribe to success at all costs."* (Aiolos) *"I think we all got a little bit nervous with the 2008 crash, so you employ less and less people and that was probably the most negative impact on a lot of companies. So less and less people and we all start taking on more and more jobs and you actually do less properly. At one stage I did four people's jobs and you think you are so clever with saving money by doing this and this and this but actually it has quite a negative impact."* (Leto) *"If I'm bringing something to your attention it's because it's important enough for me to think that I should bring it to your attention, so give it the attention it deserves and give me the credit to not bring up rubbish things that are not important.*" (Homonoia) *"So, if people feel that they are not treated fairly, are not important and all the rest of it, that they just work to get a pay cheque and all the rest and you are a slave driver, that will come back to you.*" (Soteria)
Intrinsic motivations / temporary motivations	
- **Achievement** **Ignoring organisational calls to action that cause discontent, or perpetuating boring work that is no longer challenging as a threat to employees' need for achievement.**	*"My concept of happiness is 'content', I don't feel content about it. I still feel we need to do a number of things in terms of lifting that level and that engagement. I think leadership is critical for the future, and develop leaders that are able to really make sound judgement calls about...not only about the business, but their role in the organisation in terms of a broader society, I think there is more an awareness of that, but I don't think we have really translated that into action, and I think there is a call for action."* (Morpheus) *"To me it was a lot more stressful environment to be in operations. Not that I didn't enjoy it and embrace it for the first part of my career, but I came to a point where I'm finding this to be more of a bore than a challenge, because it's things that you've dealt with and resolved but then come up again for whatever other reason."* (Homonoia)
- **Enjoyment** **Dealing with bureaucracy creates stress as do tedious 'have-to-do's ' or overly procedural tasks when**	*"It's very detailed and very tedious to fulfil the requirements of bureaucracy and I hired someone to do it, but I had to do a lot of it as well. So that's the kind of thing where I go ' Aaaaah, come on, it's a good cause, you know it's a good cause, it's already accredited and you try not be finicky with it you know'."* (Soter)…. *"If it's during wage negotiations, it's stressful. If we are dealing with the department of*

these fall outside of work that is enjoyable or outside of employees' strengths, and ignoring negative behaviours that rubs off and has impact on others and the business.	*labour on certain compliance issues it is stressful."* (Hermes) *"I cannot stand being pulled into stuff that I hate, I need to be creative, I need to be working on something new. I could put off an accounting thing any day of the week, I hate it."* (Leto)… *"I can make it 75% (referring to the concept of happiness). It really does nothing for me to create policies and procedures and I understand why, I do, but it does nothing for me. So it's part of the 'have to do's', but it's not fulfilling at all.*" (Soteria) *"And again people are so important because I don't want to walk into the office and look at someone with a long face. One of the best employees as far as menu design was concerned, work ethic everything, but God she had a long sullen face every day. She was hard working, she was everything you ever wanted but God she looked unhappy and you can't believe what it did to me. I think it pulls at every bit of creative energy you've got in your body. You need people who are going to uplift you and I also like to learn off other people. No, she just completely drained everyone and everyone was grumpy, and the number of times I said 'listen put a smile on your dial because it's rubbing off on everybody else and it has a massive impact on business'."* (Leto)
Intrinsic motivations / sustainable meaning motivations	
- **Purpose** **Manipulating threats to employees' self-understanding for own interest (taking advantage of individuals' good nature for organisational benefit), allowing the degradation of personal values that compromises organisational ethic, frustrating the personal purpose of employees by limiting the work role or scope or their ability to impact meaningfully on others, or lack of awareness of the negative impact of organisational actions on the well-being of others.**	*"The challenge that I have as a person now that my self- critical nature is coming out...I need to guard against not being taken for granted, not being taken advantage of. You need boundaries to say so far and no further."* (Helios) *"He was saying we needed to do certain things but I was seeing him do different things, so I lost all respect for him and this was over a course of about a year or so. I just lost all respect for him and I became disillusioned beyond your wildest imagination, and for the first time in my life I started to wander off my ethical path. I'm painfully honest and painfully ethical, but I was so disillusioned and so frustrated, I started exploring other opportunities, other work opportunities, but I used my work computer at work. And being in the fraud environment, they track all this kind of thing, and it was picked up and I was investigated by very senior individuals."* (Aidos) *"If there is anything that distracts from my personal dreams of a work life is the fact that I operate in South Africa only and I think personally as an organisation we have the ability to operate in other countries as well. Now the group does operate in the UK and Australia, but I have very limited operational involvement, so personally I would have enjoyed that and I haven't got a mandate from my shareholders to do that.* *So for me that will always be a disappointment in my career that I am limited to this country only.*" (Nepsis) *"Have I made any meaningful changes that have positively impacted on what the staff do? Or my people who report to me or to the hotel towards the guests? Not as much as I think we could have. Yes we've been pro-active in our programme which is superb, but I think there is a lot more*

	things out there that in terms of a meaningful life...that if you had to look back afterwards and say I did this, or we were successful in that. This is what we did and this is the impact it had on the business. I think there is a hell of a lot more that can be done." (Hermes) *"That is one of the biggest frustrations in XYZ Ltd is lack of career development and because they haven't delivered on the BEE side, there is a lot of white males sitting here with literally nowhere to go. Some structural forces are pushing them down and out rather than enabling them, and they are good, competent, experienced people."* (Aiolos)
- **People** **Lack of support creates stressful, intense, insecure organisations with overly critical leadership, giving little time to others, non-accepting, over-reacting cultures that border on dysfunctionality, bad behaviour towards others, losing perspective, always in crisis and fear driven; that spreads the panic.** **Organisations are also seen as failing in their support to society and could be playing a bigger role.**	*"He listens to the tweets, he watches, he gets updates, he's incredibly sensitive to criticism of the company, he takes it very personally. He is fairly on the edge of his nerves, 24/7. It makes for a stressed, intense organisation. You know you will get a call at 3pm on a Sunday afternoon if there is a relatively minor issue."* (Aiolos)… *"Come and suggest ways to improve the execution, and better still don't undermine what I am trying to do by getting to people in my organisation. I'm not saying it happens but I have had a taste of it, and I do not enjoy it, because what it does is, it creates insecurity. And for me security in what I am doing has to be fundamental, number one. If I am not made to feel secure, and you have my back, then there is a problem. I lose respect." (Xenia)* *"So time is a huge thing and people who work with people need time, bottom line, you can't be all over the show."* (Leto) *"The culture here is very non-accepting, not just in failure, but just in not reacting kind of instantly to an issue. People are panicking in their own right and just spreading and spreading the panic. And I think many large corporates, because the jobs are very big and there is massive responsibility and people aren't really handling it all that well, they just take their own stress… bordering on dysfunctionality and just spread it around… but people there start losing perspective, what is a crisis, and what isn't a crisis?... and I see a lot of that bad behaviour with peers as well. If you are not scared of somebody you treat them badly, and if you are scared of them then you are abused. So this organisation and other fear-driven organisations ... I haven't come across many organisations that are particularly not… it comes from the leader."* (Aiolos) *"From a personal view, I think organisations can play a much bigger role, and here I think sometimes we are a bit narrow minded in terms of the way we address it. I think the societal impact of organisations is a critical element for me. So I don't think we do enough, I don't think we are contributing, I think it's a huge social risk, more than just a business risk."* (Morpheus)
- **Power and impact** **Curtailing employees' area of influence is limiting to both organisation and**	*"I think it's just playing a role on a wider level. I think when it looks at your social and socio economic challenges that you have. And I think it's about the area that you are in and the now and that requires very different...and I see it very much because I'm in HR, I'm Head of HR. I can have an impact on employment and on peoples' careers, whether*

employee.	*it's giving them access to training."* (Morpheus)
- **Personal learning** **Curtailing innovation and learning limits personal growth (*human potential*) and change *(doing different things)* and failure to do so can impact on the sustainability of the organisation. Personal learning is an important part of meeting on-going personal and organisational change.**	*"I think we need to go back a little bit to that entrepreneurial spirit and I accept that this is corporate and it's very different now and the way we do business is very different. I would personally like to be more and I think we need to encourage more entrepreneurial spirit so that either myself or those people can feel they've had a meaningful contribution towards the business. You never know who's going to come up with some fantastic idea. I think it's possibly the thing to be recognised, to use your full potential. To say yes I'm doing this job at the moment but give me another portfolio to say let's start an innovation committee and lets really see what we can do that's different, you may or may not decide to do it but it's just a case of how do we contribute to the sustainability."* (Hermes) *"And change is also very important for me, I mean that's why 18 months ago going back to XYZ Ltd was actually awesome, because I was probably starting to slow down in my learning, the job was starting to become relatively easy and the first year was quite difficult, this was different stuff, this was the first time being in a corporate with corporate responsibility."* (Aiolos)
Balance **Not heeding the different aspects of work/life balance creates negativity, stress to the detriment of self-value and work performance, in addition to personal thought patterns and life beyond the satisfaction of our work.**	*"There is that analogy with the juggling the five balls, health, family, friends, integrity and job. Your job is the rubber ball and if in your juggling act you drop your rubber ball it will bounce - you can't drop it too often. If you drop any of the other balls, be it health, integrity, friends or family, they might crack or they might bounce. So I think it's important that occasionally the work ball can be dropped and they've got families to look after and they've got their health to look after to guide them through, but work is not the be all and the end all. You don't want to walk around knowing that you've got to tap dance around the problems."* (Hermes) *"I'm all over the place, I start dropping balls because then I am not in balance and I find that it is a very fine balance to hold and then I start dropping balls. Oh I would say negativity, I become more of a recluse, which is probably the wrong way to go, but that is what it is with me."* (Eupraxia) *"Stress and happiness, I think if you are under stress it would kind of detract from a lot of other things. Because it is then those issues that are then top of mind to the detriment of everything else, so there is the balance of it."* (Homonoia) *"The minute people start dropping balls they feel undervalued and you need to get rid of them, now it's not that he is doing a bad job but he is dropping balls. So you've got to realise that you've got take that away from him...some of the work and it's only just because he is working too hard."* (Leto) *"I think I am the biggest problem in terms of that, because we all have different degrees of worry or anxiety or negative thought patterns. And we can get sucked into that irrespective of what our work is. My work is*

	fulfilling and wonderful and my clients are just resourceful and great. So I think that to the degree that I struggle with life, it's my stuff you know." (Metis)

Table 13 summarises organisational threats to individuals' happiness and meaning.

Finding 10: Organisational threats to individuals' happiness and meaning result in negative personal affects (loss of responsibility, tension, being manipulated, bargains with life, discontent, working out of strengths, negative behaviours, loss of meaning, insecurity, limited influence as well as growth and potential for change, and loss of work satisfaction) that result in loss of work/life balance (unhappiness, negativity, stress, loss of self-worth and poor performance).

4.3.6 Potential organisational risks

Respondents were requested what the personal cost to them or to their organisations would be of not observing happiness or meaning (well-being) interventions in their organisations. These are reported as potential risks to organisations. Descriptions are summarised under **Table 14.**

Table 14 : Potential organisational risks

Potential organisational risks	Respondents' descriptions
Potential downsizing, retrenchment, loss of income and lifestyle. Loss of employees' sense of achievement.	*"Shareholders would feel you have to make changes in staff composition, or at a more selfish and short term level, people won't earn bonuses. It will impact on their lifestyle at home and then just back to pride and feeling good about what you are achieving."* (Hermes)
Loss of productivity, potential, discontent, unsettled staff and escalating negativity, poor retention, absenteeism, loss of intellectual property , lack of innovation and related financial costs that could result in	*"The cost of their own personal happiness is of course if they are all happy they are more productive, effective and all the rest. I think it would be harder for the individuals to get that and maybe fewer people will achieve their potential… and if you are not happy and content you are going to have unsettled staff, and if you have unsettled staff it means you are going to have more change over, more change within the staff and it also means you are going to have more rattles within the corridor talk and you don't want that within an organisation. Because as soon as it starts rattling the corridors, it's the whole bad apple thing, you just need one and it grows."* (Soteria)*... "The impact will then be seen in the engagement and retention, and absenteeism, people not coming to work.*

extinction.	*And again it will have its own financial cost, which is loss of productivity, intellectual property, and also just not being innovative...at the extreme you just won't survive as an organisation, you've always got to change and innovate. So the cost as an organisation would be you have to perform as well."* (Nepsis)
Large organisations that ignore the non-financial side of the employee value proposition (the happiness/meaning issues that are free but priceless) are over-compensating by over-paying employees up to 10% - 20%.	*"Look we talk a lot about employee value proposition and retention, if you don't have these free but priceless things in your culture, you have to overpay, so to monetarily compensate, it's expensive. So you have to pay people that much more to make them put up with it, and then you land up with people who are stuck. And that is scientific, that is from benchmark stuff: large organisations could be overpaying about 10% to 20% if they are not looking at the non- financial side of their employee value proposition. The non-financial side is priceless, and it's about how you treat each other, peers and up and down. It's free."* (Aiolos)
Ignoring the needs and intrinsic motivations of employees to retain them is dangerous because staff turnover can kill organisations.	*"Staff turnover can kill us and I'm not saying we've got it right, we have a huge staff turnover. An average life span for a chef at any institution if you look at the chefs, is two years. We don't want them to go in two years, but they get poached quickly too because there is a shortage of chefs worldwide. So you've got to try and keep them and it's not just about hours, they want to grow, they want to work for you, they want to work under me, they want other good people to learn from."* (Leto)
Failure to adapt to change will result in loss of market share.	*"I think if it doesn't change for this organisation as with any, it will lose market share to a point in which it will be threatened. So I think it will adapt, you know adapt or die really, well it just might be slow, it might have to get hurt before it wakes up. I think commonly organisations need to get a smack before they wake up sometimes.*" (Prometheus)
Ignoring the well-being needs of employees can result in loss of best employer status. **Inability to attract best employees can lead to degradation of performance and success.**	*"The cost obviously would be a slow degradation of the success, naturally. I wouldn't put a number to it. But I would say the impact would be negative, we would naturally lose our best employer status, we would probably start performing poorly, even from a financial performance point of view. People would leave us, you know how people are."* (Heliios)
Loss of organisational perspective.	*"Being bored and irritable, getting caught up in what I call the trivialities of life, making a big deal out of things that aren't such a big deal."* (Soter)
Legacies of abusive leadership discourage happiness and are perpetuated in dysfunctional	*"The management style does not help encourage happiness. So not enough recognition, quite tough, punish the mistakes, don't really reward the successes type of style. So there's a management style that has come right from leadership legacy downwards. Make a plan, this is what you have to do, get it done no matter what you have to do, I don't care*

organisations, where employees are continually abused and negative behaviours repeated in the name of performance at all cost.	*what it costs you, I don't care what it costs your family, so that's changed. You can see the successor repeating the behaviours of what was done unto him, that's why I'm saying it's like the legacy of an abusive relationship, it's like the 'abusees' have become the abusers."* (Aiolos)
Those few organisations that fully embrace employee well-being are at the leading edge. There is an opportunity cost of not following their lead.	*"It's not the norm out there. I think those organisations that are doing it are definitely at the leading edge at the moment, in my opinion. So the cost, I don't think it's too much at the moment but I think we are losing huge opportunity. Maybe I'm wrong, we have never done it. It's not something that we have ever taken away from people, but I don't believe it's too much of a cost at the moment in terms of not providing it."* (Hermes)
When organisations spend time and money on training and developing employees it makes financial sense to do everything possible to retain them.	*"So you don't want to impart with all this knowledge....like I will travel with chefs, I will take them to Vegas, but I don't want to spend that kind of money R60 000 to take one person...and then lose them. And I have just lost two that I've done that with. So you have got to try, and staff retention for me is everything, so I am very interested in why people leave."* (Leto)

Table 14: summarises potential organisational risks arising from failure by organisations to observe employee happiness and meaning .

Finding 11: Ignoring employee happiness and meaning perspectives poses a potential governance risk to organisations as these can affect business sustainability, profitability and costs that will affect the organisation at all levels (staffing, opportunities, IP, absenteeism, overpaying to compensate for dysfunction, loss of market share, decline in profits and potential extinction) .

4.3.7 Organisational impact of work roles

Respondents were questioned on what was considered to be the impact of their roles on others and on their organisations. Respondents experienced difficulty in addressing this concept at the early stages of the interview, were slow to respond and had to be 'prodded' and 're-questioned' to do so. Responses became fluid once respondents had addressed questions relative to their personal meaning.

Findings are divided between those relevant to the internal environment and to the external environment and are tabulated in **Tables 15 and 16.**

Table 15: Summary of organisational impacts of respondents' roles on others and on the internal environment of their organisations

Impact of work roles on others and on the organisations' internal environment	Respondents' descriptions
Emotional and physical environment	*"To create a more attractive environment to work in",* which in turn satisfies the organisational goal for *"more effective productivity of our people, better retention… and much greater efficiencies."* (Prometheus)
Empowering environment	*"To guide and help people …to be financially independent…and show them what is achievable and how to make sure they get there.*" (Eupraxia)
Economic environment	"*When you influence what people are paid, it's quite significant"* and *"has a fair impact on real things."* (Aiolos)

Table 16: Summary of organisational impacts of respondents' roles on others and on the external environment of their organisations

Impact of work roles on others and on the organisations' external environment	Respondents' descriptions
Natural environment	*"What we as human beings are doing, we are poisoning everything, the ocean, the trees, the water, the earth.*" (Aidos)
Socio-economic environment	*"So the socio economic impacts for example....my role is the challenge that we have.... so we have a huge unemployed pool of people, and we are seen as employers, we are trying to get people into the organisation."* (Morpheus)

***Finding 12*:** Individuals perceive their work roles as having a positive impact primarily on the internal environments of their organisations and find satisfaction in seeing the positive impacts of their actions on the well-being of employees. They exercise this through the influence of their roles in areas that satisfy their intrinsic motivations and are able to describe the impact of their work roles effectively once they have become aware of their personal purpose.

Finding 13: Creating attractive working environments is intended to impact on the organisational goals of greater productivity and efficiencies.

Finding 14: Individuals do not reach out of the internal environments of their organisations or use the influence of their roles to address the external environment.

4.4 Results pertaining to Proposition 2 – Organisations can help employees to find meaning in their work that leads to workplace happiness and work satisfaction

This section presents the results relative to Proposition 2, reporting findings under sub-sections dealing with:

a) Organisational happiness and meaning interventions;
b) Outcomes of organisational happiness and meaning interventions;
c) What organisational happiness and meaning interventions have missed; and
d) South African-specific conditions and interventions provided.

4.4.1 Organisational happiness and meaning interventions

Respondents were asked how the organisations they work for actively encourage the happiness or well-being of its employees, and how these organisations encourage meaning in its employees.

The findings are reported under categories consistent with section 4.3.2 ‘Individuals’ descriptions of contributors to personal and professional happiness’ and section 4.3.4 ‘Individuals’ descriptions of contributors to personal meaning’.

These are tabulated in **Tables 17 and 18** and described under separate sections, namely, ‘employee inner needs’ and ‘extrinsic manifestations’ aimed at describing

what organisations mean when they address employees' inner happiness and meaning needs, and how these are manifested 'physically' in the organisational environments.

This section represents respondents' interpretations of what is done by them in their organisational roles or in their organisations to make employees happy at work and to encourage the creation of personal meaning.

Table 17: Organisational happiness and meaning interventions: employee inner needs

Organisational happiness and meaning interventions: employee inner needs	Respondents' descriptions
Freedom **Sustains an environment of freedom with responsibility, that creates ownership, through personal choice that leads to personal empowerment.**	*"In this organisation they give you the budget and they give you the freedom to do it for yourself and I think at the end of the day it is your own responsibility, your own end result, you have to take ownership of your own life and meaning in life."* (Eupraxia) ..."*People make choices … you can't own people, I don't believe you can own people, you can't tell people what to do and how to find their happiness. We don't interfere with that. It's a choice they make, they are such experts in what they do."* (Calleis)
Belonging **Sustains an inclusive environment addressing employees' need to belong, be accepted and connected as a group by building dynamic relationships through consensus.**	*"My leadership style is very much an inclusive team-orientated style, and I believe in a management style where you take your constituency with you, and quite frankly in a law firm and I think it may be in some other professional service firms, the dynamic is very different than in a normal organisation. My style is very much to take the people with me 1) through example, 2) by persuasion, by building consensus. That's what I mean by an inclusive staff."* (Nomos)
Alignment **Sustains an environment that aligns employee and business needs, created bottom-up, with authenticity and respect.**	*"We came up with a plan and the engagement survey came out of that, and a list of things that employees wanted implemented in the business."* (Helios)
Being treated as human beings **Sustains an environment that encourages the understanding**	*"There is that kind of give and take, just huge respect and just huge understanding of what the needs are of the people around you and of the world, that's all, and I think we make it a better*

of employees' individual needs and contribution to the bottom line through diversity, uniqueness and individuality.	*place. And some of us are more equal than others, you get the leaders and you get the followers, and the leaders will get rewarded for thinking and planning and taking business forward, but you can't do it without the force, without the work force."* (Calleis) ... *"Everybody within our organisation has a very unique space. Yes, it shouldn't be over encompassing, the driving factor behind everything. People aren't accessories. And people need to be treasured for the little aspects of what they bring."* (Eupraxua)
Intrinsic motivations / temporary motivations	
- **Achievement** **Sustains an environment based on the intrinsic motivation to achieve, that drives performance through stretching goals that reach personal ambitions.**	*"I have a particular role to play with my colleagues and that role is to set and stretch targets and to demand performance in uncompromising feedback sessions, regular uncompromising feedback sessions, because that will then lead to high performance."* (Nepsis) *"Everything is designed towards making the people here feel really, really motivated... the thing that motivates people more than anything else is the sense and the feeling that they can achieve their ambitions. We give them clear line of sight so they understand what they need to do and the other thing is that they believe that it is achievable and they can do it and they are constantly helped and guided on how to achieve those ambitions."* (Nomos)
- **Enjoyment** **Sustains an environment that meets the intrinsic motivation for fun, that emphasises the growth, dynamism and vibrancy of the organisation though positive behaviour that celebrates success.**	*"It's the little things, the positive reinforcements every day, that we lead by example. The staff, I just believe they are happy and some of this routine stuff is very laborious and thankless* (Hermes)*… "For them to feel that they are part of something that can be growing and contributing and it gives them a good sense."* (Soter)… "Y*ou will be rewarded for whatever you do, there is no such thing as a little pat on the back, we celebrate every day, every day we celebrate the success of every little thing that happens in the Studio. Every time we scream and yell and say look at this, and bring me the book and show me that and it looks fantastic and wow what does the client say. I think we celebrate success and happiness every single day."* (Calleis)
Intrinsic motivations / sustainable meaning motivations	
- **Purpose** **Sustains an environment that meets individual needs for purpose, encouraged by autotelic activities that improve the lives of others, or through values that encourage self-actualisation by**	*"We have the feeling that everybody cares. And care means interest in others, showing it."* (Eupraxia)… "*People want to do good. It's the XY theory, so if you believe people want to do good... so it's about how do you create that opportunity for people to create dreams."* (Morpheus)… *"But from a mental or spiritual, if that's the right word, we try and ensure that there is an environment of kindness for people to operate in."* (Homonoia) …"*As an organisation you must always be aware of it and the organisation must behave in such a way, that it understands that*

finding personal meaning.	*people have individual issues and that people need to deal with their issues. And you need to create an environment where they have the space to find the meaning in their life and for most people part of that meaning in their life is their work."* (Nomos)
- **People** **Supports an environment that meets the individual needs to support and contribute, aimed at the success of the individual, addressing relationships with all individuals in the group that creates interconnectedness without fear.**	*"By being supportive and making time available to make the individual successful, so we discuss what works, needs to be done, or needed to have been done, and to what extent have we succeeded in doing that, and if not, why not. And what support does, it lets people try new things without fear."* (Nepsis)… "*But the mechanism through which we do that is relationship with each other and our clients and that the quality of those relationships are a key to the success of the organisation."* (Prometheus) … "*Everyone is required to contribute whether it's developing others or caring for others, I would imagine it gives meaning to most people who work in a company. Everyone feels that they are contributing towards something greater than just their task that they are doing."* (Morpheus)
- **Power and impact** **Supports an environment that meets the need for positive influence through one's role, with the impact on others in mind.**	*"Let me show you something: so this is an sms I got from the wife of one of our employees who was at the graduation on Tuesday night. It says: 'Good morning Mr Xenia, thank you for a great evening yesterday, thank you for coming to share in Bavesh's graduation. Regards Mrs WXY'. I said: 'It's a great pleasure, it was wonderful to see the family members being there to support our people'. And she came back and said, 'Thank you it was an honour meeting you, I'm looking forward to Bavesh's next graduation, take care'. So that is the impact. So you see I had to change some stuff in my diary to be there, I didn't have to go there, I was away from home for a night, but that is the impact that you have."* (Xenia)
- **Personal learning** **Supports an environment that addresses the intrinsic motivation for career development and growth through opportunities linked to skills and knowledge, where innovation and novelty are encouraged by trying new things in the business.**	*"Because what people see is careers, they see that there are going to be new things happening and maybe if they don't like what they are doing now there may be a completely new avenue in a few months' time that may excite them more. Even more so they feel that they can come and tell us what they liked and we may very well allow them to come and do that because we are always trying new things in the business."* (Nepsis)
Balance **Supporting a pragmatic environment that enables people to balance personal and professional aspirations and performance, that brings out the best in both organisation**	*"Yes, it's tough on targets, soft on people, that's the underlying philosophy and I think it starts with this discussion, happiness, resilience, nexus of control and support."* (Nepsis)… *"And there are some organisations that really do strive to create environments that bring out the best in people, Google."*

and employee.	(Morpheus)

Table 17 summarises meaning and happiness interventions provided by organisations that are listed and not listed as one of South Africa's Best Employers for 2012/3 (CRF South Africa, 2013), identifying what is meant by both when addressing the inner needs of employees that organisations purport to address to meet employee well-being.

Table 18: Organisational happiness and meaning interventions: extrinsic manifestations

Organisational happiness and meaning interventions: extrinsic manifestations	**Respondents' descriptions**
Freedom **Encouraged by embedded programmes that include flexible working hours, flexible leave policies, management of own time, responsibility, empowerment, and loose job descriptions.**	*"We are not clock watchers. We manage people on objectives, you need to deliver on your objectives. We won't say to you 'you came to work at 9 o' clock', no we don't manage this business that way. We encourage flexible time, you can come in any time and leave at any time, as long as you deliver, that's how it is, it's a happy environment.* *I always say to my CEO, the one thing we need to make sure we don't change in this business, is the culture. This is a culture of empowerment, it's a culture of freedom, that's how it is here."* (Helios)*… "It creates freedom as much as it can within the constructive organisation for you to exercise your talent and I'll give an example: we don't have job descriptions, the reason we don't do job descriptions is because we don't want to restrict you to how you can add value."* (Prometheus)
Belonging **Encouraged by embedded programmes of inclusion that provide social activities with families, family days, office socials, team building conferences, quality in-house restaurants, open door policies.**	*"We've got family days and we've got office socials and things like that."* (Soteria)… "W*e didn't want to have canteens in our firm for example, we said no, we are going to take the best space in the building and we are going to have top end restaurants as opposed to canteens and we are going to subsidise it heavily so that every single person in the firm can at least once a day get together and spend some quality time with each other, and that's exactly what's happened."* (Nomos)… *"We are very open door policy, you don't have to make an appointment to come and speak to me or anybody."*

	(Calleis)
Alignment **Encouraged by embedded programmes that align the individual and the organisation through brand, vision or strategy.**	*"The whole issue of employee branding for us is designed to achieve the employer brand, brand me, and the internal brand – how people view us, how employees internally view this company... employee brand, and then brand me, my aspirations, we are all brands. Our view is that these three things must meet somewhere, that meets at the intersection, that is what we are encouraging. We are saying, whatever we do, the brand hallmarks of the employee brand and the hallmarks of the internal communications and processes, must be aligned to the hallmarks of the person, the personal brand.*" (Helios)
Being treated as human beings **Encouraged by embedded programmes that recognise deeds and acts of all employees regardless of rank, for diverse talents, understanding people individually through conversation on matters other than work. Engaging diversity, non-judgemental, non-racist, equal treatment, emphasising the human being, employee, client, not just the bottom line, encouraging conversation and input about personal aspirations.**	*"No racism, no judgement, nothing, equality.*" (Calleis)… *"So we do need a whole of what I call a Smartie box of South Africans, it needs to represent our demographics…. so I actually felt that putting another woman in that position because I felt that they need love and nurturing and understanding. They don't need a chef telling them what to do. They need to be loved, and praised and patted and you are doing a great job and it's constant."* (Leto)… *"So we can't help them if we don't know about what's happening at home. So, having that culture of feeling free to talk about the barriers to the happy life at home which then ultimately impacts on my performance at work."* (Nepsis)… *"You are given a budget and you need to create a wow moment or a special occasion or thing for somebody else in the office, within the organisation, just to make them feel special."* (Soteria)
Intrinsic motivations / temporary motivations	
- **Achievement** **Encouraged by embedded programmes that meet the internal motivation to achieve through a sense of satisfaction and motivation.** **Based on measurable performance targets that are rewarded when met.**	*"Here there is that team approach, so you will find that a young associate that comes in will be part of a team that works in the biggest mega mergers around, and they feel that inclusion, they never feel that they are too junior or too unimportant to be part of it."* *"So we pull them in and that gives them a sense of achievement, a sense of satisfaction and of course that brings the best out of them, and these are the things that we do. And it's that happiness and that passion....this organisation cannot be successful unless we have them fired up. And if they are fired up, we are successful and that's exactly what's happened."* (Nomos)… *"We have annual winners as well in certain divisions of the business as well as the CEO's group, and we dish out really big money, measuring that on a*

	monthly basis and giving people feedback all the way through to rewarding performance." (Nepsis)
- **Enjoyment** **Encouraged by embedded programmes that create positive behaviours of appreciation, where the hierarchical is minimised, successes and special occasions are celebrated through special gestures, providing opportunities for employees to have fun.**	*"We also allow all our staff, all our personnel to work with our clients… and there is no hierarchy, where 'oh you didn't tell me my client was coming in', it's not my client it's our client." (Calleis)… "Or if a client came in here in tears or whatever and the lady in the front offered a cup of coffee and the next day gave a phone call and sent a bunch of flowers just to say thinking of you or whatever, just little things."* (Eupraxia) … "*They get a day and a half off on their birthday, we celebrate everyone's birthday, we give everyone a gift on their birthday... recognise all the religious holidays."* (Leto)… "*You get the day off 'mahala', when it's your child or your spouse's birthday you get half day off to go and do whatever. We send you a 'prezzie' when it's your birthday, signed by the CEO. If it's your spouse's birthday, I send them a card and a 'prezzie', when it's your child's birthday we send them a 'prezzie', if you have been with the company for more than 7 years, you can take two months off to do a project. You have to do a project of something that adds back to the business."* (Soteria)
Intrinsic motivations / sustainable meaning motivations	
- **Purpose** **Encouraged through embedded programmes that assist others or that encourage work through values (kindness, courage, caring, purpose) encouraging altruistic pursuits, living one's purpose, respect for work roles, meaningful work.**	*"We had this national road show probably about a year ago and since then we hear these wonderful, wonderful stories, in all instances of what the hotels are doing for guests, what the hotels are doing for themselves and for each other and what they are doing for communities, and the whole thing is based on a pay it forward concept. We want these acts of kindness to be paid forward and that's a strategy of ours, it's a retention strategy and it's an employee strategy and that works exceptionally well and then we have our credo of people caring for people, and that's been around for many, many years.*" (Hermes) …. "*If you could look at our value statements, one of our words is purpose. So that we are a community and we have a purpose in what we are doing now."* (Soteria)
- **People** **Encouraged by embedded programmes that encourage connectivity and support, relational open meeting rooms, coffee areas, discussion rooms, restaurants, conversation areas.**	*"So having a whole range of support available to staff, because that sends out a strong message that we care for you."* (Nepsis) … *"People are just so grateful for space and in the kitchen not having too many people closed up. Like on a work bench you've got your own space, you've got your own beautiful new canteens, you can have coffee breaks, you can sit down, a nice smoking area, a pretty garden. We have seen to that and specifically with the people in the kitchen, so for them ...what I call the hard core workers...they are so grateful for that.*" (Leto)

- **Power and impact** **Encouraged by embedded programmes that measure impact of interventions on others, and through positive feedback and training programmes that promote influence rather than power.**	*"We would report progress and where we are and how we are doing. At every group audit committee meeting of the board, and sustainability meeting we would report... which now we call the social ethics committee – we would report progress on issues such as customer service..... we would report on customer service, we would report on hygiene in the business, in our restaurants. We would report on BEE, we would report on problem gaming, we would report on suppliers, but at the end of the day we would report on these employee/people issues."* (Helios)… *"We require people to manage and try and steer people towards influencing rather than other power that is available to them to get people to do things and we put them through training programmes.*" (Homonoia)... "*So I think on meaningful it's not only about family, I think it's if you can have an impact on somebody else's life.*" (Leto)
- **Personal learning** **Encouraged by embedded programmes that provide personal training budgets, time off to do projects, exceptional training and development that provides opportunities for personal growth, and through mentorship programmes.**	*"Each person has a training budget that they themselves can choose to enrich their lives with …. if you have been with the company for more than seven years, you can take two months off to do a project. You have to do a project of something that adds back to the business."* (Soteria)….. *"What we do is train and develop exceptionally well, so we do have good opportunities for people to grow."* (Xenia)… "*We've got very strong mentorship programmes here."* (Nomos)
Balance **Encouraged by embedded programmes that provide wellness or holistic interventions aimed at the individual, physical activity, financial planning and counselling, creative spaces, and chill rooms.**	*"We've got various programmes, we've got wellness programmes, we've got clinics in some of the casinos. We encourage people to be themselves, we encourage empowerment, I spoke to you about the issue of courageous followership, courageous leadership, that's how we are. We encourage physical activity, myself and our CFO, we run, we've got people who cycle, there is that camaraderie."* (Helios)… *"It's a pretty holistic program psychologically, they do a psychological assessment, sports assessment. It's a very exclusive thing, it's about 70 people out of the 7500, so it's about 1%."* (Aiolos) *"We have our HR policies and initiatives such as...starting with the health scheme and what they offer the staff which goes well beyond health, we offer coaching and all that is available, so there are toll free numbers that staff can call and they have access to financial planning and counselling, be it drugs or depression."* (Nepsis)… *"If they need counselling we refer them and we pay for it and no one needs to know."* (Soteria) *"We have created creative spaces for people where they can go and have quiet time. We've created spaces where we have put I-max for them and things for them where they can just go and be creative."* (Nomos)… *"There is a chill room, you go out there, you watch or you go on the internet... there are a*

	number of things to get people's minds." (Morpheus)

Table 18 summarises extrinsic manifestations of meaning and happiness interventions provided by organisations to address employee well-being. It is observed that both 'South Africa's Best Employers' companies and a majority of the other organisations interviewed have formally adopted happiness / meaning (well-being) based employee programmes that are embedded into their organisational environments to address the different needs.

Finding 15: It is inherent to organisations that the manner in which employee happiness/meaning (well-being) inner needs and extrinsic manifestations are met will determine the organisational environment and its performance and the effective balance it will generate in terms of addressing its governance obligations towards risk and reward.

4.4.2 Outcomes of organisational happiness and meaning interventions

Respondents were requested to provide the outcomes of their organisation's happiness and meaning (well-being) interventions. These appear in **Table 19.**

Table 19: Outcomes of organisational happiness and meaning interventions

Outcomes of organisational happiness and meaning interventions	Respondents' descriptions
Freedom **Creates a self-regulating organisation where employees take ownership and responsibility for their own performance.**	*"I've had very few instances where I have actively had to call someone in and say you are fired. They actually come to me and say 'I'm leaving, I can't take the pressure anymore, I feel I'm not making the contribution that is expected of me and I just feel the time has come to an end.' And also pride, given the fact that we give so much feedback and recognition for performance, it shows up. You get shown up if you don't perform and people feel uncomfortable and leave."* (Nepsis)
Belonging **A sense of community that creates a reciprocal relationship**	*"And these days in some quarters it would be regarded as old style, but we still believe firmly in institutional loyalty, and we expect it and we give it*

of institutional loyalty.	*back."* (Nomos)
Alignment **Aligning the employee value proposition systemically to deliver on the strategy with talent and skills that will enable the organisation to grow and achieve its targets, in a way that attracts people to work in the organisation in terms of the employer brand.**	*"It's quite simple, it's not so much about happy employees, it is about engaged employees. If employees are engaged they understand where they are going, what role they play and what the outcome is, they have got to be more productive. And that is a big focus for what we are doing. You will not be able to satisfy every employee's wish, but as long as there is certainty as to what their direction is and certainty as to what role they play. And a big, big focus we put on our business is communication. To ensure that people can understand as much as they can as to what is going on in the business."* (Xenia*)… "It's one of the reasons why I decided to work here. This organisation has this extraordinary social encouragement in its culture which was aligned to my personal needs and character." (Prometheus)* *"Consistency and ethics... I think it would benefit hugely because I think if you are happy within your company, happy within your home as we said earlier, if you are content and comfortable with where you are at, you give more, you achieve more."* (Eupraxia) *"I think it ensures an allegiance to the organisation, so if I don't see there is something in it for me then quite frankly there is not going to be an allegiance. So we have to provide the environment where individuals can see what's in it for them."* (Homonoia) *"We operate as one organism, we operate like your body, how do I know when my finger is sore, I feel it. So you're systemic. Exactly, it's part of the body, you feel it. We operate as one firm, one organism, that's the whole concept."* (Nomos)
Being treated as human beings **Treating people as human beings improves performance.**	*"People are not economic units, but if you treat them as people they actually perform better as economic units."* (Soter)
Intrinsic motivations / temporary motivations	
- **Achievement** **Driving growth through programmes that encompass excellence through uncompromising stretch targets, that result in extraordinary success, despite the current recession.**	*"And we just want to get better and better every year and please our clients, so we grow with them and they allow us to grow. And the biggest joy for me was being compared to the best overseas and we got gold awards and silver awards for our work that we've done in a graphics magazine which is the best of the best, it's Germany based but it is the worldwide top 100, and for me that is 'the' achievement of a life time."* (Calleis*)…. "I have a particular role to play with my colleagues and that role is to set and stretch targets and to demand performance in uncompromising feedback sessions."* (Nepsis)… "*And what comes with this if you do all of that right is success, and the firm has been extraordinarily successful. We keep doubling every three years, and we are the largest law firm in Africa now. It's that successful and just to see how the market has embraced this model, it's very, very rewarding."* (Nomos)

- **Enjoyment** **Increases productivity, creativity and performance by feeling part of a growing, attractive organisation that creates a positive environment of fun as a culture of happiness.**	*"To feel that they are part of something that can be growing and contributing and it gives them a good sense."* (Soter)… *"And because of all of this it increases productivity, creativity, performance, based on an attractive place in which you get to work in, it's a lot of fun."* (Prometheus) … "*And I think it's a culture, happiness is a culture. If you can't chew into this it's not going to work for you, because there is no time to be depressed or be unhappy."* (Calleis)
Intrinsic motivations / sustainable meaning motivations	
- **Purpose** **Delivering best performance and becoming a market leader through employees, using reciprocal values.**	*"We deliver through employees… the outcome of it is we show a sense of caring for our employees and therefore in return, employees also give of their best and they deliver performance. That's why we are where we are today, that's why we are the leading group of hotels in this country, that's why we are where we are, that's why we are a R20 billion market cap business today."* (Helios)
- **People** **Enhancing productivity through a supportive environment that balances 'hard-nosed' targets.**	*"It creates firstly the opportunity to provide the support and make people more productive and generally it just means that teams are supportive mentally, just there for you and it's a very caring environment despite being so hard- nosed about wanting to perform well."* (Nepsis)
- **Power and impact** **Improved competitiveness, performance and success that purposely differentiates itself from others in terms of service, improves market share, client satisfaction and retention.**	*"You can have impact on one family because they will go home and say, this is a great place to work because people care about what you do, and that is the impact you have to make. The outcome should be a positive environment in which to operate and an improvement in our competitiveness and the success of our organisation, because obviously that is why we are doing it, not because we feel like it."* (Xenia)… *"It's about performance, and an organisation that cares about its people, is an organisation that will enhance its performance trajectory."* (Helios) … "*But how do you differentiate yourself and we believe that that is the one thing for us, the service, creating a service culture internally, and also externally trying to position ourselves."* (Morpheus)… "G*uests return because of the service they experienced. So from a guest point of view and from a service point of view, I do believe it makes a difference."* (Hermes)… "*Our market share is the best it's ever been, our guest satisfaction has gone from probably 81% level of satisfaction in the end of 2008, to 86% now."* (Xenia)… "*The other thing is we have a 97% client retention rate for the past seven years.*" (Soteria)
- **Personal learning** **Creating a fearless culture of innovation**	*"But essentially to know that if they do join the organisation that when they leave they are going to be better people and I would like to think that they would have added value too. So it's an adding of value both ways, a win-win relationship."* (Homonoia) … "*If you set them targets and you ask for*

that creates growth and adds value to both employees and employer.	*feedback, what new things have you tried in the last three months? Then by nature people want to give you an answer and so we've created a momentum of innovation in the business, so by and large we have just moved on and the final proof is to keep on setting targets for innovation. Whereas before people were afraid to try new things*." (Nepsis)
Balance **A successful combination of programmes that creates reciprocal relationships and benefits through committed, engaged employees, increased retention, less absenteeism and safeguarding intellectual capital through dedicated employees who are ambassadors for the organisation.** **They are secure in their belief that they are performing to optimum potential, contributing to their own security in organisations that have not been forced to downsize in the recession.**	*"We have committed people, we have people who are engaged, so that we improve staff retention and we reduce absenteeism. Just last week in our board meeting we had reports that showed absenteeism and staff retention are at the best they have ever been. That has an impact on the cost of recruitment, on the general intellect of the business, because through retention comes experience. So I think this combination of methods is actually bearing fruit currently. Happiness is fundamental, it sits at the centre of everything."* (Nepsis) …. "*Our level of employee engagement has gone from 63% in 2008 to 70%."* (Xenia) *… "This community, this place cares for me and I have a counter responsibility for that. In the past we have had an 86% employee retention, so people don't leave. 86% over the past five or seven years. 25% of our people have been here for more than 10 years." (Soteria) …* "*But the difference you've got now is completely dedicated, it's their full time job, it's how they raise their families, they are there on time, they leave on time."* (Leto*) … "If employees have meaning, they will be ambassadors for the company." …. "I just read your introductory note talking about the trauma that went through the recession with downsizing and all of that. Now of the larger full service law firms around the world, I don't know one law firm that came through that period without downsizing or without putting a moratorium on salary increases or a moratorium on promotions, except this one."* (Nomos) *"I think the pinnacle of it is that there is a high degree of guest satisfaction for the business, and for the individuals in the business, that they truly believe that they are able to obtain probably their highest potential.*" (Hermes)

Table 19 summarises the outcomes of the happiness and meaning interventions offered in their organisations.

Finding 16: Findings indicate that organisations that emphasise happiness and meaning create environments of positive reciprocal relationships where employees find opportunities for growth, perform optimally, have a healthy work/life balance that results in self-regulating organisations, institutional loyalty, delivery, systemic alignment, improved performance and profitability for the organisation.

4.4.3 What organisational happiness and meaning interventions have missed

Respondents were asked what, given the opportunity, they would change in the organisational happiness and meaning interventions provided by their organisations, and if so, how. Findings are set out in **Table 20.**

Table 20: What organisational happiness and meaning interventions have missed

Happiness and meaning components affected	Respondents' descriptions
Freedom **Perpetuating the empowering limitations of dictatorial management styles.**	*"Now we are discouraging that kind of management style* (referring to dictatorial management style)*. We encourage more empowerment, more courageous followership so that employees must challenge us on issues."* (Helios)
Belonging **Poor understanding of the impacts to clients and employees of loss of personal contact created by technology.**	*"It's about the person, it's about being real, it's about being real for clients and it's going to become more and more important, that care aspect. Having somebody sit across from you that you can chat to, as opposed to a person behind a screen. We are growing into such a huge technology age that people are spending more face time behind computers, behind cell phones and sadly the people contact is going and that is something that we have to, have to refrain against."* (Eupraxia)
Alignment **Well-being interventions become counterproductive when organisations fail to address the changes in management's attitudes, behaviours and mindsets required to make them work.** **Maintaining alignment requires constant re-enforcement and awareness through communication.**	*"It's somewhat theoretical, it's not really carried through, and people don't actually wrestle with the compromises that it needs. I think it's about a lack of relevancy, spending money and bringing resources out on something which is having less impact than it should. It's hard to have these facilities but you never have the time to use them because you are under so much pressure."* (Aiolos) *"People get caught up in the 'busyness' of business, so as much as I can enthuse about these wonderful things that we are doing, I'm sure out there amongst 3000 people it gets diluted quite significantly. So if I can change anything it will be more about general awareness, the ability to communicate it better and more frequently and again enthusing the middle managers so they also communicate this message in a clear fashion*." (Nepsis)
Being treated as human	*"We have to find a way to address this, the intangibles: the problem with HR*

beings **A compelling business case for demystifying the discomfort around dealing with soft issues in the organisational environment is urgently needed if employees are to be treated as human beings…what price are organisations exacting from employees to do their work?**	*people is this, because they also have their own problems, HR people either become bunny huggers and fail to put issues on the table or become meek. They are never direct and straight forward in saying 'no' and also having tough conversations with people."* (Helios)... *"It's probably from the point of view that businesses...you were talking about the South African context, happiness is still very, very new, as I'm sure you are aware.* *It's very often seen as a soft, mushy subject, it's not needed, 'just take a chill pill' – one manager said to me."* (Aidos) … "*And he said, 'now none of that commercial bubble gum stuff, hey'. So I said to him, 'what is commercial bubble gum?' So he said 'those are the people with like the life wheels'."* (Metis)…. *"I would like to make things happen a lot faster than they are able too, but I do understand to an extent why they don't happen as fast as I want them to. Being normal operations and other concerns and priorities. A bit of resistance but I include that with people, more mundane but important issues around the business. IT systems and things like that tend to detract from that picture... not being able to dictate the pace of transformation or change. So there have been issues that I have kind of maybe not been as direct as I could have been addressing. I think because they were soft issues they were more difficult to quantify, and if you've got a bunch of people who are very strictly confined to looking at hard issues and results and not understanding that there is a direct bearing on those soft issues and results."* (Homonoia) *"As a forward thinking organisation that is committed to kindness and its people caring for people, what price are we asking of these people to come and do this job for us?"* (Hermes)
Intrinsic motivations / temporary motivations	
- **Achievement** **Constant focus on delivery leaves no time for reflection.**	*"There is no time for people to reflect, there is such a focus on delivery, delivery, delivery, reflection is not encouraged."* (Metis)
- **Enjoyment** **Organisations fail to protect employees from technology demands and frustrations and other time-wasters.**	*"I would love to see organisations putting in e-mail protocols that companies actually stick to. I would love to see organisations putting like a meeting ban, no meeting before nine o'clock. And people struggle with that. I think organisations should do a lot more than they are doing to protect people from the demands of living in a society."* (Metis)
Intrinsic motivations / sustainable meaning motivations	
- **Purpose** **Lack of forward focus in understanding the meaning aspirations of the younger generations.**	*"But we are seeing the new generation, they are much more aspirational, so whether we continue this going forward we will have to wait and see. They may jump ship for R1000. We will have to see with this new generation, this Y generation or millenniums that are coming through now…but we would have to see what they perceive meaning as."* (Hermes)

- **People** **Defining practical codes of conduct to support EQ.**	*"And all these businesses are difficult and challenging, but if people were more adult and mature about how they dealt with them, and how they dealt with people, it would just be a lot easier. I think there has got to be some fairly serious change of heart from the management team right from the top, down to actually having a mutually agreed code of conduct in how we treat each other. So I think a practical code of conduct… not these airy fairy aspirational statements, you know, get down to things which are really meaningful to you, tactically, and I think you need to be able to say to people what really is stressing you out."* (Aiolos)
- **Power and impact** **Organisations fail to weigh up the hidden, soft costs of new technology systems before introducing them.** **Limiting work roles and influence in and out of the organisation that prohibits individuals from doing or contributing to others out of their roles.**	*"One of the biggest causes of unhappiness in our group at the moment is our IT system. If there is a lot of what's nullifying what we are doing it's the IT system. The financial cost is 6 figures, it's big, big numbers. The personal cost to me is that people think you are not doing anything about it and that's not the perception I want to be on, I believe I'm doing as much as I can within the scope of what I'm allowed to do. The cost to the organisation is potentially we lose good employees because they are just not willing to take the abuse from guests."* (Hermes) *"I wish the organisation was more innovative and allowed me to do more than what my role says I must do, maybe the last one is the only one worth mentioning because the others you can say are generic which is all human beings everywhere, reduce closed mindedness and increase productivity."* (Prometheus)…*"I think if we also put out there that we know that there is a shortage of work in terms of jobs... but it's more than a job, it's something you can develop in terms of a career, it's some contribution you can make."* (Morpheus)
- **Personal learning** **Mindsets need to change: narrow mindedness, stale realities, fear and resistance to change is widely evident, necessitating a broader spectrum of discovery through positive learning.**	*"I would like to change the outlook of some of the narrow minded thinking in the organisation. There is definitely a lot of closed mindedness in a lot of spaces in this organisation, as there are in any, and I'm running up against a few walls here and there."* (Prometheus)……."*That we work with and it's changing a mind- set really and I think that's the difficult thing, I don't want to talk about existentialism. A lot of guys in the leadership bridge have only known a particular way of being. Yes, for them there isn't another reality, time is frozen in that. Yes, because they only see what they want to see, what they've been conditioned to see."* (Homonoia)… "*It is difficult to get people to change their modus operandi; they are not used to thinking."* (Xenia) … *"So, once we start getting that broader conversation going, once we start getting that broader discovery going, people in business start to look at everything very differently, start to respond to everything very differently and therefore behave and think towards everything very differently, in a positive sense."* (Aidos)
Balance **Well-being programmes are elitist and not geared for the real needs of all human**	*"What can we as a company do to enrich the lives of these people that work for us, whether it be... I listen to some of the stories, they now need to have their children vaccinated, the state hospitals don't have the vaccines available… yes, and I think in terms of wellness, and it's not about massages and it's not about that, it's just helping me get through what*

beings.	*makes my life a little bit easier."* (Hermes)

Table 20 indicates elements of organisational interventions that are counterproductive and interventions that need to change. Albeit the positive outcomes of interventions espoused by respondents under **Table 19**, it is evident that other issues important to employees have been overlooked.

Finding 17: Findings indicate that organisations have overlooked issues important to employees in their organisational happiness and meaning interventions in all components of well-being. These are found to be particularly relevant in the needs area of 'being treated as human beings', in the intrinsic motivation of 'personal learning' and on 'balance', indicative of areas lacking attention where mindsets need to change.

4.4.4 South African-specific conditions and interventions provided

Respondents were requested to give their opinions of what they considered to be the impact on:

a) themselves personally;
b) their employees; and
c) their organisations'

of the trauma and violence that is inherent in South African society; and

d) to describe how their organisations actively support employees in dealing with these problems.

In addition thereto, respondents related specific incidents of violence in which they, or others close to them had been involved, as well as other South African-specific problems impacting on society and the economy. The findings in this regard are described in **Tables 21 to 25.** Organisational support to employees for incidents of trauma and violence was found to be both formal and informal, and within the internal and external environments. Findings relative thereto are reported in **Tables 26 to 28.**

Incidents of trauma and violence are reported with regard to type of incident experienced by respondent, and persons impacted:

Table 21: Types of incidents of trauma and violence reported and persons impacted

Types of incidents reported and persons impacted	Respondents' description
House breaking: danger to children (respondents' daughter).	*"They broke into my house while my daughter was home alone."* (Soteria)
Car hijacking and shooting (respondent).	*"Because I've been hijacked twice and I was shot. Yes, I have. We were hijacked, myself and my ex- husband's daughter, one evening in Melville and they pulled the trigger and they tried to shoot me and they put her back in the car and left me on the pavement and there they took this 16 year old girl with them, and I'm on the pavement and I'm hanging onto her for life, and I dragged her and I held onto her while the car was going. It was terrible and the guy took out the gun and he shot me, I died, I died right there, the gun didn't go off…"* *"Three weeks later we stopped at a cafe on a Sunday. There was a massive robbery, they killed the guy behind the counter, they slit his throat, I walk in and they close the door behind me, and I'm standing inside thinking 'not again, not another car, not another licence, not another ID', I thought 'I'm not going to make it'. "* (Calleis)
Hijackings, smash and grabs, home stabbings, attempted strangulations (spouse, employees, business partner of respondent).	*"One of my employees was attacked on their smallholding, it's terrible."* (Aiolos) *"It's dreadful. We've had a few hijackings, we've had smash and grabs. We've had one of our girls in the DTP department, she's not even married yet, she was attacked in her home about three months ago, stabbed with a knife."* (Calleis) *"You know what happens here in Johannesburg, we've had people hijacked at our security gate here and things like that. My colleague and I, he's the deputy chief executive, he was shot with a machine gun, and my wife was hijacked here, so we've all been exposed to it."* (Nomos)
Theft of office equipment and danger to life of clients, petty theft by employees, and external robberies (employees, clients at business premises, public facilities of respondents).	*"Our biggest crime related things in the hotels and the worst ones to deal with, are armed robberies."* (Hermes)

Incidents of trauma and violence are reported by personal impact:

Table 22: Types of impacts of trauma and violence: personal

Types of impacts: personal	Respondents' description
Living in fear, behind burglar bars, constantly vigilant of own safety.	*"From a personal point of view you are always conscious of it, your house has got alarms and burglar bars and you are always very conscious and concerned for your own safety. I think you must just decide, I'm responsible for my own safety and make that decision and remain vigilant towards it."* (Helios)
Loss of physical security, restricted lifestyle, loss of freedom, spontaneity and emotional well-being that impacts one's life.	*"It encompasses security as and from the security on the valuables as well as on the physical security of the areas that we live in… so the kids have lost the flexibility that they can have freedom, that they can have space.* *We put them behind closed walls because of our security issues and we watch them every second of the day when they are in a shopping centre… think we are a lot more highly strung than….and a lot more controlling in our life than we would normally be if it were a more open life, so we would try and control outcomes."* (Eupraxia)
Fear through second degree impacts of violence.	*"The impact is more in the fear of violence and crime, its patchy. Sometimes you come across people that have had dreadful things happen to them and that skews one's feelings and decisions at that point in time."* (Aiolos)

Incidents of trauma and violence are reported by impact to employees:

Table 23: Types of impacts of trauma and violence: employees

Types of impacts: employees	Respondents' description
Incidents make it difficult to perform positively at work.	*"It's difficult because they don't want to be at work, it does have an impact, they don't particularly want to be there and to ask them now during this period of what's happened to them, to ask them to go and smile and be friendly to guests is very difficult.*" (Hermes)
A pre-occupation that	*"It detracts from the ability of people to deliver, if you've got*

affects the ability to deliver.	*something at the back of your mind, safety and security wise, it's an issue."* (Homonoia)
Living in fear affects confidence and emotional well-being.	*"It's huge, it affects the whole psyche. It imbeds fear, it imbeds a lack of confidence, it imbeds distrust, it imbeds the lack of a future feeling that there is going to be a future."* (Aidos)
Loss of faith in the system, short term.	*"But when it actually happens to me, I think people often think what's the point and I think they lose faith in the whole system. Our kindness things are good, but to somebody that has been affected, does it make a big difference? No it doesn't, I don't believe it does. Over time it could pull them out."* (Hermes)

Incidents of trauma and violence are reported by impact to organisations:

Table 24: Types of impacts of trauma and violence: organisations

Types of impacts: organisations	Respondents' description
A massive cultural reality, amongst other problems, indivisible from behaviour that affects state of mind and well-being.	*"It's a massive, massive cultural reality. I would say the context of the country and the experience of crime in the country and poverty and educational challenges, I don't think there is any way of separating that from the experience of people who work here. It drives their behaviour, it affects their state of mind, it clouds their judgment, it gives rise to questions around their vulnerability, around their income, around whether or not they want to live in South Africa, no it's a big problem."* (Prometheus)
A problem less discussed, with lesser impact on some organisations.	*"If you asked me the same question three years ago, I would have said it has a severe impact. Because everywhere and not only at work, it was coffee table talk. But I think sadly as a society we get so used to these things, that less and less we actually talk about it. So then other than occasionally losing a colleague or having a colleague who's become a victim of violence, I think, by and large, it has little impact on the organisation at the moment."* (Nepsis)
An underlying mood of hostility and pessimism.	*"I get a sense that there is an underlying mood of hostility, more in the white population, not everybody of course, but I suppose it comes from a whole lot of different perspectives."* (Soter)
Negates positive benefits of organisational programmes.	*"It takes you back in rugby terms, quite far behind the advantage line because you almost have to overcome that in a way before you can get people back to normal circumstances before you can move forward."* (Homonoia)

Places an additional burden of responsibility on leaders.	*"The first thing is are the people ok, so that's the worst thing...how crime affects us, when you get that call to say we've just had an armed robbery and if four months later at the same hotel you get another call, that general manager is asking of me have we got enough security, do we have adequate....is the external perimeter secure enough, what can we do more, can we put more CCTV. From my point of view you never want them to turn around and accuse you, to say head office won't give it to me and this is the reason that we are being robbed."* (Hermes)

Other SA-specific problems are also found, in addition to trauma and violence:

Table 25 : Other SA-specific problems

Other SA-specific problems	Respondents' description
Higher stress and tension.	*"I think generally there is a bit more stress in general in South African society compared to the UK, US. It was interesting when I moved over from South Africa in the mid 1980's just to study in the US, just that palpable less stress and tension is evident."* (Aiolos)
Financial and hidden costs of trauma and violence.	*"We've had a couple of burglaries, so that is a financial cost, I think there is a pessimism around it."* (Soteria)
Political uncertainty and operational risk.	*"Future policies of government, so nationalisation is something that has been mentioned. That's why we say we want to diversify our risk and operate in other countries as well."* (Nepsis)
Economic pressures vs people development and loss of opportunity.	*"Lack of development opportunities… the tougher economic times, has had an impact. Budgets are being cut a bit dramatically for those programmes, which I think are the most exciting and positive things I've seen in this environment. So the realities of the whole global squeeze, means we are doing more short sighted things rather than more expansion. You know this business has got money, I mean R22 billion, but the whole economic pressure thing, making sure the quarterly profits are right, means we are not investing in people."* (Aiolos)
Discrimination	*"I am absolutely devastated by what I've seen. Like for me, like I said I'm an idealist so I really thought that under a Black government we had an opportunity to create a society that would be free of discrimination, and I haven't seen that, it's such a tragedy."* (Metis)
Ineffective police force	*"It's never nice, it's always something that is looming somewhere*

	when you hear about crime statistics or when you hear about future plans of the government or the ineffectiveness of the police service, it is an ongoing concern." (Helios)
BEE, transformation pressures and existential angst.	*"On the white male grouping, the ever tightening economic empowerment issues in terms of the South African context, I think that creates a lot of practical and existential angst: where do I go from here, what are my opportunities, and just neither the organisation or anybody else comes in with any ideas to deal with it… and then the Black folks getting pushed into jobs too soon without enough time to get… that causes immense stress, when people are pushed into roles that they are not ready for."* (Aiolos)
Corruption and loss of hope.	*"Corruption, the stuff that goes on. You know when new people are being appointed that shouldn't be appointed, it's horrifying. I think people have lost hope, and I think people are cynical about future prospects."* (Metis)
Lack of basic education.	*"The consequences of not having people educated within our schooling system which means we have to offer them in our business additional numeracy and literacy training. We are not allowed to appoint people because although they've got a grade 12 their literacy is at the level of a grade seven or eight."* (Morpheus)
Inability to bridge the gap of socio-economic problems and consequential cost to organisations.	*"Cost of training in particular, the cost of getting staff productive. If you had someone with proper matric standards you could possibly expose him to your customers within four weeks, now it takes us six months, there is a huge, huge cost. And just general experience, they just don't serve customers the way customers deserve to be served. And client retention which is a huge cost to any organisation, so it has a huge, huge impact on our profitability."* (Nepsis)
Inability to address socio-economic problems, such as unemployment, at source.	*"Let's look at training, development, learnership graduates, we have in this country. There are 600,000 graduates that are unemployed, that can't find a job. I think personally, that's a black mark against us as a society and us as an organisation and us as HR professionals."* (Morpheus)
Lack of authentic and transparent leadership and a culture of entitlement may lead to renewed violence if left unchecked.	*"The issue that we face in our country which runs off into our industry, is the lack of leadership in our country at the moment and the perpetuation of this culture of entitlement, as opposed to authenticity and transparency and leadership, and that's the cancer that is going to kill our society, more than anything else. It will lead to additional violence, poverty and unemployment and things like that. So I think the sooner the moral fibre of society improves the better." (*Xenia)
Insecurity and panic.	*"Insecurity, bottom line. When people are getting retrenched the first thing the housewife does is start catering, so you are competing with the housewife who has now gone to catering with her own maids. We are dealing with A income bracket earners, there was a time when all our doctor clients emigrated, so people panic and you can't*

	believe the panic it causes. I think it's a horrible thing to live with, panic, you are nervous and people watch, everybody watches our sales." (Leto)

Organisational support systems of a formal nature provided internally, within the organisational environment, to deal with incidents of trauma and violence:

Table 26: Internal organisational support provided for incidents of trauma and violence: formal

Internal organisational support provided: formal	Respondents' descriptions
Creating resilience and a positive outlook through positive communication.	*"Any issue that one could highlight that may be negative in South Africa, the way the organisation deals with it is to put positive messages out. So we would get speakers who are positive and expose the staff to them, to get positive messages out. And as leadership we know that if you are negative people are going to be much more negative. So we can't emphasise the negatives, we've got to emphasise the positives and make people believe that we can perform well despite what's going on out there.* *So for us it's about positive communication."* (Nepsis) … *"I have found that if they get that happiness that we have spoken about, that fulfilment, that actualisation in the work place, like I think a lot of our people do, they just glide over it, it's amazing how resilient people are."* (Nomos)
Training programmes and risk mitigation.	*"We provide training beforehand, we've had armed robbery training in the hotels, so we get these companies out to try and guide the employees as to how they should react. And obviously we have put procedures in place to try and minimise risk in terms of how much cash we keep.*" (Hermes)
Free counselling and wellness programmes.	*"We've got an employee assistance programme, we provide six free psychotherapy sessions for employees every year, use it or lose it. Then we've got a wellness programme, so we provide as much psychological and social support for any issues experienced by any employee and we pay for it."* (Prometheus)
Personal and property security mitigation.	*"We provide security for our execs, I have 24 hour security at my house, we have security at our premises, in our work environment."* (Helios)

Organisational support systems of an informal nature provided internally, within the organisational environment, to deal with incidents of trauma and violence:

Table 27: Internal organisational support provided for incidents of trauma and violence: informal

Internal organisational support provided: informal	Respondents' descriptions
Organisation hands over to the informal employee support network by creating a frontier mentality.	*"So yes, it affects us all, but we live with it and if we are there for each other we work as a team, we look out for each other and I think that's what's sustainable, it's that frontier mentality. If you look in history, all the frontier communities, they did it despite the danger. Why? Because there was such a sense of belonging, such a sense of a team, such a sense of being together, that's how they manage it.*" (Nomos)
Phoning / contacting colleagues.	*"But you know we have a system, we all phone each other, we stay on the line, when you get home you sms immediately, we phone each other."* (Calleis)
Women supporting each other.	*"So I think every company has a choice of how to live with it, I think we have to be cautious, you can't expect girls, women, ladies or whatever to drive home or walk home after dark."* (Eupraxia)
Staff supporting and caring for each other.	*"Again I think it comes down to people caring for people and what staff can do for staff. I had it on several occasions because the breakfast chefs start work at 05h30 in the morning and need to leave home at 04h00 and on the way to work they get mugged. In the hotel if an individual was mugged we used to have a collection within the hotel....not a collection, that's the wrong word, we would just provide assistance.*" (Hermes)

Organisational support systems of a formal nature provided externally, outside of the organisational environment to deal with incidents of trauma and violence:

Table 28: External organisational support provided for incidents of trauma and violence: formal

External organisational support provided: formal	Respondents' descriptions
Membership in support organisations and use of surveys.	*"It would be unfair to make a pronouncement because we have not necessarily got a survey that says this is the impact. I would use the generic impact in the country and then by extension apply that to our organisation as an extension of South Africa. If the impact is negative in general in people's minds and perceptions, the impact would be the same in this organisation."* (Helios)
Influencing the external environment.	*"And people, employees live in society, they come out of all of that with all those issues, they come to work, whether you like it or not it's there. So whether it's crime or it's the education system, they are part of that. And it's not just about being a good corporate citizen, it's about being able to somehow influence what is happening in an external environment and have a direct impact on it. You don't necessarily have control over it, but it has an impact.*" (Morpheus)

Finding 18: South African organisations appear to be sympathetic towards, but not fully aware, of the extent of the impact of trauma and violence on the well-being of their employees.

Finding 19: South African organisations provide wellness interventions that address the outcomes of trauma and violence for employee victims after-the-fact, and are not pro-active in preparing their internal environments for protecting the well-being of the general employee population.

Finding 20: South African organisations appear ill-prepared and unwilling to address the significant socio-economic problems falling outside of their internal environments out of their areas of influence and control and rely on the informal employee support system to address the greater problem of trauma and violence within their organisations.

Finding 21: South African organisations appear ill-prepared to address existential angst and loss of hope evident in its employees arising from numerous SA-specific problems, in addition to trauma and violence that affects the well-being and performance of employees at all levels.

4.5 Results pertaining to Proposition 3 – Organisations can implement coaching processes to support employees find meaning in their personal and work lives that will be of benefit to organisations.

This section presents the results relative to Proposition 3, under sub-headings dealing with:

a) the role of coaching in supporting well-being and the creation of happiness and meaning in the workplace;

b) coaching benefits;

c) coaching candidates, and

d) individual work roles.

This chapter 4 is thereafter concluded with a summary of results arising from findings relative to propositions 1, 2 and 3.

4.5.1 The role of coaching in supporting well-being and the creation of happiness and meaning in the workplace

Respondents were asked:

a) whether they had been coached;
b) what their views were regarding the role of coaching in supporting employee happiness or well-being and the creation of happiness and meaning in the workplace; and
c) what they considered the benefits of coaching to be.

The findings are reported under categories consistent with section 4.3.2 ‘Individuals’ descriptions of contributors to personal and professional happiness’ and section 4.3.4 ‘Individuals’ descriptions of contributors to personal meaning’.

Responses are presented as coaching needs and have been analysed from individual and organisational perspectives and are reported separately in **Tables 29 and 30.**

Needs for coaching in supporting happiness and well-being and the creation of happiness and meaning in the workplace are analysed from individual perspectives, as follows:

Table 29: Needs for coaching in supporting happiness and well-being and the creation of happiness and meaning in the workplace: individual perspectives

Needs for coaching: individual perspectives	Respondents’ descriptions
Freedom **To take charge of own life.**	*“The more you are coached the better, and I think taking charge of your life, because many people are insecure.”* (Calleis)
Belonging **To improve relationships through better behaviour.**	*“Coaching provides an opportunity to explore those relationships for maximising them.”* (Prometheus)
Alignment **To enable role fulfilment and work/life alignment.**	*“People who are questioning what they are doing, that helps them find a sense of connection again and/or gives them clarity to change their work, both of which would be good for the organisation and the person.”* (Prometheus)
Being treated as human beings **To share information through enabling conversations, improve communication that removes personal barriers.**	*“And what it does, is address very specific individual barriers that the business probably in most cases can't address, and it assists people to remove that specific barrier.”* (Nepsis)

Intrinsic motivations / temporary motivations	
- **Achievement** **To contextualise problems, refocus, push ahead, gain clarity, consider options and make decisions about work and personal life.**	*"The opportunity to get in touch with what they are really silently thinking, and to be able to refocus themselves on what it is they are wanting to be achieving. Because quite often you get caught up in that daily...you don't take that step back and share that with someone or have a general discussion. You kind of lose your way, you lose focus, you lose direction and what does it take to push you forward again?"* (Homonoia)
- **Enjoyment** **To spread the benefits of positive behaviours.**	*"Sharing information and benefiting from best behaviour."* (Calleis)
Intrinsic motivations / sustainable meaning motivations	
- **Purpose** **To find meaning, purpose of one's life and role.**	*"I think you would get more productivity because for me the role of coaching is not only... it's to make you understand more about you and to give you more meaning to get what you need out of life. I think we have gone past the age of just doing a job, or just being for the sake of being or just earning an income. I think we've gone into an age where unless you have that meaning in life, then you are not going to be happy with where you are and I think people understand that it's not just about paying for school fees, there is actually more to it than that. And I think that's why the role of coaching has become more and more prevalent in this environment or in the work place and I think if you've got more meaning and happiness you're going to be more productive. It gives you that meaning while you are here, what's the purpose of it, what's the purpose of your role, of your life."* (Eupraxia)
- **People**	Nothing reported
- **Power and impact** **To find new ways of leading through influence.**	*"A different way of leading."* (Xenia)… *"By looking at the relational field that they influence.*" (Prometheus)
- **Personal learning** **To grow and develop in my career.**	*"It's a sense of self- worth in that the organisation has taken time to coach me and develop me and I must be worth developing, and I am now more motivated to continue this, and I'm really going to work it, either being the best at what I do or because of that move up, and grow myself more and grow my career.*" (Hermes)
Balance **To find space and time to think.**	*"To give yourself the space and time but hey what a great opportunity. Identifying that you do need the time and identifying that you do have unanswered questions. So somebody to bounce things off you that makes you think deeper. Coaching also helps contextualise where you are at a point in time."* (Eupraxia)

Table 29 describes individuals' reported needs for coaching, in all areas of happiness and meaning, save for the intrinsic motivator 'people'.

Needs for coaching in supporting happiness and well-being and the creation of happiness and meaning in the workplace are analysed from organisational perspectives, as follows:

Table 30: Needs for coaching in supporting happiness and well-being and the creation of happiness and meaning in the workplace: organisational perspectives

Needs for coaching: organisational perspectives	**Respondents' descriptions**
Freedom **Helping South Africans out of apathy.**	*"We're just so bad, South Africans either say nothing or they're offensive and angry ... because you go from being passive neutral, say nothing, to angry. And the middle of that is to engage sensibly, not be angry, but be factual. But we find it so difficult to give bad news to people, or not even bad news it's not necessarily bad news, it's stuff you need to do to improve, it's the stuff that's not working for you."* (Aiolos)
Belonging **Improving mutual respect.**	*"So part of that would be respect for one another."* (Soter)
Alignment **Creating alignment between the personal meaning narrative and that of the organisation.**	*"So what I would say is where good coaching occurs it creates an alignment between the person's own vision for themselves and their own skills and capacity and talent, and those that the organisation wishes to extract from this person for value. Where coaching brings that into alignment, it creates a meaning narrative that works for both, and that creates a sense of happiness." (Prometheus)*
Being treated as human beings **Developing leadership through head, heart and hands.**	*"And part of being a good leader is really to be in touch with the hand, the heart and the mind stuff and to get that balance right. So, that's why coaching is a critical element of building or strengthening the leadership capabilities within the organisation."* (Morpheus)
Intrinsic motivations / temporary motivations	
- **Achievement** **Improving**	*"I think that people send people to coaching to help them perform better and deliver better, it's not about their emotional well-being. That goes under the heading 'commercial bubble gum'."* (Metis)… "*Honestly, to improve*

performance	*performance. We see it in our hotels that the general managers that are more people focused, more interested in coaching and developing their staff, we see much better results coming out of those hotels from a guest perspective."* (Hermes)
- **Enjoyment** **Creating a safe environment with positive impact on individual and organisation.**	*"You are creating a safe environment. Whether it's life coaching or business coaching or talent coaching or whatever, it can have a significant impact on the individual, which has business consequences to it as well."* (Soteria)
Intrinsic motivations / sustainable meaning motivations	
- **Purpose**	Nothing reported
- **People** **Improving EQ as a reward.**	*"So I think if there is education and coaching required, it's in how people deal with people in EQ type of things."* (Aiolos)… "*Coaching can either be to solve a problem, if somebody's got a problem let's send them for coaching, or it's a reward, you're a great guy, go get some coaching."* (Morpheus)
- **Power and impact** **Providing constructive feedback and developing leadership.**	*"I believe that any development assessment that I've done with people, the biggest thing is always feedback. And as a component of coaching I think most people would ask for more feedback. So in terms of coaching and happiness, if throughout your coaching or guidance you provide either positive or constructive feedback it will do good things for happiness. People like to know where they stand and how they are doing."* (Hermes)…. *"We take coaching as an important element of developing leadership and leadership capabilities."* (Morpheus)
- **Personal learning** **Focusing on people's career developmental needs and as a framework to develop talent and the organisation.**	*"And by the way I think two of the biggest short-comings of corporates everywhere is 1) how we treat each other and 2) an intense focus on people's developmental needs. If you look at the employee value proposition theory which I've had to do, the primary reason why people stay is that they feel they are developing, that's multi-dimensional but specifically career development."* (Aiolos)… "*It's driven by the CEO, he has his own coach, he is very open about it. Two years ago we put together a coaching framework which clearly identifies why we want to do coaching, what is coaching, what do we want to get from it and the impact not only for the individual but for the organisation.*" (Morpheus)
Balance **Taking anonymous coaching feedback for interventions for well-being programmes.**	*"I also get anonymous feedback, confidential feedback from the coaches on the trends that they see when they meet with my staff, and that enables me to feed interventions back into the well-being programme which specifically chooses to be addressed." (*Nepsis)

Table 30 describes organisations' reported needs for coaching, in all areas of happiness and meaning, save for the intrinsic motivator 'purpose'.

Benefits of coaching for supporting happiness and well-being and the creation of happiness and meaning in the workplace are analysed, as follows:

Table 31: Coaching benefits

Needs for coaching	Respondents' descriptions
Freedom **Increased ability to make personal choices.**	*"When they get coaching they can make the decision about moving on in their lives and what's right for them.*" (Calleis)
Belonging **Improved ability to relate to employees.**	*"To learn how to integrate a coaching approach into their management style, that will improve how they relate with their employees. And so anything like that I think is going to improve relationships between managers and leaders and employees as well as benefit the organisation."* (Soter)
Alignment **Finding resolution between work and life roles.**	*"I've seen far too many people in corporate life in Australia and Asia, without realising that they've got themselves trapped and they've got all sorts of financial obligations that are tied to the salary that they have. And this is mainly men, but it's very difficult for them to admit that they are not happy with what they are doing, but they will push themselves on.* *So coaching isn't necessarily going to solve that for them but I think it can help them get some resolution about the congruence being a bit closer."* (Soter)
Being treated as human beings **Improving the levels of conversations, the spin off being well-being, meaning and fulfilment, leading to better performance.**	*"We see an organisation as a network of conversations and relationships and the quality of those has a big bearing on what does and what doesn't get done and how well it gets done. So coaching is ultimately about wanting to make a contribution to improve the qualities of conversations with all the spin offs of well-being and meaning and fulfilment, performance and so on."* (Soter)
Intrinsic motivations / temporary motivations	
- **Achievement** **Transformation to greater personal effectiveness.**	*"So my role is the role of a thinking partner in a person's particular journey towards whatever their version of greater effectiveness is, generally in leadership. I would regard myself as a coach that's working in a transformational space."* (Metis)

- **Enjoyment** **Better moods and energised employees.**	*"Moods that people have and not getting stuck in negative moods."* (Soter)… "*You would have more productive, more energised people."* (Soteria)
Intrinsic motivations / sustainable meaning motivations	
- **Purpose** **Creating self-awareness, ability to self-coach, of values and more effectiveness in work through meaning of work role.**	*"To me one of the biggest things with coaching is people walk away with much greater levels of self-awareness, much greater understanding of what their intrinsic abilities are. And hopefully the capacity to self-reflect and to self-coach, and to think that there are multiple ways forward. I guess because I'm interested in transformational coaching, it's coaching from the inside out, not the outside in, that people are also going to walk away with a clearer idea of what their values are, who they are and what that means."* (Metis) … "*Then it made perfect sense because what she wanted to do was get more meaning and fulfilment from her work and find a way that she could be more effective."* (Soter)
- **People** **Improved delivery and contribution through healthy relationships, creating inter-connectedness by developing better management skills and providing support for leaders.**	*"The organisation would have employees that would deliver, that are comfortable in their spaces, comfortable in themselves, understand what their contribution is in the organisation."* (Helios)… "*Developing the EQ of managers. So all of the so called soft skills, which are free but priceless, I think it is very invaluable, and I think the biggest lack I see in management and it's come up through our people surveys, manager index's you know the relatively scientific feedback, is very poor management skills.*" (Aiolos)…. *"Coaching is more than just one on one impact, it's really about building a culture... and one of the strategic enablers we believe in terms of 2013 is unleashing human potential, that is the strategic enabler which relates to the people aspect.* *So within that context it's clear to us that if we create the necessary support and infrastructure around coaching, that can just help leaders.*" (Morpheus)
- **Power and impact** **Improving the quality of leadership with ripple effect on others with their benefits in mind.**	*"It's enormous, I think it can change the way people manage and lead and have the ripple effect out across teams and part of the work place."* (Soter)… "*And I would say in many South African organisations, because we promote people on technical ability, not managerial ability or leadership. And I think that is the whole point of feedback, have you achieved these technical goals?* *And often it's the real hard, aggressive, selfish, sociopathic people who rise to the top of our systems, they are not those people who have those true leadership skills, that actually care about the people that they are managing."* (Aiolos)
- **Personal learning** **Personal development and growth**	*"You've got to be able to provide something that is useful for them and that helps them think for themselves a bit differently and begin to make some changes* (Soter*)… "Yes, they can grow in a working environment, and actually progress for getting rewarded for a higher position for*

	another job which I think is very, very important." (Calleis)
Balance **Maintains organisational and personal well-being as an economic opportunity.**	*"The reduction of tension and suffering in the workplace and unnecessary breakdowns that happen because of that, that can be costly to the business. I think there is an enormous potential economic benefit for organisations to maintain a budget for coaching."* (Soter)

Table 31 describes benefits of coaching for supporting happiness and well-being and the creation of happiness and meaning in the workplace in all components.

Finding 22: Individuals and organisations are aware of the need for coaching in respect of the various aspects comprising happiness and meaning (well-being) and of potential benefits, yet individuals report a need for coaching to support their intrinsic motivation 'purpose' but this is not supported from an organisational perspective. On the other hand, organisations perceive a need for coaching in the intrinsic motivation 'people' whereas individuals do not. Individuals' perceptions of their needs for coaching differ from those of organisations.

4.5.2 Coaching candidates

Respondents were requested to indicate who they considered would benefit most from coaching.

Coaches reported that coaching would benefit everyone "*from a six year old, to the prime minister"* (Soter), anyone who is capable of awareness and insight, leaders, people going through transitional adjustment, persons questioning whether what they are doing is meeting their needs. The coaches interviewed were not supportive of 'remedial' coaching.

Respondents that have been coached supported coaching for the 'C' suite executives, persons that have been promoted beyond their capabilities, managers that are task oriented and require to develop people, communication and listening skills, persons undergoing transition in both personal or professional life, people who want to find meaning and who want to reach their potential, all leaders, whether it is

life or performance coaching, focusing on specific areas of leadership competencies, senior executives via external coaches, and management via internal coaches, and middle management.

Respondents that have not been coached supported coaching for management from executives downwards, for persons that "*speak down to others"* (Calleis), everyone from the CEO to supervisors, and for anyone that deals with people or who has responsibility for others, who faces clients, leadership and management, professionals who need to find happiness and meaning, reinvent themselves or change careers.

Finding 23: Findings indicate that individuals that have not been coached perceive a need for coaching in broader areas of performance visibility, where outward manifestations are obvious, either at the level of client interface, or in employee conflict situations. Coaches and persons that have been coached understand the importance of extending coaching to the less evident personal intrinsic needs as well.

4.5.3 Individual work roles

Respondents were requested to describe the work they do and their roles in their organisations. It was observed that respondents articulated personal descriptions willingly and with ease, giving emphasis to different aspects of their individual work and roles. These descriptions are dealt with in more detail in **Table 32.**

Table 32: Summary of aspects emphasised by respondents in work and role descriptions

Work, role aspect emphasised	Respondents' descriptions
A job.	*"So that's basically the job."* (Helios)
By function.	*"Rewards…all aspects of compensation and benefits, from reward strategy, dealing with the remuneration committee, reporting in the integrated report, dealing with payroll issues … then, HR analytics … primarily looking at the organisational effectiveness matrix."* (Aiolos)

As a reciprocal relationship.	*"Is not something one can do on his own"* acknowledging his *"support as being his subordinates and colleagues."* (Helios)
As a service to others.	*"I am here to serve and as a servant I need to have my clients' interests at heart, not mine. I must be content to be in the shadow."* (Metis)
By skills or competencies.	*"Having walked the path I've walked in the corporate world for 18 years, a huge exposure in a multitude of areas, I just pull that into the offering."* (Aidos)
By strengths and weaknesses.	*"So there is still a lot of conflict to be managed, so as I would tell you, my business role, I've had to move far from the easy quantitative stuff but it's always been easy to me as to how you use that in convincing people to accept difficult arguments or changes and to help people."* (Aiolos)
As a calling.	*"I think you can get it, it does give you a whole lot of meaning, for me it gives me meaning to be able to help others. So that's what my calling is and I suppose everybody is different and how they deal with it, my meaning is to be able to add value and to help in any small way*." (Eupraxia)
By title or office.	*"I am the head for XYZ Limited. So it's all areas of responsibility and interest associated with the Johannesburg Stock Exchange Listing. Well I suppose I'm what they would call an HR Director. I am also the head of organisational development."* (Prometheus)
A combination of two or more of the above.	*"They call me MD, I don't use the title because I founded ABC basically. We do business design and basically if I can put it in good words and words that our communications department uses... that we are story tellers. We tell your story and we add value to your story, we put it in words and after we put it in words we design those words and put it in the best package and package it in the best possible way that we can for you as a business or as an individual to tell your story and get the story across, that's what we do."* (Calleis)

The findings summarised in **Table 32** indicate that respondents emphasise different aspects when asked to describe their work and role in organisations.

These aspects range from labelling work as a job, to reporting the specific functions thereof in terms of the activities comprising the job, with activities of a rote nature being referred to as *'things'* or *'stuff'.*

Finding 24: Respondents' work descriptions primarily emphasise service to others and function of their role, followed by competencies and skills, the creation of reciprocal relationships and the understanding of strengths and weaknesses. Titles are less important, with least emphasis given to the 'calling' and 'jobs' aspects.

4.6 Summary of the results

Happiness is a temporary concept intrinsically motivated by achievement and enjoyment that results in improved personal and professional performance, counteracted by energies that seek balance.

Happiness is not a considered a right, but a *'buzz'* word that has evolved into a happiness industry with commercial expediency through entrepreneurial exploitation of dubious lasting value to people attracted to it.

Happiness is found to be both a) a concept and b) an outcome. The outcome is reached through a process that addresses four personal needs, namely: freedom in personal and professional life (autonomy); belonging; alignment, and being treated as human beings, as well as six intrinsic motivations, namely: achievement; enjoyment; meaning; people; power/impact, and personal learning. Two of these, namely achievement and enjoyment, have been identified as temporary, as a process that seeks balance.

Meaning is considered both a) a concept, and b) an intrinsic motivation, c) that impacts on the personal and / or the performance of others, d) that makes people happy.

The four 'non-temporary' intrinsic motivations referred to in the contributors to personal and professional happiness, namely: meaning; people; impact/power, and personal learning are deemed to be 'sustainable meaning' motivations in that these relate directly to respondents' descriptions of 'how' they get to their purpose as part of meaning.

Organisational threats to individuals' happiness and meaning result in negative personal affects that in turn, result in loss of work/life balance. Internal environments that meet employee well-being needs, ideally impact on the organisational goals of greater productivity and efficiencies. Ignoring employee happiness and meaning perspectives poses a potential governance risk to organisations that can affect business sustainability, profitability and costs.

Employees influence the internal environment of their organisations through their work roles, finding satisfaction in positive impacts on the well-being of others. Individuals are better able to describe the impact of their work roles once they have become aware of their personal purpose. Employees are primarily concerned with meeting the internal needs of their organisational environment and are less inclined to address issues relating to the external environment that are out of their areas of interest, influence or control.

It is inherent to organisations that the manner in which intrinsic and extrinsic employee well-being interventions are combined and offered, will determine the organisational environment and its performance, and the effective balance it will generate in terms of addressing its governance obligations towards risk and reward. Organisations that do so, create environments of positive reciprocal relationships where employees find opportunities for growth, perform optimally, have a healthy work balance that results in improved performance and profitability for the organisation. Despite these positive findings, organisations appear to have overlooked issues that are important to employees in their organisational happiness and meaning interventions in all components of well-being, particularly relevant in the needs area of 'being treated as human beings', in the intrinsic motivation of 'personal learning' and on 'balance', indicative of areas lacking attention where mindsets may need to change.

Trauma and violence is endemic to South African society, driving mood and behaviour of employees in organisations, resulting in poor delivery and productivity, affecting costs and profitability. Other SA-specific problems of a socio-economic, socio-political and governance nature exacerbate this. South African organisations appear sympathetic, but not fully aware, of the extent of the impact of trauma and violence on the well-being of their employees and often provide wellness interventions that address the outcomes of trauma and violence for employee victims, after-the-fact. Organisations are therefore not pro-active in preparing their internal environments for protecting the well-being of the general employee population. South African organisations appear ill-prepared and unwilling to address the significant socio-economic problems falling outside of their internal environments, out of their areas of influence and control, and rely on the informal

employee support system to address the greater problem of trauma and violence within their organisations. In this regard, organisations appear ill-prepared to address existential angst and loss of hope evident in its employees from these combined problems that affects the well-being and performance of employees at all levels.

Individuals and organisations are generally aware of the need for coaching in respect of the various aspects comprising happiness and meaning (well-being) and of potential benefits, yet individuals report a need for coaching to support their intrinsic meaning motivation 'purpose' but this is not supported from an organisational perspective. On the other hand, organisations perceive a need for coaching in the intrinsic motivation of 'people' whereas individuals do not. Individuals' perceptions of their needs for coaching differ from those of organisations. Individuals that have not been coached perceive a need for coaching in extrinsic areas of performance, whereas coaches and persons that have been coached stress coaching to the personal intrinsic needs as well.

From a coaching perspective, work descriptions were found to emphasise service to others and functions of roles, followed by competencies and skills, reciprocal relationships and strengths and weaknesses. Least emphasis was given to the calling and job aspects thereof.

CHAPTER 5: DISCUSSION OF THE RESULTS

5.1 Introduction

This chapter discusses, explains and interprets the findings presented in chapter 4 in the context of the introduction and literature review appearing in chapters 1 and 2. Discussion and explanation follows under the same sub-headings used in chapter 4 and appear in similar numerical sequence. Findings have been chronologically enumerated as presented in chapter 4 for the ease of reference of the reader. Figures have been used to illustrate relationships between concepts or findings, as an '*aide*' to narrative interpretation.

5.2 Discussion pertaining to Proposition 1 - Happiness and meaning are important elements of individual and organisational functioning and effectiveness

5.2.1 Individuals' concepts of happiness

Finding 1: Happiness is a concept described by respondents as an abstract quality, a state of being, a fleeting emotion, that is lived fully in the moment, that changes as a continuous process according to life circumstances, and is therefore temporary.

The temporary concept of happiness contained in ***Finding 1*** is consistent, in certain respects, with the synthesis presented by the researcher in chapter 2 which defines happiness as *'an emotion or a state found in the pursuit of, or as a by-product of, a dedication to a greater cause or to another, or as a reward for virtue in an autotelic pursuit that requires to be cultivated though controlled experience and hard work or involvement in all aspects of life, towards the finding of purpose and meaning as part of a fulfilled life',* as follows:

'*An abstract quality, a state of being, a fleeting emotion'* referred to in ***Finding 1*** corresponds with *'an emotion or a state',* describing the temporary mindset associated with the concept of happiness*;* and

'that is lived fully 'in the moment', that changes as a continuous process according to life circumstances' is associated with the sense of motion and change inferred from the definition's *'from the pursuit of'* happiness.

The temporary nature of the concept of happiness is supported by positive psychology's theory relative to positive emotions (Seligman, 2002) that defines these as momentary pleasures. Momentary pleasures comprise momentary feelings as well as gratifications which are activities that create flow (Csikszentmihalyi, 1992), and both contribute to happiness in life (Seligman, 2002).

Finding 2: Respondents indicated that the temporary state of happiness is intrinsically motivated by temporary intrinsic motivations to achieve, described by them as ' *challenging tasks',* and to enjoy, referred to as '*body and mind in tune with the flow, in joy',* as a form of happiness that is elusive to them as in *'joy, fun, chase, adrenaline, thrills, satisfaction',* that results in improved personal and professional performance described as '*better and better, towards excellence'*.

The intrinsic motivations of the temporary state of happiness correspond to the enjoyment and achievement (challenge) motivation of an autotelic pursuit (Csikszentmihalyi, 1992). When autotelic pursuits are combined in a state of flow, overcoming challenges is what people enjoy (Csikszentmihalyi, 1992; Pink, 2011). The key elements of an optimal experience are therefore found in the achievement (challenge) and enjoyment motivations, that become intrinsically rewarding as autotelic experiences. This differs from Whitmore's (2002) description that a combination of learning and enjoyment motivations comprise optimum performance that is rewarded by excellence and peak experience (Maslow, 1964). Whitmore therefore introduces another motivation necessary for improved performance, namely, learning, also referred to by Pink (2011) as an important driver of human motivation.

It could also be argued that the enjoyable experience is based on a sense of accomplishment or satisfaction that emerges from the completion of a challenging task. Neuroscience indicates that the brain likes novel (Berns, 2005), challenging experiences and that dopamine is released in anticipation of activities, so that satisfaction results not so much from the attainment of a goal such as motivation

from the Freudian will to pleasure (Frankl, 2008), but from its anticipation. Novel events that challenge one to act stimulate the brain to release dopamine and make one feel better (Berns, 2005). Findings highlighting the '*chase, thrills, satisfaction'* refer to the constant search for enjoyment for the sole sake of generating delightful feelings. According to Pink (2011), this becomes problematic when excessively pursued for satisfaction as dopamine can become addictive, and impair decision making. This search for satisfaction and its relationship to goals is explained by Spreier et al. (2006) to the effect that meeting needs results in a sense of satisfaction when personal goals are achieved, and this is attempted over and over to regain satisfaction. In these circumstances, it is argued that performance may not be sustainable, where the constant search for temporary enjoyment is a goal in itself, unless part of an autotelic experience that excludes self-interest.

The temporary intrinsic motivations of the concept of happiness, namely achievement and enjoyment , can result in improved personal and professional performance, found in respondents' descriptions of '*better and better, towards excellence'.* This is consistent with the synthesis of happiness that indicates that happiness '*requires to be cultivated through controlled experience and hard work or involvement in all aspects of one's life'.* This is indicative of individuals' need to self-realise (Ryff & Singer, 2008) and grow, to excel to optimum potential through goal directed activities that have purpose, as part of a complete human life (Ryan et al., 2008; Whitmore, 2002); that contribute to enjoyment in flow (Csikszentmihalyi, 1992).

Achieving an optimum experience such as excellence, could be described as a peak experience that is transpersonal and ecstatic, resulting in illuminated states of being and interconnectedness that are intensely happy and joyous (Maslow, 1964). This aligns to Whitmore's (2002) description of optimum performance as an expression of one's potential to highest standards and expectations towards personal goals that result in optimal individual growth. Ryff and Singer (2008) and Ryan et al. (2008) add to this dimension, supporting this to the extent that individuals need to self-realise and grow, but add that excelling to optimum potential through goal directed activities requires purpose. It is therefore concurred that in order for performance to be effective, it also requires to be based on purpose.

This aspect is mirrored by Pink (2011) to the effect that lack of purpose limits what can be achieved personally by individuals.

Gratification through activities of flow includes working to one's strengths, defined as *"consistent near perfect performance in an activity"* (Buckingham & Clifton, 2002, p. 25). This implies predictability of performance, from which intrinsic satisfaction is derived. Maximising one's strengths leads to excellence , success and fulfilment .

Finding 3: The intrinsic motivations attaching to achievement and enjoyment are counteracted with opposite energies, referred to by respondents as '*moments of inner peace',* that balance the experience.

Finding balance as part of one's pursuits could fit the process of self-realisation as encapsulated in the description of '*psychological wealth'* offered by Diener and Biswas-Diener (2008, p.6). This description includes a balance of *"life satisfaction and happiness, spirituality and meaning in life, positive attitudes and emotions, loving social relationships, engaging activities at work, values and life goals to achieve them, physical and mental health and material sufficiency to meet one's needs"* (p.6). This balance is argued to address individuals' roles in personal and professional life (Hudson, 1999) in a manner that enables effective functioning as indicated by Rock and Page (2009) as an important element of well-being (Kets de Vries, 2009).

This sense of balance is inferred by Seligman (2002) when he points out that positive psychology is not a substitute for negative psychology but supplements it, aiming for an optimal balance between the two. In similar fashion, some symmetry is hinted at by Biswas-Diener (2010) and Buckingham and Clifton (2002), when they warn that although focusing on developing strengths results in better outcomes, that weaknesses should not be ignored, lest they spiral out of control. In this regard Kets de Vries (2009) points out the need to make a choice between how life is lived in line with what is important.

It is observed that this choice between positive and negative energies, achievement/ enjoyment and inner peace, or between living a full or important life, indicates some tension or conflict as a pre-requisite to balance if the living of a full life is to remain grounded in well-being and reality.

Finding 4: Happiness is not a right, but a *'buzz'* word that has evolved into a happiness industry with commercial expediency through entrepreneurial exploitation of dubious lasting value to people attracted to it.

The science of positive psychology, of which happiness forms part, was founded in the USA in 1998 (Seligman, 2002). The USA's Declaration of Independence entrenches happiness as an unalienable right of mankind (The Charters of Freedom, 2013) and fails to define the term. Whereas there is no counterpart in South Africa, The South African Constitution, through the Bill of Rights, provides for the right to an environment that is not harmful to well-being and for the respect and protection of inherent human dignity (Currie, de Waal, de Vos, Govender & Klug, 2001). It is concurred that whereas the pursuit of happiness is not a right in South Africa, that rights to well-being and human dignity are advocated constitutionally, in its stead.

A constitutional pre-occupation with the undefined concept of happiness in the USA could be responsible for the inordinate focus on happiness and what has been termed as 'the science of happiness'. Criticism and confusion persists around the meaning of the word 'happiness' (Seligman, 2011), with different interpretations given to what constitutes happiness since Aristotle addressed the topic 2300 years ago (Csikszentmihalyi, 1992). Arguments describe it as a Pollyanna science, a fad, a perception that it is only positive thinking or optimism (Miller, 2008), or positive illusion (Flanagan, 2009), evidenced in anti-happiness movements (Ehrenreich, 2010). These give credence to the perception that happiness is a '*buzz'* word informing an industry with no sustainable value.

On the other hand, arguments for 'happiness' are supported by scientific research (Biswas-Diener, 2010; Rath & Clifton, 2005; Seligman, 2002; Seligman, 2011; Buckingham & Clifton, 2002; Fredrickson & Losada, 2005; Fredrickson, 2001; Fredrickson, 2009; Diener & Biswas-Diener, 2008) that finds in its favour in behaviours that are positive, that lead to happiness for the individual and his working life and cannot be ignored.

5.2.2 Individuals' descriptions of contributors to personal and professional happiness

Finding 5: The descriptions in **Table 9,** chapter 4, indicate there to be six contributors to personal and professional happiness, namely: freedom in personal and professional life (autonomy); belonging; alignment; being treated as human beings; intrinsic motivations, and balance.

The findings relative to the concept of happiness, comprising an abstract quality, a state of being, a fleeting emotion, lived fully in the moment, that changes as a continuous process according to life circumstances, and is temporary, were compared against the findings of the six experiential descriptions of contributors to happiness, namely: freedom in personal and professional life (autonomy); belonging; alignment; being treated as human beings; intrinsic motivations, and balance. A number of differences and similarities between the two were extrapolated from this comparison. One of the differences found that the experiential description identifies freedom in personal and professional life (autonomy), belonging, alignment, and being treated as human beings as contributors to happiness, items not appearing in the concept of happiness.

Kets de Vries (2011) advocates creating motivational systems of meaning in organisations to support the self-actualisation of employees that result in more balanced and fulfilling personal and professional lives and improved performance. These address employees' purpose as consistent with the organisation's, as well as employees' attachment/affiliation, exploration/assertion and self-determination needs.

The sense of consistency is referred to as 'alignment' by Kahn (2011), or as 'integration' by Kets de Vries (2009) through personal and organisational goals, values, objectives or delivery that are congruent and free up personal energy to work without contradiction (Lenhardt, 2004). The attachment/affiliation need is also referred to as 'belonging' by Baumeister and Leary (1995) that seeks meaningful sustainable relationships (Baumeister & Leary, 1995; Kets de Vries, 2009) with positive affects that include well-being. The exploration/assertion need coincides with Whitmore's (2002) and Pink's (2011) learning motivation as part of personal performance. The self-determination need is referred to by Lenhardt (2004) as

'autonomy', evident in the search for personal freedom, or freedom of choice or task, that leads to greater well-being and job satisfaction (Pink, 2011). Wanting to be treated as human beings is seen in individuals who want their work to count, to mean something, to contribute, to make a difference, and to express their unique contributions (Hall, 2009) in personal and organisational growth endeavours that are not dehumanising, contrary to the interests of humankind or degenerating (Lenhardt, 2004).

The four personal needs were noted to impact on individuals to demand some resolution or choice, failing which tension or conflict persisted in the individual. For this reason the exploration/assertion/learning motivation has been excluded from the personal needs symbiotic relationship as it is not considered part of the conflict/tension aspect requiring resolution but has been identified and dealt with as a separate intrinsic motivation. The four personal needs are found to work in a symbiotic relationship where each need, or some of them, impact/s on the other/s . The four personal needs are grouped by the researcher to reflect this symbiotic relationship and this is illustrated in **Figure 2:**

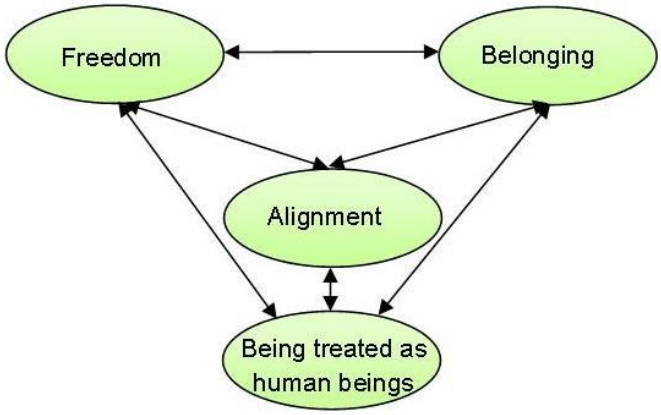

Figure 2: Representation of symbiotic relationship between 'personal needs' for freedom (autonomy), belonging, alignment and being treated as human beings (Bailes, 2013)

The symbiotic relationship illustrated in **Figure 2** is explained through the example of an experience where an individual is pressed to make a choice between the need for personal freedom (autonomy) of being a self-employed independent consultant, or of the personal need for belonging, as would be the case if he was employed by an

organisation. Making a choice between one role or the other could release the individual from the negative tension arising from the incongruence of his consultancy role versus his employment role, thereby creating alignment, resulting in a positive emotion of pleasure (Seligman, 2002) from a role to which he is better aligned or suited, or from which he could feel that he is self-realising (Ryan et al., 2008) as a human being.

Finding 6: Happiness is both a) a concept and b) an outcome. The outcome is reached through a process that addresses four personal needs, namely: freedom in personal and professional life (autonomy); belonging; alignment, and being treated as human beings, as well as six intrinsic motivations, namely: achievement; enjoyment; meaning; people; power/impact, and personal learning, of which two (achievement and enjoyment) have been identified as temporary, as a process that seeks balance.

A second difference to that referred to in ***Finding 5*** became evident in comparison between the findings of the concept of happiness and the findings on the six experiential descriptions of the contributors to happiness.

These were the four additional intrinsic motivations that emerged from the experiential descriptions of happiness, namely: meaning; people; power/ impact, and personal learning. These motivations, by exclusion, are not associated with the temporary intrinsic motivations of achievement and enjoyment attached to the temporary concept of happiness referred to in the discussions relative to ***Findings 1 and 2*****.**

Ryff and Singer (2008) indicate that, in their search for self-realisation, individuals give attention to the interests that motivate them most. These are referred to as intrinsic motivations that provide intrinsic pleasure, satisfaction or rewards, as forces that lead to personal growth and development, important to organisational performance (Whitmore, 2002) driven by activities that are interesting, challenging and absorbing (Pink, 2011). Findings indicate personal and professional growth and performance (functioning + effectiveness) as outcomes common to both concept and experiential descriptions of happiness, and are consistent therewith.

Motivations impact on behaviour, work and personal life, affecting and influencing employee effectiveness (Spreier et al., 2006) through actions and decisions that are intrinsically satisfying and energising. Achievement, affiliation (referred to in these findings as 'people') and power have been indicated by Spreier et al. (2006) as motivations that generate needs, lead to aspirations and drive behaviour, either positively or negatively. The negative aspects of these motivations and hence their limitations, is reported by Spreier et al. (2006) to limit the temporary achievement motivation to task or goal, the affiliation (people) motivation to the association with groups in favour of performance, and the personalised power motivation to self by drawing strength from power over others. The limitation of personal learning is inferred from Whitmore (2002) as a false sense of security that is formed by the illusion of power and certainty, that is created by the accumulation of great knowledge for its own sake. The limitation of the temporary motivation of enjoyment lies in the addictive nature of satisfaction when repetitive thrill or pleasure is pursued for self-interest (Pink, 2011; Spreier, et al., 2006). These limitations are particularly evident when goals or motivations carry extrinsic reward, as this narrows focus (Pink, 2011).

The intrinsic motivation of meaning is argued as not being limited, because it encapsulates purpose through responsibility to self and others and to greater cause (Frankl, 2008). Each intrinsic motivation is therefore argued to have a different impact/ limitation to growth that is inherent to its respective area of motivation. The relationship between intrinsic motivations, growth and limits of impact of each of these motivations is illustrated by the researcher, and appears in **Figure 3.**

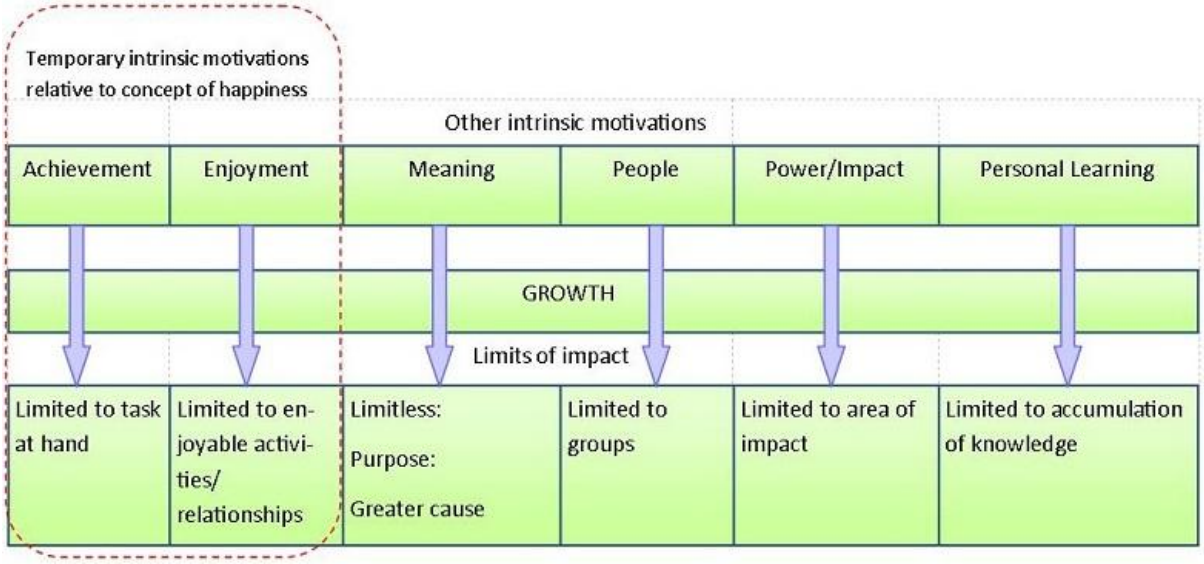

Figure 3: Limits on personal growth by intrinsic motivation (Bailes, 2013)

Figure 3 illustrates the relationship between intrinsic motivations, growth and impact of the motivations on growth. The six intrinsic motivations are depicted as resulting in personal growth. The negative aspects of each motivation are reflected as limiting the impact of growth. Growth from the temporary motivations of achievement and enjoyment is shown as limited to task, or to the enjoyable activity or relationship being experienced, respectively. The people motivation is limited to the group being supported to the detriment of personal performance, power to self in the case of personalised power, and personal learning to the accumulation of knowledge for personal security as an illusion of personal power. The impact of the meaning motivation is an exception to the others. It is reflected as 'limitless' because, through the element of purpose, it denotes responsibility to self and others, and hence to greater cause, which has no limit.

Balance was found to be common to each of the concept of happiness and the six experiential descriptions of contributors to happiness, and is therefore corroborated as an important contributor to the outcome of happiness. Balance is linked to the positives and negatives attaching to a given area in life, so that too much or too little of something, was negative, and could be brought back to stability by a positive counteracting energy (refer to the discussion on ***Finding 3***). Too much or too little of any of the contributors to happiness leads to imbalance, evident in too much or too little demand, that tends to derail the stability of the individual, demanding attention in the form of affects such as stress, loss of self-esteem and negativity.

Respondents indicate that balancing life demands to retain stability diminishes these negative impacts by meeting personal, emotional and financial security needs, that free them to optimise performance in their personal and professional lives. Well-being is considered to be the outcome of that balance.

The discussions and explanations under ***Findings 1 to 6*** support that happiness is both a concept and an outcome, made up of six contributors, which when optimally managed, results in more than 'happiness'. Happiness, the outcome, is confusingly described as such, and, in its totality, becomes something bigger than the sum of its component parts, namely, a concept of well-being. Well-being is therefore considered as the total of the four personal needs + intrinsic motivations + growth + balance. Well-being in turn is essential for optimum performance in personal and professional life. This is consistent with Whitmore (2002) to the effect that performance is an expression of the quality in which individual functions are carried out and individuals who are in a state of balance and well-being, are able to perform at optimum potential (Whitmore, 2002).

This is because in the process of self-realisation (Ryan et al., 2008) or self-actualisation, individuals drive themselves towards higher needs (Maslow, 1943), in the process seeking fulfilment for their individual potential that generates positive emotions, pleasures and satisfactions (Seligman, 2002). The relationship between balance, well-being and performance is reflected in the researcher's diagram in **Figure 4.**

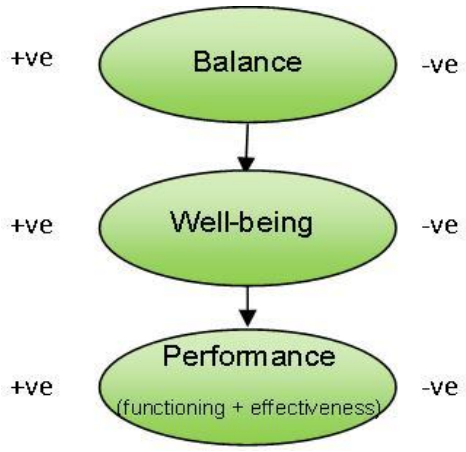

Figure 4: Illustration of relationship between balance, well-being and performance (Bailes, 2013)

Figure 4 illustrates the relationship between balance, well-being and performance, indicating one to be systemically reliant on the other, so that any positive or negative influence on one will impact likewise on the others.

5.2.3 Individuals' concepts of meaning

Finding 7: Individual meaning is considered an intrinsic concept by respondents, referred to by them as '*self-created'.* They indicated that meaning commences with an understanding of self though their personal values and beliefs. Through this they became aware of the lived purpose of their lives, as an energy that connects them to their goals. This results in self-actualisation that has impact on others or on a greater cause, and makes them happy.

The intrinsic concept of meaning is consistent with Frankl (2008) to the effect that meaning is unique to the individual and can only be fulfilled by him; only then does it become significant to satisfy his own 'will to meaning'. Values are also dealt with by Frankl (2008) as part of discovering the meaning of life, through experiencing goodness, truth and beauty. Purpose is encapsulated in the concept of responsibility to self and others (Frankl, 2008 & Miller, 2008), and the concept of purpose by Frankl (2008) as an own vocation or mission in life demanding fulfilment. As is the case with happiness, so too is life meaning difficult to define as it relates to the meaning given by a human being to his life at a point in time, and cannot be sought in abstract terms (Frankl, 2008). Living one's purpose through one's work is one of the important avenues in the search for meaning (Kets de Vries, 2011), and, in this context, Whitmore (2002) advocates bringing purpose and meaning into the business world, from within, as imposing this from the outside would be ineffective.

Finding 8: Meaning is both a) a concept, and b) an intrinsic motivation, c) that impacts on the personal and / or the performance of others, d) that makes people happy.

The concept of meaning as explained in ***Finding 7*** was compared against the experiential descriptions of contributors to meaning. Differences and similarities between the two were extrapolated. No differences between the two were found, and both descriptions were found to be consistent with regard to intrinsic motivation, self-

understanding of self and others, values, purpose, goals, balance, impact on others or to a greater cause, and making others happy. The energy or motivation that connects one to one's goals and to others is referred to as the will to meaning, namely, the primary motivational force in man (Frankl, 2008). Impacting on others or to a greater cause is the force or motivation, that makes humans aspire to higher things and dream of better tomorrows (Zohar & Marshall, 2004).

5.2.4 Individuals' descriptions of contributors to personal meaning

Finding 9: The four non-temporary intrinsic motivations referred to in the contributors to personal and professional happiness, namely: meaning; people; impact/power, and personal learning, are deemed to be sustainable meaning motivations in that these relate directly to respondents' descriptions of 'how' they get to their purpose as part of meaning.

The four motivations, namely: meaning/purpose; people; power/impact, and personal learning, that do not fit the temporary nature of the happiness motivations, were grouped as sustainable motivations on the basis of their association to the concept of meaning. Zohar and Marshall (2004) report scientific evidence of a third intelligence (in addition to IQ and EQ), spiritual intelligence, that uses values, meaning and purpose. The need for meaning has been pivotal to human evolution and survival. It was the search for meaning that led to the development of language and the evolution of the forebrain. Whereas Frankl's (2008) work has demonstrated the psychological importance of meaning, this concept is now supported by the discovery by neuroscientists during the 1990's of a 'God Spot' in the brain, that, according to Zohar and Marshall (2004), is responsible for making people question and search for answers regarding the meaning of existence , and makes them aspire to higher things and dream of better tomorrows. The fact that meaning and more specifically the purpose aspect thereof has been necessary for humanity's survival, and is likely to remain an unanswered question demanding an answer for the unforeseeable eternity, is another aspect that confirms the sustainable nature of purpose.

It is argued that combining the sustainable motivations with positive behaviours that broaden and builds (Fredrickson, 2001), that is sparked by intrinsic reward (Pink,

2011), where the reward is autotelic (Csikszentmihalyi, 1992) will eliminate the potential negative impacts inherent in the intrinsic motivations, thereby maximising personal growth.

It is therefore argued that when organisations combine both the temporary enjoyment and achievement motivations, with the four sustainable intrinsic motivations of meaning, with meaning as a central theme, this generates sustainable impact and growth through purpose, responsibility to self and others and to greater cause. This applies to individuals and the organisation, in the various areas inherent to each respective area of motivation, illustrated by the researcher in **Figure 5.**

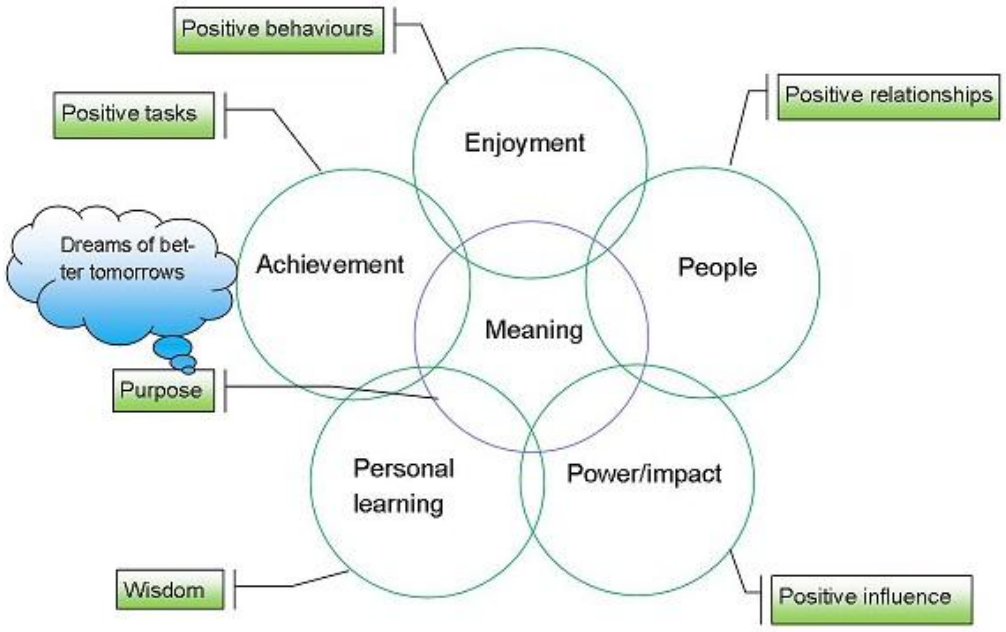

Figure 5: Sustainable impact on individual and organisational outcomes of intrinsic meaning motivation 'purpose' (Bailes, 2013)

Figure 5 illustrates that when the meaning motivation is made central to the other intrinsic motivations, it transforms and expands their limited impact to create sustainable growth by bringing out the limitless impact of purpose to greater cause and the inherent responsibility of impact on others. Combining these with the positive behaviours of the temporary intrinsic motivations, effectively results in positive impacts on others and positive growth in all areas.

The impact of enjoyment becomes ‘positive behaviour’, the impact of people becomes ‘positive relationships’, the impact of power becomes ‘positive influence’ through socialised power, the impact of personal learning becomes ‘wisdom’, the impact of achievement becomes ‘positive tasks’, and the impact of meaning becomes ‘purpose’ through which individuals take responsibility not only for themselves but for others and in the process open their own opportunities for sustainable growth by ‘dreaming of better tomorrows’.

5.2.5 Organisational functioning and effectiveness through individuals’ perspectives of happiness and meaning (well-being)

Finding 10: Organisational threats to individuals’ happiness and meaning result in negative personal affects (loss of responsibility, tension, being manipulated, bargains with life, discontent, working out of strengths, negative behaviours, loss of meaning, insecurity, limited influence as well as growth and potential for change, and loss of work satisfaction) that result in loss of work/life balance (unhappiness, negativity, stress, loss of self-worth and poor performance).

Attractive organisations create congruence (alignment) between employees and their environments that supports the well-functioning individual (Kets de Vries, 2011). Well-functioning individuals have a stable sense of identity, are grounded in reality, have self-control, understand own feelings, manage anxiety, cultivate relationships, access mental strength, manage ambivalence, have a positive outlook and a capacity for self-observation (Kets de Vries, 2011). Negative experiences affect health, well-being and productivity detrimentally (Rath & Clifton, 2005). This is in line with findings that indicate that when organisations threaten the happiness and meaning components of employees, it results in loss of work/life balance and well-being, affecting personal performance.

5.2.6 Potential organisational risks

Finding 11: Ignoring employee happiness and meaning perspectives poses a potential governance risk to organisations that can affect business sustainability, profitability and costs that will affect the organisation at all levels (staffing,

opportunities, IP, absenteeism, overpaying to compensate for dysfunction, loss of market share, decline in profits and potential extinction).

The aforegoing findings are consistent with Rath and Clifton (2005) to the extent that ignoring employee well-being leads to employee disengagement in the workplace, loss of staff, absenteeism and loss of customers. Ignoring employee strengths (Biswas-Diener et al*.,* 2011) carries the potential risk of loss of work satisfaction and other negative effects. Furthermore American employees quote three main reasons for dissatisfaction at work, namely: lack of variety and challenge; inter-personal conflicts, and burnout (Csikszentmihalyi, 1992).

Given the governance and legal responsibility of boards of directors to optimise the performance of organisations through the assessment of risk for reward (IODSA, 2009) it is considered imperative for organisations that are serious about their governance responsibilities to heed the potential risk to business sustainability that this finding represents in terms of probability, frequency and potential impact values.

5.2.7 Organisational impact of work roles

***Finding 12*:** Individuals perceive their work roles as having a positive impact primarily on the internal environments of their organisations and find satisfaction in seeing the positive impacts of their actions on the well-being of employees. They exercise this through the influence of their roles in areas that satisfy their intrinsic motivations and are able to describe the impact of their work roles effectively once they have become aware of their personal purpose.

The meaning/purpose motivations discussed earlier in this chapter, pave the way for employees to construct their work and open up possibilities for the meaning of work (Wrzesniewski & Dutton, 2001). A positive mindset towards work that addresses the meaning and pleasure in employees' work and the positive impact it has on others, results in work satisfaction, fulfilment and work performance (Achor, 2010).

When meaningful work is performed for a greater cause, the intrinsic motivation justifies the additional energy spent on performance, even in the face of less attractive rewards (Csikszentmihalyi, 2003). Despite the type of work done, employees or professionals have one of three mindsets (Wrzesniewski & Dutton,

2001) about their work: people who see their work as a job work because they have to, salary being the sole reward; those who view their work as a career do so, not only in terms of earnings, but also to advance and succeed; and those who see their work as a calling do so as a means in itself, find it fulfilling, feel it contributes to the greater good and gives them a greater sense of meaning and purpose (Achor, 2010).

Understanding the meaning and purpose of work roles is therefore important in articulating the impact of one's work roles, an aspect that was evident in the initial stages of the respondent interviews. Identifying work role impact became easier after questioning respondents on personal meaning and once they had identified their personal purpose. This was an outcome that energised them and enabled each to articulate the impact on others with greater ease. Describing roles and impact with the benefit of personal meaning was done from an individual sense of responsibility to others. Problems were addressed from the perspective of a loss of responsibility by others, or by a personal failure of value, that impacts on the greater cause that they are operating towards (Frankl, 2008).

Finding 13: Creating attractive working environments is intended to impact on the organisational goals of greater productivity and efficiencies.

In order to make organisations attractive to employees, organisations find ways to create a sense of continuity for employees through meaningful activity that can contribute to a sense of significance and orientation (Kets de Vries, 2011) and do so through interventions that support well-functioning individuals. In this regard, individual perceptions of meaning, significant life pursuits, self-realisation and growth are important components of positive mental health that come into play via various physiological mechanisms (Ryff & Singer, 1998). These elements, coupled with positive emotions, are essential for survival and can provide a buffer against depression and illness (Rath & Clifton, 2005). These can be used for positive effect in organisations through meaningful interactions by managers to spread positive emotions to give rise to immediate differences in the workplace (Rath & Clifton, 2005). Effectively, when work is performed with rich and robust meaning as part of a peak experience, a synthesis of meaning and performance results in a gestalt that gives rise to 'something more than the sum of the parts' (Hall, 2009).

Finding 14: Individuals do not reach out of the internal environments of their organisations or use the influence of their roles to address the external environment.

The majority of respondents, when asked to describe the impacts of their roles on their organisations and on others, generally chose to describe their functional roles within their organisations, either on the emotional and physical environment, or their empowering impact, or on the economic environment. It is noted that respondents employed in organisations that have embedded meaning programmes, or in smaller organisations where the leaders openly share a personal sense of meaning, do participate in values-based community or environmental projects, or offer pro-bono services for others, when encouraged to do so by the organisational leadership. A minority of respondents indicated using their work roles to create awareness of environmental or socio-economic problems that need to change in the external environment.

5.3 Discussion pertaining to Proposition 2 - Organisations can help employees to find meaning in their work that leads to workplace happiness and work satisfaction

5.3.1 Organisational happiness and meaning interventions

Finding 15: The manner in which employee happiness/meaning (well-being) inner needs and extrinsic manifestations are offered by organisations was found to determine the organisational environment and its effective performance and balance it will generate in terms of addressing its governance obligations towards risk and reward.

Organisational interventions provided to meet the well-being inner needs of employees and their extrinsic manifestations were analysed to ascertain what organisations mean when they purport to address employees' inner happiness and meaning needs, and how these are manifested in the various organisational environments. They were found to be offered in different forms, with different impacts on employees, the organisational system and personal and organisational performance.

It was found that when organisations met the happiness/meaning components, namely, the four personal needs, the six temporary/ sustainable intrinsic motivations and addressed the balance needs of employees as an employee choice, that this impacted positively on both employees and the organisations. This was achieved by embedding programmes into the organisational environment that mirrored these inner needs of the individual, resulting in different levels of positive organisational performance and functioning. Different organisations addressed inner needs by encouraging different aspects of the happiness/meaning/well-being components in varying combinations, by giving employees the benefit of personal choice over these. The combination, balance and extent in which this choice is offered is argued to determine the extent to which organisations have thrived, 'bucked the trend' and/or been successful, particularly though the recession of the past half-decade.

Successful organisations interviewed were found to focus on different aspects of the happiness/meaning (well-being) components of personal needs, and intrinsic motivations: one organisation focused on inclusion by addressing aspects of personal freedom, belonging and alignment through shared values, combined with the meaning, achievement and people motivations. Another focused on a specific value, representing meaning and alignment, combined with the people motivation, and could be therefore be described as soft on people, soft on targets. A third organisation focused on fun, combining aspects of freedom, with the enjoyment and achievement motivations, and could describe itself as tough on people, tough on targets. Embedded programmes were not found to be the exclusive domain of 'South Africa's Best Employers'. One of the organisations falling outside of this ambit focuses on individual dreams and talent and engages all aspects of the personal needs, namely, freedom, belonging, alignment and being treated as human beings. It combines these with strong meaning, though personal purpose and doing for others, and the other intrinsic motivations of achievement, enjoyment, people, power / impact and personal learning, as well as balance. This organisation described itself as "*soft on people, hard on targets"* (Nepsis).

Organisations that addressed the individual need for freedom created a sense of ownership in employees that enhanced self-performance and reduced the requirement for supervision. Organisations that met the need for belonging provided

an environment of inclusion aimed at creating passionate and motivated workforces. Organisations that catered for both freedom and belonging needs enabled employees to negotiate the tension between the two personal needs. The sense of belonging was aimed at creating quality relationships, promoted through collective work facilities that encouraged connectivity and sharing of knowledge, aimed at perpetuating excellence and performance in those organisations that promoted inclusion.

Aligning leadership to followers through authenticity as a shared value, created congruence of identity that enabled employees to focus energy towards their work. Enjoyment motivation was observed in the creation of positive behaviour in organisations that energises, or where organisations positively discourage bureaucracy that obstructs effective delivery and performance. A meaning emphasis creates personal meaning through altruistic activities aimed at the betterment of others. This appears to be done through lived, shared values (kindness, caring, courage, purpose) or activities such as community projects that benefit others, or through incentives that meet individual sense of purpose, such as offering employees *'dreams'* (Morpheus).

Support for these findings correlates in certain respects with Kets de Vries (2011) that organisations become meaningful when they create a sense of purpose and values consistent with those of its people. Kets de Vries (2011) explains this to include addressing employees' attachment/affiliation and exploration/assertion motivational needs, creating a sense of self-determination, enjoyment and meaning with tasks contributing to society and the well-being of others, that invigorates people in their work, resulting in a sense of balance. Such organisations support this with positive behaviours to complete the experience of happiness that meaningful work can provide (Kets de Vries, 2011).

It is concluded that providing employees with choice over elements of their professional life is crucial for upholding the individual's right to decide the direction of his life (Rogers, 2003) and that this is a fundamental aspect of personal well-being.

5.3.2 Outcomes of organisational happiness and meaning interventions

Finding 16: Findings indicate that organisations that emphasise happiness and meaning create environments of positive reciprocal relationships where employees find opportunities for growth, perform optimally and have a healthy work/life balance. This results in self-regulating organisations, institutional loyalty, delivery, systemic alignment, improved performance and productivity, success and profitability for the organisation.

Results find merit in creating organisational environments that provide growth in the form of value add for both employer and employee in the various areas of happiness and meaning. Eliminating negative emotions in the workplace, focusing on the positive, encouraging relationships, giving unexpectedly and individualising praise and recognition in the workplace may increase positive emotions, with beneficial outcomes that are likely to result in productive workplaces (Rath & Clifton, 2005). Notwithstanding this, it is argued that positive emotions and positive behaviour alone cannot take credit for the totality of the reciprocal relationship that finds success in the employee/organisational reality, if the totality of happiness/meaning components of well-being have not been addressed.

This is explained by Kets de Vries (2011) to the effect that providing frameworks in working environments to promote happiness and create meaning, by reducing the negative elements of organisational stress, would contribute to a more fulfilling and balanced personal and working life (Kets de Vries, 2011). This benefits both the employee and the organisation, as a synergistic relationship between pleasure and meaning (Ben-Shahar, 2008) that is intensified when a sense of purpose attaches to pleasurable actions by making these more meaningful.

5.3.3 What organisational happiness and meaning interventions have missed

Finding 17: Findings indicate that organisations have overlooked issues important to employees in their organisational happiness and meaning interventions in all components of well-being. These are found to be particularly relevant in the needs area of ‘being treated as human beings’, in the intrinsic motivation of ‘personal

learning' and on 'balance', indicative of areas lacking attention where mindsets need to change.

Notwithstanding the positive outcomes of interventions espoused by respondents from organisational happiness and meaning interventions, respondents reported on issues that had been overlooked in their organisations' happiness and meaning interventions. These issues were concerning to them and given the opportunity, they would change the *status quo*.

These were found in each of the four personal needs areas, namely: In the case of freedom, the perpetuation of dictatorial management styles; in the case of belonging, the loss of personal contact caused by technology; in the case of alignment, failure to change management mindsets to well-being interventions implemented that makes these counter-productive; in the case of being treated as human beings, a compelling business case for dealing with soft issues if the needs of human beings to be treated as such is to succeed.

All intrinsic motivations found aspects that were overlooked: achievement, where constant focus on delivery left no time for reflection; enjoyment, by lack of protection from technology demands and frustrations (e-mail/ meeting protocols) and other time-wasters; purpose, by a lack of forward focus in addressing the meaning aspirations of future generations; people, through lack of codes of conduct to support EQ; power/impact, though failure to weigh up the hidden soft costs of new technology systems before their introduction, or by limiting work roles and influence in or out of the organisational environment; and, personal learning, by narrow mindedness, stale realities and resistance to change.

The last aspect, balance, indicated that a number of organisational well-being programmes provided were elitist, and therefore not geared to meet the real needs of all human beings.

Areas of 'being treated as human beings', 'personal learning' and 'balance' are highlighted as these are specific areas that affect mindsets and are in need of change if the entire spectrum of well-being is to be effectively addressed.

5.3.4 South African-specific conditions and interventions provided

Finding 18: South African organisations appear sympathetic towards, but not fully aware , of the extent of the impact of trauma and violence on the well-being of their employees.

All respondents have experienced incidents of violence and trauma, either personally, or through the experiences of friends, colleagues, in the workplace, or in public places. Trauma and violence is endemic to South African society, driving mood and behaviour of employees in organisations. Fear manifests in pessimism, absenteeism and loss of motivation, resulting in poor delivery and productivity, affecting costs and profitability. While these outcomes were evident to respondents when part of the fearful experiences of their daily lives or of those close to them, the experiences of their employees in their organisational roles were described from the perspective of the impact on the organisation and its results. This is considered indicative of a general lack of awareness by respondents of the personal cost to employees of the cumulative negative emotional effect of high distress on the psychological health of South Africans (Williams et al., 2007), and of the enduring effects of depression, aggression and post-traumatic stress disorder that remain embedded in the community as a legacy from the past (Williams, et al., 2004).

Finding 19: South African organisations provide well-being interventions that address the outcomes of trauma and violence for employee victims after-the-fact, and are not pro-active in preparing their internal environments for protecting the well-being of the general employee population.

Formal well-being interventions are provided by respondents' organisations internally to mitigate the effects of trauma and violence. These take the form of a positive outlook, communication and resilience, training for armed robbery reaction, free counselling and wellness programmes, and personal and property security mitigation, offered selectively for senior executives. These interventions appear ineffective in the potential threat of danger to or loss of life of employees and clients. External organisational interventions have focused on memberships to organisations that work against crime, and, to a limited extent, to influencing the external environment in specific areas of socio-economic risk to organisations. The fact that

a number of organisations reported trauma and violence as a diminishing risk to organisations seemed incongruent with findings that all respondents had either personally, or through colleagues, close family or friends been victims of trauma and violence.

Positive emotions in the workplace have been indicated to have benefits (Fredrickson, 2001; Fredrickson, 2009) in the alleviation of stress, depression, damage of anger and hostility to the body, as sustainable resources in trying times, and in the breaking down of racial barriers which are relevant in the South African context of violence and trauma. Recent tragic incidents of violence at Marikana exacerbate findings that "*trauma is deeply rooted in South African society"* (Williams et al., 2007, p.845), and that *"violence is viewed as a first line of defence for dealing with problems"* (p.846). Whether or not positive psychology is of any sustainable benefit in the South African context where trauma and violence are deeply rooted, is questionable, in that positive psychology is narrowly defined to emphasise human flourishing, not suffering (Hames & Joiner, 2011), and fails to integrate or acknowledge such negative experiences convincingly (Park, 2011).

Finding 20: South African organisations appear ill-prepared and unwilling to address the significant socio-economic problems falling outside of their internal environments out of their areas of influence and control and rely on the informal employee support system to address the greater problem of trauma and violence within their organisations.

Organisations cope 'formally ' with trauma and violence by communicating positive messages to employees and creating resilience. Where organisational support ends, the informal employee support system takes over in the form of a *'frontier mentality'* (Nomos) described by the respondent as a sense of belonging that makes employees stand together as one team in the face of danger. These informal interventions include calling each other on the phone to ensure safe arrival after travelling, women supporting each other and not travelling alone, and employees caring for each other. It is apparent that meaning / values based interventions embedded in organisations develop environments where employees take responsibility to assist and support each other as human beings.

Finding 21: South African organisations appear ill-prepared to address existential angst and loss of hope evident in its employees arising from numerous SA-specific problems in addition to trauma and violence that affects the well-being and performance of employees at all levels.

Other SA-specific problems of a socio-economic, socio-political or governance nature are reported in addition to those of trauma and violence. Existential angst and loss of hope (Frankl, 2008) are evident in individuals, as personal areas in intrinsic meaning motivations of the well-being components where individuals appear to lack organisational support.

5.4 Discussion pertaining to Proposition 3 - Organisations can implement coaching processes to support employees find meaning in their personal and work lives that will be of benefit to organisations

5.4.1 The role of coaching in supporting happiness and well-being and the creation of happiness and meaning in the workplace

Finding 22: Individuals and organisations are aware of the need for coaching in respect of the various aspects comprising happiness and meaning (well-being) and of potential benefits, yet individuals report a need for coaching to support their intrinsic motivation 'meaning' but this is not supported from an organisational perspective. On the other hand, organisations perceive a need for coaching in the intrinsic motivation 'people' whereas individuals do not. Individuals' perceptions of their needs for coaching differ from those of organisations.

Respondents report support, generally, of personal coaching interventions that address happiness/meaning (well-being) and have some awareness of the potential benefits, whether they have been coached or not.

It is interesting to note that, whereas the ultimate function of coaching is intended to support persons and organisations to find their purpose for the immediate future (Hudson, 1999), organisations do so from an 'organisational' and brand/values/ strategic alignment perspective. Findings to the contrary indicate that the immediate

intrinsic meaning motivation of respondents as employees is potentially being ignored by organisations. This is relevant as the personal search for purpose is important from both personal and organisational perspectives, as purpose provides positive energy, a reason for living, an ontological pull, a calling and a deep source of meaning (Hudson, 1999). Organisations would be best served to observe this, because when the meaning aspect of work is overlooked, employees will look to fulfil this need outside of their work, and the neglected capacity for satisfaction will work contrary to the organisation (Covey, 1999).

While respondents have stated that purpose and meaning are personal to the individual and not a matter to be encroached on by organisations, it is highlighted that people seek coaching when they are living in meaning that no longer works for them (Lenhadt, 2004). The researcher does not consider this area to be easily evident in daily organisational life. Personal meaning is germane to coaching as a fundamental need of all (Biswas-Diener, 2010), with reconstruction of meaning an important level in which coaching operate**s** (Stout Rostron, 2009).

This is fundamental for well-being and the alignment of personal and organisational performance.

5.4.2 Coaching candidates

Finding 23: Findings indicate that individuals that have not been coached perceive a need for coaching in broader areas of performance visibility, where outward manifestations are obvious, either at the level of client interface, or in employee conflict situations. Coaches and persons that have been coached understand the importance of extending coaching to the less evident personal intrinsic needs as well.

Not all organisations interviewed provide in-house or external coaching support. A minority of respondents viewed coaching as remedial from an organisational perspective, while the majority perceived coaching as a performance enhancing process, sold to the talent pool as a reward for talent. Individuals, whether coached or not, emphasised coaching as a means of addressing deeper intrinsic happiness and meaning (well-being), while organisationally, the coaching process was viewed

from a results driven perspective as a means of equipping employees to perform or enhance performance.

5.4.3 Individual work roles

Finding 24: Respondents' work descriptions primarily emphasise service to others and functions of their role, followed by competencies and skills, the creation of reciprocal relationships and the understanding of strengths and weaknesses. Titles are less important, with least emphasis given to the calling and job aspects.

Coaching can help people in all work spheres to change jobs and careers to callings by finding new meaning in their work (Biswas-Diener, 2010) though job crafting . This is important in that "*while people are built to work, most jobs are not built for people"* (Csikszentmihalyi, 2003, p.85). This means that enabling employees to reframe the meaning of their work through personal purpose and responsibility to others, will enable the calling aspects of work to surface, and add to the meaningful nature of work (Achor, 2010; Wrzesniewski & Dutton, 2001).

All coaches and a majority of the human resource specialists interviewed made reference to the difficulties of addressing the soft issues of their roles in an organisational context, with items of an intrinsic element affecting employees often referred to as '*commercial bubblegum'*, '*mush*' or '*that stuff*'. In fact certain of the human resources interviewees expressed specific discomfort in the execution of their soft roles as perceived by their executive peers in operational roles, and went to great lengths and personal cost to be taken seriously. On the other hand, human resource specialists and coaches that enjoyed the visible support of chief executives, displayed significant satisfaction with the outcomes of their soft roles and with the coaching interventions carried out by their firms. Given the relevance of coaching, when addressed *"from the inside out"* (Metis), this is a mindset that needs to change. The fact that individuals' perceptions of coaching encapsulate this, indicates that the approach to coaching at organisational level is poorly understood and needs to change.

5.5 Summary of discussion of the results

The findings relative to the temporary concept of happiness and the criticisms of its dubious value have been addressed and discussed against definitions, theories and philosophies. Findings indicate that happiness is not only a concept, but is also an outcome comprising components identified by the researcher as personal needs that work together symbiotically, requiring some resolution or choice towards relieving tension or conflict, as well as six intrinsic motivations, and balance. Two of these relate to the concept of happiness and are therefore temporary, and four are argued to be sustainable as they relate to meaning, which is considered to be both a concept and an intrinsic motivation. When added together these components are found to result in personal growth and balance that is argued to represent a process or construct of well-being. All intrinsic motivations were argued to contain a limiting impact on growth when applied on their own, with the exception of meaning. It was argued that making the meaning motivation central to intrinsic motivations enabled growth to be enhanced by bringing out the limitless impact of purpose to greater cause through the inherent responsibility of impact on others.

This was carried out through personal roles that found expression and energy in the well-being of others once individuals were made aware of personal purpose, yet the majority of respondents chose to limit the influence of their roles to the internal environments of their organisations.

Combining meaningful intrinsic motivations with the positive behaviours of the temporary intrinsic motivations, is argued to result in further positive impacts on others and positive growth in all areas. Working through purpose, individuals take responsibility not only for themselves but for others, and in the process open their own opportunities for sustainable growth by ‘dreaming of better tomorrows’. An individual in such a state of well-being was found to perform effectively, but organisational threats to well-being were evidenced in negative personal affects that result in loss of work/life balance that affects such performance. Organisations are therefore found to face potential governance risks that impact on business sustainability by ignoring the well-being of employees. Organisations that create attractive working environments aim to reduce this risk by addressing employee well-being as part of their goals of productivity and efficiency.

It was found that organisations effectively balance their governance obligations towards performance (and therefore risk and reward) by the manner in which they combine, address and embed well-being programmes into the organisations. Respondent organisations have attributed elements of performance success to these programmes. Successful organisations have therefore created environments of positive reciprocal relationships where both organisation and employees benefit. Notwithstanding these benefits, organisations have been found lacking in providing well-being interventions that address the personal needs of employees to be treated as human beings, their intrinsic motivations for purpose and personal learning and balance. These are particularly evident in South African organisations that appear unaware of the extent of the impact of trauma and violence on their employees, and are not pro-active in protecting the general employee population against these. They are ill-prepared to address the significant socio-economic problems that fall outside of their internal areas of influence or control, and do not support the existential angst and loss of hope of employees arising from it. This affects employees as human beings and performance at all levels.

Whereas the benefits of coaching for well-being are known to individuals and organisations, needs differ between these with regard to the areas of coaching requiring support, and this discrepancy is found in the personal search for purpose. This is considered an area not immediately evident to, but most important to organisational and personal functioning. Given the specific discomfort demonstrated by practitioners towards addressing the existential or soft areas of their roles in the organisational/operational context and the relevance of coaching for performance when addressed 'from the inside out', this is indicative of individual and organisational mindsets urgently in need of change.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusions of the study by proposition, within global and South African-specific contexts. This is followed by the theoretical contribution of a conceptual model of meaning for sustainable individual and organisational well-being as a coaching process, constructed on the basis of the study. This leads to a section dealing with the implications of the study for coaching practice. The chapter closes with suggestions for further research in the study's ambit of happiness and meaning.

6.2 Conclusions of the study

The study has been carried out within the context of the rapid economic, social, technological and environmental changes that have heralded our entry into the 21st century. This encapsulates the aftermath of a global economic crisis that has, as yet, no clear line of sight or solution (World Economic Forum, 2013), in a world facing a failure of governments and leadership, threatened by rampant unemployment (Clifton, 2011). This is driving human beings to question governance practices and hence the balance between their basic needs for liberty and security (Mercier, 2011).

The global crisis is not only mirrored in South African economy and governance, but is exacerbated by recurring incidents of trauma and violence that repeatedly unnerve society (Insight, 2013). The 2012 labour tragedy at Marikana and the work disruptions in the Boland agricultural region in 2013 lend credence to this assertion. Not surprisingly, South Africa now ranks 144th out of 144 countries in the 'co-operation in labour-employee relations' sub-section of the 2012-2013 Global Competitiveness Report (World Economic Forum, 2013). These are endemic realities that have affected South Africa's sovereign risk, resulting in a further decline in international perceptions, as the nation struggles to balance social, economic and political problems of epic proportions (Insight, 2013). As a result, consumer confidence has ebbed to its lowest since 2008 (Bureau for Economic Research, 2013), with lack of visibility of business leaders blamed for much of the loss of stability in the economy (Reputation Institute, 2013).

This paper has addressed the potential role of coaching in supporting individuals to find meaning at work, and, in the process, of working themselves to happiness, in a workplace where employees are treated as human beings, whose voice and work counts and is meaningful (Hall, 2009). Studies (Rath & Clifton, 2005) have pointed to the benefits of positivity at work (Biswas-Diener, 2010; Fredrickson, 2009; Fredrickson & Losada, 2005) personally and in relationships, that lead to better functioning in personal and working lives, and to the impacts of positive leaders on the moods of followers, their job satisfaction and performance (Rath & Clifton, 2005).

This research addresses whether happiness and meaning could assist individuals and organisations to meet the challenges of the 21st century, potentially offsetting wasted costs and opportunity costs of workplace dysfunction. This study further addresses whether coaching could play a role in the change of mindsets required for this much needed transformation.

6.2.1 Conclusion pertaining to Proposition 1 - Happiness and meaning are important elements of individual and organisational functioning and effectiveness

Happiness is found to be a temporary concept. This finding is supported by positive psychology's theory relative to positive emotions (Seligman, 2002). This research has found happiness to be a concept that is intrinsically and temporarily motivated by achievement and enjoyment. The two intrinsic motivations are also considered to be temporary, are evident in Csikszentmihalyi's (1992) descriptions of the state of flow, and can be rewarded through autotelic pursuits. Achievement and enjoyment motivations and their relationship to the concept of happiness can also be explained from the perspective of neuroscience. Dopamine is released in the brain in anticipation of a challenge, resulting in enjoyment through a sense of satisfaction (Berns, 2005). An excessive demand for satisfaction that seeks pleasurable feelings of enjoyment or challenge is problematic as dopamine can become addictive (Pink, 2011), and prevalent when satisfaction is the goal in itself and not part of an autotelic pursuit. This leads to the conclusion that optimal growth, potential and performance (Whitmore, 2002) work best when personal goals are accompanied by purpose (Pink, 2011; Ryff & Singer, 2008; Ryan et al., 2008), and not purely self-interest.

Growth is argued to pre-empt a state of balance similar to that described by Diener and Biswas-Diener (2008) as 'psychological wealth'. Balance is found to address opposite energies, strengths and weaknesses, achievement/enjoyment vs inner peace, or choices (Biswas-Diener, 2010; Buckingham & Clifton, 2002; Seligman, 2002; Kets de Vries, 2009). This tension between opposite psychic energies (Frankl, 2008) is considered a pre-requisite for balance if the living of a full life is to be grounded in well-being and reality. Balancing life demands to retain stability was found to free respondents to optimise personal and professional performance by making choices between opposing energies (Whitmore, 2002; Kets de Vries, 2009, 2011). From this process of growth and balance, respondents reported excellence of performance as an outcome. Ultimately, respondents reported the outcomes of the process of growth, balance and excellent performance as personal fulfilment, self-realisation or self-actualisation. These concepts are consistent with, and are dealt with by Ryan et al. (2008), Maslow (1943) and Whitmore (2002).

Respondents consider happiness a *'buzz'* word that has evolved into a happiness industry with commercial expediency through entrepreneurial exploitation of dubious lasting value to people attracted to it, a perception shared by anti-happiness movements (Miller, 2008; Ehrenreich, 2010; Flanagan, 2009). From a South African perspective, happiness is not considered a human right as is inferred in the USA's Declaration of Independence (The Charters of Freedom, 2013), the country in which positive psychology originated (Seligman, 2002). Rights to an environment of well-being and human dignity are advocated constitutionally in South Africa instead (Currie et al., 2001). Given the temporary nature of the concept of happiness when viewed against the long-term negative effects of trauma and violence embedded in South African society (Williams et al., 2007; Williams et al., 2004) it is obvious that a more sustainable process is needed to address the well-being needs of human beings exposed to the on-going emotional distress of trauma and violence.

From respondents' experiential descriptions of happiness, the researcher found six contributors to personal and professional happiness. These comprise: freedom in personal and professional life (autonomy); belonging; alignment; being treated as human beings; intrinsic motivations, and balance. The position was taken to group four of the six contributors, namely: freedom in personal and professional life

(autonomy); belonging; alignment and being treated as human beings, as personal needs that work in a symbiotic relationship. This is based on the researcher's observation of the relationship between these, in that each need, or some of them, impacts on the other, and requires a choice to be made to address or resolve tension or conflict between them. This builds on the separate discussions of each need by Kets de Vries (2009; 2011), Kahn (2011), Lenhardt (2004), Pink (2011) and Hall (2009). The authors identify different affects to well-being when the conflict or tension between the needs is resolved in the form of positive outcomes or rewards.

Happiness is found to be both a) a concept, and b) an outcome. The outcome of happiness is found to be reached through a process. This process addresses the four personal needs, as well as six intrinsic motivations, namely: achievement; enjoyment; meaning; people; power/impact, and personal learning, of which two (achievement and enjoyment) have been identified and found to be temporary, as a process that seeks balance.

Intrinsic motivations are forces that lead to personal growth and performance (Whitmore, 2002) as an outcome or reward of satisfaction (Ryff & Singer, 2008) driven by activities that are challenging and absorbing (Pink, 2011). Motivations affect behaviour, impacting positively or negatively on effectiveness (Spreier et al., 2006).

Negative aspects or limitations have been identified as inherent to the intrinsic motivations. It is argued that each motivation, on its own, has an inherent negative impact/limitation on growth, as follows:

a) Achievement, to task at hand (Spreier et al., 2006);
b) Enjoyment, to the addictive nature of satisfaction when repeatedly pursued for self-interest (Pink, 2011; Spreier et al., 2006);
c) People (affiliation) to an association with groups in favour of performance (Spreier et al., 2006);
d) Personalised power to self by drawing strength from power over others (Spreier et al., 2006); and
e) Personal learning, to the illusion of power and security that attaches to the accumulation of great knowledge for its own sake (Whitmore, 2002).

An exception to limitation and impact on growth is proposed in the case of the meaning intrinsic motivation. Growth is argued as being 'limitless', when it is based on the intrinsic motivation of meaning. This is because meaning has an inherent relationship to purpose through responsibility to self and others, and therefore to greater cause that addresses the well-being of others (Frankl, 2008). Neglecting purpose can therefore limit personal achievement (Pink, 2011). Neuroscience clarifies this, in that doing for others has meaning for self though the individual capacity to image and reflect own mental processes with those of others. This is a process interwoven in human beings and neurally embedded in a sense of others within circuits similar to those that create a sense of self (Siegel, 2007).

A position is taken with regard to happiness, as an outcome. A major conclusion of this research is that in the totality of its component parts, and in the process, the outcome of happiness becomes something bigger than the sum of its component parts, namely a process or construct of well-being.

Well-being is accordingly referred to, for purposes of this report, as:

The sum of the findings, comprising the four personal needs + the six intrinsic motivations + growth + balance = well-being.

Well-being is in turn found essential for optimum performance in personal and professional life (Whitmore, 2002). The description of this process as well-being is argued to effectively separate the valuable and sustainable process of personal and organisational growth and performance from the dubious, ill-defined, short-term, confusing and commercial connotations ascribed to the '*buzz'* word, happiness.

The energy or motivation that connects respondents to their goals and to others is akin to Frankl's (2008) will to meaning, as *'the primary motivational force in man'* (Frankl, 2008, p.104) with impact on others and to a greater cause as *'the force* (or motivation) *that makes humans aspire to higher things and dream of better tomorrows'* (Zohar & Marshall, 2004, p.102).

The four intrinsic motivations found to contribute to respondents' personal and professional well-being, namely: meaning/purpose; people; impact/power, and

personal learning are considered by the researcher to be sustainable meaning motivations. This is based on the argument that these relate directly to respondents' descriptions of 'how' they get to their purpose as part of meaning, the search for which has played a crucial role in human evolution and survival (Zohar & Marshall, 2004). The fact that the purpose aspect of meaning has been pivotal to human survival, and is likely to remain an answered question demanding an answer for an unforeseeable eternity, is another aspect that confirms the sustainable nature of purpose. As a result, it is argued that combining the sustainable motivations with positive behaviours that 'broaden and build' (Fredrickson, 2001), that are sparked by intrinsic reward that is autotelic (Csikszentmihalyi, 1992) will eliminate the negative impacts inherent in the intrinsic motivations. It is further argued that when organisations combine both temporary enjoyment and achievement motivations with the four sustainable intrinsic motivations of meaning, with meaning as a central theme, that this generates positive sustainable impact. Growth is maximised for both individuals and organisations, through purpose, responsibility to others and to greater cause, in the areas inherent to each motivation.

Combining these with the positive behaviours of the temporary intrinsic motivations, effectively results in positive growth in all areas:

a) The impact of achievement becomes 'positive tasks';
b) The impact of enjoyment becomes 'positive behaviour';
c) The impact of people becomes 'positive relationships';
d) The impact of power becomes 'positive influence' through socialised power;
e) The impact of personal learning becomes 'wisdom'; and
f) The impact of meaning becomes 'purpose' through which individuals take responsibility for themselves and for others, and in the process open their own opportunities for sustainable growth by 'dreaming of better tomorrows'.

Organisational threats to employee well-being were found in negative affects to employee work/life balance, in the form of unhappiness, negativity, stress, loss of self-worth and poor performance. This is consistent with Rath and Clifton (2005) to the extent that negativity impacts on the performance of employees.

It was further found that ignoring employee well-being posed a potential governance risk to organisations that can affect business sustainability, profitability and costs at all levels. Given the governance and legal responsibility of boards of directors to optimise the performance of organisations through the assessment of risk for reward (IODSA, 2009), it is considered imperative for organisations that are serious about their governance responsibilities to heed the potential risk to business sustainability that this finding represents. Measuring this risk in terms of probability, frequency and potential impact values would be a first step in determining and highlighting the potential extent of this risk.

Organisations were found to create attractive working environments to reduce the governance risk by addressing well-being of employees as part of their goals of greater productivity and efficiencies. Firstly, attractive organisations create congruence between employees and their environments to support well-functioning individuals (Kets de Vries, 2011) in finding meaning in their personal and professional lives that contributes to organisational functioning and elevates effectiveness. Furthermore, organisations that support employees to work to their strengths enjoy the benefits of employees' work satisfaction (Biswas-Diener et al*.,* 2011; Rath, 2007). In addition, organisations that create congruence between individuals' subjective and objective realities (Kets de Vries, 2011) create meaningful and positive environments of interaction that support optimal functioning (Rath & Clifton, 2005), or peak experiences (Maslow, 1964; Hall, 2009). Lastly, these are organisations that create environments of balance and well-being that support employees to perform at optimum potential (Whitmore, 2002).

Respondents were found to influence the internal environment of their organisations through their work roles, finding satisfaction in positive impacts on the well-being of others. This is supported by Achor (2010) in that positive mindsets that address meaning and pleasure in work, impact positively on others, resulting in work satisfaction, fulfilment and performance, even in the face of less attractive rewards (Csikszentmihalyi, 2003). Individuals were able to effectively describe the impact of their work roles once they had become aware of their personal purpose, findings that are relevant for opening up new possibilities for the meaning of work (Wrzesniewski & Dutton, 2001).

Individuals were, however, found reticent in reaching out of the internal environments of their organisations and to use the influence of their roles to address the external environment. This is considered indicative of the myopic focus given by organisations to work function that inhibits employees from extending work roles and influence to important areas outside of their 'job descriptions'. This was not the case when organisations supported employees to participate in external projects of benefit to the community or others though embedded values-based, or pro-bono programmes. This is held to present potential opportunities for shifting internal task and function-based work focus to the socio-economic well-being of others through organisational purpose based endeavours that are autotelic or altruistic.

Findings support Proposition 1, indicating happiness and meaning (well-being), as important elements of individual and organisational functioning and effectiveness. This is demonstrated in findings that indicate happiness and meaning to comprise a process that addresses the sum of personal needs, intrinsic motivations, growth and balance, described for purposes of this paper as well-being, that results in optimal performance.

Differences in frames of reference relative to happiness that are SA context-specific, that constitutionally entrench an environment of well-being and human dignity in place of happiness, are evident, and are considered of relevance in the reality of the South African socio-economic and political environment. Individuals are seen to restrict the influence of their roles to their internal environments, ignoring potential personal and organisational opportunities that could be of reciprocal benefit to them and the socio-economic environment.

6.2.2 Conclusion pertaining to Proposition 2 - Organisations can help employees to find meaning in their work that leads to workplace happiness and work satisfaction

Findings indicate that the manner in which employee well-being interventions are executed determine the organisational environment and its performance. This, in turn, influences the effectiveness of governance obligations towards risk and reward.

This was achieved by organisations through embedded programmes that mirrored the inner personal needs and intrinsic motivations of employee well-being, resulting

in different levels of positive organisational performance and functioning. It is reported by respondents that the extent to which their organisations have thrived and been successful through the economic crisis of the past half-decade was to an extent attributable to the combination of employee well-being choices catered for in their embedded programmes. Support for findings correlates, in certain respects, with Kets de Vries (2011) that meaningful companies create aligned purpose, address employees' affiliation, developmental, self-determination and enjoyment motivations that create a sense of meaning, an environment that transcends employees' needs, contributing to the well-being of employees and others, resulting in a sense of balance. Providing employees with choice between the different elements of professional life is claimed as the core value that supports the individual's right to self-determination (Rogers, 2003). Being able to plot the direction of one's life in this manner is considered a fundamental tenet of well-being.

Organisations that emphasise happiness and meaning are found to create environments of positive reciprocal relationships where employees are offered opportunities for growth, perform optimally and have a work/life balance. In this regard, respondents reported benefits to their organisations that include self-regulation, institutional loyalty, delivery, systemic alignment, improved performance, productivity, success and profitability.

Despite the positive outcomes found in the embedded programmes and the ensuing positive reciprocal relationships that have benefited both organisations and their employees, South African organisations interviewed appear to have missed issues of importance to employees in all areas of well-being. These are found particularly lacking in the personal needs area of employees to be treated as human beings, in the intrinsic sustainable motivations of purpose and personal learning, as well as on balance.

These areas are considered particularly relevant in addressing trauma and violence which is endemic to South African society. This is reported as driving mood and behaviour of employees, resulting in poor delivery and productivity, affecting costs and profitability. While personal experiences were felt, the experiences of employees were described in terms of impact on organisational results.

This is indicative of a lack of awareness by respondents of the cost to employees of distress (Williams et al., 2007), and the enduring effects of embedded disorders in communities (Williams et al., 2004). South African organisations are found to provide well-being interventions that address the outcomes of trauma and violence after-the-fact. Organisations are therefore not pro-active in preparing internal environments for protecting the well-being of the general employee population when viewed against the potential threat to life. The recent tragic incidents at Marikana evidence that "*trauma is deeply rooted in South African society"* (Williams et al., 2007, p.845), and that *"violence is viewed as a first line of defence for dealing with problems"* (p.846).

Whether positive psychology alone can be of any sustainable benefit in the South African context, with its narrow focus on flourishing (Hames & Joiner, 2011) and non-integration of negative experiences (Park, 2011), is questionable. This is supported by findings indicating that, save for formal interventions of communicating positive messages and creating resilience, South African organisations appear ill-prepared and unwilling to address the significant socio-economic problems falling outside of their internal environments and out of their areas of influence and control. Instead, organisations rely on the informal employee support system to address the greater problem of trauma and violence within their organisations by adopting *'a frontier mentality'* (Nomos). In this regard, meaning/values based programmes embedded in organisations have successfully developed environments where employees take personal responsibility for supporting each other as human beings. South African organisations are, however, found to be ill-prepared to address existential angst and loss of hope, areas in the sustainable intrinsic motivation component of meaning/purpose, that impact negatively on employees as a result of the SA-specific problems that plague the environment, in addition to trauma and violence. This was found to affect employee well-being and organisational performance at all levels, with existential angst and loss of hope being areas of employee well-being that could benefit from focused organisational support.

Findings support Proposition 2, namely, that organisations can help employees to find meaning in their work that leads to workplace happiness and work satisfaction, as evidenced by the potential reciprocal benefits to employees and employers when employees are supported by embedded organisational well-being programmes.

Notwithstanding this, South African organisations were found lacking in supporting employees effectively in the well-being areas of personal needs to be treated as human beings, in the sustainable intrinsic motivations of purpose and personal learning, as well as in the area of balance.

6.2.3 Conclusion pertaining to Proposition 3 - Organisations can implement coaching processes to support employees find meaning in their personal and work lives that will be of benefit to organisations

Individuals and organisations are found to be generally aware of the need for coaching in respect of the various aspects comprising well-being and of coaching's potential benefits. Individuals, however, report a need for coaching to support the purpose perspective of the sustainable meaning intrinsic motivation, an area not supported from an organisational perspective. Organisationally, a need for coaching in the 'people' area is reported, indicating that individuals' need for coaching support differs from that perceived by organisations.

The personal search for purpose is highlighted by respondents, and is important from both personal and organisational perspectives. Purpose provides positive energy and an ontological pull as a deep source of meaning (Biswas-Diener, 2010), but when the meaning aspect of work is overlooked, employees will look to fulfil this need outside of their work (Covey, 1999). The neglected capacity for satisfaction that arises will work contrary to the organisation (Covey, 1999). People seek coaching when living in meaning that no longer works for them (Lenhardt, 2004). Meaning is germane to coaching (Biswas-Diener, 2010), and coaching is effective in the reconstruction of meaning (Stout Rostron, 2009).

Findings indicate that the personal search for purpose can be lost to organisations as this is not extrinsically evident in daily organisational life, yet is fundamental for well-being and aligned personal and organisational performance. In fact this fundamental importance is stressed by Pink (2011) through his view that accompanying profit maximisation with purpose has the potential to revive business and recreate the world.

The general lack of awareness of the importance of purpose in the organisational environment becomes evident in findings relative to individuals that have not been coached. They perceive a need for coaching in the extrinsic areas of performance, whereas coaches and persons that have been coached stress coaching to the personal intrinsic needs as well. Coaching to the 'inner person', in parallel to the 'outer person', as in performance and its related aspects, is most relevant as inner issues often arise around performance (Hudson, 1999). It is therefore not surprising that individuals, whether coached or not, intrinsically emphasise the coaching benefits of addressing personal well-being. On the other hand, organisationally, the coaching process is viewed extrinsically, from a results-driven perspective, as a means of equipping employees to perform, or to enhance performance.

Respondents, when describing personal work, were found to emphasise service to others and the functions of their roles, followed by competencies and skills, reciprocal relationships and strengths and weaknesses. Least emphasis was given to the calling and jobs aspects thereof. This is relevant from a coaching perspective as coaching can help employees in all work spheres to identify strengths, or to change jobs and careers to callings by finding new meaning in their work (Biswas-Diener, 2010) though job crafting (Wrzesniewski & Dutton, 2001). Reframing the meaning of work through personal purpose and responsibility to others energises employees, enabling the calling aspects of work to surface for the benefit of organisations. This is considered desirable as employees rich in meaning are cost effective, less likely to quit, get sick, report less hostility and depression thereby alleviating productivity costs (Biswas-Diener, 2010).

All coaches and a majority of the human resource specialists interviewed made reference to the difficulties of addressing the soft issues of their roles in an organisational context, expressed specific discomfort in the execution of their soft roles as perceived by their executive peers in operational roles, and went to great lengths and personal cost to be taken seriously. Given the relevance of coaching, when addressed "*from the inside out"* (Metis), and the fact that individuals' perceptions of coaching encapsulate this, indicates that the approach to coaching at organisational level is poorly understood, indicative of mindsets in need of change.

Findings support Proposition 3, namely, that organisations can implement coaching processes to support employees find meaning in their personal and work lives that will be of benefit to organisations, but that South African organisations are failing to do so effectively. This is evidenced in the poor understanding of coaching found in the differing perceptions of coaching needs between individuals and their organisations, the lack of organisational support for coaching to meaning for personal purpose, and the palpable discomfort expressed by specialists in dealing with the soft roles of their professions. These are areas indicating mindsets in urgent need of change if the importance of coaching to individuals and organisations is to be given the organisational emphasis it deserves in the creation of well-being.

6.3 Theoretical contribution: Conceptual model of meaning for sustainable individual and organisational well-being

Findings arising from this research report have been synthesised into a conceptual model of meaning for sustainable individual and organisational well-being, with specific reference to the coaching process. The conceptual model outlines the component parts of well-being and their symbiotic and systemic relationships for supporting personal meaning at work, as illustrated in **Figure 6**.

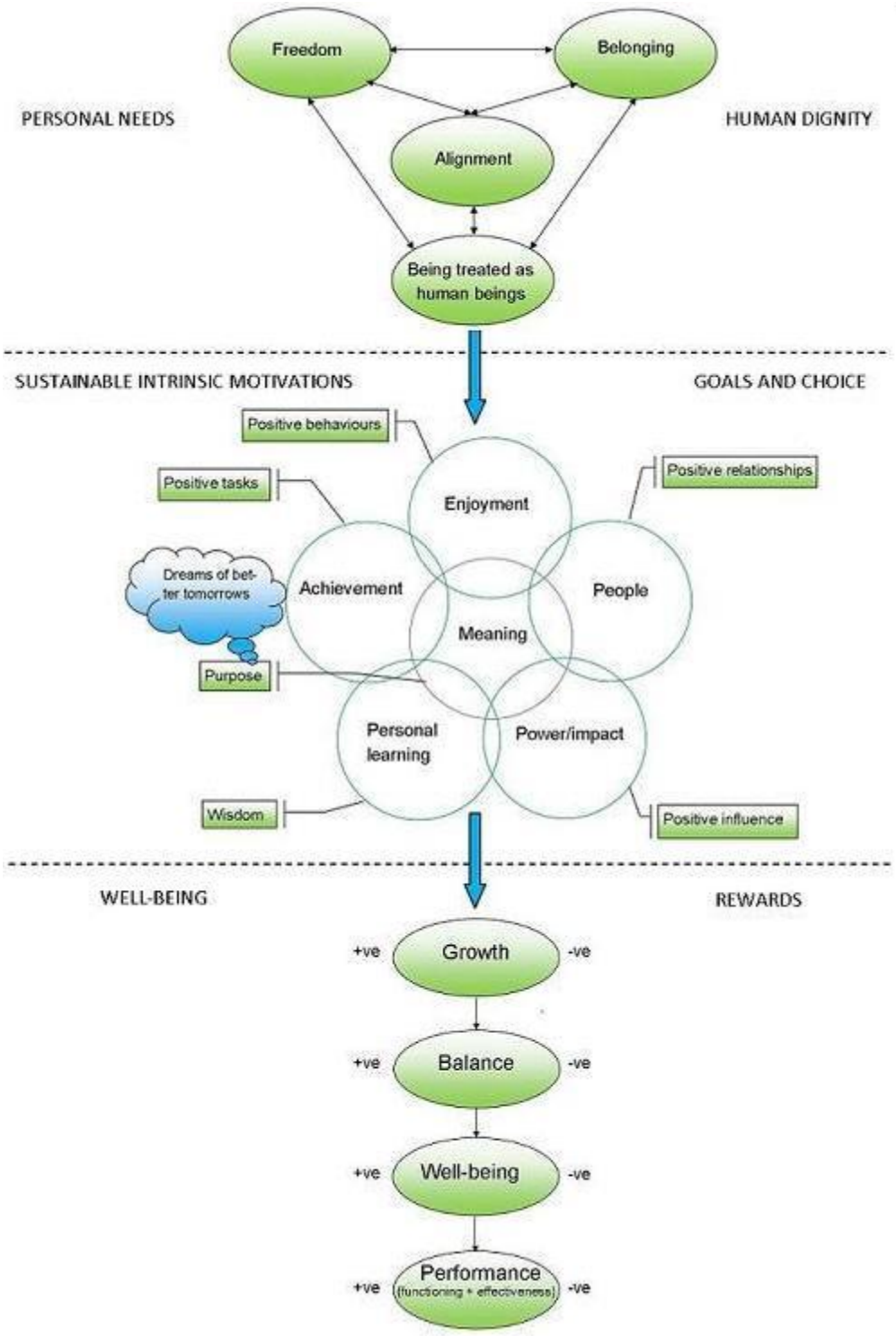

Figure 6: Conceptual coaching model of meaning for sustainable individual and organisational well-being (Bailes, 2013)

The conceptual coaching model in **Figure 6** illustrates the symbiotic relationship between the four personal needs, their systemic relationship with the intrinsic motivations that are made sustainable through meaning as a central theme, and between the sustainable intrinsic motivations and well-being. The choice of intrinsic motivations by individuals that are treated as human beings is illustrated as resulting in personal growth, leading to personal balance, well-being and personal performance. Any positive or negative influence to each of these is shown as affecting the other elements of well-being positively, or negatively.

The model enables potential areas of conflict or tension between each of the personal needs to be identified and supported through a coaching process, enabling resolution where necessary, thereby benefiting both employees and their organisations.

Coaching to the personal needs and sustainable intrinsic motivations, through meaning, is intended to open awareness to the potential benefits of reciprocal relationships. These benefits are found in excellence of performance for both organisation and employees, and emanate from personal growth and balance.

Coaching through the model could assist to identify and support organisational extrinsic and intrinsic interventions that meet the balance area of well-being, through existing meaning-based embedded well-being programmes, or by the creation of new ones. In the process, benefits ensue in the form of intrinsic rewards for employees. Rewards for being treated as human beings takes the form of acknowledgement for actions, performance or deeds and for personal aspirations. Achievement and delivery are often in monetary form as rewards for targets met. Enjoyment is rewarded by celebratory gestures, energy and thanks. People are rewarded for who they are and by making them feel important. Influence is rewarded for the right behaviour. Personal learning is rewarded through the fulfilment of growth ambitions or career aspirations and the accumulation of wisdom, that enhance the reciprocal benefits to employer and employee. Rewards for meaning are ‘in kind’ and central in the autotelic pursuit of purpose or the fulfilment of personal dreams that enhances and drives personal potential at the same time mirroring the best interests of others.

The model identifies and supports the change of mindsets through coaching in professional and personal lives as a first step in addressing the important personal need of employees of being treated as human beings, whose work has meaning. The sustainable meaning orientation creates awareness of the impacts of behaviours and actions on others, through coaching interventions that energise individuals to the calling nature of work through personal purpose. This encourages individuals to aspire "*to higher things and dream of better tomorrows'* (Zohar & Marshall, 2004). Opening workplace mindsets to the socio-economic needs of South African society, by extending the influence of work roles to tackle the challenges that the nation faces outside of the internal environment, could help to reignite individuals' hope for the future and alleviate existential angst by tackling problems at source.

While the concept of working ourselves to happiness in the reality of the South African-specific context may be considered somewhat Utopian, it is shown that we can find meaning at work through a process of coaching, with potential sustainable benefits to individual well-being and organisational performance. The conceptual coaching model could provide a framework of awareness that reciprocally addresses the aligned environment of well-being of individuals and organisational effectiveness. Opening awareness in this manner could impact positively on profitability and costs, simultaneously embracing human dignity and hope.

This will require responsibility and ownership as a non-negotiable tenet in the measurement of the impact of leaders' decisions, actions and behaviours for the sustainable well-being of others, as a pre-cursor to transforming mindsets in need of change.

6.4 Implications of study for coaching practice

Positive psychology on its own, with its focus of flourishing and non-integration of negativity, is not considered sufficient to deal with the entirety, magnitude and realities of the endemic trauma and violence and other South African-specific problems reported.

Notwithstanding this, its benefits in terms of positive affects on individuals and in the workplace are worth noting as important elements of individual functioning and organisational well-being.

These have been found in organisations that adopt positive psychology interventions of positive communication and the creation of resilience that spirals positivity in the working environment contributing to well-functioning individuals. Coaching interventions that support positivity, flow and identify strengths in the individual are therefore recommended as valuable to personal and professional functioning.

It is further noted that organisations that have adopted embedded meaning/values based programmes have successfully developed environments where employees take personal responsibility for supporting each other as human beings. They rely on the informal employee support system to address the greater problem of trauma and violence within their organisations by adopting frontier mentalities. Developing the personal meaning/purpose of employees through coaching would further add to employee well-being and functioning.

Consequently, organisations that have emphasised both happiness and meaning were found to create environments of positive reciprocal relationships where employees were offered opportunities for growth, performed optimally and had a work/life balance. This resulted in self-regulating organisations, institutional loyalty, delivery, systemic alignment, improved performance, productivity, success and profitability.

It is therefore recommended that organisations examine the sustainable balance of well-being in their embedded programmes as a mitigation for success. While some organisations appear to have made great strides in creating internal working environments that meet the general well-being needs of employees, issues of importance in all areas of well-being have been missed. Organisations could consequently be missing valuable opportunities for improving workplace well-being and work satisfaction, the benefits of which are being lost in the realities of South Africa's turbulent socio-economic and political environment.

It is suggested that this gap could be filled by exploring potential executive and business coaching interventions in the areas of well-being identified as lacking.

More specifically, well-being interventions were found to address the outcomes of trauma and violence after-the-fact, indicating that organisations are not pro-active in preparing their internal environments for protecting the well-being of the general employee population. This is exacerbated by organisations that are ill-prepared to address employee existential angst and loss of hope in the area of the sustainable intrinsic motivation component of meaning/purpose. This is directly linked to the South African-specific problems that plague the environment, in addition to trauma and violence.

As this affects employee well-being and organisational performance reciprocally at all levels, existential angst and loss of hope are considered areas of employee well-being that would benefit from focused organisational support. Given that the personal search for meaning is not extrinsically evident in daily organisational life and can be lost to organisations, yet is fundamental for well-being and organisational performance, this is a particular area that would benefit from executive and business coaching support. The relevance of these findings to both the South African employee and the workplace makes it imperative for coaches to highlight these less visible intrinsic existential problems to employers, as mindsets in need of change. Supporting clients in this area will require coaches to familiarise themselves with coaching meaning interventions if they are to effectively address this need.

A narrow focus on the internal environment is evidenced in organisations that appear ill-prepared and unwilling to address the significant socio-economic problems falling outside of their internal environments, out of their areas of influence and control. This mirrors the individual mindsets that are found reticent in reaching out of their internal environments and to use the influence of their roles to address the external environment. Role influence was inhibited by undue focus on the internal individual and organisational environment. Roles were expanded when employees were given the freedom to participate in embedded organisational meaning/values-based or autotelic programmes supported by leaders, that promoted purpose/meaning projects benefiting others.

It is therefore recommended that workplace mindsets be encouraged to open to the socio-economic needs of South African society. Extending the influence of work roles in this manner could provide an additional collective resource to tackle the

insurmountable challenges that South Africa faces outside of the internal environment. This could help to reignite hope in individuals and alleviate existential angst by tackling socio-economic problems at source. This could be effectively supported by coaching interventions that reframe meaning, and job crafting.

Given the relevance of coaching for individual and organisational performance, when addressed *'from the inside out'* (Metis), and the fact that individuals' and organisations' perceptions differ on this, indicates that the approach to coaching at organisational level is poorly understood. This is further indicative of mindsets in need of change.

The palpable discomfort expressed by coaching and human resources specialists who lack executive support when dealing with the soft roles of their professions points to the need for a stronger business case for addressing the human issues of well-being and personal purpose. Findings have indicated the potential sustainability dangers to organisations of failing to do so effectively. This is considered a fundamental governance risk in need of mitigation as a strategic imperative, deserving of urgent attention.

Most specifically, well-being is relevant for delivery of enhanced performance that will satisfy the reciprocal needs of both employees and employers to differentiate organisations through excellence of service, as a competitive advantage for success. Well-being after all *"may not have a price, but is priceless"* (Aiolos).

6.5 Suggestions for further research

Research into the real costs to organisations of embedded societal distress and the enduring effects of disorders that are South African-specific could assist organisations to fill a gap and provide well-being interventions that are more pro-active and fitting to the realities of the South African environment. This could shine the torch pragmatically on areas requiring attention as a start for organisations to address the socio-economic disorders that filter into organisational effectiveness at source.

Given the failure or lack of visibility of leaders reported in this document, a further potential area for research that could find benefit in this context would be coaching for governance through meaning. This would include areas of self-mastery, self-regulation and self-governance that transcend the tick-box mindset, creating inroads to organisations through their leaders. This is relevant in the South African governance environment that is based on the 'apply and explain' principles, particularly in areas that are non-legislated, where the organisational responsibility to stakeholders will be tested on the intrinsic ethical and moral conduct of its leaders.

Lastly, this study has been frustrated at times by the lack of boundaries in the relationship between positive psychology and meaning. Research to arrive at a clearer delineation could add value by avoiding potential encroachment or by finding the scientific synergy between the two.

This study has been limited to the 'science of happiness' in the ambit of positive psychology, as well as meaning, insofar as these relate to coaching. Reference has been made to certain psychological frameworks and philosophies that ground the discussions, but only in their applied sense.

The study has excluded other tenets of positive psychology such as learned optimism, resilience, and emotional intelligence, as well as appreciative inquiry, as these are considered stand-alone topics that merit their own, separate studies and fall outside the scope of this paper. The researcher has touched on these topics from time to time, as well as on certain aspects of neuroscience, only to the extent that these were found necessary for a better understanding, or in support, of specific contexts. Aspects such as motivation and rewards have been discussed as ancillary to, or which, in combination, add to coaching specific initiatives that complement the topics of happiness and meaning.

Aspects of dysfunction have been reported and referenced from research or as findings visible in the South African context that are of importance to organisations, and of interest to society and effectively for coaching. Certain of these dysfunctions are respected as potentially bordering on pathology or mental disease which falls outside the ethical boundaries of executive and business coaching, alternatively, of positive psychology, thereby necessitating clinical referral or specialisation.

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APPENDIX A

INTERVIEW PROTOCOL

Date : ----------

Place : ----------

Research : ----------

Respondent : ----------

Position : ----------

Observations: ----------

QUESTIONS

1 You are the ……..……of …… Please describe the work you do and your role in the organisation

2 What is the impact of your role on others and on your organisation?

3 Happiness:

3.1 Please describe what happiness is to you

3.2 In what respect does your current work meet your concept of happiness?

3.3 In what respect is this not met?

3.4 How does the organisation you work for actively encourage the happiness or well-being of its employees?

3.5 What are the outcomes of the organisation's interventions?

3.6 Given the opportunity, what would you change, and how?

3.7 What is the cost to you or your organisation of not changing?

3.8 How could an organisation benefit from encouraging happiness and well-being in its employees?

4 Meaning:

4.1 Please describe what to you is an ideal meaningful life

4.2 In what respect does your current work meet your description of an ideal meaningful life?

4.3 In what respect does it fail to meet these ideals?

4.4 How does the organisation you work for actively encourage meaning in its employees?

4.5 What are the outcomes of the organisation's meaning interventions?

4.6 Given the opportunity, what would you change, and how?

4.7 What is the cost to you or your organisation of not changing?

4.8 How would an organisation benefit from encouraging meaning in its employees?

5 South African conditions:

5.1 What would you say is the impact on you and your employees of the trauma and violence that is inherent in South African society?

5.2 And on your organisation?

5.3 How does the organisation actively support employees in dealing with these problems?

6 Coaching:

6.1 Have you been coached?

6.2 What are your views regarding the role of coaching in the workplace ?

6.3 What do you think the benefits of coaching would be?

6.4 Who would benefit most from coaching?

6.5 How would they benefit, personally?

6.6 How would the organisation benefit?

APPENDIX B

MMBEC RESEARCH CONSENT FORM

Date……

RESEARCH STUDY

Dear …….

INFORMATION SHEET AND CONSENT FORM

I am conducting research for the purpose of completing a Masters in Management: (Business and Executive Coaching) degree at the Wits Business School of the University of the Witwatersrand.

Research topic

I am conducting research on *"Working ourselves to happiness: finding meaning at work through coaching in South Africa"*. I am conducting a qualitative study with 16 participants to compare and make observations regarding their experiences and those of their organisations on the relevance of happiness and meaning to individual and organisational functioning in creating workplace happiness and work satisfaction. The study also considers the support of coaching in this process and the ensuing benefits to organisations in South Africa.

Your participation

Thank you for allowing me to interview you. The interview will take approximately one to one and a half hours. Interviews are being recorded to ensure the accuracy of what is said. Please provide me with your permission to record your interview by signing the consent section at the end of this letter.

Please note that **your participation is voluntary** and that you are not being forced to take part in this study. The choice of whether to participate or not, is yours alone.

If you choose not to take part, you will not be affected in any way whatsoever. You may stop participating in the research at any time and advise me that you don't wish to continue. Should you wish to do so there will be no penalties and you will NOT be prejudiced in ANY way.

Confidentiality

Any study records that identify you or your organisation will be kept confidential to the extent possible by law. The records from your participation may be reviewed by persons responsible for ensuring the standard and progress of the research , including my academic supervisor/s. (All of these persons are required to keep your identity, and that of your organisation, confidential.)

All study records will be destroyed after the completion and marking of my research study report. I will refer to you and your organisation by a code number or pseudonym in the report and any further publication.

Risks/discomforts

At the present time, I do not see any risks in your participation. The risks associated with participation in this study are no greater than those encountered in daily life.

Benefits

There are no immediate benefits to you from participating in this study. However, this study will be extremely helpful to us in understanding the research topic.

Please let me know if you would like to receive feedback on the study which should be completed on or about 28 February 2013.

Who to contact if you have been harmed or have any concerns

This research has been approved by Ethics Committee of the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Course Programme Director at the Wits Business School, Dr Hilary Geber, on +27 11 717 3146 or on hilary.geber@wits.ac.za. Should you have any questions about

the research you may call my academic research supervisor, Dr Kerrin Myres, on +27 11 487 0850 or on kerrin@resonate.co.za.

Yours sincerely

Silvia Bailes

CONSENT

I, ……., hereby agree to participate in the research study on happiness and meaning being conducted by Silvia Bailes at the Wits Business School. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not wish to continue and that this decision will not in any way affect me negatively.

I understand that this is a research study and that its purpose is not necessarily to benefit me personally or my organisation in the immediate or short term.

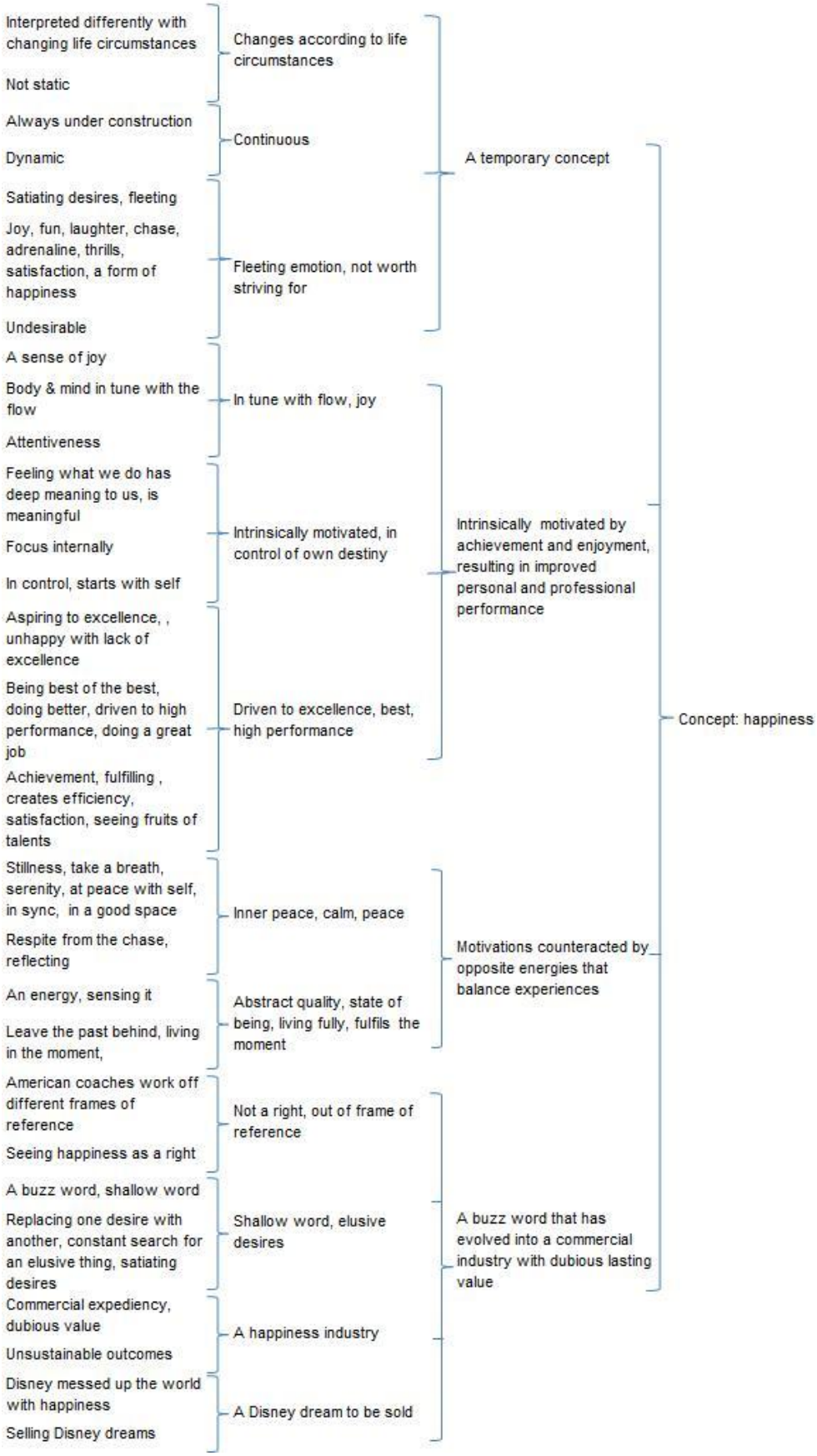
I understand that my participation and that of my organisation will remain confidential and I agree to the recording of my interview as part of the study.

……..

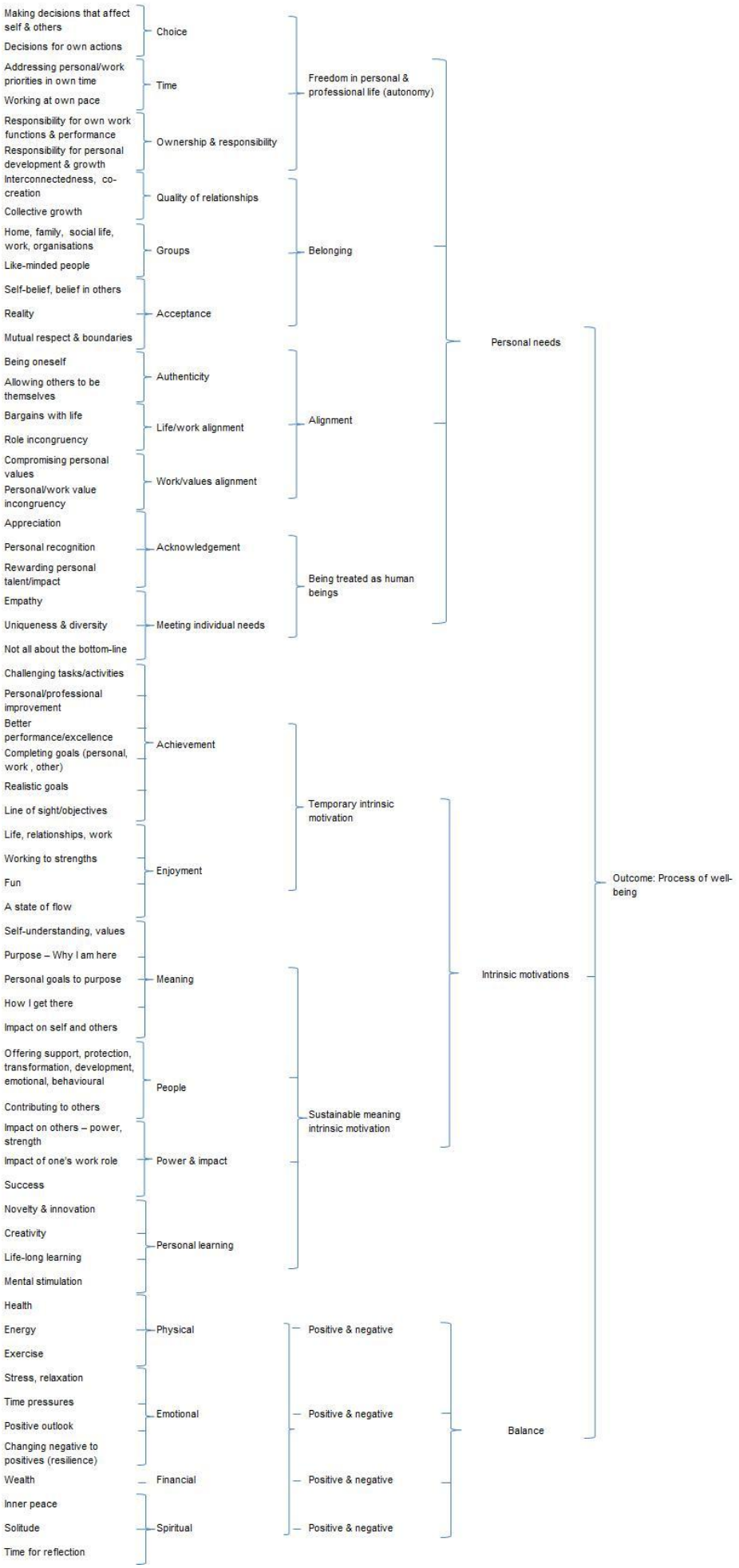
Signature of participant **Date**:……..

APPENDIX C

Illustrative process of data analysis: Individuals' concepts of happiness



Illustrative data analysis: Individuals' descriptions of contributors to personal and professional happiness



APPENDIX D

Consistency matrix

Research problem: The main problem that the study addresses is the relevance of happiness and meaning to individual and organisational functioning and effectiveness in creating workplace happiness and work satisfaction, with the support of coaching processes, that benefit organisations in South Africa.

Sub-problem	Literature Review	Propositions	Source of data	Analysis
The first sub-problem that the study I addresses is whether happiness and meaning are elements relevant to individual and organisational functioning and effectiveness.	Achor, 2010 Rath and Clifton, 2005 Ben-Shahar, 2008 Berns, 2005 Biswas-Diener, 2010 Biswas-Diener, Kashdan and Minhas, 2011 Covey,1999 Csikszentmihalyi, 1992, 2003 Diener and Biswas-Diener, 2008 Emmons, Colby & Kaiser, 1998 Frankl, 2008 Fredrickson, 2001, 2009 Frerickson and Losada, 2005 Hall, 2009 Kets de Vries, 2011 Lenhardt, 2004 Maslow , 1943, 1964 Pink, 2011 Rath, 2007 Rath and Clifton, 2005 Ryan, Huta and Deci, 2008 Spreier, Fontaine & Malloy, 2006 Whitmore, 2002 Wrzesniewski and Dutton, 2001 Zohar and Marshall,2004	Happiness and meaning are important elements of individual and organisational functioning and effectiveness.	Actual interview	Coding and themes

Research problem: The main problem that the study addresses is the relevance of happiness and meaning to individual and organisational functioning and effectiveness in creating workplace happiness and work satisfaction, with the support of coaching processes, that benefit organisations in South Africa.

Sub-problem	Literature Review	Propositions	Source of data	Analysis
The second sub-problem explores whether organisations can help employees to find meaning in their work, that results in workplace happiness and work satisfaction.	Baumeister and Leary, 1995 Biswas-Diener, 2010 Buckingham and Clifton, 2002 Csikszentmihalyi, 1992, 2003 Diener & Biswas – Diener, 2008 Frankl, 2008 Kahn, 2011 Kets de Vries, 2009, 2011 Lenhardt, 2004 Pink, 2011 Miller, 2008 Rath and Clifton, 2005 Ryff and Singer, 1998, 2008 Seligman, 2002, 2011 Whitmore, 2002 Williams, Herman, Kessler, Sonnega, Seedat, Stein, Moomal and Wilson, 2004 Williams, Williams, Stein, Seedat, Jackson & Moomal, 2007	Organisations can help employees to find meaning in their work that leads to workplace happiness and work satisfaction	Actual interview	Coding and themes

Research problem: The main problem that the study addresses is the relevance of happiness and meaning to individual and organisational functioning and effectiveness in creating workplace happiness and work satisfaction, with the support of coaching processes, that benefit organisations in South Africa.				
Sub-problem	**Literature Review**	**Propositions**	**Source of data**	**Analysis**
The third sub-problem identifies whether organisations can implement coaching processes to support employees find meaning in their personal and work lives, that will be of benefit to the organisations.	Biswas-Diener, 2010 Biswas-Diener, Kashdan and Minhas , 2011 Csikszentmihalyi, 1992, 2003 Frankl, 2008 Hudson, 1999 Kets de Vries, 2011 Lenhardt, 2004 Maslow', 1943 Rath and Clifton, 2005 Rock and Page, 2009 Seligman, 2002, 2007, 2011 Stout Rostron, 2009 Whitmore, 2002	Coaching is a useful process that organisations can implement to support employees to find meaning in their personal and work lives that will benefit organisations.	Actual interview	Coding and themes